INFLUENCE OF PRINCIPALS' COMMUNICATION STRATEGIES ON STUDENTS' DISCIPLINE OF IN PUBLIC SECONDARY SCHOOLS IN KISASI SUB-COUNTY, KITUI COUNTY, KENYA

BY

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DECLARATION

This project report is my original work and has not been presented to any other institution for any other award. I understand that plagiarism is an offence and I declare therefore that this research project report is my original work and has not been submitted for any award in any other institution

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DEDICATION

I dedicate this research project Report to my dear husband, Kennedy K. Musambi and lovely children, Evelyn, Seif and Austin due to their inspiration, motivation, patience and invaluable support both financially and morally during my academic pursuit and research study period.

May God bless you all.

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ABBREVIATIONS AND ACRONYMS

AIDS   Acquired Immunodeficiency Syndrome

BPS   Board of Post Graduate Studies

HIV   Human Immunodeficiency Virus

KIE   Kenya Institute of Education

MOE   Ministry of Education

NACOSTI National Commission for Science, Technology and Innovation

SC   Student Council

SCDE   Sub-County Director of Education

SEKU   South Eastern Kenya University

TSC   Teachers Service Commission

ABSTRACT

This study sought to examine the influence of school principals' communication strategies on students' discipline in public secondary schools in Kisasi Sub-County, Kitui County. Kenya. The study objectives sought to: establish the influence of principals' use of school assemblies, guidance and counseling, notice boards and suggestion boxes as communication strategies on students' discipline in public secondary schools in Kisasi Sub-County. The target population for this study was 20 principals, 140 teachers who consisted of 20 deputy principals, 20 heads of departments, guidance and counseling, 20 form four class teachers and 20 presidents of the students' council from which a sample of 18 principals, 54 teachers, and 18 students were picked making a total of 90 respondents. Descriptive survey research design was used in the study. Questionnaires were used as tools for data collection. The study used test re-test technique to establish instrument reliability. Cohen's Kappa Co-efficient was used to correlate the pre-test and post-test results in order to get the coefficient of reliability. The Cohen's Kappa Co-efficient (K value) was 0.65. This proved that there was a substantial agreement between the two sets of the pilot results, thus the research tool was appropriate. Data analysis was done using Statistical Package for Social Sciences (SPSS) software. Both quantitative and qualitative data generated from the study was analyzed using descriptive statistics. Qualitative data generated from the study was organized into themes based on common responses. Analysed data was presented using frequency distribution and cross tabulation tables. The study established from majority of the respondents who included 66.7% of the students, 59.3% of the teachers and 55.6% of the principals that their schools held assemblies twice per week. During these assemblies, it was reported by all the respondents that the principals communicated to the students mostly about discipline issues. The study also established from majority of the respondents that guidance and counseling influenced student's discipline which was stated by 88.9% of the principals, 63% of the teachers and 50% of the students. It was also established from 100% of all the respondents from the sampled schools that they had school administration and staff room notice boards with majority of the schools according to 88.9% of the principals saying that they also had students' notice boards and only 11.1% did not have. The study also established from majority of the principals 55.6% that they had suggestion boxes in their schools and only 44.4% of the schools did not have. The study concluded that most of the principals' communication strategies could help in reducing most of the students' related indiscipline issues. The study recommended that more schools should be encouraged to have adequate suggestion boxes which should be strategically placed in their premises and opened regularly, increase the frequency of holding assemblies, issues of concern by the students to be addressed immediately and each school to have more trained guidance and counseling teachers instead of having only one per school. However, the findings of this study may be significant to teachers as they could use findings to improve on communication strategies in addressing indiscipline cases in schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to Anderson (2006), communication is the means through which a message travels. It is any act by which one person gives to or receives from another person's information about that person's needs, desires, perceptions, knowledge, or affective states. Okumbe (2007), further refers to communication as the exchange of information and the transmission of knowledge. It is the process of sending and receiving messages aimed a sharing meanings.

Prien (2010), posits that choosing the right strategy for communication is determined by many factors. Media richness is one such factor. Media richness is determined by the capacity to carry large volumes of data and conveying of meaning. Prien (2010), further argues that how rich a communication strategy is can be assessed by a determination of how it provides substantial understanding of the message and how it reduces message ambiguity. Oral communication is generally considered richer than written communication due to its ability to carry larger loads of information as well as its ability to allow instant clarification of any message ambiguity. Sevan and Ross (2010), explain that principals typically select the most appropriate strategy that matches their message content, communication requirement and the perceived tasks of communication.

A second factor that influences the choice of a communication strategy is a social influence. This is because all meaning is socially construed. According to Thomas (2009), communication strategy, choice and use is subject to social influence and may be subjectively rationalized. Thus, communication is not always aimed at maximizing efficiency and may be designed to preserve and create ambiguity for strategic ends. Gender has also been seen as an influence when choosing a communication with systematic differences emerging in choice, norms and expectations of a communication strategy. According to Prien (2010), the school's structure has a

significant impact on the choice of communication strategy and implementation process. The structure may shape the type of formal communication strategies that an organization adopts to communicate students' discipline. The school's structure and its impact can facilitate communication or form a barrier to communication which can have a positive or negative influence on students' behaviour. Thus, it is observed that the principals' choice of a communication strategy is very important in determining the discipline of students in a school for its choice may give or fail to give students an opportunity to participate in decision making endeavors in the school.

Katolo (2016), opines that a number of different propositions by the proponents of the practice support the desire for students to participate in school administration. Globally, communication serves as means of conveying information such as policies, rules, changes and developments from the principal to staff members and students. Moreover, it is also used as means of providing feedback to the departments about the performance of teachers and students. He stated that, communication is very crucial in administration and all the activities of a school principal involve communication. Frequent communication of principals with staff members and students is therefore paramount. Poor communication, misunderstood massages and unclear instructions have led to failure in many institutions; hence communication contributes greatly to effective administration. Frequent communication of principals with members of staff and students is therefore paramount.

Gottsfredson (1990), established that students' disruptive behavior in South Carolina, was associated with unclear school rules and regulations. There was unfair enforcement of rules. Balyejusa (2001) and Ogunsaju (2004), established that appropriate means of communication implemented by the principal fostered students' good behaviour in Nigeria. The high level of moral laxity made it impossible for any means of communication to be used to maintain students' discipline. According to Katolo (2016), participation of the Student Council in decision making process is recommended because when individuals participate in decision-making, they are more satisfied with the decision that has been collectively made and concluded that

managing students' behavior requires a concerted effort of the parents, teachers and the school principals as the key.

Mbiti (2007), observed that a large amount of information conveyed is through written form, not only interpersonal, but also across generations. Official letters, circulars, memos, notices, suggestion boxes, minutes, reports, print outs, school magazines and hand books are some means of communication in a school. Mbiti (2007), also points out a higher performance and less liability of the written work to misinterpretation. Republic of Kenya (2001), stated that it is important to maintain open communication channels between the principal and students' performance. Republic of Kenya, (2008) too indicated a need for clear, unambiguous and continuous means of communication between the principal and students. According to Barasa (2007), principals should employ three major communication channels namely downward, upward and lateral or horizontal communication.

Katolo (2016), opines that effective communication enables principals to enhance sound school administration which motivates students' discipline and consequently leads to continuous improvement in quality learning. School systems which insist on perpetuation of moral values of students embrace discipline as a basic element that plays a fundamental role. The efforts by the government and schools to curb indiscipline through instituting appropriate communication means such as involving students in making decisions, use of notice boards, suggestion boxes and strengthening of guidance and counseling department in schools have not been successful. Inspite of government's efforts, strikes have been evident in secondary schools due unbecoming students behavior. However, it is noted that its principal as a leader is the one who determines the success of a school by setting standards of good communication strategies for management of students' discipline hence easing the achievement of organizational goals.

Anderson (2006), posits that there is a desired effect which communication should produce. What the communicator wants is what it results in. Communication results in generation of the desired effect, maintenance of effect and increased effect. Kimemia,

Marundu, Mitei and Gekara (2007), argue that the planned or designed purpose of communication is what it serves. The purpose could be a generation of action, information, creation of understanding or communication of a certain idea or point. In secondary schools, communication would ensure the shaping of students' attitudes, values and beliefs. The uniqueness of communication as a mechanism that integrates management functions in an organization cannot be over emphasized. According to Thomas (2009), communication enhances effective management and consequent achievement of organizational goals, either formal or informal.

Onyeiwu (2010), too posits that in Nigeria, the achievement of the goals of a secondary as an educational organization hinges on communication among the various operating personnel. Two or more persons are involved in attempting in sharing their ideas, feelings and attitudes. It is only when meaning is transmitted from one person to the other that information and ideas can be conveyed. Communication is the mutual inter change of ideas, attitudes, feelings, facts and information between two or more persons or a stimulating meaning in the mind of another by means of a message. School principals are considered to be important in the establishment of effective school administration through which students discipline is motivated in bid to enhance continuous improvement in quality learning.

According to Nasibi (2003), discipline is the systematic instruction given to a person or disciple to train him or her to carry out an activity. He or she is supposed to perform or to follow a particular code of conduct or order. However, discipline carries out a negative connotation some time. This is because enforcement of order in ensuring instructions is often regulated through punishment. Wekesa (2005), points out that discipline is considered as a measure of efficiency and good academic performance of a school. Since a school exists to offer educational services to learners in the local community as well as the nation at large, discipline requires a lot of attention as a cross cutting issue. A school is a socializing agent and helps in shaping up the learners. If care is not taken, the school can produce social deviants that become a burden to the community.

Nasibi (2003), observed high rate of indiscipline cases in Kenya public secondary schools in which every stakeholder refuses to be accountable for such indiscipline and as such each blames the other. They refuse to take time to think, reflect and take stock of their direct or indirect contribution to the problem through their acts of omission and commission. The police will blame the teachers for indiscipline yet some of the acts of indiscipline take place not in school but rather in the market where they are in charge. The church is also not helping much as they are overwhelmed. Any indiscipline among students while outside the school gate is the work of the parents, church, police and other stakeholders. This is where teachers and other stakeholders differ. To them matters to do with students is the work of teachers irrespective of where they are; holidays and weekends teachers are in-charge! This is where we lose it!

Pandey and Garnett (2006), posit that communication influences perceptions and opinions about persons, communities, organizations, governments, and even society. In educational institutions communication is usually key to the progress of many academic activities. It is through communication that the teachers are able to give instructions and even deliver lessons in classes. Communication is also important especially with regard to handling discipline in schools.

According to Muyiera (2002), the form and way of communication used in a given school will affect the way people interact, and it will have an impact on the general atmosphere of the school, which will affect the general quality of instructions that the students receive. Communication helps to control the behaviour of the teachers, students and non-teaching staff. According to Kabandize (2004), communication is a strategy of managing student discipline through sharing of views between students and administrators. Administration should let the students to know the dangers of indiscipline through talking. Discipline is about ways in which students behave towards each other and to their teachers.

Okumbe (2007), observed that discipline is an action by the management to enforce organizational standards. In an educational organization, there are many standards or codes of behavior to which teachers, students and non-teaching staff must adhere to. These standards however must be communicated to the concerned parties if appropriate behaviour is to be realized. Okumbe (2007), further notes that lack of disciplined atmosphere may make it hard for teachers to teach effectively and impossible for learners to learn effectively. Discipline is a basic component in effective school management that is fundamental in school systems which insists on upholding the moral values of students. Teachers have often played a significant role in controlling the behavior of students through use of communication. According to Nasibi (2003), teachers contribute to positive discipline through creating an atmosphere of trust and team work, respecting students as individuals with rights and sense of expression, being accessible to students, being role models to the student by being disciplined and participating in the formulation of rules.

Cowley (2001), explains that a good teacher has an essential characteristic of managing student behavior to facilitate learning. This means that for a teacher to maintain desired discipline of the student, appropriate and effective communication strategies must be used so that the end desired result of the student discipline is realized. Cowley (2001), indicates that some teachers unintentionally contribute personally to their student misbehavior. Cowley refers to these as "cardinal sins" which teachers must avoid at all cost. They include rudeness, use of confrontation and being high tempered. This is because students often view their teachers as their role models and the way their teachers tend to behave is likely to be copied by the students.

In the recent past, the education system in Kenya has experienced wide ranging cases of student indiscipline emanating from breakdown in communication. According to the Republic of Kenya (2001), 250 schools were involved in various levels of serious unrests. Among other issues, the cause of students' unrests was lack of clear channels of communication, lack of freedom by the students for self expression, developed

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mistrust, hence they resorted to riots and disruptive behaviour as a means of expressing themselves.

According to Kindiki (2009), the use of communication strategies that are not adequate to influence students' discipline by the teachers may contribute towards student misbehaviour. Students' behaviour worldwide is controlled through the schools' code of conduct. However in spite of the use of schools' code of conduct to regulate students' behaviour most schools continue to experience students' indiscipline. It is noted that control of students' behaviour requires the use of effective communication strategies if desired student discipline is to be realized.

There are many strategies that could be used for management of learner discipline in schools. According to Kisasi Sub-county Education office (2018), principals have been using prefect system, communication during assemblies, use of rewards and notice boards on students' discipline. However, the variables under investigation in this study included use of school assemblies, use of notice boards, use of guidance and counseling and use of suggestion boxes as a communication strategy of managing students' discipline.

School assembles could be used as a communication strategy by school principals to help manage students' discipline. Brigman and Campbell (2003), noted that school assembly is a gathering of all or part of a school in order to communicate information to students. The use of school assemblies by the school administration, teachers on duty, teachers in general as well as student leaders should be a means of communicating effectively to the entire student fraternity to enhance school discipline issues by stipulating the school expectations of law and order.

Yontef and Gary (2003), posit that the process of educational guidance and counseling is concerned with bringing about a favorable setting for an individual's education and includes assistance in the choice of subjects, use of libraries,

laboratories, workshops, development of effective study habits, evaluation techniques and adjustment of school life with other activities. Counseling in educational institutions is an affective or emotional process where the teacher plays a role of helper who has the knowledge, skills and right attitudes to enable a child or a young person deal with underlying emotional issues that may be interfering with his or her ability to function adaptively in any given situation, within and outside of school. Effective counseling practice is highly dependent on the skills and techniques of the teacher.

According to Barasa (2007), notice boards are a persuasive way of communicating. The students are able to realize what is expected of them especially when their performance is displayed this will help them to work extra hard. School notice boards are means of communicating well to students, support staff and teachers. Various school memos, rules and regulations, announcements, circulars etc. can be posted on these notice boards giving information to school community members. They act as guiding principles to them and provide timely information. Since they act as non-verbal and permanent communication strategies, they are more reliable, reminding the concerned for a long duration of time and thus school expectations are met.

Betts (2007) opines that a suggestion box is a device for obtaining additional comments, questions, and requests. Suggestion boxes provide some degree of detachment from the person or services offered that a customer may be critiquing, and may therefore yield more frank and open feedback, thereby providing greater opportunities for obtaining accurate information and improving the school public relations. The internal routing of comments within a school may also provide those without direct contact with education stakeholders or school clients a realistic appraisal of the quality services being given. The school addresses the students concerns and improves its image.

La Plant (2009), states that ideal communication results from lasting outcomes affecting all corners of the educational process. Pitner and Ogawa (2008), in their

study on school leaders use of communication skill observed that effective leadership is rudimentary ingredient to effective school leadership. Moreover, Mazzarella and Grundy, (2009), observed that effective school leaders are particularly identified as those with good communication skills and aptitude. Therefore this study was carried out in order to fill a knowledge gap on influence of principals' communication strategies on students' discipline in public secondary schools of Kisasi Sub-County, Kitui County, Kenya.

1.2 Statement of the Problem

Indiscipline of students has continued to be a problem in public secondary schools in Kisasi Sub-County. According to Kisasi Sub-county Director of Education (2018), recent issues of students' indiscipline have been of great concern. The period between 2015 and 2018 has indicated 41 reported cases of indiscipline in public secondary schools within the sub-county. The records further show the various methods used by the schools to curb students' indiscipline issues which include; punishment which was used by 20 schools, guidance and counseling was used by 18 schools, suspension was used by 15 schools and principals communication strategy was the least used by only 6 schools.

Studies have been carried out to investigate discipline problems in secondary schools in Kenya. Mulwa (2014), did a research on the effects of principals' alternative disciplinary methods on students discipline in public secondary schools in Kitui County, Kenya. The study established that all public secondary schools in Kitui Central Sub-County experience students' discipline problems of worrying magnitudes. Research findings by Kalanza (2010), in factors influencing principals in their administration of public secondary schools in Kitui Central Sub-County revealed that the challenges faced by Principals in Kitui Central Sub-County included poor time management by students, strikes and sneaking out of school. However there is a research gap on principals' communication strategies and students' discipline in Kisasi Sub-County, Kitui County, Kenya hence, justifying the need for this study.

1.3 General Objective of the Study

The general objective of this study was to investigate the influence of principals' communication strategies on students' discipline in public secondary schools of Kisasi Sub-County of Kitui County.

1.3.1 Specific Objectives of the Study

The study was guided by the following specific objectives:-

(i) To establish the influence of principals' use of school assemblies as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County.

(ii) To determine the influence of principals' use of guidance and counseling as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County.

(iii) To establish the influence of principals' use of notice boards as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County.

(iv) To determine the influence of principals' use of suggestion boxes as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County.

1.4 Research Questions

This research study was guided by the following research questions:-

i.) How does the principals' use of school assemblies as a communication strategy influence students' discipline in public secondary schools in Kisasi Sub-County?

ii.) What influence does principals' use of guidance and counseling as a communication strategy have on students' discipline in public secondary schools in Kisasi Sub-County?

iii.) How does principals' use of notice boards as a communication strategy influence students' discipline in public secondary schools in Kisasi Sub-County?

iv.) To what extent does principals' use of suggestion boxes as a communication strategy influence students' discipline in public secondary schools in Kisasi Sub-County?

1.5 Significance of the Study

The findings of this study may be of great value to teachers since they may use them to improve communication strategies in addressing discipline. Various education stakeholders including school administrators could use this information in developing programmes that could equip them with skills in communication strategies that may help in the management of the students' discipline in public secondary schools. The study findings may also be useful to future researchers as well as a source of knowledge about the influence of principals' communication strategies on discipline cases in schools. It may help educationists in understanding the importance of providing a friendly environment in schools and employing learner-friendly strategies of correcting indiscipline.

1.6 Limitations of the Study

A limitation is an aspect that influences the results negatively but of which the researcher has no control (Mugenda, 2011). Teachers' responses might have been affected by fear and suspicion that the information they provided could be used against them by school and education administrators. Students might also have felt uneasy about their identity being revealed especially when commenting about their teachers' communication strategies. To counter these limitations, confidentiality of the information was observed by the researcher asking the respondents not to write their names on the questionnaires. Respondents were assured that the information they gave would be used for the academic purposes only. The researcher used codes instead of names to identify individual cases to maintain their confidentiality. Identification information such as names, addresses and contact cellphone numbers was kept secure and separated from the dataset.

1.7 Delimitations of the Study

According to Kombo and Tromp (2013), delimitations of the research study refer to choices that the researcher makes for the study that are under the control of the researcher. These choices inform the reader what information is included in the research which adds credibility. This study covered public secondary schools in Kisasi Sub-County. Private secondary schools were excluded from the study. The variables under investigation in this study included school assemblies, notice boards, suggestion boxes and guidance and counseling as principals' communication strategies of managing students' discipline. Therefore the findings of this study can only be generalized to other areas of the County and country albeit with caution.

1.8 Assumptions of the Study

In this study, it was assumed that communication strategies are used by secondary school principals to influence students' discipline. It was also assumed that between teachers and students in public secondary schools, communication was good. Another assumption was that respondents in the study would respond accurately, cooperate willingly and be honest with their responses. The school administration and education officers would be assumed by this study to keep up to date students' records on discipline.

1.9 Definitions of Significant Terms

The following are definitions of significant terms within the context of the study:-

Administration: Refers to the process of controlling and directing human behaviour in a social organization.

Communication: Refers to the exchange and sharing of information, attitudes and ideas among principal, teachers and students.

Communication Strategy: Refers to a method of or avenues for presenting information and issues to students in schools in an order to enhance understanding and provoke appropriate responses from them.

Counselling: Advice or guidance, especially as solicited from acknowledgeable person.

Discipline: It refers to the action taken by the management to enforce organizational standards thus, doing the right thing, in the right manner and at the right place. In the research study, it is order and control necessary for effective teaching and learning.

Guidance: That aspect of educational programme which is concerned especially with helping the student to become adjusted to his present situation and to plan his future in line with his interest, abilities and social needs.

Indiscipline: Refers to unruliness or unwillingness to make any effort required to achieve certain predetermined organizational goods and objectives.

Influence: The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.

President: The chairman of a group of students who have been elected as leaders in the school.

Principal:	Refers to the administrator of a school appointed by the Teachers' Service Commission (TSC) in accordance with Education Act Cap 211.
Public schools:	Formal institutions which are primarily developed, equipped and provided with staff from public funded by government.
Strategies:	Refer to plans of actions or policies designed to achieve major or overall aims of public secondary school.

1.10 Organization of the Study

This study is presented in six chapters. Chapter one presents background to the study, statement of the problem, general study objective, specific study objectives, research questions, significance of the study, delimitations of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two consists of related literature review of aspect reviewed under communication strategies, summary of literature review, theoretical framework and conceptual frame work. Chapter three presents the research methodology that was used in this study which includes; the research design, target population, sample size and sampling techniques, research instruments, validity of research instruments, reliability of research instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four consists of results of the study which have been organized in subtopics based on the study objectives. Chapter five consists of discussions and interpretation of research findings based on the research objectives while chapter six presents conclusions based on the research findings, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter consists of literature review on aspects under Principals' communication strategies which include the use of school assemblies as a communication strategy, guidance and counseling as a communication strategy, use of notice boards as a communication strategy and use of suggestion boxes as a communication strategies and students' discipline. It also includes summary of literature review, theoretical framework and conceptual framework.

2.2 School Assemblies as a Communication Strategy and Students' Discipline

According to Brigman and Campbell (2003), in a school set up, communication influences the behaviour of teachers, students, non-teaching staff and parents among others. The school principal as the head of school is expected to communicate the school rules and regulations to all and sundry within the school set up. Meaningful interactions facilitated by effective communication systems are engaged in daily school management routine. These interactions produce students' discipline. According to Brigman and Campbell (2003), students are informed and constantly reminded of their responsibilities during school assemblies. Fellow students usually school prefects, the teachers on duty, senior teacher, deputy principal as well as the school principal spell out the consequences of misbehaviour mainly verbally through available communication channels. This enhances the culture of good discipline within the schools. The teachers and the school head sensitize the students on the expected behaviour and spell out well school expectations and order of doing things on daily basis. Good attitudes towards teaching, learning and the whole educational processes and systems within the school are enhanced by this type of communication during assemblies.

A study was done by Muriithi (2013), to examine the influence of teachers' communication strategies on students' discipline in public secondary schools in

Mukurweini district. Four objectives were formulated that sought to; establish the use of teachers' oral communication on student discipline in public secondary schools in Mukurweini district; to establish the use of written communication by teachers on students' discipline in Mukurweini district; establish the use of nonverbal communication by teachers on student discipline in the same discipline, to determine the prevailing conditions that hinder effective communication towards student discipline. The study employed descriptive research design which is suitable in collecting both qualitative and quantitative data. The sample included 45 teachers and 540 students. Data were collected by the use of questionnaires administered personally through hand delivery. A pilot study was conducted in five schools which were not included in the final study. Reliability of the instruments was also done through the most common internal consistency measure known as Cronbach's alpha (α), which indicates the extent to which a set of test items can be treated as measuring a single latent variable. The recommended value of 0.7 was used as a cut off of reliabilities in the study.

The study findings by Muriithi (2013), indicated that holding of classroom meetings, use of school prefects, communication during assembly, use of guidance and couselling , use of rewards and incentives, holding of open forums, encouraging members to pass information among themselves are some of the communication strategies commonly used by teachers' in Mukurweini District on student's discipline. Majority of the teachers also indicated that they often used notice boards on student discipline. However, facial expression was rarely used on student discipline. Majority of the teachers 89% indicated that school category affects the way they communicate on the student discipline. The study results revealed that the category of the school, boys only, girls only and mixed for both boys and girls affect the way teachers' communicates on student discipline. The study also found that communication strategies with the least preferences for teachers on student discipline included the use of reward system, the use of eye contact and facial expression. According to the study, conditions which reduce effective communication ranged from distortion of information, language barrier to lack of proper mechanisms that ensures conducive environment for students to express themselves to their teachers.

Kindiki (2009), in his study on influence of principals' communication on students' discipline established that there were poor communication channels used by school administrators and undemocratic school administration which did not consider meetings and assemblies as important strategies of communication. The study advocated for the use of meetings and assemblies as strategies of communication as they improved interaction and relationship between the administration and students which led to unity within the school. This implies that improving on effective communication by use of school assemblies for important ideas could step up students' discipline in secondary schools.

According to Kiprop (2012), most principals adopt a master-servant or superior-inferior attitude in dealing with students. Principals rarely listen to students because they believe that students have nothing to offer them. This creates tension misunderstanding and stress eventually leading to frustrations and violence as manifested in strikes. The study by Kiprop (2012), recommended creation of opportunities for teachers, students and administrators to sit and discuss issues affecting them and their school freely. Effective management of discipline requires collaboration between the principal, staff, students, parents and the community. Denying students an opportunity to express their grievances could lead to frustration, resulting in disruptive behaviour. Such incidences could be prevented by involvement of students in decision making during school assemblies.

Mulwa (2014), conducted a study to investigate the effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya. The study objective sought to establish the use of class meetings with students for collaborative decision making on students' discipline. The study was based on the Systems theory. Ex post facto research design was adopted. The target population for the study was 333 public secondary schools consisting of 333 Principals, 333 Deputy principals, 1665 HoDs Guidance and Counselling, Board of Management (BoM) chairpersons, the County Director of Education and Kitui law courts Resident Magistrate. Stratified proportionate sampling procedure, purposive sampling and simple random sampling were used to select a sample size. The total

respondents for the study were 320. Instrument reliability was established by a test retest technique. The study established that class meetings for collaborative decision making were done within the school set up to enhance discipline. The principals reported that class meetings enhanced decision making and learners concerns were communicated during class meetings. This implies that both the learners and the principals had an opportunity to converse together hence sharing concerns that were affecting learners at that particular moment.

Adams (2003) also noted a need for principals to adopt an open door policy in which students could converse with head of the institution at will to explain their problems, bring new chamber as well as creative ideas, accept that he/she is capable of making mistakes and question his/her views. The principal should be liberal, avoid favors and should treat all students equally, embrace democratic form of school organization which allows students elect their own leaders. School principals should encourage open door policy where students are free to meet the head of the institution to explain their problems. Open door policy allows students to embrace 21st century skills of innovation and creativity as they discuss and bring new creative ideas, setting aside specific day(s) in a week for them to meet with the principal to discuss issues of concern pertaining their welfare. Besides, allowing students decisions in partnership with educators to make in areas that affect their individual learning and that of entire school community amounts to considerable student collaboration and involvement. Such involvement is evident in coordination of co-curricular activities, resolving minor cases of indiscipline and taking responsibility of students' welfare.

2.3 Guidance and Counseling as a Communication Strategy and Students'

Discipline

According to Nasibi (2003), guidance is simply 'to direct', 'to point out', and 'to show the path'. Mwaura (2006), observed that a teacher counselor expected to set up a guidance and counseling committee in which the principal should be a member. The principal should ensure that one teacher is fully trained in guidance and counseling psychology to make the department programmes function successfully. The school

administration should create awareness about guidance and counseling services and its organization. The department should identify the kind of problem that affects an individual learner and general problems that need intervention and propose intervention strategies with which to assist and its relation to other aspects of the total school program. The counseling department should be conveniently located with adequate space and sufficient privacy to ensure that clients will be comfortable during counseling session.

A study was done by Mulwa (2014), to investigate the effects of principals' alternative disciplinary methods on students' discipline in public secondary schools in Kitui County, Kenya. The study objective sought to establish the effect of principals' use of peer counseling on students' discipline in public secondary schools in Kitui County. The study was based on the Systems theory. Ex post facto research design was used. The study targeted population of 333 public secondary schools. The sample size was obtained by stratified proportionate sampling procedure, purposive sampling and simple random sampling. A test-re-test technique was used to test instrument reliability. The study found out that about 67.4 percent of the principals that that there were operational guidance and counselling departments in their schools. The principals recommended that peer counselling could be embraced in the management of school discipline. Results of Chi square indicated that principals' use of peer counseling as an alternative disciplinary method on students' discipline had a p-value of 0.518. This means that peer counselling had no significant effect on students' discipline. However, the chi square results indicate a strong relationship between peer counseling and students' discipline. The study recommended a review of disciplinary methods in schools and provision of policy guidelines on the best alternative disciplinary methods; strengthening the use of alternative disciplinary methods in management of students' discipline. However, it is noted that the study by Mulwa (2014), was conducted using a large target population as opposed to my study which used only one sub county in Kitui county.

Mwaura (2006), observed guidance and counseling offering students advice to show them the right direction. Further, Collins (2002), observed that, guidance and

counseling enhances students disciplined and equips them with skills to deal with challenges and realities they face in their environment. Kuria (2012), conducted a research on influence of principals' leadership styles on students' discipline in Kikuyu District in Kenya. Findings revealed that head teachers use of autocratic leadership negatively influences (-0.65) students' discipline. This implied that the more autocratic styles are used, the poorer the students' discipline. Findings further revealed that there was a very strong negative (-0.66) relationship between Laissez-faire leadership style and students' discipline in secondary schools.

According to Mwaura (2006), guidance in educational institutions can be defined as a mental process of exposure to useful information, experiences and resources to facilitate decision making for personal and social development. The person providing guidance is well placed in knowledge and skills as well as more exposed to give meaningful direction to the one they are guiding. Hence, for school guidance, it is assumed that the teacher has the ability to provide guided exploration of options using all available resources to enable a learner make useful academic and career choices. Counseling in educational institutions is an affective (emotional) process where the teacher plays a role of helper who has the knowledge, skills and right attitudes to enable a child or a young person deal with underlying emotional issues that may be interfering with his/her ability to function adaptively in any given situation, within and outside of school.

According to Afzalur (2010), good school guidance and counseling plan will help the learners in various leading to an increased capacity to take rational control over feelings and actions thus lowering indiscipline cases. It assists the learners to move in the direction of fulfilling their potential, or achieve an integration of conflicting elements within themselves, providing them with the skills, awareness and knowledge, which will enable them to confront social inadequacy.

2.4 Use of Notice Boards as a Communication Strategy and Students' Discipline

A study done by Kiprop (2012), in a paper on discussion of the role of various stakeholders in the management of discipline in schools in Kenya observed that most

principals adopt master or servant superior or inferior attitude in dealing with students. They rarely listened to students' grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding and eventually leads to frustrations and violence as manifested in strikes. The study recommended a creation of opportunities to enable teachers, students and administrators to sit down and discuss issues affecting their school freely without inhibition, intimidation or victimization. Hence, for effective management of school discipline the cooperation between the principal, staff, students, parents and the community is a prerequisite. Thus, where students are denied a chance to express their views and vent out frustrations, it breeds a situation where students have no way of expressing their grievances leading to frustrations and resulting into disruptive behaviors and such incidences could be prevented by involvement of students for collaborative decision making during class meetings.

Betts (2007) states that students should get notices in their classes or official notice boards. It is important to be formal and cordial in communication for several reasons. Firstly, the person passing the information is viewed by everyone in the school as someone who has a positive influence and secondly, one learns to get the point across effectively and ensure that the work is done the way it should be. So this was all about the communication skills and their importance.

La Plant (2009), explains that school rules and regulations as well as general conduct of the students in the school are some items that should be put on the notice boards. This will enhance discipline as the students will be reading these rules and regulations on daily basis. Mbiti (2000), states that written work is more permanent and less liable to misinterpretation.

Mbiti (2007) concluded that written communication conveys a lot of information not only from one person to another but also from generation to generation. Some of written forms of communication used in schools include official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books. Furthermore, written work is precise and not likely to be misinterpreted.

Thus schools need to embrace these forms of communication to enforce school rules and regulations as these forms provide tangible evidence of breach of rules.

According to Adams (2003), school rules and regulations are some of the strategies designed to infuse good behavior in students. The principal should ensure that they are printed and pinned on school notice boards for easy access and increased awareness to students. This helps to reduce indiscipline cases by ensuring that students are orderly, well behaved, have self-control and consequent obedience to school authority. According to Kiprop (2012), school rules and regulations specify the "dos" and the "don'ts by members of the school community. Despite these specifications, breaking of these rules and regulations is rampant in many secondary schools in Kenya. Moreover, schools face wide range of indiscipline cases such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes leading to closure of schools and frequent suspension of students which affect student's academic performance. To reduce indiscipline cases, schools should ensure that school rules and daily routine are accessible to all students by displaying them in classrooms and dining halls and on all notice-boards, for students to access them face to face (Baraza, 2007).

Baraza (2007) opines that school rules and daily routine should be written down and pinned at notice boards, classrooms and dining halls for students to access them face to face. The school mission and vision should be clearly written in bold letters and pinned on notice boards. The communication process and skills should be extensively researched as a means of enabling school leaders to lead their school establishment more efficiently.

According to Patrick and Frankel (2004), there is more to communication than speaking. Communication can be written or in form of behaviour. The road to effective communication with other participants can be paved by the personal communication skills of the school leaders including verbal and non-verbal ones, open door policies and regular meetings.

2.5 Use of Suggestion Boxes as a Communication Strategy and Students'
Discipline

A study done by Kindiki (2009), on effectiveness of communication on students' discipline in secondary schools in Kenya was conducted in Naivasha District. The study utilized qualitative approach with questionnaires, interviews and documentation as instruments of collecting data. Purposive sampling was used to identify Naivasha District as the location of the study. Stratified and simple random sampling was used to identify 8 secondary schools and 200 respondents from these schools. 20 students and 4 teachers in each sampled school were given the self-administered questionnaires while all the 8 head teachers were interviewed. The data collected was analyzed descriptively. The study found that there were poor channels of communication used by school administrators and undemocratic school administration did not consider meetings as important channels of communication. The study advocated for use of meetings and assemblies as main channels of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school. This implies that stepping up effective communication by use of class meetings for collaborative decision making could improve on students' discipline in secondary schools for important ideas could be discussed effectively through communicating to the students.

According to Wango (2009), the use of the suggestion box is another important form of effective communication in the school. Anonymous suggestions or queries will be raised by the students and school fraternity in general concerning pertinent school issues, some critical to be addressed. This form of communication does not discriminate or pass penalties to the person passing on the information. According to the Ministry of Education (MOE, 2008), the Teachers Service Commission (T.S.C) allowing of open air discussions in schools, holding formal meetings or installation of suggestion boxes to allow students and staff to 'let off steam' from the strain and stress of the educational process are granted to principals according to the employer's mandate.

Barasa (2007), posits that suggestion box can help students to address general problems they face, thus preventing them from resulting to destructive measures like strikes. The school administration should also have the wisdom to regularly check the suggestion box and where possible address the students' concerns. Suggestion box is therefore a good mechanism of keeping a tab on the mood of the student population, thus averting disastrous situation. Riang'a, (2013) researched on principals' leadership strategies that influenced students' discipline in public secondary schools in Kisii Central District, Kenya. Findings revealed that principals who used democratic leadership style experienced few cases of indiscipline in their schools. The findings further revealed that principals who involved students in decision making in matters of discipline had few cases of indiscipline in their schools. The study further established that there is a need for principals to be clearer when communicating rules and regulations to students to avoid misinterpretation.

2.6 Summary of Literature Review

Kindiki (2009), study on influence of principals' communication on students' discipline only focused on meetings and assemblies and students' discipline. In addition, the study sought to establish the influence of using notice boards and suggestion boxes. Kuria (2012), study on influence of principals' leadership styles on students' discipline failed to address the influence of use of assemblies, guidance and counseling, suggestion boxes and notice boards on students' discipline. Similarly, Muyiera (2002), in his study on the relationship between principals' leadership strategies and students' discipline in Kenya also fails to address the variables discussed in this study. Riang'a (2013), also fails to address the variables of the current study. Previous studies have failed to investigate the influence of principals' communication strategies on students' discipline in Kisasi Sub-county, Kitui, hence the need for this research study.

According to Deci (2009), to be successful school administration needs to ensure that administrators, teachers, and students internalize the value of improved teaching and learning and of the policies, structures, procedures, and behaviors implicitly demanded. This is a likely happening when school personnel and students experience

satisfaction of their basic psychological needs for autonomy, competence, and relatedness while planning and implementing reform.

2.7 Theoretical Framework

This study was based on Ginott's Congruent Communication Theory developed by Haim Ginott (2003). Ginnot's Theory is based on his belief that the behaviour and the language of the instructor set tone for learning in the classroom. The theory is characterized by teachers demonstrating to students brief yet clear expectations for behaviour by the students, teachers demonstrating behaviour that invites and encourages co-operation as well as the use of discipline in place of punishment.

One strength of Ginott's Theory is that it can be weaved in relatively easily to any existing classroom or school management system without disruption. The theory also avoids confrontation and seeks to validate the feelings of others. The theory is weak in that it assumes that students themselves know how to communicate their ideas and opinions when in actual fact they may not. The theory may also not work for all students considering their cross-cultural differences. In addition, the theory is less effective in dealing with severe behaviour infractions. The theory assumes that for effective or congruent communication to occur, students must feel valued. The maintenance principle of Ginott's Theory as it relates to implementation in a classroom includes asking questions and listening to students with acceptance and respect. Despite these challenges, the theory fits well in this study which focuses on communication between teachers and students on a day to day basis.

2.8 Conceptual Framework

Kombo and Tromp (2006), state, "Conceptualization is inventing or contriving an idea or exploration and formatting it mentally". Further they define a conceptual framework as, "a set of broad ideas and principles taken from relevant fields of enquiry and used to structure subsequent presentation." This is a statement about the relationship between theoretical concepts. This is illustrated by the figure overleaf:-

School assemblies Frequency Personnel in charge Issues addressed	→	Student discipline Increase or decrease in number of students unrests. Increase or decrease in school enrollment Increase or decrease number of conflicts among students Increase or decrease number of students punished

Guidance and counseling
Venue
Personnel
Frequency
Issues addressed

Notice Boards
Number
Location
Issues addressed

Suggestion Boxes
Location
When opened
Issues addressed

Intervening Variables
Government policy
Students' family background
Entry behaviour of learners
Adequacy of teaching staff

Figure 2.1 : Conceptual Framework

A number of variables, both dependent and independent variables were used in executing this study. The conceptual framework guiding this study was based on good communication strategies to deal with cases of indiscipline in public secondary schools and enhance discipline and better academic performance among students. Use of school assemblies, guidance and counseling, notice boards and suggestion boxes influenced students' discipline which was indicated by reduced number of unrests, reduced conflicts among students, few punishments on the students among others. Intervening variables at play are government policy, students' family background, entry behaviour of learners and adequacy of teaching staff.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses research methodology that was used in this study. These comprises of the research design, target population, sample size and sampling techniques, research instruments, validity of research instruments, reliability or research instruments, validity of research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

Kombo and Tromp (2013) state that a research design is a plan showing how the problem of investigation will be solved. The study engaged descriptive survey research design to achieve its objectives. Orodho (2003), noted that this research design enables the collection of information about the attitudes, opinions, values and behaviours of people on educational or social issues. It is a systematic method of studying behaviours that cannot be observed or experimented without manipulating the environment. This design is ideal as it enabled the researcher to gather qualitative and quantitative data from a vast number of cases at a specified period of time. In this case all mixed public secondary schools and one boys' school made the vast number of cases thus making this study ideal.

3.3 Target Population

Mugenda (2011) explains a target population as the total population that the researcher specifies. It means the larger group from which the sample is taken. The target population for this study was 20 public secondary schools in Kisasi Sub-County. According to Kisasi Sub-County Director's Report (2018), there are 20 school principals, 20 deputy principals, 100 head of departments, 20 form four class teachers and 5,835 students. The target population for this study was 20 principals, 140 teachers who consisted of 20 deputy principals, 20 heads of departments,

guidance and counseling and 20 form four class teachers. 20 presidents of the students' council were also targeted.

3.4 Sampling Techniques and Sample Size

Mugenda (2011), states that in order to provide an accurate and reliable description of the characteristics of a given population, it is usually not necessary to study the entire population. In most cases, studying a sample is sufficient enough. Best and Kahn (2011), describe a sample as a small proportion of a population selected for observation and analysis. According to Kombo and Tromp (2013), sampling is the procedure a researcher uses to gather people, places or things to study. Statements about the samples should also be true of the population. However, the larger the sample size, the smaller the sampling error.

Mugenda (2011), noted that a sample of 30% is appropriate in social science study. In a population of less than 30, all of it should be sampled for study. A total of 18 public secondary schools in Kisasi Sub-county were sampled for the study. The 18 schools consisted of 17 mixed day secondary schools and one boys' boarding school. Two schools, one mixed and the other single gender (girls) were used for piloting. However, they were not included in the main study. All 18 school principals were sampled for the study since the total number was less than 30. Census inquiry is the complete enumeration of all items in the population. The 18 school principals were sampled using census inquiry. Also using census inquiry 54 teachers were purposively sampled who included 18 deputy principals, 18 HoDs guidance and counseling, 18 form four class teachers. 18 students were also sampled using census inquiry. The 18 students were the presidents of the student council in each of the 18 schools. The 18 HODs guidance and counseling were purposively sampled for the study since they are in charge of guidance and counseling. The 18 form four class teachers were also purposively sampled since they are in charge of the senior most class.

3.5 Research Instruments

According to Mugenda (2011), a questionnaire is a research instrument comprising of a succession of questions and other prompts used for gathering information from respondents. This study used questionnaires as tools for data collection. Orodho (2003), posits that questionnaires require less time, are less expensive and permit collection of data from a wide geographical area. Under this research instrument, respondents filled in answers in written form and the researcher collected the forms with complete information. Questionnaires as well helped the study to obtain quantitative data. They provided triangulation of the data collected through other means. It thus, provided an opportunity to ascertain credibility of data from the different sources by reducing chances of making biased deductions.

In this study, the questionnaires were designed for three groups of respondents namely; the principals, teachers and students. The questionnaires had five sections. Section A had questions on the background information of the respondent such as age, gender, academic qualification and professional experience for principals and teachers. For students, this section included their gender, age and class. Section B contained questions on the use of school assemblies and students discipline. Section C consisted of questions on the use of guidance and counseling and the students' discipline. In section D, questions were on the use of suggestion boxes and students' discipline. The last section E had questions on the use of notice boards and students' discipline.

3.6 Validity of Research Instruments

Kombo and Tromp (2006), state that validity is a measure of how well a test measures what it is supposed to measure. According to Orodho (2003), to ensure content validity, a researcher needs to first appraise the instrument. Validity is used to check whether a questionnaire is measuring what it purports to measure. Validity is also the strength of our conclusions, inferences or propositions. It is the best available approximation to the truth or falsity of a given inference, proposition or conclusion.

A pilot study was conducted to determine items in the research instruments that were ambiguous and inappropriate in order to improve quality and validity. Piloting was done in two schools (10%), which were excluded from the main study. This concurs with Gay (2003) who states that 10% of study sample is adequate for use in piloting. These included a mixed day school and a girls' school. Piloting involved the two principals, 6 teachers and 2 students in the two schools. The two schools were excluded during the actual data collection. Best and Kahn (2011), explain that content validity of the research instruments could be enhanced through expert judgment. Expert judgment enabled the researcher to identify weaknesses of the instruments and make appropriate adjustments.

3.7 Reliability of Research Instruments

According to Kombo and Tromp (2013), reliability means the consistency of a set of measurement. Reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the probability of your measurement. Instrument reliability was established by the test-retest technique during a pilot study involving schools which were excluded from the main study. The instruments were given to 2 principals, 6 teachers and 2 students. The five respondents per school were allowed a two weeks' time lapse after which a similar test was administered to them.

The Cohen's Kappa coefficient was used to correlate the pre-test and post-test results in order to get the coefficient of reliability based on the formula below:-

$$\mathbf{K} \;=\; \frac{\mathbf{(Po - Pe)}}{\mathbf{(1 - Pe)}} \;=\; 1 \;-\; \frac{\mathbf{Po}}{\mathbf{1 - Pe}}$$

Where

Po = Sum of the positive responses in test one and positive responses in two divided by the total number of respondents.

Pe = Probability of the positive responses plus probability of negative responses. Probability of positive responses equal number of positive responses in test 1 divided by the total number of positive and negative responses in both tests.

Probability of the negative responses equals the number of negative responses in test one plus the total number of the negative responses in the two tests divided by the total number of negative and positive responses in both tests. The Kappa statistics varies from 0 to 1 where 0 = agreement equivalent to chance, 0.10 -0.20 = slight agreement, 0.21 – 0.40 = fair agreement, 0.41 – 0.60 = moderate agreement, 0.61 – 0.80 = substantial agreement, 0.81 – 0.999 = near perfect agreement and lastly 1 = perfect agreement.

From the results of the piloting, responses by the school principals gave a K value of 0.58, which meant moderate agreement between the two sets of results. Results of piloting on the teachers' responses gave a K value of 0.65. This meant that there was a substantial agreement between the two sets of results. Piloting on the students' responses gave results whose K value was 0.72, which meant that there was a substantial agreement between the two sets of results. The average K value of the three categories of respondents was 0.65. This showed that there was a substantial agreement between the two sets of the pilot results, thus the research study tool used was appropriate.

3.8 Data Collecting Procedures

An introductory letter was first obtained from the Board of Post Graduate Studies (BPS) South Eastern Kenya University (SEKU). The researcher sought research permit from the National Commission of Science, Technology and Innovation (NACOSTI). Kisasi Sub-County Education officer and Deputy Commissioner officer respectively granted authority to collect data. Introductory letters were given to all respondents followed by questionnaires. After establishing a rapport with the respondents the researcher administered the questionnaires personally. Adequate time for filling in the questionnaires was granted to all respondents.

3.9 Data Analysis Techniques

According to Kombo and Tromp (2013), data collection refers to getting together information aimed at proving or refuting some facts. Data collected from the field was first sorted to identify any errors made by the respondents such as wrong spelling and any unresponded to items. The data was then coded and analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) software. Quantitative data generated from closed ended questions was analyzed descriptively and by use of inferential statistics and presented using frequency distribution and cross tabulation tables. Qualitative data generated from open-ended questions was organized and presented based on themes and patterns according to set objectives.

3.10 Ethical Considerations

Mugenda (2011) explains that ethics in research focuses on the application of ethical standards in the planning of the study, data analysis, dissemination and use of results. The study thus addresses logistical, ethical and human relations issues for successful completion of a research project (Orodho, 2003). The respondents were assured that all information would be treated with confidentiality. Respondents were informed that no information would be shared to the third party. Also their information would not be identified and would be used for research purposes only.

The researcher ensured that no individual identity was revealed. Information about individuals or the institution was not be revealed in written form. Such information would only be used for the purpose of this study. The researcher explained the purpose of the study to the respondents and the procedure to be used during data collection. This made the respondents to participate willfully. Respondents were also given a form to sign for their consent to participate in the study. Raw data was filed. Analyzed data was printed and also filed. Soft copies of the data were stored in compact discs (CDs) and flash disks with a password.

CHAPTER FOUR

RESEARCH RESULTS

4.1 Introduction

This section presents the results of the study which are organized in subtopics based on the research study objectives. The study sought to investigate the influence of principals' communication strategies on students' discipline in public secondary schools of Kisasi Sub-County of Kitui County.

4.2 Questionnaires Return Rate

Mugenda (2011) explains that questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for study. The questionnaires for this study were administered on 18 school principals, 18 deputy principals, 18 HODs guidance and counseling, 18 class teachers and 18 students. The data was analyzed on the basis of these questionnaires. The results of questionnaire return rate are as shown in Table 4.1.

Table 4.1: Questionnaires Return Rate

Respondents	Returned	Not Returned	Total
Principals	18(100%)	0(0%)	**18(100%)**
Deputy principals	18(100%)	0(0%)	**18(100%)**
HoD Guidance and Counselling	18(100%)	0(0%)	**18(100%)**
Class teachers	100(100%)	0(0%)	**18(100%)**
Students	100(100%)	0(0%)	**18(100%)**

Table 4.1 established that the percentage return rate of all the questionnaires issued to all the respondents was 100%. This was sufficient according to Mugenda and

Mugenda (2003), who observed that response rate of 70% and over was very good. Since the response rate was more than 70%, it was considered very good.

4.3 Demographic Information for the Respondents

The respondents' demographic characteristics included gender, age, highest academic qualifications and working experience.

4.3.1 Distribution of Respondents by Gender

The information on gender distribution was used to ascertain the real representation in the study in terms of the gender. Otieno (2001), argued that there is considerable evidence that women are greatly under-represented in management positions. The findings are inconsistent with Kenya National Policy on Gender and Development (NPGD) (2000), which spells out a policy approach of gender main streaming and empowerment of women. This study combined the demographic data for deputy principals, class teachers and HoDs and called them teachers making a total of 54 respondents. The results on gender were shown in Table 4.2.

Table 4.2 : Distribution of Respondents by Gender

	Principal		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	11	61.1	34	62.9	12	66.7
Female	7	38.9	20	37.1	6	33.3
Total	18	100.0	54	100.0	18	100.0

Table 4.2 shows that majority 66.7% of the students, 62.9% of teachers and 61.1% of the principals respectively were male while 38.9% were female principals, 37.1% percent were female teachers and 33.3% were female students.

4.4 Distribution of Respondents by Age

The age characteristic is likely to show the physical maturity level of the respondents. Table 4.3 presents age distribution for both principals and teachers.

Table 4.3: Age of Principals and Class Teachers

	Principals		Teachers	
Age in years	Frequency	Percent	Frequency	Percent
Below 30	0	0.0	12	22.2
30 – 40	2	11.1	22	40.7
41-50	9	50.0	13	24.1
51-59	7	38.9	7	13.0
Total	**18**	**100.0**	**54**	**100.0**

Table 4.3 shows that, majority 50% of the principals were aged between 41 – 50 years while majority 40.7% of class teachers were aged between 30 - 40 years. Analyzed data showed that no principal was aged below 30 years.

4.5 Distribution of Respondents by Academic Qualification

Academic qualification of principals and teachers determines their professional development. Riley (1994) argued that the quality of teaching does not only depend on the academic background but also on professional development of a teacher. The professional status of the teacher is revealed through the duration, content covered during pre-service and in-service training. This concurs with Otieno (2001) who observed that school administrators require technical skills, human skills and conceptual skills to perform their duties effectively and efficiently. The principals and teachers indicated their highest academic qualification. The results are as shown in Table 4.4.

Table 4.4 : Academic Qualification of Principals and Teachers

	Teachers		Principals	
	Frequency	**Percent**	**Frequency**	**Percent**
Diploma	8	14.8	3	16.7
Degree	37	68.5	8	44.4
Master	9	16.7	7	38.9
PhD	0	0.0	0	0.0
Total	**54**	**100.0**	**18**	**100**

Data revealed that majority of the teachers 68.5% and 44.4% of the principals had a degree as their highest qualification as indicated in table 4.4. Besides, 38.7% of the principals and 16.7% of the teachers had a masters degree respectively.

4.6 Distribution of Respondents by Teaching Experience

According to Riley (1994), the work experience of school managers determines their exposure to learner disciplinary issues and their familiarity with different disciplinary approaches. The more the principals worked the more they were exposed to management challenges. The study established the teaching experience of principals and teachers as in presented in Table 4.5.

Table 4.5: The teaching experience of Principals and teachers

Years of teaching	Principals		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Less than 5 years	9	50.0	13	24.1
5 – 9	6	33.3	23	42.6
10 – 15	3	16.7	10	18.5
More than 15	0	0.0	8	14.8
Total	**18**	**100.0**	**54**	**100.0**

Table 4.5 results revealed that majority of the principals 50% percent had a working experience of less than 5 years while most 42.6% percent of teachers had an experience of 5 - 9 years. This shows that teachers became principals with experience while the less experienced seemed to play their role as teachers. The respondents were from different type of schools as indicated in table 4.6.

Table 4.6: Principals Responses on the Type of the School

Type of the school	Frequency	Percentage
Boys boarding secondary school	1	5.6
Girls boarding secondary school	0	0
Mixed day secondary school	10	55.6
Mixed day and boarding secondary school	7	38.8
TOTAL	**18**	**100**

From table 4.6, it was established that majority 55.6% of the sampled schools were mixed day secondary schools. This was followed by mixed day and boarding secondary school which accounted for 38.8% followed by boys boarding secondary school with 5.6%. However, the findings established that there was no girls' boarding secondary school in Kisasi Sub County.

4.7 Influence of Principals use of School Assemblies on Students' Discipline

The first objective for this study sought to establish the influence of school assemblies as a communication strategy used by principals on students' discipline in public secondary schools in Kisasi Sub-County.

Data the frequency at which assemblies were held in schools as presented in Table 4.7.

Table 4.7: Results from Respondents   on Frequency of Holding School Assemblies

Frequency of school assemblies	Principals F (%)	Teachers F (%)	Students F (%)
Once per week	2 (11.1%)	6 (11.1%)	2 (11.1)%
Twice per week	10 (55.6%)	32 (59.3%)	12(66.7%)
Thrice per week	6 (33.3%)	16 (29.6%)	4(22.2%)
	18 (100%)	**54 (100%)**	**18 (100%)**

Triangulation of data revealed that 66.7% of the students, 59.3% of the teachers and 55.6% of the principals indicated that the schools held assemblies twice per week as presented in table 4.7. Moreover, principals communicate most during school assemblies. However, there are still other people who addressed the school assemblies included; the deputy principal, dean of students, teacher on duty and student leaders.

Analyzed data suggested that the principal addressed different indiscipline issues during assemblies as shown   in table 4.8.

Table 4.8: Principals Responses on the Main Indiscipline Issues Addressed during Assemblies

S.NO.	Main indiscipline issues	S.A		A		D		S.D	
		F	%	F	%	F	%	F	%
1	Drug abuse and hard substance issues	3	16.7%	11	61.1%	2	11.1%	1	5.6%
2	Absenteeism and lateness to attend school	2	11.1%	3	16.7%	8	44.4%	5	27.8
3	Disobedience of general school rules and regulations	9	50%	4	22.2%	3	16.7%	2	11.1%
4	Boy-girl relationships	6	30%	7	38.9%	3	16.7%	2	11.1%
5	Official language speaking policy violation	4	22.2%	10	55.6%	2	11.1%	2	11.1%
6	Fail doing assignments	4	22.2%	5	27.7%	7	38.9%	2	11.1%
7	Class noise-making and disorder	7	38.9%	7	38.9%	2	11.1%	2	11.1%
8	Inappropriate dressing and grooming	6	30%	5	27.7%	4	22.2%	3	16.7%
9	Disobedience to school administration teachers and student leaders	5	27.7%	4	22.2%	7	38.9%	2	11.1%

Data revealed that, 61.1% of the principals agreed that the main indiscipline issues addressed during assemblies were drug abuse and hard substance issues. Disobedience of general school rules and regulations was found to be the main cause of indiscipline in public schools 50% support by the respondents. Further, 27.8%

respondents strongly disagreed that, the main issue was absenteeism and lateness to attend school.

4. 8 : Influence of Guidance and Counseling as a Communication Strategy on Students' Discipline

The second objective for this study was to determine the influence of guidance and counseling as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County. The respondents indicated whether they had been trained guidance and counseling personnel in their schools. The findings were presented in Table 4.9.

Table 4.9: Responses as to whether the Schools had Trained Guidance and Counseling Personnel

Response	Response by Principals	Response by teachers
Yes	14 (77.6%)	27 (50%)
No	4 (22.2 %)	27 (50%)
Total	**18 (100%)**	**54 (100%)**

Data showed that, majority 77.6% of the principals indicated that there were trained counselors in their schools as indicated in table 4.9. Similar result results were presented by teachers who indicated that 50% of the guidance and counseling teachers were trained. The principal's responses on how guidance and counseling was mostly conducted in their schools are presented in table 4.10.

Table 4.10 : Findings on Places where Guidance and Counseling was Mainly Conducted

Response	Principal	Teachers	Students

Private office	9 (50%)	27 (50%)	8 (44.4%)
Dining hall	2 (11.1 %)	15 (27.8%)	3 (16.6%)
Administration block office	5 (27.8%)	8 (14.8%)	3 (16.6%)
Staffroom	2 (11.1 %	4 (7.4%)	4 (22.2%)
Total	**18 (100%)**	**54 (100%)**	**18 (100%)**

Table 4.10 shows that majority 50% of the principals and teachers indicated that guidance and counseling was mostly done in private offices.

The respondents were further required to indicate the frequency of guidance and counseling in their schools. The results are as indicated in table 4.11.

Table 4.11 Results on the Frequency of Holding Guidance and Counseling Sessions

Durations	Response by Principals	Response by Teachers	Response by student Presidents
Once per week	12 (66.7%)	19 (53.7%)	10 (55.6%)
Twice per week	4 (27.7 %)	13 (37%)	5 (27.7%)
More than twice per week	2 (5.6%)	4 (9.3%)	3 (11.1%)
Total	**18 (100%)**	**54 (100%)**	**18 (100%)**

From Table 4.11, data revealed that majority of the schools conducted guidance and counseling only once per week. This was according to 66.7% of the principals, 53.7% teachers and 55.6% students.

The respondents were further required to state whether guidance and counseling influenced students' discipline in their schools. The results are indicated in table 4.12.

Table 4.12 Results on Influence of Guidance and Counseling on Students' Discipline in Schools

Response	By Principals	By Teachers	By student Presidents
Yes	16 (88.9%)	34 (63%)	9 (50%)
No	2 (11.1 %)	20 (37%)	9 (50%)
Total	**18 (100%)**	**54 (100%)**	**18 (100%)**

Table 4.12 Most of respondents in all the categories agreed that guidance and counseling influenced student's discipline. Data indicated that 88.9% of the principals, 63% of the teachers and 50% of the students supported use of guidance and counseling in controlling indiscipline in schools.

The HoDs guidance and counseling were further required to state the challenges faced by guidance and counseling offices. The results are as shown in Table 4.13.

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Table 4.13 Results on Challenges Faced by Guidance and Counseling Offices

NO.	Challenges	S.A		A		D		S.D	
		F	%	F	%	F	%	F	%
1	Lack resources and a private office	3	16.7%	4	22.2%	5	27.8%	6	33.3%
2	Inadequate training of guidance and counseling department	6	33.3%	4	22.2%	3	16.7%	5	27.8%
3	Uncooperative students and teachers	7	38.9%	5	27.8%	2	11.1%	2	11.1%
4	Lack of adequate time due to tight school programmes	9	50%	6	33.3%	2	11.1%	1	5.6%
5	Exposing the shared confidential information	4	22.2%	5	27.8%	3	16.7%	6	33.3%
6	Loss of trust by students to teachers	10	55.6%	5	27.8%	2	11.1%	1	5.6%

From Table 4.13 most of the respondents (55.6%) strongly agreed that loss of trust by students to teachers was a challenge, with 50% of the respondents strongly agreeing that lack of adequate time due to tight school programmes was also another challenge that was faced by the guidance and counseling office. However, 33.3% of the respondents strongly disagreed with the statement that, the challenges facing guidance and counseling was lack resources and a private office.

4.9 Influence of Principals' use of Notice Boards as a Communication Strategy on Students' Discipline

The third objective was to establish the influence of principals' use of notice boards as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County.

The respondents were required to indicate the location of notice boards in their schools. The results are as shown in Table 4.14

Table 4.14 Results from Respondents on the Location and Type of Notice Boards in their Schools

Location and Type of Notice Boards	Response	By Principals	By Teachers	By student Presidents
School administration notice board	Had	18 (100%)	54 (100%)	18 (100%)
	Didn't have	0 (0%)	0 (0%)	0 (0%)
Staff room notice board	Had	18 (100%)	54 (100%)	18 (100%)
	Didn't have	0 (0%)	0 (0%)	0 (0%)
Students notice board	Had	16 (88.9%)	29 (80.6%)	13(72.2%)
	Didn't have	2 (11.1%)	7 (19.4%)	5 (27.8%)
Class notice board	Had	13 (72.2%)	22 (61.1%)	12 (66.7%)
	Didn't have	5(27.8%)	15 (38.9%)	6 (33.3%)
Support staff notice board	Had	9 (50%)	20 (66.7%)	9 (50%)
	Didn't have	9 (50%)	16 (33.3%)	9 (50%)
Guidance and counseling notice Board	Had	5 (27.8%)	11(30.5%)	4 (22.2%)
	Didn't have	13(72.2%)	25 (69.5%)	14 (77.8%)

From table 4.14 above, it was noted from all respondents 100% from all the sampled schools that they had school administration and staff room notice boards. Data revealed that 88.9% of schools had students' notice boards and only 11.1% did not have. Moreover, data confirmed that most schools had students' notice boards with only 80.6 supports and only 19.4% of the schools did not have. Further, 72.2% of students observed that, their schools had students' notice boards while 27.7% of the students said that their schools did not have students'. Therefore, 72.2% of the classrooms had class notice boards. However, 72.2% of the principals lacked guidance and counseling notice boards in their schools. Majority 69.5% of the

teachers said that their schools did not have guidance and counseling notice boards and majority 77.8% of the students said that their schools did not have guidance and counseling notice boards.

4.10 Influence of Principals' use of Suggestion Boxes as a Communication Strategy on Students' Discipline

The fourth objective for this study was to determine the influence principals' use of suggestion boxes as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County. Analyzed data on availability and use of suggestion boxes in schools in schools was presented in table 4.15.

Table 4.15: Principals' Response on Availability of suggestion Boxes in their Schools

Response	Frequency	Percentage
Yes	10	55.6%
No	8	44.4%
Total	**18**	**100%**

From Table 4.15 above it was noted from majority 55.6% of schools had suggestion boxes and only 44.4% of the schools did not have suggestion boxes. Availability of suggestion boxes was confirmed by the students who reported that, most suggestion boxes were kept in a strategic place thus giving the students an opportunity to freely express themselves.

Analyzed data showed the frequency at which suggestion boxes were opened by the principal as indicated in table 4.16.

Table 4.16 : Results from Respondents on the Frequency of Opening of Suggestion Boxes by the Principal

Durations	Response by Principals	Response by teachers
Daily	1 (5.6%)	2 (4.3%)
Twice per week	5 (27.7 %)	20 (37%)
Weekly	10 (55.6%)	27 (50%)
Fortnight	2 (11.1 %)	5 (9.3%)
Total	**18 (100%)**	**54 (100%)**

From table 4.16, majority 55.6% of the principals said that they opened the suggestion on weekly basis, 27.7% of the principals said that they opened the suggestion boxes twice per week, 11.1 % of the principals said that they opened the suggestion boxes after a fortnight whereas only 5.6% of the principals said that they were opened daily. These findings agree with those of the teachers with majority 50% agreeing that suggestion boxes were opened weekly by the principal, 37% of the teachers said that were opened twice per week by the principal, 9.3% of the teachers said that they were opened per fortnight by the principal while 4.3% of the teachers said that they were opened daily by the principal.

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF DATA

5.1 Introduction

A presentation of the summary of the findings, discussions and interpretation is done in this chapter.

5.2 Summary of Findings

This study investigated the influence of principals' communication strategies on students' discipline in public secondary schools in Kisasi Sub-County. The study sought to establish the influence of principals' use of school assemblies, guidance and counseling, notice boards and suggestion boxes as a communication strategy on students' discipline.

5.2.1 Use of School Assemblies and Students' Discipline

The first objective sought to establish the influence principals' use of school assemblies as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County. The study established that, most of the respondents who are 66.7% of the students, 59.3% of the teachers and 55.6% of the principals said that their schools held assemblies twice per week. This concurs with Kindiki (2009), who observed that assemblies as main channels of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school.

It was also reported by all the respondents that during these assemblies, the principals communicate to the students mostly about discipline issues. This was followed by the deputy principals who also communicated to students on discipline matters. Muriithi (2013), concurs by stating that communication during assembly is among some of the communication strategies commonly used by teachers' in Mukurweini District on student's discipline. These results agree with Brigman and Campbell (2003) who

argued that during school assemblies the principals and deputy principals constantly reminded the students of their responsibilities. The repercussions of misbehaviour are also given as well as sensitizing the students on the expected behaviour. This type of communication during assemblies enhances good attitudes towards teaching, learning and the whole educational processes and systems within the school. According to 61.1% of the principals, the main indiscipline issues addressed during assemblies was drug abuse and hard substance issues.

5.2.2 Guidance and Counselling as a Communication Strategy and Students' Discipline

The second objective sought to determine the influence of principals' use of guidance and counselling as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County. Analyzed data revealed that, there were trained counselors in 77.6% of the schools. Also majority 50% of the principals and teachers indicated that guidance and counseling was mostly done in private offices. It was also observed that majority of the schools conducted guidance and counseling only once per week. This was according to 66.7% of the principals, 53.7% of the teachers and 55.6% of the students. Most of the respondents in all the categories indicated that guidance and counseling influenced student's discipline. This was indicated by 88.9% of the principals, 63% of the teachers and 50% of the students. These results agree with Collins (2002), who argued that guidance and counseling assists students to obey school rules and regulations and equip them with skills to deal challenges and realities they face in their environment. The results also agree with Afzalur (2010), who argued that good school guidance and counselling plan will help the learners in various ways leading to an increased capacity to take rational control over feelings and actions thus lowering indiscipline cases. It assists the learners to move in the direction of fulfilling their potential or achieve an integration of conflicting elements within themselves, providing them with the skills, awareness and knowledge, which will enable them to confront social inadequacy.

The study also established that, 55.6% of the respondents strongly agreed that major challenge for guidance and counseling was loss of trust by students to teachers and Lack of adequate time due to tight school programmes. However 33.3% of the respondents strongly disagreed with the statement that, the challenges facing guidance and counseling was lack of resources and a private office. The implication is that there were adequate offices in most of the schools and thus rooms were not a challenge as such.

5.2.3 Use of Notice Boards as a Communication Strategy and Students'

Discipline

The third objective sought to establish the influence of principals' use of notice boards as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County. The study showed that 100% of sampled schools had school administration and staff room notice boards. Besides, 88.9% of the principals had students/notice boards and only 11.1% did not have; majority 80.6 % of the teachers confirmed that their schools had students' notice boards and 19.4% did not have; majority of the students 72.2% said that their schools had students' notice boards while 27.7% did not have students' notice boards. Most of the classrooms 72.2% had class notice boards. However, most schools according to majority 72.2% of the principals did not have guidance and counseling notice boards. Majority 69.5% of the teachers said that their schools did not have guidance and counseling notice boards and majority 77.8% of the students said that their schools did not have guidance and counseling notice boards. The results showed that some school items should be put on the notice boards such as rules and regulations as well as general conduct of the students in the school. This will enhance discipline as the students will be reading these rules and regulations on daily basis. Mbiti (2000), states that written work is more permanent and less liable to misinterpretation. This means that notice boards enhanced the student's discipline to a great extent.

5.2.4 Principals use of Suggestion Boxes as a Communication Strategy and Students' Discipline

The fourth objective for this study was to determine the influence principals' use of suggestion boxes as a communication strategy on students' discipline in public secondary schools in Kisasi Sub-County. The study established from majority 55.6% of the principals that they had suggestion boxes in their schools and only 44.4% of the schools did not have. Availability of suggestion boxes was confirmed by the students who reported that, most suggestion boxes were kept in a strategic place thus giving the students an opportunity to view them and freely express themselves. However, it is noted that although the schools that had suggestion boxes school were slightly above average, there is need to encourage more schools to have suggestion boxes in their premises. This would allow more freedom for students to express themselves.

Majority 55.6% of the principals said that they opened the suggestion on weekly basis, 27.7% of the principals said that they opened the suggestion boxes twice per week, 11.1% of the principals said that they opened the suggestion boxes after a fortnight whereas only 5.6% of the principals said that they were opened daily. These findings agree with those of the teachers with majority 50% agreeing that suggestion boxes were opened weekly by the principal, 37% of the teachers said that were opened twice per week by the principal, 9.3% of the teachers said that they were opened per fortnight by the principal while 4.3% of the teachers said that they were opened daily by the principal.

These results concur with Mulwa (2014), who observed that schools had a wide range of methods that could be used to dialogue with students and with the provision of suggestion boxes students would write and drop their grievances. This is because anonymous suggestions or queries could be raised by the students and school fraternity in general concerning pertinent school issues some of which are critical to be addressed. This form of communication does not discriminate or pass penalties to the person passing on the information.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter includes conclusions based on the research findings, recommendations and suggestions for further research.

6.2 Conclusions

Based on the findings, the study concluded that most schools held school assemblies at least twice per week and one major area of discussion was students' discipline. Use of school assemblies had high influence on student's discipline in most schools within Kisasi Sub-county. Most of the issues addressed by principals, teachers and students during school assemblies touched on major causes of indiscipline in most schools which included drug abuse and hard substance issues, absenteeism and lateness to attend school, disobedience of general school rules and regulations, boy-girl relationships, official language speaking policy violation, failing to do class assignments, inappropriate dressing and grooming and disobedience to school administration, teachers and student leaders.

The study also established that most schools within the Sub-county had trained guidance and counseling personnel which helped in reducing most of the school related indiscipline issues. To achieve the effectiveness of guidance and counselling, it was noted that good and conducive student friendly environment was necessary. Unfriendly environment hindered its effectiveness. Other challenges included lack of trust by students to teachers, inadequate training of guidance and counseling personnel and lack of adequate time due to tight school programmes. Majority of the schools took guidance and counseling seriously as the sessions were held once per week leading to its effectiveness.

The study also established that all the sampled schools had school administration and staff room notice boards. Most of the schools too had students' notice boards though a few of them did not have. Students were able to read what was posted on these notice boards including school rules, regulations and expected penalties, guidance and counseling schedules, term dates and events, exam timetables, exam results etc. Few schools did not have these notice boards.

It was also established by the study that the use of suggestion boxes was a good communication strategy and enabled students to air their grievances to the school administration. Most respondents too agreed that the suggestion boxes were placed in good locations and were mainly opened on weekly basis. Of major students' concern in a few schools was that minority of the administration took some time to open them and some urgent issues were neither addressed through participatory discussions nor casually.

6.3 Recommendations

From the findings, the following are the recommendations of the study:

i.   Schools should increase the frequency of assemblies per week to at least thrice so as to interact with the students more and sensitize them on the importance of discipline in the school. This will likely to reduce indiscipline in schools.

ii.   More guidance and counseling teachers should be trained so as to share the duties of counseling students instead of having only one teacher per school to handle guidance and counseling issues.

iii.   Schools should have enough notice boards, strategically placed in good areas for the students to read school rules and regulations and their penalties, school routines, duty rotas, exam times, list of those to be punished etc. These notice boards will provide them adequate information about expectations of the schools.

iv.   Suggestion boxes should be opened regularly and issues of concern by the students addressed immediately. This is another effective communication strategy.

6.4 Suggestions for Further Research

Further research can be done on perception of various stakeholders on use of school assemblies, guidance and counseling, notice boards and suggestion boxes in management of students' discipline in schools.

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APPENDIX 1

INTRODUCTION LETTER TO THE RESPONDENTS

ELIZABETH KALUKI KATUA,
SOUTH EASTERN KENYA,
UNIVERSITY(SEKU).
15TH MAY 2017.

TO,

RESPONDENT

RE : PARTICIPATION IN RESEARCH STUDY

I am a post graduate student at the South Eastern Kenya University. I am currently carrying out research study.

I kindly request for your participation in this research study.

Please be assured that all the information in this study will be confidential and will only be used for the purpose of this research.

Thank you.

Yours faithfully,

ELIZABETH K. KATUA
(SEKU)

QUESTIONAIRE FOR SCHOOL PRINCIPALS

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer through a word of explanation. In order to enhance confidentiality, please don't write your name on the questionnaire. Your co-operation during the data collection exercise will be highly appreciated.

SECTION 1 : Demographic Information

1. Indicate your gender   Male [ ]   Female [ ]

2. What is your age bracket?

     40 years and below   [ ]   41 to 45 years   [ ]   46 to 50 years   [ ]

     51 to 55 years   [ ]   56 years and above   [ ]

3. What is your highest academic qualification?

Diploma Certificate   [ ]   Bachelor's Degree   [ ]   Masters Degree [ ] Phd [ ]

4. For how long have you been a Principal?

5 years and below   [ ] 6-10 years [ ] 11 to 15 years   [ ]

16 to 20 years [ ] Over 20 years [ ]

SECTION 2 : School Assemblies and Students' Discipline

1. Type of the school

Boys Boarding [ ] Girls Boarding [ ] Mixed Day [ ] Mixed Day and Boarding[ ]

2. How often do you have school assemblies in a week?

     Once   [ ]   Twice   [ ]   Thrice   [ ]

3. Does the school Principal communicate regularly during school assemblies?

         Yes   [ ]   No   [ ]

4. Do you encourage participatory communication and feedback during school?

  Assemblies?

 Yes   [ ]   No   [ ]

5. Listed below are statements or task descriptions concerning the main indiscipline issues often addressed by teachers and the school Principal during the school assemblies to minimize students' indiscipline. Please tick your appropriate response from the provided options of strongly, agree, disagree, or strongly disagree with them? Tick (√) appropriately.

S.A - Strongly Agree A – Agree D-Disagree   S.D-Strongly Disagree

NO.	TASK DESCRIPTION	S.A	A	D	S.D
1	Drug abuse and hard substance issues				
2	Absenteeism and lateness to attend school				
3	Disobedience of general school rules and regulations				
4	Boy-girl relationships				
5	Official language speaking policy violation				
6	Fail doing assignments				
7	Class noise-making and disorder				
8	Inappropriate dressing and grooming				
9	Disobedience to school administration teachers and student leaders				

SECTION 3 : Guidance and Counselling and Students' Discipline

1. Do you have trained guidance and counseling personnel in your school?

        Yes   [ ]   No   [ ]

2. Where is guidance and counseling mainly conducted in your school? Tick

appropriately. Guidance and counseling private office [ ]   Dining hall [ ] Administration office [ ] Staff room [ ]

3. How frequently is guidance and counseling conducted in your school?

Once per week [ ] Twice per week   [ ] More than twice per week [ ] None [ ]

4. In your opinion, does guidance and counseling influence students' discipline?

        Yes   [ ]   No   [ ]

5. The following are various challenges that guidance and counseling department face in connection to students' discipline in your school. To what extent do you strongly,

agree, disagree, or strongly disagree with the following statements. Tick (√) appropriately.

S.A - Strongly Agree A – Agree D-Disagree   S.D-Strongly Disagree

NO.	TASK DESCRIPTION	S.A	A	D	S.D
1	Lack resources and a private office				
2	Inadequate training of guidance and counseling department				
3	Uncooperative students and teachers				
4	Lack of adequate time due to tight school programmes				
5	Exposing the shared confidential information				
6	Loss of trust by students to teachers				

SECTION 4 : Notice Boards and Students' Discipline

1. What type of notice boards are in your school?   Tick appropriately.

School administration notice board   [ ] Staff room notice board   [ ]

Students notice board   [ ]   Class notice boards   [ ]

Guidance and counseling office notice board [ ]   Support staff office [ ]

2. How do you rate discipline related materials that are displayed on the notice boards.

Adequate and relevant[ ] Adequate and irrelevant [ ]

Inadequate and relevant [ ] Inadequate and irrelevant [ ]

Updated always [ ]   Outdated [ ]

3. According to you, do you think the materials posted on the notice boards have any positive impact on the students' discipline? Yes   [ ]   No [ ]

SECTION 5 : Suggestion Boxes and Students' Discipline

1. Do you have a suggestion box in your school? Yes [ ]   No [ ]

2. According to you, is the school suggestion box located in a strategic position?

    Yes   [ ]   No [ ]

3. How often is the suggestion box opened?

    Daily   [ ] Weekly   [ ] Fortnightly [ ] Monthly   [ ]

4. How do you address the students' concerns raised through suggestion boxes?

    Memos [ ] School assemblies [ ] Class assemblies [ ]

    Class teacher [ ] Students Council [ ] Parents / Academic day [ ]

QUESTIONAIRE FOR SCHOOL TEACHERS

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer through a word of explanation. In order to enhance confidentiality, please don't write your name on the questionnaire. Your co-operation during the data collection exercise will be highly appreciated.

SECTION 1 : Demographic Information

1. Indicate your gender   Male [ ]   Female [ ]

2. What is your age bracket?

    40 years and below   [ ]   41 to 45 years   [ ]   46 to 50 years   [ ]

    51 to 55 years   [ ]   56 years and above   [ ]

3. What is your highest academic qualification?

Diploma Certificate   [ ]   Bachelor's Degree [ ]   Masters Degree [ ] Phd [ ]

4. For how long have you been a Principal?

    5 years and below   [ ] 6-10 years [ ] 11 to 15 years [ ]

    16 to 20 years   [ ] Over 20 years [ ]

SECTION 2 : School Assemblies and Students' Discipline

1. Type of the school

Boys Boarding [ ] Girls Boarding [ ] Mixed Day [ ] Mixed Day and Boarding[ ]

2. How often do you have school assemblies in a week?

        Once   [ ]   Twice [ ]   Thrice [ ]

3. Who mostly communicates during school assemblies?

School Principal [ ] Deputy school Principal [ ] Dean of students   [ ]

Teacher on duty [ ]   Student leaders [ ]

4. Does the school Principal encourage participatory communication and

   feedback using the following:-

    i.)   Discussion / Forums   Yes [ ] No [ ]

ii.) Individual student representative Yes [ ] No [ ]

iii.) Addressing issues raised in suggestion boxes   Yes [ ] No [ ]

iv.) Through guiding and counseling students   Yes [ ] No [ ]

5. Listed below are statements or task descriptions concerning the main indiscipline issues teachers and the school Principal often address during the school assemblies to minimize students' indiscipline. To what extent do you strongly, agree, disagree, or strongly disagree with them? Tick (√) appropriately.

S.A - Strongly Agree A – Agree D-Disagree   S.D-Strongly Disagree

NO.	TASK DESCRIPTION	S.A	A	D	S.D
1	Drug abuse and hard substance issues				
2	Absenteeism and lateness to attend school				
3	Disobedience of general school rules and regulations				
4	Boy-girl relationships				
5	Official language speaking policy violation				
6	Fail doing assignments				
7	Class noising making and disorder				
8	Inappropriate dressing and grooming				
9	Disobedience to school administration teachers and student leaders				

SECTION 3 : Guidance and Counselling and Students' Discipline

1. Do you have trained guidance and counseling personnel in your school?

             Yes [ ]   No   [ ]

2. Where is guidance and counseling mainly conducted in your school?

   Tick appropriately. Guidance and counseling private office [ ] Dining hall[ ]

        Administration office [ ] Staff room [ ]

3. How frequently is guidance and counseling conducted in your school?

Once per week [ ] Twice per week [ ] More than twice per week [ ] None [ ]

4. In your opinion, does guidance and counseling influence students' discipline?

Yes [ ]   No   [ ]

5. The following are various challenges that guidance and counseling department face in connection to students' discipline in your school. To what extent do you strongly, agree, disagree, or strongly disagree with them? Tick (√) appropriately.

S.A - Strongly Agree A – Agree D-Disagree   S.D-Strongly Disagree

NO.	TASK DESCRIPTION	S.A	A	D	S.D
1	Lack resources and a private office				
2	Inadequate training of guidance and counseling department				
3	Uncooperative students and teachers				
4	Lack of adequate time due to tight school programmes				
5	Exposing the shared confidential information				
6	Loss of trust by students to teachers				

QUESTIONAIRE FOR STUDENTS

You are kindly requested to complete this questionnaire honestly by inserting a tick (√) against your option in the appropriate box and offer explanations for the questions that require your answer through a word of explanation. In order to enhance confidentiality, please don't write your name on the questionnaire. Your co-operation during the data collection exercise will be highly appreciated.

SECTION 1 : Demographic Information

1. Indicate your gender Male [ ]   Female [ ]

2. What is your age?_____years

3. What is your class? Form three   [ ] Form four [ ]

SECTION 2 : Use of School Assemblies Teachers on Student Discipline

1. Type of the school Boys Boarding [ ] Girls Boarding [ ] Mixed Day [ ]

Mixed Day and Boarding   [ ]

2. How often do you have school assemblies in a week?

　　　　　　Once [ ]   Twice [ ]   Thrice   [ ]

3. Who mostly communicates during school assemblies?

_____

4. Do the school Principal and teachers encourage participatory communication and feedback during school assemblies? Yes   [ ] No   [ ]

If yes, explain.

_____

5. Explain the main indiscipline issues that are addressed during the school assemblies

_____

SECTION 3 : Guidance and Counselling and Student Discipline

1. Does the school have good guidance and counseling personnel? Yes [ ] No [ ]

2. Where is guidance and counseling conducted in your school?

_____

3. How frequently is guidance and counseling conducted in your school?

Once per week [ ] Twice per week [ ] More than twice per week   [ ]   None [ ]

4. In your opinion, does guidance and counseling influence students' discipline?

        Yes   [ ]   No   [ ]

If yes/no explain

_____

5. According to you, what are the major challenges faced during guidance and

   counseling sessions?

_____

SECTION 4 : Notice Boards and Students' Discipline

1. How many notice boards are in your school?

2. List the discipline related materials that are displayed on the notice boards.

_____

3. According to you, do you think the materials posted on the notice boards have any

positive impact on the students' discipline? Yes   [ ]   No   [ ]

SECTION 5 : Suggestion Boxes and Student Discipline

1. Do you have a suggestion box in your school? Yes   [ ]   No   [ ]

2. In which area of the school compound is the suggestion box located?

_____

3. Who opens the suggestion box and after how long?

_____

4. Do the school Principal and teachers address students concerns conveyed through

the suggestion box? Yes   [ ]   No   [ ]

If yes, how?

_____

SCHOOLS IN KISASI SUB-COUNTY INVOLVED IN STUDENTS' INDISCIPLINE

Year	No. of schools which involved office of Sub County Director to tackle students' discipline issues
2015	08
2016	12
2017	10
2018	11
TOTAL	41

Source : Kisasi Sub-County Education Office (2018)

APPENDIX VI

**VARIOUS DISCIPLINE METHODS USED TO CURB STUDENTS'
INDISCIPLINE**

Method of students' discipline	No. of schools using it
1. Punishment	20
2. Suspension	15
3. Guidance and counseling	18
4. Principal's communication Strategies	6

Source :Kisasi Sub-County Education Office (2018)

APPENDIX VII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. ELIZABETH KALUKI KATUA
of SOUTH EASTERN KENYA UNIVERSITY,
323-90200 KITUI, has been permitted to
conduct research in *Kitui* County

on the topic: *INFLUENCE OF PRINCIPALS COMMUNICATION STRATEGIES ON STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KISASI SUB COUNTY KITUI KENYA*

for the period ending:
17th August, 2019

Permit No : NACOSTI/P/18/37504/24118
Date Of Issue : 20th August, 2018
Fee Recieved : Ksh 1000

....
Applicant's
Signature

....
Director General
National Commission for Science,
Technology & Innovation

APPENDIX VIII

RESEARCH AUTHORIZATION FROM NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/37504/24118**

Date: **20th August, 2018**

Elizabeth Kaluki Katua
South Eastern Kenya University
P.O. BOX 170-90200
KITUI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of principals communication strategies on students discipline 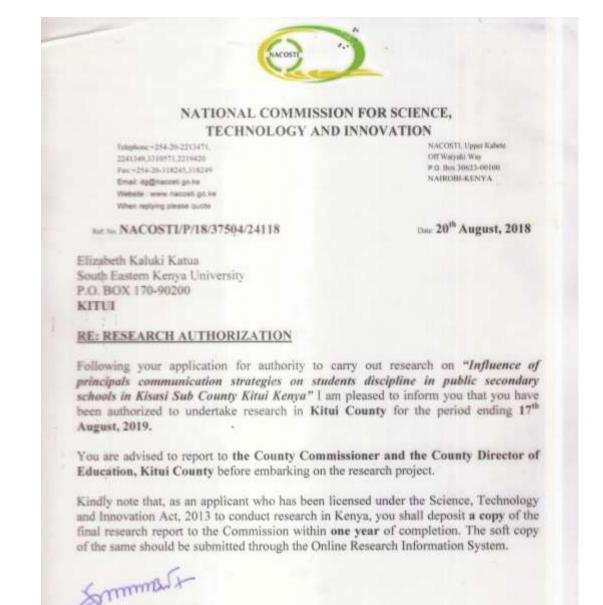in public secondary schools in Kisasi Sub County Kitui Kenya"* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for the period ending 17th **August, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Kitui County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kitui County.

The County Director of Education
Kitui County.

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RESEARCH WORK PLAN

ACTIVITY	2014 - 2015	JAN – JULY 2016	AUG 2016 – MAY 2017	JUNE 2017	JULY – AUG 2017	SEPT DEC 2017	2018	2019
Identification and research on the proposal topic	■							
Proposal drafting and typing		■						
Writing proposal and editing and defense			■					
Data collection				■				
Data analysis					■			
Research report writing						■		
Project report defense and corrections							■	
Project report hard cover binding								■

RESEARCH BUDGET

The budget involves the expenses the researcher incurred when carrying out the research study project.

ITEM	COST
Computer Services	
i.) Typesetting	16,000
ii.) Photocopying	4,000
iii.) Internet	3,500
Questionnaire designing and administering	10,500
Stationery	24,000
Text books	45,000
Data collection	
i.) Travelling expenses	15,000
ii.) Food and accommodation	15,000
Data analysis software	25,000
Data analysis	25,000
TOTAL	**KSHS 203,000**