

**SCHOOL ADMINISTRATION AND STUDENTS' DISCIPLINE AT
ST. BRIGID'S GIRLS' HIGH
SCHOOL-KIMININI
KENYA**

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of the Requirements for the Degree
Bachelor of Education in Arts with Guidance and Counseling**

By

**CHEPTEI C. JERIDAH
BED/6266/41/DF
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DECLARATION

I the undersigned, declare that this project is my original work and has never been presented to any other University for the award of a degree or its equivalent.

Name : Cheptei C. Jeridah
Signature : 
Date : 21-9-2007

The project has been submitted with my approval as the University Supervisor

Supervisor : Mr. Kule Julius Warren
Signature : 
Date : 11/10/07

DEDICATION

This is dedicated to my husband Africanus Baraza, my children, my mum Margaret Namaemba Cheptei, my brothers and sisters who have encouraged me to continue and sacrificed a lot during my study.

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My most sincere gratitude is to the following colleagues; Mrs. Sarah Ilagosa, Mrs. Alice Wafula, Mrs. Betty Mulari and Mrs. Josephine Barasa for encouraging me to continue with my studies.

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The preparation and completion of this project has been a strenuous exercise which could not have been possible had it not been for the guidance, assistance and encouragement of many people who extended their support to the realization of the work.

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ABSTRACT

The purpose of this study was to find out that the effect of school administration on students discipline at St. Brigid's Girls' High School in Kiminini Division Trans-Nzoia District.

Data was collected from thirty students who are sampled using systematic random sampling, ten teachers who are purposively sampled and the head teacher. Data was collected by use of questionnaires, interview schedules and analysis of documents. Data as analyzed using frequency distributions and percentages.

The research findings revealed that the discipline of students is mainly determined by the way the head teacher performs her obligations. It was found that there was effective communication between the learners and the teaching staff. Major causes of indiscipline in the school were attributed to poor governance and administration of the previous head teachers. Students were not involved in the decision making process of the school. There was good governance and administration, of the school which was reflected through good relationship that existed between the learners and the teaching staff.

It is recommended that the Ministry of Education in partnership with Kenya Institute of Education conduct country wide research to establish the major variables that affect the discipline of students so as to curb the increasing cases of indiscipline in schools. It is also recommended that the administrators are equipped with knowledge and skills of management through work shops and seminars.

This will help to create good administration, which enhances positive co-existence among members by promoting trust and hence improving discipline of the students, teaching staff and the non teaching staff.

ABBREVIATIONS

TIQET	-	Totally Integrated Quality Education and Training.
KNEC	-	Kenya National Examinations Council
ATS1	-	Approved Teacher Status 1
KESI	-	Kenya Education Staff Institute
BTW	-	Between
YRS	-	Years
TSC	-	Teachers' Service Commission
P.INDEX	-	Performance Index

CHAPTER ONE

1.0 BACKGROUND OF THE STUDY

St. Brigid's Girls' High school has in the recent past been seen to deteriorate considerably in its performance in KCSE between the years 1992-1995 and 1999-2000. The declining performance in national examinations over the indicated years can be attributed to a number of factors, which include discipline and also school leadership.

St. Brigid's Girls' High school is one of the well established schools in Trans-Nzoia District in Rift Valley province. It was established in 1938 by a catholic congregation of sisters called St. Brigids of Ireland. It is a catholic sponsored school with a strong religious tradition. This is seen in its motto, "Thy Kingdom come."

The school has adequate facilities like a well equipped library, modern storeyed hostels and three laboratories, one for biology, another for Chemistry and yet another for physics. In spite of having such good facilities, the school has shown downward trend in its performance in national examinations over certain periods of time. This has therefore necessitated the research to establish the causes behind the decline in performance of the school in national examinations.

The type of administration by various principals may have had either positive or negative impact on the performance of students in their national examinations.

The study is therefore aimed at investigating how changes in school administration have affected discipline in St. Brigids Girls' High school and consequently its performance in national examinations between the years 1989-2005.

Many authors and researchers have investigated on the causes of indiscipline in schools but few have investigated on school administration and students' discipline in relation to academic performance.

Discipline in relation to the school set up is important since performance of schools in examinations and other activities depends on the discipline of the students.

School discipline has developed various negative connotations where blind conformity was expected. Failure to conform to this meant often brutal physical attacks on students of all ages.

For instance, Hoover (1972) gives a typical situation of colonial schools, which were equipped with whipping posts where misbehaving students were tied and flogged. It was believed that the children were literary possessed by the devil thus the expression, " beat the devil out of him". It was therefore argued that whipping or flogging were designed to rid the students of such demons.

Today changes have taken place whereby there are now new approaches in which people regard discipline differently. The human rights commission has given human beings rights irrespective of age and thus has obliged learning institutions to adopt appropriate approaches when dealing with cases of indiscipline. In Kenya, the use of corporal punishment is against the law. Corporal punishment was abolished in the year 2003. Guidance and counseling is highly encouraged in schools and colleges. Cases of indiscipline have become rampant not only in Kenya but all over the world.

Kagachiri (1999) gives specific examples of violence in schools where for instance in Colorado U.S.A armed students stormed into the Colombia school in Denver and shot fourteen students and teachers dead.

Other incidents include that of Nyeri High school and Kianyaga High school both found in the central province of Kenya where students were burnt by their colleagues.

These events leave people wondering whether they are purely a reflection of the school system. In the case of home system, the economic pressures have made parents absent from home for longer periods than ever before. Hence

some children grow up without proper parental guidance and therefore become deviants and drug abusers.

Instances of students burning schools or turning against their colleagues give the impression that the students are no longer in agreement with the schools' set up and therefore try to express their sentiments.

These cases of indiscipline in schools have necessitated for a commission to be set up to try and establish the causes of indiscipline in schools.

Since discipline is one of the most important factors of academic performance, the school's and classroom's environment heavily determine the school's success in examinations. Good behavior is a necessary condition for effective teaching and learning and an important outcome for education.

The success of a school mainly depends on the way the head teacher outlines the goals and policies of the school. The head teacher should possess the basic knowledge of how to coordinate, how to discern and influence goals, policies and programmes and how to procure and manage available resources so as to achieve the main objectives of the institution, Ozigi (1995).

The head teacher therefore outlines clearly the school rules, which normally touch on matters like meals, use of uniform and private clothing, class attendance, absence from school and cases of illness. The principals have to outline rules of behavior which include issues like consideration for others, courtesy, obedience, respect for elders and seniors, bullying, fighting among others.

The principal being the Chief administrator is charged with the responsibility of maintaining discipline in the school. The organization, administration, instruction, spirit and purpose of the school reflects to a great extent the personality of the administrator and his/her staff since the school work revolves around the administrator. The reputation of the school therefore depends on the principal as he/she can make or mar the school.

One of the important responsibilities of the administrator is maintaining discipline. Discipline is not easy to maintain and as such calls for wisdom, tact, courage, firmness and fairness. The principal has to make effort to improve and maintain staff morale, moral tone and satisfactory disciplinary standards among the pupils. (Ozigi 1995).

To maintain discipline in schools, the principals must be self-disciplined in the first place as this will influence the teachers and students to be also disciplined. The school should also seek advice, cooperation and support of parents, local community leaders and members of the school board. If all these factors are put into function, then effective teaching and learning is realized.

1.1 Problem statement

The school administration and students discipline at St. Brigid's Girl's High School and how it has affected academic performance.

1.2 Objectives

General: This study will determine and discuss whether there is any relationship between school administration and students' discipline and their academic performance.

Specific: This study seeks to:

1. Establish students', teachers and head teacher's perception of discipline.
2. Identify the causes of indiscipline in the school if they exist.
3. Identify the methods adopted in formulation and administering the rules in the school.
4. Determine the students' and staffs perception of the administrative structure of the school.
5. Determine the significant relationship between school administration and student's discipline.

1.3 Significance of the Study.

This study will benefit the following disciplines: the ministry of education and T.S.C will post responsible and able head teachers to head the schools.

Curriculum developers will develop a curriculum for teachers' colleges that will help the teachers learn how best they can administer schools in order to instill high levels of discipline and thus improve the academic performance of students in national examinations.

The educationists and the stakeholders in education will be able to solve discipline problems in their various institutions.

Head teachers will know how best to administer their schools so as to instill discipline in the students and eventually obtain good results in national examinations.

The students will be disciplined and thus concentrate on their studies for better academic results in national examinations.

The KNEC will have no cheating in examinations as students who are disciplined will study without interruptions of indiscipline problems.

The community will not experience riots and destruction of their property by the students because they will be well behaved. The future researchers will carry out more research on school administration and students' discipline in relation to performance in other institutions.

1.4 Definition of terms

For the purpose of the study, the following terms are defined operationally.

1. Administration – This is the way the school is governed by the head teacher.
2. Discipline refers to good behavior, which involves good study habits, punctuality, lack of unnecessary noise and lack of strikes.
3. Motivation is the giving of incentives or gifts to teachers, students and school workers in order to encourage them to work hard.

4. Performance refers to the way students carry out their activities in relation to academics in school. This includes good study habits, doing homework given and passing both internal and external examinations.
5. Performance index refers the average mean that has been scored by the school over the years.

1.5 Statement of the Null Hypothesis (Ho)

There is no significant relation between the school administration and students' discipline.

CHAPTER TWO

2.0 REVIEW OF THE RELATED LITERATURE

A lot of research has been touching on indiscipline in schools. Various researchers have established the causes of indiscipline in schools and the possible remedies to these problems. It has been significant to actually analyze the role of the head teacher in relation to his/her administration as this contributes heavily on discipline of students.

According to Hazler (1998) reducing all forms of violence cannot happen without increasing cooperation, caring and concern for everyone and every group. He further states that there is no one step cure for this complex issue, which can have biological, environmental or psychological origins.

A research was conducted on the causes of indiscipline in secondary schools in Kabras Division of Kakamega District, where three schools were sampled out of eighteen schools in the Division. The sample represented 17% of the total number of schools in the Division.

The schools sampled included one boy's boarding, one mixed day and a girls' boarding school. 90 students were sampled from the schools, 30 from each school and were all given questionnaires. 15 teachers were given questionnaires, 5 teachers from each school. The head teachers of the three schools were given questionnaires.

He used simple random method in sampling the students and teachers.

The data obtained indicated that most schools in the division did not give the students an opportunity to formulate and discuss school rules. It was also discovered that parents and teachers' relationship was not very good. Parents talk ill of teachers in the presence of their children. The students experienced problems with the way some teachers handled the subject matter and the performance was generally poor in most of the schools. There was a grave

shortage of necessary facilities like dormitories, laboratories, classrooms and textbooks.

Students also complained of poor diet, congestion in dormitories and classes. It was further noted that the teachers and head teachers rarely organized meetings with students. The head teacher was not accessible to the students and the students complained of harshness of teachers.

The major cases of indiscipline found included smoking, drinking of alcohol, sneaking from school, wrong wear, lack of punctuality and drug abuse.

It was therefore suggested that the students be involved in the formulation and implementation of the school rules. Guidance and counseling was also advocated for as a supplement to punishment, which mainly included suspensions, and corporal punishments. Makali (1996).

A similar research was carried out on school rules, regulations and indiscipline in Kirogo secondary school in central province, where 60 students were selected randomly from form 2, 3 and 4, with each form giving 20 students. He used stratified sampling. 20 teachers were interviewed plus 20 members of the community who were randomly sampled. The head teacher was interviewed while the students' filled questionnaires.

The data collected revealed the common cases of indiscipline being drug abuse, truancy, and theft, fighting among others. It was indicated that students (truants) go to attend social functions like weddings. Some students use drugs to kill boredom, please their friends or because of curiosity. Others said that there was nothing wrong with taking drugs since they take them even at home. Students engage in stealing because they want to possess what they do not have or to stop the owners of the items from showing off. Most of the indiscipline problems were because of the head teacher's harshness and from the teachers shown towards them.

He concluded that cases of indiscipline arise due to frustration from the administration, harsh school rules, poor food and lack of facilities. Mburu, (1996).

A research was done on the causes of indiscipline in Gathanju Secondary school in Nyandarua District (Kenya), where data was collected from teachers, parents and students using questionnaires, observations and interviews. 75 students were sampled from Form one to form four using random method. The deputy head teacher and 18 teachers participated. Parents who were within a radius of 1 km from the school were interviewed. Teachers and students were administered with questionnaires. The researcher also observed the various forms of indiscipline handled by the teachers, deputy head teacher and the principal. The most common forms of indiscipline included; sneaking from school, latrines, smoking, abuse of drugs, stealing and fighting.

It was observed that 90.6% of the participants indicated that indiscipline was prevalent in the school. The causes of indiscipline were attributed mainly to teachers, peer influence, prefects, illogical rules and poor performance in examinations.

The researcher therefore, concluded that punishment should be revised to involve mainly guidance and counseling services. There was need for seriousness among teachers and the administration and a strong prefect body with clear rules to all. Mumbi (1996).

A research was carried out on secondary schools students' indiscipline in Kangundo Division in Eastern province where six schools were sampled which included two girls' boarding schools, two boys' boarding schools and two mixed day schools. The researcher used survey method and documentary content analysis. Schools were purposively selected.

The sample consisted of 60 teachers, 6 head teachers, 30 students and 6 subordinate staff. The researcher used questionnaires, interview schedules and documentary content analysis to collect information.

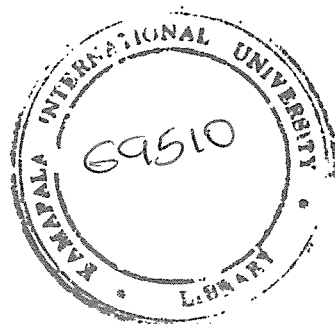
It was observed from the findings that in five schools there had been very poor and terrifying administration coupled with dictatorship and tyranny. One school had never had a strike since its inception. The school thrived under the strong diplomatic and dialogical approaches of leadership. It was established that the main causes of students' unrest in the schools were due to poor administration, students' unreasonable behavior, poor diet and lack of teachers. Other causes included incompetent head teachers, head teachers, incitement by the teachers and subordinate staff, poor examination results, harsh teachers and misappropriation of school funds.

It was therefore decided that the head teachers should strive to enhance human relations between teachers, students, parents and the related parties. The head teachers should explain to the students the reasons behind any changes that affect the students directly or indirectly and schools should not be conservative on the old measures of enforcing discipline on students. Mwikali (1996).

Examples of disciplined behaviour are self-sacrifice, diligence, cooperation integrity, truthfulness and patriotism, consideration for others and sympathy. Signs of indiscipline are students' demonstrations either peaceful or violent, general unrest, mass disobedience, deliberate breaches, drunkard ness, stealing, truancy, absenteeism, persistent lateness, bullying or laziness. Ozigi (1995).

The school system, which enforces discipline based on fear, paternalism or in action only produces negative results and does not lead to the development of those characters that make good citizenship. These type of authoritarian methods of leadership have failed to create happy relationship between the administration and the students. Hazler (1998).

An example of a research conducted in U.K in 1997 on racial equality into exclusion from schools where young people were invited to give their opinions on improving school discipline. The students acknowledged that they shared a



responsibility with teachers for ensuring that the school was an orderly place where every one had an opportunity to learn and were eager to develop their skills and capacities to resolve conflicts and participate more fully in the decision making of those individuals or groups who will either be affected by the decision or in some way responsible for implementing a decision. This type of approach is normally referred to as participatory decision making. Cairns (2001).

Rationale for involving others than just the administrator in decision-making process is the best in administration. This approach increases the number of different viewpoints and ideas, which might be relevant to the decision being made. It also improves school morale by showing the individuals involved that the administrator values their opinion, which gives them greater feeling of professional pride and can be committed to its success. This method is consistent with the democratic principle of our society, which holds that those who are affected by public institutions such as the school should have some voice in how they are run. Gorton (1987).

Research has shown that many schools have hierarchical and bureaucratic structures with no clear communication channels. According to the Koech commission Tiget (1999), it was discovered that many heads of institutions have put several barriers between various participants such as the administrator, teaching staff and students. The students have no direct link with the principal unless with permission from the class teacher or house teacher. This poor management practice has been the cause of students' indiscipline and general apathy among teaching staff in schools adopt organic structures which have open democratic collaboration and participatory working systems with vertical and lateral communication channels.

For a school to operate well and effectively, the principal has to outline the rules governing the institution. A well run school depends on few but clearly understood rules which the pupils find easy to follow. Discipline should be based

on consent not fear as this helps students to learn to discipline themselves and in case of anything they be the first to disapprove of those who break the agreed rules. Olembo (1986).

The principal should talk with students formally and informally as this indicates that he/she is concerned about them and he/she cares about their learning and behavior. This is an effective method of maintaining good communication since the students feel involved when kept informed about the learning behavior problems and their future. The students in turn support the teachers and class causing fewer behavior problems. Charles (1981).

Great measures of trust, freedom and responsibility should be granted to the pupils. Constraints should be set sufficiently wide to provide ample room for youngsters to test themselves, make decisions, practice responsibility, exercise trust, learn from their own mistakes and thereby advance towards maturity. Heads should not hedge themselves in so that students get permission before talking to them. Every student should be free and have access to his/her head if he/she has a serious problem. Prefects should be friendly and offer assistance and advice to the rest of the students.

Since changes are inevitable in any society or institution, it is important that heads of institutions intending to initiate some changes do inform the rest of the members before effecting changes. Griffins further stresses the importance of giving information to students and reasons why you intend to make changes in the rules. It is important to involve the students and let them understand the attempts being made. This creates positive feelings as the students realize that you trust them and rely upon them. Failure to do this results in inevitable misunderstandings and ill will. Lack of communication is the greatest single factor causing school strikes. (Griffins, 1994).

Violence disrupts normal school operation as students do not learn and teachers are not able to teach. It degrades the quality of life and the education

of children. As a result of this, performance of the students is negatively affected since many will perform poorly. Lockheed (1991).

From the researchers' work, there are various causes of indiscipline in schools, which actually affect or contribute negatively towards students' performance in examinations. But every effort has been made to find out how school administration contributes to discipline or indiscipline in schools. This has therefore warranted the researcher to find their influence.

2.1 Theory

This study is based on the theory of Abraham Maslow, which states that a man can work out a better world for mankind as well as for himself.

Good administration by the Principal of a school is a motivation to the students to be disciplined. As already mentioned, a self disciplined head teacher will influence his/her students to be also disciplined. This will be translated to effective teaching and learning in the school. The head teacher should be firm, fair and hardworking. He/she should motivate the staff and students to work hard for better results. There should be a conducive environment in the school for the teachers, school sub-ordinate workers and the students. Motivation to teachers, school workers and students can also be done through giving incentives to those who perform their duties well.

Students who portray good behavior should be acknowledge on assembly before others. This will enable those who are indiscipline to change so as to be praised by the administration.

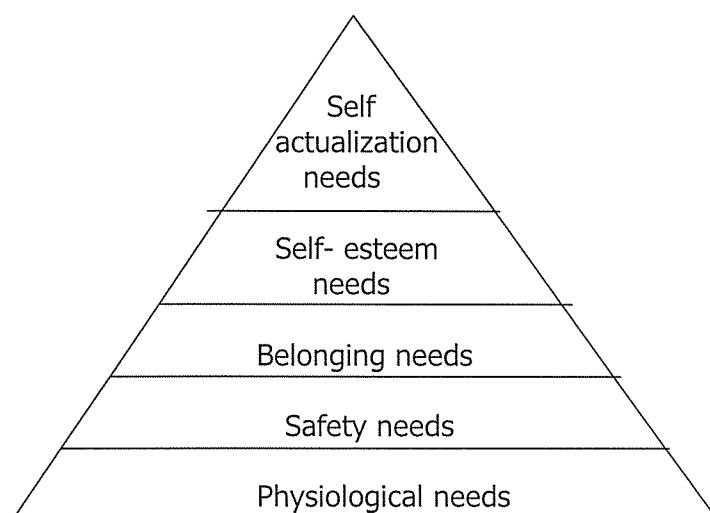
Maslow critically examined the traditional approach of pain avoidance, pleasure seeking and tension reduction as the major sources of motivating behavior. He has consistently argued that needs are arranged in an hierarchy so that one general need is satisfied, another higher order need will emerge and become operative in life. He developed his own system of needs and categorized them into two divisions namely deficit needs and growth needs.

Deficit and growth needs include physiological needs such as hunger and thirst. Once these needs are satisfied, the individual seeks to satisfy safety needs, love needs, belongingness and esteem needs. The highest categories of needs are called self actualization needs. Maslow argued that the lower needs in the hierarchy are more basic and powerful than the higher needs, when a person is hungry or is very thirsty, he will seek, above all else, to remove these deficits. During the time when physical needs are the most pressing, higher needs are largely ignored. For the higher needs to be achieved, satisfaction of the need for food, safety, love and belongingness must be met first.

Maslow proposes that people proceed up the hierarchy sequentially in the course of their lives.

Another important concept of Maslow's theory is that each individual has unique characteristics. These characteristics should be supported and encouraged.

The hierarchy of needs is presented in the form of a pyramid. At the base of the pyramid are the physiological needs and at the top are the self-actualization needs. The order of needs starts from basic survival or lower order needs to higher orders needs as shown below.



Needs that are low in the hierarchy must be at least partially satisfied before needs that are higher in the hierarchy become important sources of motivation (Maslow 1954)

Maslow's hierarchies of needs are discussed below -

1. Physiological Needs:

These are the most potent of all the needs. However, for the self-actualized person, these are the least significant needs.

These include hunger, thirst, shelter, sex and other bodily needs.

When one is deprived of the physiological needs for along time, all the other needs fail to appear or they recede to the background. Maslow proposed that an individual who is deprived of the basic needs will be motivated to do something, for example, a child who is deprived of food will be motivated to do something to get food. This principle can be used to motivate children to do their work by sometimes depriving them of some of their privileges for example freedom to play.

Safety Needs:

These are mainly concerned with maintaining order and security. People have the need for structure, law and order and to be under the direction of someone they trust.

There are people who are always concerned about their safety and they never get beyond the safety needs. These are people who among others, hoard money and purchase many buildings and land, by doing so they feel they are making their future safe.

Small children are physically incapable of controlling the environment they live in and the safety need is particularly important for such children. It is therefore, essential that the society protects children from hurtful experiences.

They should be brought up in an environment free from physical harm and they should be assisted to develop courage and to face environmental stimuli.

2. Belongingness And Love Needs:

These emphasize the basic psychological nature of human beings to identify with group life.

They include the need to make intimate relations with other members of society, being and accepted member of an organized group and the need for a family.

3. The Esteem Needs:

These fall under two categories; the self-esteem needs which include self-respect, self-regard and self-evaluation and esteem needs that relate to respect from others which include reputation, status, social success and fame. The need for self-evaluation is experienced by people who are secure in the satisfaction of lower needs.

There are many status symbols in the society which give the feelings of self-esteem. These include possessing things such as a house, large tracts of land and many heads of cattle. There is also need to feel superior to others. A person who fails to satisfy the need to feel superior or to gain self-respect may feel different from others.

4. Self- Actualization Needs:

This is the highest need as proposed by Maslow. It means fulfilling one's individual nature in all its aspects, that is, being what one can be. People who are motivated towards self-actualization value freedom, which refers to freedom from cultural and self-imposed restraints. Such people feel satisfied in their social relation with their families, society and their careers.

According to Maslow, self-actualized people do not stagnate at the top. They strive to achieve an additional level of needs called the B-values or aesthetic values. These B-values are part of "growth motivation". They include

truth, goodness, beauty, wholeness, transcendence aliveness, uniqueness, perfection, necessity, completion, justice, order, simplicity, riches, effortlessnes, playfulness, self-sufficiency and meaningfulness.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Design

This study employed the descriptive method of research to determine the relationship between school administration and student's discipline. The case study was used in carrying out the research as it allows for intensive observation of a single phenomenon. The researcher was able to carry out in depth investigations, unlike other designs, which don't call for in depth information.

3.1 Environment

This study was conducted in St. Brigid's Girls' High school, which is found in Kiminini Location, Kiminini Division, Trans-Nzoia District, Rift Valley Province.

The school is located on Kitale-Webuye road, about 25km from Kitale town. The school is situated in a rural setting, which gives it a conducive environment for students' study. There is very limited disturbance from the neighborhood, which makes it among other factors to perform well in examinations.

3.2 Respondents

This study involved three groups of respondents namely; the Principal, the teachers and the students. The school currently has a student population of 691 and a teaching staff of 45 teachers.

The researcher collected information from 30 students, 15 students from form 3 and 15 students from form 4. The researcher used systematic random sampling the 5th student in row was taken from each stream of about 40 students. There were 4 streams in each form. The two classes were picked because they experienced administration from different head teachers.

10 teachers were sampled using purposive sampling. This was in three categories of teachers. First were teachers who had been in the school for a period of 3 years to 5 years, second was teachers with 6 years to 8 years and

lastly 8 years and above. This enabled the researcher to obtain information on the administrative styles applied by the previous principals and the current principal. The head teacher was given an oral interview. The total number of participants was 41.

3.3 Instruments

This study utilized a research devised instruments which are questionnaires to all the students, questionnaires were used as it is an effective method of eliciting information about people's perception, feelings and anticipation.

Both questionnaires and interview schedules were administered to the teachers.

Questionnaires facilitated investigation into private affairs, which would be impossible to collect using interview schedules only (cook et al 1962). The researcher used interview schedule to collect information from the head teacher and the teachers.

The questionnaires for students collected background information about the students, their perception of discipline, the cases of indiscipline and their causes, the administrative structure, attitude towards school rules and effects of governance on discipline.

Teachers' questionnaires sought information on teachers' background information, cases of indiscipline and their causes and the administrative structure. Interview schedules solicited teachers' perception of discipline, formulation and administration of school rules, administrative structure, relationship of students and the head teacher and effects of governance on discipline.

The interview schedule for the head teacher collected background information of the head teacher, her perception of discipline, indiscipline cases and their causes, formulation and administration of school rules, interaction

between teachers and students and effects of governance on discipline and performance. The researcher used interview schedules to collect detailed information and also for clarification where required. Data collected enable the researcher to arrive at the objectives of the study.

3.4 Data Collection Procedures

The researcher administered the questionnaires physically to the respective respondents namely students and teachers. The questionnaires were distributed and collected on the same day. Data was collected with the assistance of a research assistant who ensured that the questionnaires were filled by the students and collected. The researcher interviewed the teachers and the head teacher. There was also review of previous performance. These were administered as follows:

3.4.1 Questionnaires

The types of questionnaires were prepared by the researcher for form three and four students and ten teachers in St. Brigid's Girls' High school. The questionnaires had mainly students' personal particulars, students' perception of discipline, students' attitude towards administration and their attitude towards school rules and teachers. Questionnaires for teachers solicited information on teachers' personal particulars and teachers attitude towards the school administration. These questionnaires were given to the teachers and students by the research assistant and collected on the same day.

3.4.2 Interviews

The researcher prepared two types of formal interviews sheets for each of the ten teachers and for the head teacher. The teachers' interview mainly consisted of the teachers' understanding of discipline, formulation and administration of school rules, administrative structure of the school, students' attitude towards school rules and students' relationship with the head teacher. The head teacher's interview mainly consisted of her background information,

her perception of discipline, discipline cases and their causes, formulation and administration of school rules, head teacher's relationship with teachers and students and the relationship between school administration and students' discipline.

The interview was carried out on request when the head teacher and the ten teachers were free. The interview was carried out carefully to avoid suspicion and hostility from the interviewee.

3.4.3 Review of past performance

The researcher studied the previous year's performance in KCSE national examinations. The school availed copies of results from 1989 to 2005.

3.4.4 Statistical Treatment of Data

Data was analyzed using descriptive statistics. The analysis was both qualitative and quantitative in nature. Data was presented in tables, figures, graphs and percentages. Data was interpreted and conclusions derived from the data.

CHAPTER FOUR

4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF RESULTS

The collected data which was tabulated and analyzed as shown below: It includes background information, perception of discipline, cases of indiscipline, administration, students' attitude towards school rules and teachers and governance and performance.

4.1 BACKGROUND INFORMATION

Table 4.1A Students Background Information

Number of students	Age /percentage	
	Btwn 15-18 yrs	Above 18 yrs
Form III	12 80%	3 20%
Form IV	14 93.3%	1 6.7%

The researcher collected data from 30 students. Majority (80%) of the students in Form three were aged between 15-18yrs, while 3 were above 18 yrs of age. 19.3% of the students in form four were 15-18 yrs while only one was above 18yrs.

Table 4.1B Teachers' service in the School

Period of service in the school	No. of teachers	Percentage
3 – 5 yrs	5	50%
6 – 8 yrs	3	30%
Above 8 yrs	2	20%

The researcher also collected data from 10 teachers and the head teacher. Teachers' age ranged from 30 and 50 years with the youngest being 30yrs and the oldest being 50yrs. 10 teachers were graduate teachers while one was approved teacher status 1 (ATS 1). The teachers were put into three categories as shown above.

Majority of the teachers interviewed had taught for between 3 –5 yrs in the school. The rest of the teachers had been in the school for a period of more

than 6 years. The Head teacher came to the school on transfer from different school and she has served as a head teacher in the school for 6 years. Apart from being a graduate, she has done a course in school management stage I (KESI I).

4.2 Perception of Discipline

The researcher sought to find out the respondents' understanding of discipline. The Head teachers' perception of discipline was the standard mode of behavior of people that make them all round and not just observing laid down rules. Teachers perceived discipline to mean being able to do the right thing in the right manner at the right time and right place without interfering with the freedom and rights of others.

The researcher obtained the following information from the students in relation to their perception of discipline.

Table 4.2.1 Students' perception of discipline

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
A person well disciplined if he is fair	15 50%	8 26.7%		7 23.3%	
A person is well disciplined if he cooperates with others	12 40%	7 23.3%		9 30%	2 6.7%
Good behavior is one feature of a disciplined school	24 80%	5 16.7%		1 3.3%	

The researcher established from the students that majority of them perceived discipline to mean following rules, having consideration for others. The table above shows that majority of the respondents perceived discipline to mean fairness (50%) and cooperation (40%).23.3% of the students argued that, being fair does not mean that a person is disciplined and 30% said a person is not necessarily disciplined if he cooperates with others. They said it should involve free consent of a person and not based on fear of punishment. This is supported

by Olembo (1986) who said that discipline should be based on consent not fear. When based on fear, not respect for others, pupils start behaving badly immediately they get away from school.

This therefore implies that discipline should not be based on fear as many institutions take it. Breaking of rules have consequences and this makes students to follow rules only in fear of consequences and not that they are disciplined internally. These views are supported by Hoover's (1972) definition of discipline, as an orderly social conduct leading to a self disciplined individual not just meant to observe rules but being an all round person who morally fits in any society.

4.3 Cases of Indiscipline

The researcher sought to find out the various cases of indiscipline experienced in the school and their causes. The findings were as shown below:

Time as a Case of Indiscipline

Table 4.3.1 Time as case of indiscipline

Item	Frequency %	Frequency %
	Yes	No
Students going to school on opening day	18 60%	12 40%
Students attending class on time	26 86.7%	4 13.3%
Teachers going to class on time	16 53.3%	14 46.7%
Students attending all subjects in class	14 46.7%	16 53.3%

It was found out that time was not a case of indiscipline in the school since 60% of the students turned up on time. 87.7% of the students and 53.3% of the teachers attend classes on time except a few cases of lateness, which was mainly attributed to financial problems on the side of students. It was established that dormitories are locked quite in the time and roll call is taken in class by respective teachers. Transport problems were cited as one of the factors contributing to teachers' lateness but majority attended classes on time. Students who miss classes without genuine reasons are punished. And this

makes students attend classes regularly apart from few cases who are involved in punishments.

4.4 Perceptions of Teachers, Head teachers and Learners towards Drugs use in the School.

Table 4.4.1 Perceptions of students towards use of drugs

Item	Frequency %	Frequency %
	Yes	No
Students taking drugs	3 10%	27 90%
Students taking alcohol	1 3.3%	29 96.7%

The researcher found out that majority of the students indicated that they are not involved in drug taking. Very few cases of drug abuse were cited as shown above. It was established that students take drugs because of peer pressure, boredom, stress and poor academic achievement. This indicates that there are very limited cases of drugs in the school. This was also confirmed by the head teacher who mentioned one case of drug abuse since she joined the school where the victim was suspended. To curb cases of drug abuse, the head teacher banned the bringing of cooked food and fruit juice to school by the parents and guardians on visiting days. Majority of the teachers interviewed showed that there were more cases of drug abuse in the school prior to the current head teacher's time.

4.5 The Role of Violence in Discipline

The researcher also sought to find out cases of violent reaction by students in the school. The following data was collected.

Table 4.5.1 the role of violence in discipline

Item	Frequency %	Frequency %
There are students demonstrations in the school	Yes	No
	26 86.7%	4 13.3%
There are cases of stealing in school	20 67.7%	10 32.3%
Students are obedient to teachers	28 93.3%	2 6.7%

The research established from majority of the students (86.7%) that there have been cases of boycotts and strikes in the school. This happened before the current head teacher came to the school. Various causes of violent reactions by students have been put forward by the respondents which include poor governance, mismanagement of funds by the Principals, harsh school rules, bad relationships between the students and the teachers, shortage of books, bad and inadequate food, poor performance in examinations, failure of the head teachers to fulfill promises and misuse of school bus. All teachers indicated cases of strikes and class boycotts in the school, for instance there was a strike in 1992, which was caused by poor administration by the head teacher, poor food and shortage of teachers. In 1994-1995 there were class boycotts by students because of poor results, poor relationship between the administration and the students and harsh rules. In 1997-1998 there were strikes too mainly caused by poor administration and drug taking. And in 2000, students boycotted classes because of being denied a chance to attend the burial ceremony of one of their teachers, absenteeism of the head teacher and poor financial administration; this resulted in the transfer of the head teacher in September 2000. There have been no cases of class boycotts and strikes from September 2000 to date. The teachers and the head teacher confirmed that no strike had occurred since the new head teacher took over.

This therefore reveals that there have been cases of poor administration in the school before, bad relationship between the administration and the students, absenteeism which have contributed to the strikes and boycotts in the school.

There have been cases of theft in the school as 67.7% of the students confirmed this. This was attributed to poverty. Others steal because they develop bad habits. The respondents further stated that there were very limited cases of stealing currently; this is because the dormitories and classrooms are locked by prefects immediately students leave. This was also confirmed by the teachers. The head teacher indicated no cases of stealing in the school. Cases of disobedience have not been cited so much in the school as majority of the students stated that students are very obedient to the teachers. Only 6.7% of the students indicated cases of disobedience. Some students disobey teachers because of harassment from some teachers.

This implies that there have been cases of indiscipline in the school, which have been caused by poor administration. The new head teacher has created a more appealing environment, which has been characterized by very limited instances of indiscipline. The students must be satisfied with the leadership of the new head teacher since there has been no strike or class boycott unlike previous years.

4.6 Formulations and Administration of School Rules.

The researcher sought to establish the methods applied in the formulation of school rules and the mechanism used in enforcing these rules. The following data was obtained.

Item	Frequency%	Frequency %
School rules are formulated by the head teacher and teachers	Yes	No
	21 70%	9 30%
School rules are formulated by the head teacher and students	9 30%	21 70%
Students should involved in the formulation of school rules	9 30%	21 70%
Prefects are chosen by the head teacher and the teachers	27 90%	3 10%
Students should be allowed to chose prefects	3 10%	27 90%

Majority of the students (70%) indicated that school rules were formulated by the head teacher in conjunction with the teaching staff. While 30% of the respondents stated that the responsibility was vested in the head teacher and the students. Majority of the students were contented with the system stating that teachers knew better and therefore deserve to make better rules.

They opposed the idea of involving students stating that students would only make bad rules, which favor wrong doers. Only 30% of the students advocated for student involvement in the formulation of the rules as these rules directly affect them.

This means that students generally see no need of them being involved in the formulation of rules. Majority of the students feel that students cannot contribute positively towards to rules. Which is unique because from other researchers conducted elsewhere, emphasis has been laid on inclusion of the students in the formulation of school rules (Gorton 1987)? Research carried by Makali (1996) reveals most schools in Kabras Division in Kakamega District did not give students opportunity to discuss and formulate rules and this accounted for cases of indiscipline in schools. Griffin (1994) also approves of granting students great measures of trust, freedom and responsibility. He argues that constraints should be set sufficiently wide to provide room for youngsters to test themselves, make decisions, practice responsibility, exercise trust, learn from their own mistakes and thus advance towards maturity.

Majority of students (90%) said that prefects are chosen by the head teacher in collaboration with the teachers. The respondents favoured this system arguing that teachers know the students' characters and performance in class. Only 10% of the students expressed the view of involving students in selection of prefects, it creates confidence in the prefects chosen. All teachers interviewed favored the system citing an incident in 1995, where students were given the chance to select prefects but it failed and led to students boycotting classes. This was because students who never voted for the successful prefects were harassed and this made students to boycott classes. Giving students the opportunity paves way for the in disciplined students to be elected and thus making it difficult for school administration to perform properly. This is because prefects will favour the wrong doers.

This therefore implies that selection of prefects should be based on variety of factors including character analysis, performance and leadership skills, since many causes of indiscipline are attributed to harshness of prefects. The fact that students should be given the opportunity to select prefects should be evaluated

properly so that those elected should be evaluated in terms of character and performance and possession of leadership skills. Ozigi (1995) cites causes of indiscipline as harshness of school prefects and harsh school rules. Therefore prefects' chosen should be guided on how to render their services properly to avoid cases of indiscipline.

The researcher wanted to know the person in charge of discipline and how he is appointed. Teachers interviewed indicated that the deputy head teacher is in charge of discipline and is appointed by the TSC. The head teacher put it clearly that everybody in the school was in charge of discipline. She argued that by appointing a specific person in charge of discipline makes the rest of the teachers reluctant in enforcing discipline. This view of making everybody responsible for enforcing discipline is highly supported by the research conducted in UK in 1997 on racial equality into exclusion from schools, where young people were invited to give their opinions on improving school discipline and students acknowledge that they shared a responsibility with teachers in ensuring that the school was an orderly place (Cairn 2001).

Majority of the teachers (80%) interviewed indicated that the school rules are enforced by the deputy head teacher and the disciplinary committee. Majority of the students (66.7%) said that teachers, prefects and the disciplinary committee were responsible in enforcing school rules. A small fraction 26.7% said that the deputy head teacher is responsible while 6.6% indicated that rules were enforced by teachers and the disciplinary committee.

These findings indicated that school rules were enforced by the teachers, prefects and deputy head teacher. Methods used to deal with cases of indiscipline included light punishment, slashing, weeding of flower beds, mopping the school hall and the dining hall and guidance and counseling. For serious cases, the head teacher or the deputy suspends or expels the student. Guidance and counseling is now preferred to other methods.

4.7 Teachers' and Students' Perception of the Administrative Structure.

The researcher sought to find out the teachers' and students' feeling about the administration of the school. The following data was obtained.

Table 4.7.1

Students' attitude towards the administration

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly agree
The head teacher is accessible to students	26 86.7%	3 10%		1 3.3%	
Discipline master is good to students	20 66.7%	4 13.3%	1 3.3%	1 3.3%	4 13.3%
Prefects are good to the students	18 60%	9 30%		1 3.3%	2 6.7%

Majority of the students agreed that the head teacher is very accessible to the students. Only 3.3% disagreed. The students stated that the head teacher always attends morning and evening parades at 4.20pm on Monday, Wednesday and Friday. She also meets the whole school on Saturdays. She solves students' problems and encourages them to work hard. This was further supported by the teachers' where all the teachers interviewed stated that the head teacher is very accessible and an effective administrator. She relates well with everybody, she motivates both teachers and students through prizes, parties organized at the end of every term and tours for teachers at the end of the year. The respondents stated that she has greatly improved discipline and learning in the school. The respondents also indicated that the deputy head teacher is good to the students. He is firm in the decisions regarding discipline. But he shares with students freely and takes part in games with students. All teachers also confirmed this stating that the deputy head teacher is effective and efficient in performance of his

duties. He relates well with everybody in the school. Teachers set examples by being neat and punctual in going to class. They deal firmly with cases of indiscipline. They too provide guidance and counseling to the students.

The researcher also established that there is good relationship between the students and the prefects. Majority of the students (90%) stated that prefects were good to the students. They provided advice to the students, helped them when in problems and presented students' problems to the administration. They provided peer counseling and fully participated in community work and internal games. Only 10% disagreed citing some prefects to be proud and harsh. All the teachers agreed that the prefects play a vital role in instilling discipline in the students. Prefects set good example by being neat and attending classes on time. They interact well with the students and cases of indiscipline are identified early enough.

There is good administration in the school. Most of the respondents have positive view of the administrative structure of the school. There are no cases of tension as all interacts well with one another.

Good administration is positively correlated to discipline as research has shown that poor administration is associated with cases of indiscipline. (Ozigi 1995).

4.8 Attitudes of Students towards School Rules

The researcher sought to establish students' views about school rules. The following data was collected

Table 4.8.1 Students' views of school rules.

FREQUENCY PERCENTAGE					
Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Students freely adhere to school rules	60%	23.3%		10%	3.3%
School rules are imposed on students	10%	16.7%		26.7%	46.7%
School rules should be amended	23.3%	20%	6.7%	10%	40%

Majority of the students agreed that students adhere to school rules voluntarily. They stated that school rules are fair and they are meant to help students grow up at responsible people. Only 13.3% percent disagreed arguing that students follow rules in fear of the consequences incase they fail to comply. 73.4% of the respondents indicated that the school rules are not imposed on students, the respondents stated that the rules are made by teachers and just like parents, teachers cannot make bad rules to subject students to a lot of suffering. A reasonable number of respondents (26.7%) stated that school rules are imposed on the students. This therefore reveals the fact that students are not involved in formulation of school rules. This is confirmed by almost half of the respondents who indicated the need to amend the rules. The need to amend the rules was attributed to the fact that some of the rules are harsh to the students. The head teacher when interviewed stated that there were 15 written rules that dealt with the social relationships in the school.

The researcher established that students are not involved in the formulation of school rules. Though majorities are satisfied with rules, a number of them have shown the need to amend the rules. This means that they are not contented and therefore the need to amend some of the rules.

4.9 Students' Relationship With Teachers And The Head Teacher.

The researcher was interested in establishing the relationship that existed between the students and the teachers and the head teacher. The researcher obtained the following information:

Table 4.9.1 students' relationship with teachers and the head teacher

Item	Frequency%	Frequency%
The head teacher is accessible to students	Yes	No
	30	0
	100%	0%
There is good relation ship between students and teachers	28	2
	93.3%	6.7%

All the students agreed that there is good relationship between the students and the head teacher. They stated that she is fair, friendly and always available to share students' problems and experiences. They stated that the head teacher's office is open to any student at any time. The head teacher solves students' academic and personal problems. She advices, encourages and counsels students. She contributes financially towards students' needs. She occasionally takes students to hospital with her vehicle. She talks to students admitted in hospital to encourage them. Teachers also indicated that good relationship existed between the students and the headteacher. They cited the head teacher's frequent meetings with the students where she solves their problems and encourages them to perform well in class. The headteacher organizes for guest speakers from all walks of life to deliver pieces of advice to the students.

There is good interaction between students and teachers. Majority of the students agreed that teachers are friendly and related well with them. Teachers advice students and guide and counsel them especially those in problems. Only

6.7% of the respondents disagreed citing some teachers to be harsh to students. All teachers interviewed indicated that there was good relationship between them and the head teacher. The head teacher meets the teachers daily at tea break where any information from the Ministry is relayed to the teachers; problems are passed from the departments to the head teacher who looks for solutions. The head teacher established welfare to cater for the teacher's needs.

This therefore shows that there is good relationship between the various bodies of the institution: - good relationship is a product of good administration, which creates trust among the various participants.

4.10 Governance and Discipline and Performance

The researcher sought to find out whether there is any relationship between governance and discipline of the students and its effects on performance in examinations.

Table 4.10.1 Governance and discipline and performance

Statement	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Good administration gives rise to a declined school	8 80%	1 10%		1 10%	
Teachers are involved in instilling discipline	9 90%			1 10%	

Majority of the teachers interviewed agreed that good governance builds good discipline in the students. Good administration leads to a disciplined school, which facilitate effective teaching and learning. This then translates into good performance of students in examinations. This is because there are no

disruptions in the learning processes. Teachers are motivated and thus perform their work efficiently. Teachers agreed that good governance has direct relationship with discipline of students and their performance. Bad administration results in disruptions of school operations, degrading the quality of life and education of the students negatively (Ozigi 1995).

The following data was collected from the office of the director of studies in the school and gives the results of various years.

Table 4.10.2 St. Brigid's Girls' High School Examination Results

Year	Enrolment	Performance index
1989	171	4.865
1990	209	4.986
1991	186	5.161
1992	242	4.946
1993	191	5.869
1994	174	5.523
1995	162	5.321
1996	182	5.112
1997	206	4.757
1998	135	6.377
1999	130	6.261
2000	118	7.153
2001	120	7.317
2002	130	7.562
2003	124	7.798
2004	136	7.963
2005	130	8.208

Source: Office of the Director of Studies, St. Brigid's Girls' High School

**Table 4.10.3 Distributions of grades in National Examination from 1989
– 2005**

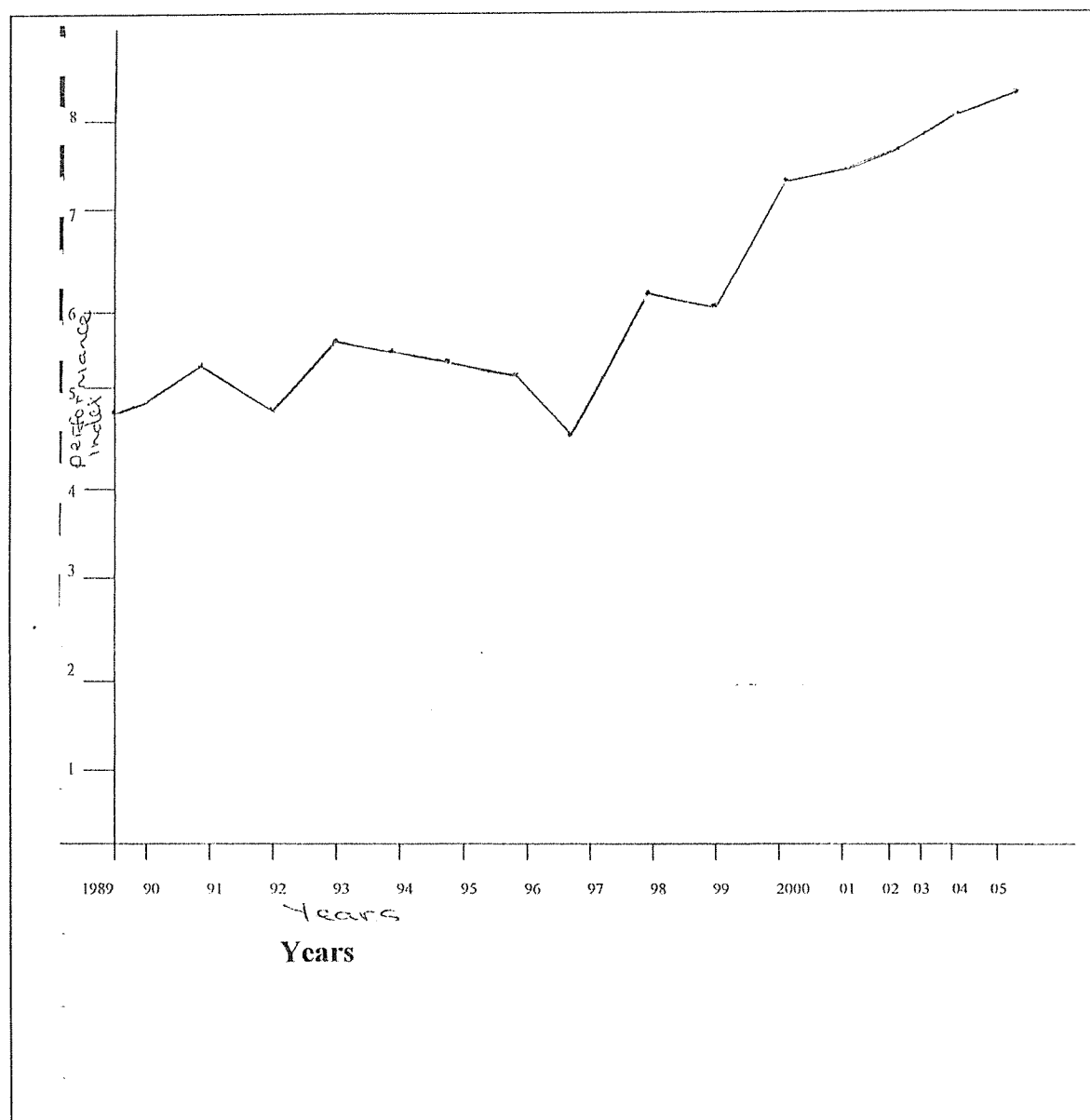
YEAR	ENTRY	GRADES AND NUMBER OF STUDENTS												PERFORMANCE INDEX
		A	A-	B +	B	B -	C+	C	C -	D+	D	D-	E	
1989	171				3	13	24	48	22	3	27	31		4.865
1990	209					12	15	43	62	45	29	3		4.986
1991	186					16	25	36	49	40	12			5.161
1992	242			1	1	18	27	40	50	40	65			4.946
1993	191			3	7	24	30	38	48	35	6			5.869
1994	174				4	15	23	31	58	39	4			5.523
1995	162				1	16	25	37	40	13	16	14		5.321
1996	182			1	2	17	23	34	38	28	22	17		5.115
1997	206			2	3	12	18	27	44	55	19	26		4.757
1998	135			1	7	21	39	27	25	15				6.377
1999	130			1	6	22	27	33	23	18				6.261
2000	118		1	3	8	36	38	19	11	2				7.153
2001	120	1	2	4	8	46	35	13	10	1				7.317
2002	130	2	5	6	9	50	31	12	14	1				7.562
2003	124	1	9	10	11	43	27	10	12	1				7.798
2004	136	1	10	13	14	51	25	12	10					7.963
2005	130	2	13	15	18	40	24	10	8					8.208

Source: Office of Director of studies, St. Brigid's Girls' High School.

The table above shows the breakdown of grades and the number of students in each grade obtained.

The performance is shown graphically as indicated below:

Graph showing performance indices of St. Brigid's Girls' High School from 1989-2005



The graph shows that in 1992 the performance index dropped. From information collected, there was a strike. In 1993, the performance improved as there was no strike in the school but in 1994, the performance declined. There were class boycotts by students in the school. The performance declined further in 1995, which also experienced boycotts. The performance declined in 1997, which was also associated with a strike in the school. The performance improved despite the strike in 1998. But the effect could have extended to 1999 as the performance index declined. And in 2000 there was boycott of classes by students, which led to the transfer of the head teacher. The results improved and this could be attributed to the good efforts of the new head teacher. From the data collected it indicates that bad governance had direct relationship with discipline of students and performance of the students in final examination. Bad administration contributed heavily to cases of indiscipline in the school.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 SUMMARY

The study aimed at establishing the role of school administration in student's discipline of St. Brigid's Girls' High School.

Data analysis provided the following findings: there is effective communication between the learners and the teachings staff. This is drawn from the fact that all the respondents understood the meaning of discipline. Students gave the true meaning of discipline and therefore did not need any assistance.

Various cases of indiscipline were cited by all the respondents and their major causes were attributed to poor administration of previous head teachers. Students were involved in the decision-making process for instance formulation of school rules. Majority of the students reacted to the harsh rules translating to misbehavior.

Good administration creates positive co-existence among members. It promotes trust between various participants and hence improving the discipline of students, teaching staff and even the sub-ordinate staff.

There is a positive relationship between administration and discipline of students, good administration minimizes cases of misbehavior and therefore, improves performance of students in examinations. A disciplined school is attributed to good administration of the head teacher.

5.2 CONCLUSION

From the findings of the study, it is safe to argue out that cases of indiscipline in schools are mainly caused by the poor administration of school head teachers. Good governance involves participation of all parties in the decision making process as all the participants are affected directly or indirectly by the decisions made but the findings indicated that students were not keen in

being involved in decision making process. Involving others in the decision-making process increases the number of different viewpoints and ideas relevant to the decision making process and improves school morale by showing the individuals that the administrator values their opinions. This gives them greater feelings of professional pride and can be committed to its success (Gorton 1987). The principals should possess the basic knowledge of how to co-ordinate activities within their establishment, how to discern and influence goals, policies and programmes and how to procure and manage available resources so as to achieve the main objectives of the institution.

5.3 RECOMMENDATIONS

- The Ministry of Education in conjunction with the Kenya institute of education and the Teacher's Service Commission (TSC) conduct countrywide research to establish the major variables that affect the discipline of students. This will definitely help curb the increasing cases of indiscipline in schools and colleges.
- Administrators are given proper training and regular seminars and workshops that will make them acquire up to date knowledge and skills in administration.
- The ministry of education through the TSC ensures that heads of institutions are awarded purely on merit and qualification. This will help improve administration of schools and colleges.
- School administration formulates few and clear rules which are easily understood by the students. Most schools have too many school rules making students to find it difficult to follow all the rules.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

- More research on school administration and student's discipline in other parts of the country should be done to establish the impact of administration on discipline and performance of students in examinations.

- Further research should be done to establish the role of students in decision making as majority of the students in St. Brigid's Girls High school were not very keen.
- Further research should be done to determine the role of involving all participants in the decision making process.

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APPENDIX A

TRANSMITTAL LETTER FOR THE HEADTEACHER

January 10,2007

**Head Teacher,
St. Brigid's Girls High School,
P.O Box 591,
Kitale, Kenya.**

Dear Madam,

**RE:REQUEST FOR PERMISSION TO CARRY OUT RESEARCH PROJECT IN
YOUR SCHOOL**

I am a graduating in-service student teacher in Kampala International University currently carrying out a research project on school Administration and students' Discipline. I have chosen your school as my case study.

Looking forward to your consideration

Thanks in advance.

Respectfully Yours



CHEPTEI C. JERIDAH

APPENDIX B

QUESTIONNAIRE FOR STUDENTS

The researcher is a student at Kampala International University in Kampala, Uganda, undertaking Bachelor of education degree course, currently carrying out a research project on school administration and students' discipline. A case study of St. Brigid's Girls High School in Trans-Nzoia District. I wish to inform you therefore that the information you give will be used for academic purposes and will be treated as confidential, so your participation is highly appreciated.

Section A: Background Information

Tick the appropriate answer

Age between 15-18 yrs ☐ above 18 yrs ☐
Form: form three ☐ form four ☐

1. How long have you been in this school?

3yrs ☐ four yrs ☐

2. SECTION B. Perception Of Discipline.

Tick the right answer.

i) Good discipline means following rules

Yes ☐ No ☐

Support your answer

Explain your answer

ii) Discipline can be instilled by the head teacher through punishment alone

a) Agree ☐

b) Strongly agree ☐

c) Undecided ☐

d) Strongly disagree ☐

e) Disagree ☐

Explain your
answer _____

iii) In order to instill discipline the head teacher must seek advice from students

a) Agree ☐

b) Strongly agree ☐

c) Undecided ☐

d) Strongly disagree ☐

e) Disagree ☐

Explain your

answer _____

3. Section C indiscipline and the causes.

Tick the appropriate answer

i) Do all the students in your school always come to school in time when school opens?

Yes ☐ ☐

ii) Do all your teachers come to class on time?

Yes ☐ ☐

Give reasons for your answer _____

iii) Do students in your school attend classes on time?

Yes ☐ ☐

Explain reasons for your answer

iv) Do all the students in school attend all the subjects taught in class?

Yes ☐ ☐

Give reasons for your answer

v) Are there students in your school who take drugs?

Yes ☐ ☐

If yes, what are the reasons that make them to take drugs?

vi) Do students in your school take alcohol?

Yes ☐ ☐

If yes, what are the reasons?

vii) Have there been students' demonstrations (strikes) in the school?

Yes ☐ ☐

If yes what were the reason? _____

viii) Are there cases of bullying in the school?

Yes ☐ ☐

If yes what are the reasons behind bullying?

ix) Have there been cases of stealing among students in the school?

Yes ☐ ☐

If yes, give reasons behind stealing?

x) Do students in your school obey their teachers?

Yes ☐ ☐

Explain reasons for your answer

xi) Are there other cases of indiscipline in the school?

Yes

If yes, list the cases and their causes

4. Section D: Administration

Tick the appropriate answer

i) The school rules are made by

a) The headteacher alone

b) The headteacher and the teaching staff

c) The headteacher and students

d) The students only

ii) Explain your views about question 4(i) above.

iii) The school prefects are selected by

a) The headteacher alone

b) The headteacher and the teaching staff

c) The headteacher and students

d) The students alone

What are your views about 4(iii) above

iv) School rules are enforced by

a) Deputy headteacher

b) The headteacher, discipline master

c) Teachers, discipline master

d) Teachers, discipline master, prefects

Is this system fair? If not give views

v) There is good relationship between the students and the head teacher

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer above

vi) The deputy head teacher interacts very well with the students

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer above

vii) The head teacher is accessible to the students

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Support your answer above

viii) The discipline master is good to the students

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer

ix) The prefects are very good to the students

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer

x) The prefects interact well with the rest of the students

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Explain in support of your answer above.

5. Section E. Attitude of students towards school rules and teachers.

Tick the appropriate answer

i) Many students freely adhere to the school rules

a) Agree

☐

b) Strongly agree

☐

c) Undecided

☐

d) Disagree

☐

e) Strongly disagree

☐

Explain your answer

ii) The school rules are imposed on the students

a) Agree

☐

b) Strongly agree

☐

c) Undecided

☐

d) Disagree

☐

e) Strongly disagree

☐

Give reasons for your answer

iii) The school rules should be amended

a) Agree

☐

b) Strongly agree

☐

c) Undecided

☐

d) Disagree

☐

e) Strongly disagree

☐

Give reasons for your answer?

iv) The students interact well with the headteacher

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer

v) The students relate well with the teachers

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer

vi) The head teacher meets with students frequently

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer

What are the reasons behind the head teacher meeting with students as indicated above?

vii) The head teacher attends to students' personal problems

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer

viii) Teachers harass students in the school

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Explain your answer briefly

6. Section F. administration and discipline

Tick the appropriate answer

i) Harsh school rules lead to discipline problems in school

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer.

ii) Good administration gives rise to disciplined students

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Explain reasons for your answer.

iii) Indiscipline in schools affects teaching and learning process

a) Agree

b) Strongly agree

c) Undecided

d) Disagree

e) Strongly disagree

Give reasons for your answer.

QUESTIONNAIRE FOR TEACHERS

The researcher is a student at Kampala International University in Kampala, Uganda undertaking bachelor of education degree course, currently carrying out a research project on school administration and students' discipline.

A case study of St. Brigid's Girls' High School in Trans-Nzoia district.

I wish to inform you therefore that the information you give will be used for academic purposes and will be treated as confidential, so your participation is highly appreciated.

1. Section A. Background information

Tick appropriately

Age: below 30yrs

☐

Between 30-35yrs

☐

Above 35yrs

☐☐

Sex: female ☐ male ☐

Qualification: Untrained teacher

☐

Untrained graduate

☐

Graduate teacher

☐

Diploma teacher

☐

i) When were you posted to this school? _____

ii) The deputy headteacher performs his work efficiently and effectively

a) Agree

☐

b) Strongly agree

☐

c) Undecided

☐

d) Disagree

☐☐

e) Strongly disagree

Give reasons for your answer

iii) Good administration gives rise to a disciplined school

- a) Agree
- b) Strongly agree
- c) Undecided
- d) Disagree
- e) Strongly disagree

Give reasons for your answer

iv) Teachers are actively involved in instilling discipline in the students in my school.

- a) Agree
- b) Strongly agree
- c) Undecided
- d) Disagree
- e) Strongly disagree

Explain your answer above

v) Prefects are playing a vital role in instilling discipline in the students in St. Brigid's Girls High School.

- a) Agree
- b) Strongly agree
- c) Undecided
- d) Disagree
- e) Strongly disagree

Give reasons to support your answer

vi) The headteacher relates well with the teachers

- a) Agree
- b) Strongly agree
- c) Undecided
- d) Disagree
- e) Strongly disagree

Explain your answer

vii) How often does the headteacher meet with the teachers?

- a) Once a week
- b) Once in two weeks
- c) Twice a week
- d) Once in a month
- e) Every day (daily)

viii) What is the objective behind these meetings between the head teacher and the teachers?

ix) The headteacher is involved in solving teachers problem in and out of class

- a) Agree
- b) Strongly agree
- c) Undecided
- d) Disagree
- e) Strongly disagree

Support your answer

- x) The headteacher motivates the teaching staff towards achievement of their goals
- | | |
|----------------------|----------------------|
| a) Agree | <input type="text"/> |
| b) Strongly agree | <input type="text"/> |
| c) Undecided | <input type="text"/> |
| d) Disagree | <input type="text"/> |
| e) Strongly disagree | <input type="text"/> |

Explain your answer

- xi) The head teacher delegates duties and responsibilities to teachers without discrimination or favors
- | | |
|----------------------|----------------------|
| a) Agree | <input type="text"/> |
| b) Strongly agree | <input type="text"/> |
| c) Undecided | <input type="text"/> |
| d) Disagree | <input type="text"/> |
| e) Strongly disagree | <input type="text"/> |

Support your answer above

INTERVIEW SCHEDULE FOR TEACHERS

Section A: Background information

1. i) Age
- ii) Sex
- iii) Qualification
- iv) For how long have you been in this school?

Section B: Teachers' understanding of discipline

2. What is your understanding of discipline?

Section c: Formulation and administration of school rules

3. i) How many school rules are there in school?
- ii) Who makes these school rules?
- iii) Have there been any changes in the schools rules? Please explain.
- iv) What was the impact of the changes on discipline of the students?
- v) Who is in charge of discipline in the school? Who appointed him/her?
- vi) How are the prefects selected?
- vii) What are your views about the method used in selecting the prefects?

Section D: Administrative structure of the school

4. i) What are your views about the headteacher and her leadership?
- ii) How is the Deputy headteacher appointed?
- iii) Comment on his role in the school
- iv) Who is incharge of discipline in the school?
- v) How does he handle indiscipline in the school?
- vi) What role do the prefects play in the school?

Section E Attitude towards school rules

5. How do the students feel about the school rules? Are they happy or not?
Explain

Section F : Students' relationship with the head teacher

6. i) How do students relate with the head teacher?
- ii) Do students have access to the head teacher?
- iii) How often does the headteacher meet the students?
- iv) Is the headteacher involved in solving students' problems? Explain.

Section G: Relationship between administration and discipline

7. Do you think administration of schools has any relationship with discipline and performance of students in examinations? Explain.

- vi) How are they appointed? Why? Explain
- vii) What is your opinion about this method used to appoint the prefects?
- viii) Who is in charge of discipline in the school? Who appoints him/her?
- ix) How is the time tabler appointed?

Section E: Head teacher's relationship with teachers and students

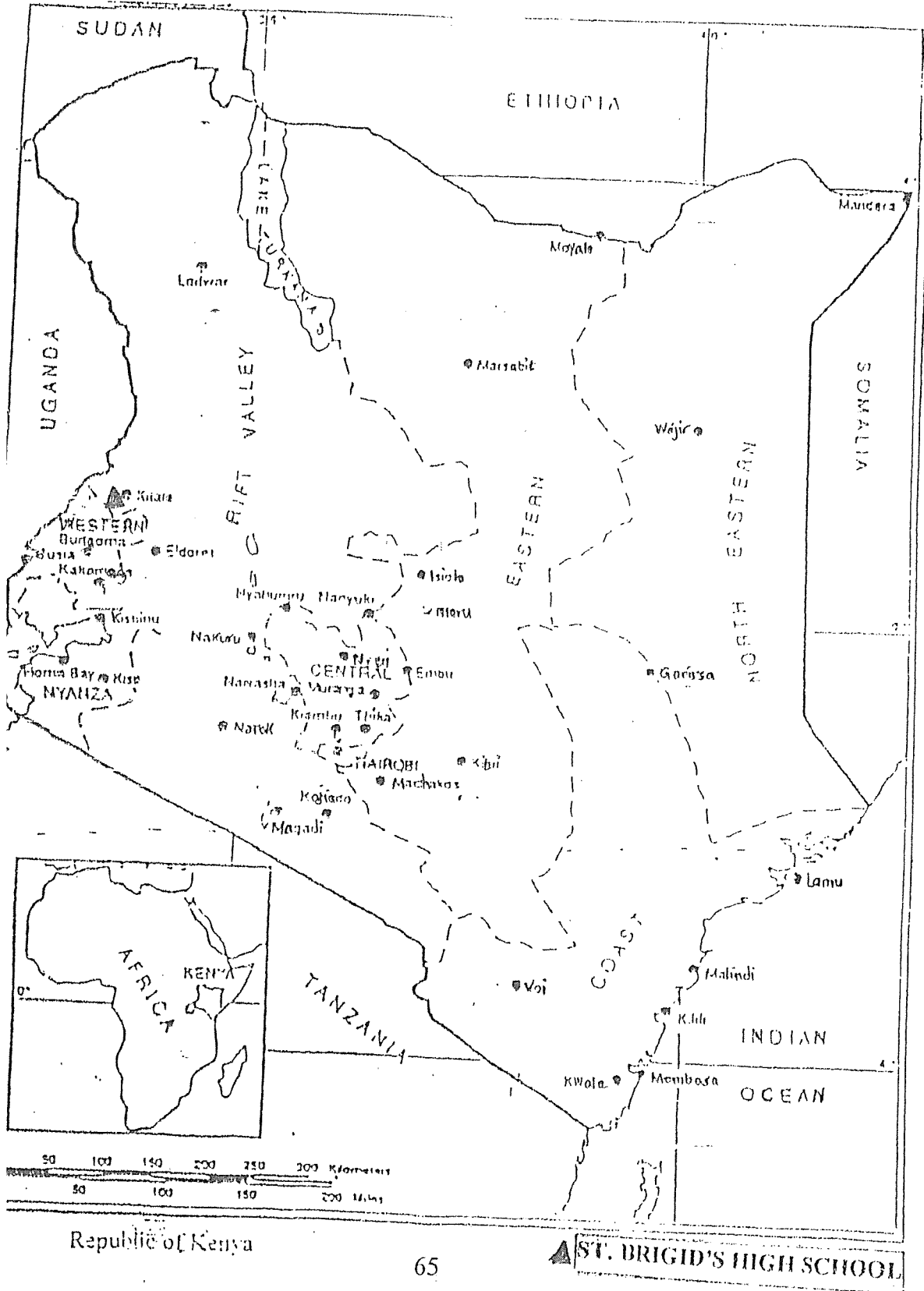
5. i) How do you relate with the teachers? (probed) how and why? Explain
- ii) How do you relate with the students?
- iii) How often do you meet the students?
- iv) Do your students have personal problems? How do you handle them?

Section F: Relationship between administration and discipline

6. Is there any relationship between administration of schools and discipline?
How does discipline affect students' performance in examinations?.

APPENDIX C

THE MAP OF KENYA SHOWING THE LOCATION OF ST. BRIGID'S SCHOOL KIMININI



CURRICULUM VITAE

PERSONAL BACKGROUND

NAME : Cheptei C. Jeridah
REG. NO. : BED/6266/41/DF
AGE : 46 Years
GENDER : Female
CIVIL STATUS : Kenya Citizen
ADDRESS : Box 183,
Kiminini
Kitale (Kenya)

DATE OF BIRTH : 27th November 1961
CONTACT NUMBER : + 254-726 383 584

EDUCATIONAL BACKGROUND

COLLEGE/TERTIARY : Kisii College
: Kampala International University
SECONDARY : Bishop Njenga Girls' Secondary School
ELEMENTARY : Lugulu Girl's Boarding School

RESEARCH EXPERIENCE

COURSE : BED Arts with Guidance and Counseling
RESEARCH TITLE: School Administration and Students' Discipline

