

**AN INVESTIGATION OF STUDENTS' INVOLVEMENT IN
SELECTED SECONDARY SCHOOLS DISCIPLINE
ENHANCEMENT IN RONGO DIVISION
RONGO DISTRICT-KENYA**

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DECLARATION

I, ALOO PAMELLA AMONDI , *BED/13607/61/DF* do hereby declare that the study titled, is entirely my own work, except where acknowledged this title has not been submitted before to any other university or institution of higher learning for the award of a degree.

Signed.....

Date.....*13TH APRIL 09*

APPROVAL

This research report has been submitted for examination with my approval as the
Candidate's University Supervisor

1. Signed. 

TINDI SEJE

Supervisor

Date: 

DEDICATION

This research is dedicated to my beloved husband George Agengo, daughter Britney Agengo and my late parents Mr. and Mrs. Vincent Aloo Onuonga' for their tireless and sacrificial efforts, moral and social encouragements and the endurances they observed through that formed a strong academic foundation for me up to this level.

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL	ii
ACKNOWLEDGMENTS.....	iii
DEDICATION.....	iv
TABLE OF CONTENTS	v
ABSTRACT	vii
CHAPTER ONE.....	1
INTRODUCTION	1
1.1 BACKGROUND TO THE PROBLEM.....	1
1.3 Purpose of the study.....	3
1.4 Research questions.....	4
1.5 Scope of the study.....	5
1.6 Significance of the study	5
1.7 Limitations of the study.....	5
CHAPTER TWO.....	7
REVIEW OF THE RELATED LITERATURE.....	7
2.0 INTRODUCTION.....	7
2.1 Concept of the term 'discipline'	7
2.2 Causes of indiscipline in Secondary Schools	8
2.3 Students Involvement in the Decision Making.....	9
2.4 Punishment and School Discipline.....	10
2.5 Leadership and Discipline	10
2.6 Participatory school leadership in promoting democracy and discipline	10
2.7 Role of prefects in enhancing schools discipline.....	11
2.8 Communication in students' involvement in secondary school discipline.....	11
2.8 Interpersonal relationship in students' involvement in secondary school discipline	12
CHAPTER THREE.....	14
METHODOLOGY	14
3.0 INTRODUCTION.....	14
3.1 Research Design	14
3.2 Target Population.....	15
3.4 Sampling procedure.....	15
3.6 Data collection procedure.....	17
3.7 Data Analysis.....	17
CHAPTER FOUR.....	18
4.0 DATA PRESENTATION AND ANALYSIS.....	18
4.1 INTRODUCTION.....	18
4.2. TEACHERS BIO-DATA	19
4.3. PUPILS BIO-DATA	20
4.4 TEACHERS ANALYSIS.....	22
PERCENTAGE	22
RESPONDENTS.....	22

FREQUENCY	23
FREQUENCY	24
CHAPTER FIVE	25
DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS	25
5.0 INTRODUCTION	25
5.1 DISCUSSION OF THE FINDINGS	25
5.2 CONCLUSIONS	26
5.3 RECOMMENDATIONS.....	27
5.4 AREAS OF FURTHER STUDIES	28
APPENDIX I QUESTIONNAIRE FOR HEADTEACHER.....	29
APPENDIX TWO ASSISTANT TEACHER'S QUESTIONNAIRE.....	33
APPENDIX THREE QUESTIONNAIRE FOR STUDENTS	35

ABSTRACT

Each year about 50 schools go on strike during the month of July, this year (2008) over 300 schools were on revolt during the second term. It is a tension filled month because of the mocks, schools running out of money and meals way below standard. Students have endured six months of what they consider ill treatment, incompetence and absenteeism of teachers, administrative corruption, poor maintenance of buildings and no one to listen to their normally reasonable complaints and suggestions. It is also the cold season in the highlands and students have little to keep themselves warm, physically and morally. The only way to attract attention they reason is by radical means: striking though rarely with arson until recently.

Post-election violence could be a cause. Some student's moral responsibility was totally killed during the 'troubles'. They burnt houses; saw people running away, children falling from exhaustion, from hunger and thirst for water. They became immune to any feelings of humanity. They regarded their deeds as successful when they saw people being killed or maimed and property destroyed. The perpetrators of such deeds (who included students) were not reprimanded but were regarded as heroes, some students got an idea that in order to be successful, one needed to disrupt and destroy systems.

The study adopted a Descriptive research design. This enhanced the researcher to obtain a better understanding of the students' participation and reinforcement of school rules in selected secondary schools in Rongo division, Rongo district. The method chosen allowed a collection of comprehensive and intensive data and provided an in-depth understanding of the topic under study.

Information collected was analyzed and edited to create consistency and completeness. After collecting the questionnaires they were edited for completeness and consistency across the respondents and to locate omissions. Information obtained from the research study was presented and analyzed using bar charts, narratives, and statistical figures.

This report provides suggestions for more effective measures to curb students unrest in the country. It is designed for policy makers, planners and stakeholders in the education sector in the country.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM.

Education is key and central for both personal and national development of any person and Nation. It is for this reason that education in Kenya as in the world over, has continued to find unparalleled attention in key policy documents (Okello, 1998).

These key documents include session papers of the Government of Kenya and development plans of 1964, 1979, 1983 and 1997 (Abagi, 1998). Further the massive resources channeled towards education further indicate the importance education continues to draw.

Discipline is crucial for effective running of any institution (Griffins; 1996).

One of the broad national objectives of education in Kenya is to assist the youth to grow into disciplined, respecting and law abiding mature and creative people (Republic of Kenya: Education Act: 1968).

Discipline problem in secondary schools in Kenya leads to long interruption of study programmes in the schools. It also causes a significant level of school drop out by way of expulsion and suspension of those identified to have serious discipline problems (Korim. 1980).

Student's indiscipline is not peculiar to Kenya. It is a universal problem. It is witnessed in France, Italy and USA (Nkinyangil: 1981).

The problem of student indiscipline in Kenya has been rising since independence in 1963. In 1991, a presidential commission of inquiry was formed to look into the causes of student's indiscipline in secondary schools. The commission was formed after a wave of strikes which culminated in the St. Kizito tragedy in which 19 female students met their deaths and several of them raped by their male counterparts causing worldwide horror (Griffins: 1996). The findings of the commission which was headed by the late Dr. Sagini

has not been made public to date yet the problems of student indiscipline in secondary schools in Kenya still remains untamed.

Students' indiscipline as manifested in strikes is a deep seated problem which has been bottled up due to absence of dialogue between students and their teachers.

In this regard, Waithaka (1990) asserts that students' unrest in secondary schools is more often than not a reflection of demands of their involvement in school administration. If students are involved in making decisions about salient issues concerning their lives, they are likely to have purpose in obeying school rules.

For this reason, Nyamonya (1995) states that schools which have instituted forms participation by students in administration enjoy a relatively smooth administrative tenure with fewer student related administrative problems.

For school systems to function properly, the conduct of the students need to conform to conditions that are conducive to learning.

1.2 Statement of the problem.

Since independence, the government of Kenya has set up a number of committees and task forces to review education system and tackle emerging issues in education.

Recommendations arising from these committees and task forces have guided educational policy formulation in the enhancement of growth and development of education in the country, (Republic of Kenya, 2001)

In spite of all these policies and recommendations put in place with regard to management of education, our learning institutions have been dogged with increased cases of students' indiscipline.

The increase in the number of schools experiencing some form of students' unrest alarmingly increased in the seventies. It is worth noting that these disturbances were

characterized by violence and wanton destruction of school property. Between 1980 and 1990, the number of schools that experienced students' unrest had increased tremendously from 22 cases (0.9%) to 187 cases (75%).

Lack of students' involvement in decision making has led to students' indiscipline in almost all countries of the world including Kenya. According to Daily Nation newspaper dated 13th May, 2002; bullying, poor management and ineffective teaching are some of the causes of indiscipline in schools. The most recent students' indiscipline in 2003 to 2006 occurred in Rongo Division. Most of the strikes occurred in boarding secondary schools. Schools like Koderobara, Kanyawanga, Dede and Oyugi Ogango have had cases of students' unrest.

This study intends to open a new chapter on new ways of looking at discipline in secondary schools by involving students in ensuring their own inputs in all aspects of discipline.

The study in Rongo District seeks to identify the major areas of student involvement in the discipline of secondary schools. The study determined the extent to which students should be involved in their own discipline. The study also determines the importance of involving students in ensuring their own discipline in secondary schools in Rongo Division.

The research established and drew empirical data on the actual areas of student involvement in the achievement of student discipline in Rongo Division. This help stem out indiscipline in secondary schools in the District so as to boost academic excellence desired.

1.3 Purpose of the study.

In institutions of learning, discipline is fundamental to academic excellence. Indiscipline on the other hand leads to violence, low academic achievement, and destruction of school

property, loss of human life and negative impression of the school to parents, students and general public. Indiscipline interferes with the normal school programmes.

The purpose of this study therefore was to investigate the extent and importance of involving students in enhancing public secondary schools discipline in Rongo Division, Rongo District.

1.3 Objectives of the study

The study was guided by the following objectives.

1. To establish whether students get involved in disciplinary matters in secondary schools in Rongo Division.
2. To investigate the factors that influence discipline in secondary schools in the Division
3. To determine the significance of involving students in secondary school discipline standards.
4. To find out ways of improving students discipline in secondary schools in the Division
5. To determine how students can contribute to improvement of school discipline.

1.4 Research questions.

1. Do secondary schools in Rongo Division involve students in disciplinary matters?
2. What is the importance of involving secondary school students in discipline reinforcement?
3. What factors influence discipline in secondary schools in Rongo Division?
4. To what extent can students be involved in secondary school discipline enhancement in the Division?
5. In what ways can students contribute towards the improvement of discipline in secondary schools in the Division?

1.5 Scope of the study

The research study was conducted between April 2008- November 2008. The study was carried in Rongo division, Rongo district. The respondents to the study were principals, assistant teachers and students in Kodero Bara, Oyugi Ogango, Kanyawanga, Nyarach and Kangeso secondary schools in Rongo division.

1.6 Significance of the study

The findings of this study will be useful to regular teachers in secondary schools as it provide insights into democratic approaches to students' behaviour management and provide more durable behaviour changes to other approaches.

The study may also be useful to teacher training colleges and universities which equip teacher trainees with skills to enable them handle students' behaviour problems democratically.

The study aimed at providing useful information to school administrators and education officers who instill discipline in secondary schools and therefore bring positive change to schools in terms of achieving academic excellence. The study will be useful to the Ministry of Education, Science and Technology as it points out the role of students in school management in an effort to lessen rampant student indiscipline and unrest in many secondary schools which disrupt learning.

The study will also be useful to the Ministry of Education as it tries to identify causes of school indiscipline and offer permanent solutions to these problems.

1.7 Limitations of the study.

The major limitations of this study were the following:-

- (i) Some school administrators were unwilling to divulge information about their schools freely due to fear of being in the limelight.
- (ii) Students were unwilling to volunteer credible information due to fear of being victimized by their teachers.

- (iii) Shortage of funds to carry out the research extensively.
- (iv) Study only targets public secondary schools.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.0 INTRODUCTION

The purpose of this study was to investigate students' involvement in secondary school discipline enhancement in Rongo Division. This chapter focused on review of literature related to discipline in secondary schools and the roles of students in enhancing discipline in secondary schools.

Discipline as it were is an essential element in any organization in the promotion of peaceful situation to enhance leadership and good school governance. Of interest will be student involvement by and large in school discipline.

2.1 Concept of the term 'discipline'

Discipline has different meanings to different people. To some it may mean a regime characterized by rigidity, arbitrarily and cruelty in the way things are run and managed. **Docking (1980)**, states that discipline means punishment. **Ngugi and Baraza(1990)** say that discipline means to teach honesty by means of fear and submission. To them discipline is therefore presumptive and result negative in nature.

Mbiti (1974), holds the same view as Docking when he says that discipline means punishment and fear. **Bakhda (2005)**, also defines discipline as process of training and control using a system of punishment aimed at obeying rules. In this regard discipline has a negative connotation and it has to do with correction of the wrong action.

According to **Griffins (1996)**, discipline should be seen to emanate from the individual. Students should be encouraged to develop self disciplines which will enable them to discern the right from the wrong without depending on external controls.

Aboka (2004), refers to discipline as controlled, ordered behaviour resulting from obedience of rules or self control. To him it is doing the right thing in the right manner and at the right place.

Bro. Denis (2004), quoting **Kasambira**, says that discipline is an act of using reasonable controls in an effort to produce a desired behaviour. To him desired behaviour also means good discipline.

Good discipline results from self discipline and begins from the teacher. It therefore becomes imperative that teachers must be disciplined if they have to achieve the behaviour expected from students.

According to **Okumbe (1998)**, discipline refers to the action by management to enforce organizational standards. He further observes that educational managers should strive to minimize not eliminate corrective discipline by strengthening preventive discipline. One way of doing this is by effectively involving the students in matters that affect them.

2.2 Causes of indiscipline in Secondary Schools

Many factors lead to indiscipline in Secondary Schools.

Makuli (1998), found out through research that most schools do not give students opportunity to formulate and discuss school rules and coupled with this is also how teachers handle their subjects leading to poor performance.

Griffins (1994), argues that students should be granted great measures of trust, freedom and responsibility. He says that constraints should be set sufficiently wide enough to provide room for youngsters to test themselves, make decisions, practice responsibility, exercise trust, learn from their mistakes and thereby advance towards maturity.

Branmdley (1987), who experienced a strike in his school as a head teacher, noted that the crisis seemed to start with complaints about breakfast porridge and involved form three students. Many a times, students' riot because of poor meals and menu enforced on them by the School Administration.

Kasendo (2000), reports that students of Thabrua Secondary School in Malawi went on strike because of beer drinking and use of drugs. The students were violent and this resulted in damage of school property.

Ndinda (1997), asserts that those in authority should be willing to listen and solve the school problems. Poor management style has been the cause of the students' indiscipline and the general apathy among the teaching staff in schools.

2.3 Students Involvement in the Decision Making

Student involvement in decision making is a concept of participatory management which is a tenet of the Human Relations Theory of Management. Human relations Theory of Management views all members of the organization as worthy components without whose efforts and input the organization cannot be achieved effectively.

Consultative decision making requires power equalization between role key players in an organization, (**Ogeno 1993**). Changes aimed at increasing students' participation in school management require an overhaul of the power structure in school to a situation where students are not just passive listeners but active participants in the management of the school.

It therefore follows that students' need to be involved when making important decisions that affect them such as formulation of school rules and choosing of prefects. Harsh unrealistic school rules made without students involvement is one of the causes of strikes in secondary schools.

Ogeno (1993), observes that learners should be allowed to participate in the initial stages of formulation of school rules. An additional advantage to collaborative effort in the formulation and execution of school rules is that jointly formulated school rules likely to

obeyed, **Griffins (1996)**. Democratic leadership entails the knowledge of how effective team - work can be achieved than how one can enforce command.

2.4 Punishment and School Discipline.

Punishment can have serious implications especially when applied consistently. It may lead to what is known as **psychological displacement**, a kind of defense mechanism in which a person frustrated by higher more powerful authority results to frustrating a less powerful individual. A student who is regularly punished by teachers may resort to bullying students who are less powerful as away of displacing his accumulated anger.

2.5 Leadership and Discipline

Discipline plays a great role in any organization in ensuring that there is no unrest. According to **Beech (1964)**, efficient leadership in schools should not disregard other important stakeholders like students their views should be listened to.

According to guidance and counseling manual (Republic of Kenya: 2002) indiscipline arise in schools where idleness is rampant and teachers have little interest in the student's academic welfare. The manual further points out that secondary schools principal should allow open air discussion in schools, formal meetings or suggestion box to let off steam due to stress or strain in any community. Effective learning requires a good teacher, disciplined students and a conducive learning environment in order to attain a positive goal. Besides planning, organizing, directing, controlling, staffing, coordinating, motivating and actualizing the educational goals of the school, the principal is responsible for the over all discipline of students.

2.6 Participatory school leadership in promoting democracy and discipline

According to **Wallace (1995)**, effective principals adopt the *Management by Objectives* (MBO) strategy. This method has been co opted successfully in Secondary Schools

because it involves all participants in the formulation of the objectives of School rules & objectives. Secondary school heads are supposed to be focused so as to distinguish the proper path of involvement.

Cohan (1985) emphasized that participative leadership overcomes the destructive human consequences of hierarchical bureaucratic organization. It is yet to be determined whether participatory leadership is practiced in secondary schools in Rongo Division

2.7 Role of prefects in enhancing schools discipline

The role of prefects should be one of promoting understanding between the supervisors and the subordinate in the school system.

According to Global Counseling Centre (2002), the prefects body is a very important organ in maintenance of students discipline in schools.

The prefects are close to the students and therefore, deal with discipline cases at grass root level.

They are the bridge between staff or administration and the students community. Even planned strikes can be thwarted by active and responsible prefects.

Prefects need to know precisely their roles, areas of jurisdiction, leadership qualities, administrative hierarchy and prospects.

It is yet to be determined whether prefects in public secondary schools in Rongo Division know their roles and areas of jurisdiction.

2.8 Communication in students' involvement in secondary school discipline process.

Objectives that ensure that these objectives are met. This type of leadership engenders a common sense of commitment and cooperation among the staff.

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

Charks (1981), encourages head teachers to have dialogue with their students both formally and informally as this indicates a sense of concern to them and that he /she cares about their learning and behaviour.

This makes students feel involved and kept informed about their behaviour and learning. In this way students will in turn support the teachers and their colleagues (prefects) thus resulting in few discipline problems.

According to a report of the task force on students' indiscipline and unrest in secondary schools (Republic of Kenya: 2001), a survey conducted by **Daily Nation** indicated that the causes of students unrest due to lack of participative leadership are on the increase. In the year 2001 alone, there were 230 reported cases of student unrest. Central province recorded 85 cases, Eastern province – 76, Rift valley province – 50 and Western province – 19. Other provinces which recorded similar cases of unrest were Nyanza province – 10, North Eastern province 7, Coast province 4 and Nairobi province – 4.

Communication refers to sharing of ideas, facts, opinions, information and understanding. Communication promotes participative leadership.

Drucker (1975), asserts that good communication is the foundation of sound management. The managerial functions of planning, organizing, directing and controlling depend on communication in an institution. For planning to be realistic it is essential that it is based on sound information which is not possible without a good system of communication existing in a school. All forms of communication in a school is about initiating positive action, preventing negative reaction and giving or requesting information on which an action may be based.

2.8 Interpersonal relationship in students' involvement in secondary school discipline

Thompson (1977), states that characteristic of the head teacher and the way he / she relates to the public has a great important role in school management. Interpersonal competence

refers to the degree to which you are accurately aware of your impact on others and of the impact of others on you.

This promotes ability to engage in mentally helpful relationship which is paramount to discipline.

According to **Schutz (1966)**, there are three interpersonal needs in an organization that is the need for interaction and association, control of power and affection which is the need for love and affection. In interpersonal relationship emphasis should be laid on consultation, team work and participation but without exception.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

The study was designed to investigate students' involvement in public secondary school discipline in Rongo Division. This section focuses on the research methodology that the research employed in the study. It deals with research designs, target population, sample and sampling procedures, research instruments and their validity and reliability, data collection and analysis procedures.

3.1 Research Design

According to Ogula (1966), a research design is defined as a framework of planning and conducting a research study. Borg and Gall (1997), classified research designs mainly by the method of data collection. Since the study is geared towards finding out the extent of students involvement and determines the importance of involving students in public secondary schools in Rongo District. The researcher intends to use a descriptive design. Descriptive design attempts to describe what was or what is in a social system such as a school (Abagi & Mwiria, 1995).

In a descriptive study data is usually collected through questionnaires, interviews and or observation. A research design can also be defined as a plan showing how the problem of investigation was solved or a process of meticulous selecting of methods to be used to answer the research question and solve the research problem.

3.2 Target Population.

Best and Khan, defines population as any group of individuals who have one or more characteristics in common that are of interest to all researchers. **Mugenda (1999)** defined population as an entire group of individuals, events or objects having common observable characteristics.

Brinker (1988), defines target population as a small proportion of population Selected and analyzed by the researcher. **Keya (1989)** agrees by stating that a population consists of all cases of individuals or things or elements that fit the researcher's specifications. Consequently for the purpose of this research, the target population was public secondary schools in Rongo Division of Rongo District..

3.3 Sample

Best and Khan (1998), defines a sample as a small proportion of a population selected for observation and analysis.

They further state that an ideal sample should be a large number to serve as an adequate representative of the population about which the researcher wishes to generalize and small enough to be economical that is in terms of subjects availability and expenses and time.

For purposes of this study, **twelve (12) public secondary schools** were sampled out of **one hundred and twenty (20)** public secondary schools in the Division.

This number was considered appropriate by the researcher according to **Gay (1976)** who states that a sample of 10% of the large population is considered minimum while a sample of 20% may be required for smaller population.

3.4 Sampling procedure.

Simple random sampling technique was appropriate in selecting the sample since the research question is descriptive in accordance to **Ngechu (2004)**. The researcher targeted 5 public secondary schools in the Division. The sample consisted of 5 principals, , 60 teachers 12 from each school and 200 students – 40 from each school. Five students from each of the forms two to four; forms two, three and four are preferred because they are

considered knowledgeable in discipline matters of their school. The total number was therefore be 330 respondents.

3.5 Research Instruments

The research instruments that were used for data collection included questionnaires, interviews and observations schedules.

Questionnaire – was preferred in this study because those who took part in the study were literate and able to respond to questionnaire items.

Questionnaires are also cheap means of collecting data from large number of people.

The questionnaires were made up of four sections containing structured questions.

Section A contained questions which enabled the researcher to obtain information related to demographic data such as gender, age, qualifications, experience school type and enrollment.

Section B contained items that helped the researcher get information concerning role played by school principals in ensuring good discipline is maintained in their schools.

Sections C contained items that assisted the researcher obtain information on causes of indiscipline in public secondary schools in the Division, the role played by students in public secondary schools in Rongo Division and possible solution to indiscipline matters in these schools interview schedules.

Peil (1995), maintains that interviews can provide reliable, valid and theoretically satisfactory results than a questionnaire from unknown sources especially in societies where interaction is highly personalized. Interview schedules involved face to face meetings between the researcher and the interviewees who were expected to respond to interview question items as the researcher takes notes.

Non – verbal clues of respondents were matched with their responses to form a more accurate meaning of the data.

Observations – observation according to **Peil (1995)** is an important instruction which enables the researcher to supplement the information obtained through formal responses by the use of the questionnaire and the formal conversation through interviews. Much is learnt by observing what people actually do and how they do it. In this study, thorough observations were done by the researcher on visiting sampled schools.

3.6 Data collection procedure.

The researcher obtained a research permit from the office of the president before administering the questionnaire and interview scheduled in the field. A copy of the same was presented to, District Educational Office – Rongo Division. The principals of the participating schools were contacted before the study through letters of introduction. The researcher distributed questionnaires and conducted interview schedules and observation in the sampled schools.

The questionnaires were collected after two weeks for final analysis.

3.7 Data Analysis

After collection of items from the questionnaires, interview schedules and observations, the researcher inspected and edited the data to check on completeness and internal consistency of the recorded information. The items were arranged and grouped according to pertained research questions. The responses that were received from the questionnaires, interviews and observation schedules conducted were organized, tabulated and analyzed using simple frequencies and percentages.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter deals with the analysis of the data as given in the questionnaire and the interviews. The research findings were based on sample size comprising of Koderu Bara, Oyugi, Ogango, Kanyawanga, Nyarachi and Kangeso secondary schools.

The respondents were the teachers and students from the schools. The summary of the collected data for each factor is presented by the use of tables to give a clear picture of the scores of responses that were gathered.

The following is the response rate in percentage of the sample planned and the actual responses.

TABLE 1 RESPONSE RATE

Respondents	Sample planned	Actual response	Response rate
Teachers	60	56	93%
pupils	250	200	80%
Total	310	256	82%

Therefore the response rate:-

$$\frac{\text{Actual number responded} \times 100}{\text{Planned number responded}} = \frac{256 \times 100}{310} = 82\%$$

After compiling the interview data and the questionnaire the interpretations of the implications were analyzed in tables and graphs, most of questionnaires and quantitative analysis were based on the questionnaire answers.

4.2. TEACHERS BIO-DATA

AGE OF THE RESPONDENTS

Age bracket	Frequency	% Age	Cumulative % age
23-30	16	29	29
31-38	28	50	50
39-above	12	21	21
TOTAL	56	100	100

TABLE 2; Age of the respondents

4.2.1 Age of Respondents

The results of the field study on age respondent from the selected school where 56 teachers responded revealed that 79% of the respondents were below 39 years, while 21% of respondents were above 39 years. This is an indication that the sample comprised of young professionals who are spearheading education growth in Rongo Division of Rongo District as shown above.

4.2. 2 RESPONDENTS' WORK EXPERIENCE

YEARS	NO.OF RESPONDENTS	FREQUENCY (%)
1-5	8	14%
5-10	24	43%
10-above	24	43%
Total	56	100%

TABLE 3; Respondents work experience

The results of the field study on years of work-experience showed that 14% of the respondents ranged between 1-5 years and 43% of the respondents having 5-10 while 43% had 10 and above years of work experience. This signifies that information was collected from teachers with long term experience who are represented by 86% of the sample.

4.3. PUPILS BIO-DATA

Out of the 250 target pupils, only 200 responded. The researcher deemed this as adequate and sufficient for the purpose of data analysis since it represented 80%.

4.3.1 DISTRIBUTION BY SCHOOLS

SECONDARY SCHOOL	Frequency	Frequency (%)
KODERO BARA	40	20
OYUGI OGANGO	55	27.5
KANYAWANGA	40	20
NYARACH	30	15
KANGESO	35	17.5
Total	200	100

TABLE 4; Distribution by schools

From the table above it can be seen that the research focused on all pupils in the school.

4.3. DISTRIBUTION BY GENDER

GENDER	FREQUENCY	PERCENTAGE (%)
Male	110	55
Female	90	45

TABLE 5 distribution by gender

The research was carried amongst the sexes as seen from above.

4.3.3 AGE OF RESPONDENTS

Age bracket	Frequency	% Age	Cumulative % age
14-15	60	30	30
16-17	70	35	35
17-above	70	35	35
TOTAL	200	100	100

TABLE 6; age of respondents

The results of the field study on age of respondents, from the selected schools where 200 pupils responded revealed that 35% of the respondents were 16 years and above, while 35% of respondents were between 16-17 years, while 30% were between 14-15%. This is an indication that the sample comprised of all the target sample of pupils as shown above.

4.4 TEACHERS ANALYSIS

SUMMARY OF RESPONSE ON WHETHER STUDENTS ARE INVOLVED IN THE DISCIPLINE ENHANCEMENT PROCESS

RESPONDENT	FREQUENCY	<i>PERCENTAGE</i>
AGREED	40	71
NOT AGREED	26	28
TOTAL	56	100

TABLE 7 summary of response on whether students are involved in the discipline enhancement process

Most of the respondents who responded said that their schools did not mostly involve students in their discipline enhancement process 71% of the respondents were of the view that students are less involved while 28% of the respondents were of view that students were involved in the process

4.5 SUMMARY OF RESPONSE ON THE FACTORS THAT INFLUENCE DISCIPLINE IN SECONDARY SCHOOLS

RESPONDENTS	FREQUENCY	PERCENTAGE
Personal interest	20	35
Peer pressure	25	44
School set up	7	13
Tough rules	4	7
TOTAL	56	100

Table 8 summary of response on the factors that influence discipline in secondary schools

According to the table above it clearly shows that peer pressure is the major contributing factor to indiscipline in secondary schools as it represents 44% of the respondents, 35% represent personal interest as a contributing factor to indiscipline. 13% represent respondents who are of the view that school set up was also a factor contributing to indiscipline. Tough school rules also contribute to indiscipline in schools

4.6 SUMMARY OF RESPONSE ON THE EFFECT OF INVOLVING STUDENTS IN DISCIPLINE ENHANCEMENT PROCESS IN SCHOOLS

RESPONSE	FREQUENCY	PERCENTAGE
Very high	40	72
Moderate	10	18
Low	5	8
Very low	1	1
TOTAL	56	100

Table9 summary of response on the effect of involving students in discipline enhancement process in schools

According to the majority of respondents (72%) who responded observed that there was a very high effect on discipline maintenance when students are involved in the disciplinary process., (18%) said the effect was moderate while (8%) and (1%) responded that the effect was low and very low consecutively.

Majority of the respondents were of the view that students also should be part of the team responsible for upholding and maintaining discipline in schools

**SUMMARY OF RESPONSE CONCERNING WAYS OF IMPROVING
DISCIPLINE IN SCHOOLS**

RESPONSE	<i>FREQUENCY</i>	PERCENTAGE
Encouraging dialogue	100	50
Corporal punishment	70	35
Suspension from school	30	15
Expulsion from school	0	0
Total	200	100

TABLE 9 summary of response as to ways of improving discipline in schools

From the table above majority of response (50%) said that dialogue should be encouraged to solve disputes and matters of indiscipline while (35%) said that corporal punishment should be adopted in order to punish the wrong doers. while 30% of the respondents were of the view that suspension was the right approach to deal with cases of indiscipline. Complete expulsion from school was not at all considered as an effective measure to adopt .

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

In this chapter an attempt is made to discuss the findings and come up with conclusions and the recommendations there to.

5.1 DISCUSSION OF THE FINDINGS

All the respondents who responded pinpointed to various measures that should be taken incase there arise a difference between administration, teachers and students. This requires the school administration embrace a culture of common participation and social practice of all the teachers in the school to ensure an efficient learning environment which will in turn lead to better students performance.

From the administration respondents measures which lead to an amicable solution of any problem should be adopted. This solution should be acceptable to all the parties to the dispute so as to forestall the standoff affecting student's performance in class.

Students respondents interviewed were critical of the measures applied incase there was a dispute between the teaching staff and the administration. They opined that the measures employed were not effective in solving the problems completely and this led to the animosity affecting the affected teachers work in class hence poor academic performance from the students.

5.2 CONCLUSIONS

Various aspects and methods should be adopted and embraced within schools and other learning institutions. These measures should be aimed at finding amicable solutions between conflicting parties incase disparities arise. This solutions should be long lasting and aimed at resolving the matter from grass root levels.

Relationships between teachers and students should be aimed at establishing positive synergies and lessen disparities, thus ensuring efficiency and compliance to school rules and regulations.

Secondary schools and other learning institution should bring forward various methods and measures that encourage dialogue and diplomacy between parties. This should mostly be aimed at providing a solution that is satisfactory to both parties. These measures and policies should be in tandem with the school mission and objectives.

Various policies should be embraced within schools, these policies should mostly be aimed at encouraging relations and relationship building between the teaching staff and the students.

The measures adopted should focus on cementing the existing relationship and providing reasonable solutions that are satisfactory to both ends. These policies and measures include;

- Encouraging open dialogue within the schools
- Streamline the communication channels to avoid ambiguity
- Encouraging formation of social clubs and social activities

5.3 RECOMMENDATIONS

The resulting recommendations given in this report are based on the research findings that have been established from the field. The policy recommendations provide a sound basis for further policy makers in the related fields of discipline and education system

To ensure continuity, and to achieve the desired objectives, appropriate and relevant measures should be adopted.

Incase there arises a disparity or conflict of ideas and interests between the staff and the students on matters concerning discipline the aggrieved party should opt to seek an amicable solution that would be satisfactory to both parties before matters are taken too far hence affecting academic performance of the students.

To curb the rise and effects of indiscipline the schools should embrace a culture, attitude and spirit of common participation and social practice.

To positively affect school change and uphold discipline standards, teachers must be provided with increased access to additional resources, information, and expertise, through their training and professional development.

Teachers who lead their peers and students must be respected and regarded as highly qualified professionals by the other teachers and students they are leading. The quality of teaching and learning is affected by the quality of professional relationships that occur outside the classroom. When a professional culture of teaching is present, sustainable change and increased learning opportunities are more likely to occur. Ultimately, teacher leaders are those teachers who facilitate discipline in and out of the classroom, be it formally or informally.

5.4 AREAS OF FURTHER STUDIES

More research into the prevalence and social dimensions of poor relationship between the teaching staff and students needs to be commissioned to enable recommendations to be directed where they are most needed.

APPENDIX I

QUESTIONNAIRE FOR HEADTEACHER

Instructions

This questionnaire is intended to help in an investigation of students' involvement in public secondary school discipline in Rongo Division. You are kindly requested to complete this questionnaire. Indicating your honest response by placing a tick (i/) against your option and fill in the blanks (-) by giving as much details as you can. All information given will be absolutely confidential and your kind cooperation will be highly appreciated.

To ascertain confidentiality please do not write your name.

SECTION A

1. Please indicate the name of your school

2. What is the nature of your school

(a) Boys Boarding ()

(b) Boys Day ()

(c) Girls Boarding ()

(d) Girls Day ()

(e) Mixed boarding ()

(f) Mixed day ()

(g) Mixed Day and Boarding ()

3. What is the category of your school?

(i) National ()

(ii) Provincial ()

(iii) District ()

4. Please indicate the size of your school

- (i) Single streamed ()
- (ii) Two streamed ()
- (iii) Three streamed ()
- (iv) Four streamed ()
- (v) Over four streamed ()

5. What is your sex?

- (i) Male ()
- (ii) Female ()

6. Please indicate your age bracket

- (1) Less than 25 years ()
- (ii) 25 -35 years ()
- (iii) 35—45 years ()
- (iv) 45 -55 years ()
- (v) 55 and above ()

7. What is your qualification?

- (I) SI ()
- (ii) Diploma in Education ()
- (iii) Bachelor of Education ()
- (iv) Masters in Education ()
- (v) Others please specify

SECTION B

8. (a) Are there any discipline problems in your school?

(i) Yes ()

(ii) No ()

(b) If your answer to question 8 (a) above is yes, please give as many examples of the same as you can

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9. Who handles disciplinary matters in your school?

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10. What do you think are causes of discipline problem among students in secondary school?

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11. (a) Do you hold open forum conference with students?

(i) Yes ()

(ii) No ()

(b) If yes how often.....

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12. (a) In your own opinion, do you think it is necessary to involve students in making decisions that affect them?

(i) Yes ()

(ii) No ()

(b) If your answer in question 12 (a) above is yes

(i) Please give reasons

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13. Suggest possible ways of enhancing discipline among secondary school students

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APPENDIX TWO

ASSISTANT TEACHER'S QUESTIONNAIRE

This questionnaire is intended to help in an investigation of student's involvement in public secondary school discipline in Rongo Division. You are kindly requested to complete this questionnaire, indicating your honest response by placing a tick (✓) against your option and fill in the blank spaces (-) by giving as much detailed as possible.

All information given will be absolutely confidential and your kind cooperation will be highly appreciated.

Do not write your name.

Name of the school

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SECTION A.

1. Sex

2. Age

3. How long have you taught..... years.

4. How many times are you on duty in a term?

5. (a) Which are the common student discipline problem do you encounter during your work?

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(b) How do you handle them?.....

6. How do you know those students who misbehave in your absence?.....

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7. (a) Which method do you use in selecting prefects in your school

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(b) How effective is the method'?

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8. (a) In your opinion, is it necessary to involve students in making decisions that affect them?
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) Yes ()

(ii) No ()

(b) If your answer in question 8(a) above is yes

(i) Please suggest areas where they can be involved.
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(ii) Give reasons why you think it is important to involve them
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9. What role do prefects play in enhancing discipline in your school
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10. Suggest better methods of enhancing discipline among secondary school students
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APPENDIX THREE

This questionnaire is intended to help in an investigation of students' involvement in public secondary school discipline in Ron go Division. You are kindly requested to complete this questionnaire including **your honest** response by placing a tick (✓) against your option and fill in the blank (-) spaces by giving as much details as possible,

All information given will be treated with a lot of confidentiality.

Please indicate the name of your school

1. Please indicate your sex

Male ()

(ii) Female ()

2. In which form are you?

(I) Form 1 ()

Form 2 ()

(iii,) Form 3 ()

(iv) Form 4 ()

3. Please indicate the indiscipline cases listed below found in your school by ticking the appropriate column.

SECTION B

	INDISCIPLINE CASES	YES	NO
(i)	Noise making		
(ii)	Stealing		
	Fighting		
	Sneaking out		
	Taking drugs		
	Destruction of school property		
	Lateness		
	Homosexuality / Lesbian		
(ix)	Non attendance to lessons		
(x)	Non performance of manual work		
(xi)	Strikes		

5 Do students participate in choosing prefects?

(i) Yes ()

(ii) No ()

6. The following channels / methods of communication are used in your school

(i) Suggestion box Yes () No ()

(ii) Announcement at assembly Yes () No ()

(iii) Notice Board	Yes ()	No ()
(iv) News letters	Yes ()	No ()
(v) Telephone / Mobiles	Yes ()	No ()

7. The following duties are performed by prefects in your school

	DUTIES	YES	NO
i.	Supervising manual		
ii.	Writing and forwarding names of noise makers & late corners		
iii.	Taking roll call in class dorm		
iv.	Punishing _those_ who break school rules		
v.	Making amendments in class, Dorm, assembly! parade		
vi.	Reporting to teachers / deputy / principal those who misbehave		
vii.	Deciding the school menu		
viii.	Attending and participating in disciplinary cases		
ix.	Making of manual list		

8. In your school, students are involved in the following areas

	AREAS	YES	NO
i.	Choosing prefects		
ii.	Formulation of school rules		
iii.	Deciding school menu		
iv.	Deciding of individual student subjects		
v.	Deciding type of rules stated		
vi.	Organizing of Co-curriculum activities, games, drama, music etc.		

9. How do students communicate or make their requests, damages or guarantees know to the administration?

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10. How do teachers get to know those who misbehave when they are absent?

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11. (a) In your opinions, do you think it is important to involve students in making decisions on issues that affect them.

(i) Yes ()

(ii) No ()

(b) If your answer to question 10(a) above is yes

(i) Suggest areas where they should be involved

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(ii) Give reasons why you think it is important.

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12. Please suggest the best ways of involving students in enhancing discipline in your school.

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THANKS