INFLUENCE OF HEAD TEACHERS' ADMINISTRATIVE PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUB-COUNTY, MACHAKOS COUNTY, KENYA

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A research project submitted in fulfillment for the requirements of the degree of Master of Education in Educational Administration of South Eastern Kenya University

2021

DECLARATION

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

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DEDICATION

This work is dedicated to my husband, D. M. Kilonzo and our dear children, Emmanuel, Nehema, and Baraka for their Love, Prayers and Support during My Studies

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ABBREVIATIONS AND ACRONYMS

BOM:	Board of Management
DCI:	Directorate of Criminal Investigation
G & C:	Guidance and Counselling
KICD:	Kenya Institute of Curriculum Development
KIE:	Kenya Institute of Education
KNBS:	Kenya National Bureau of Statistics
KNEC:	Kenya National Examination Council
KSSHA:	Kenya Secondary Schools Heads Association
KSSSC:	Kenya Secondary Schools Students Council
LSE:	Life Skills Education
MOE:	Ministry of Education
PA:	Parents Association
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers Service Commission
UNESCO:	United Nations Educational Scientific and Cultural Organization
UNICEF:	United Nations International Children's Emergency Fund
USA:	United States of America
USAID:	United States Agency for International Development

ABSTRACT

The purpose of this study was to explore the influence of head teachers' administrative practices on the management of students' discipline in public secondary schools in Machakos Sub County. The study objectives were to: investigate the influence of head teachers use of students' council, parental involvement, Guidance and Counselling and Life Skills Education on management of students' discipline. The study was guided by situational theory of leadership which is characterized leadership in terms of task behavior and relationship behavior. The study used a descriptive survey design. The target population comprised of head teachers, teachers and students. The sample size comprised of 421 respondents. Data was collected using questionnaires. Quantitative data was analyzed using Statistical Package of Social Sciences software programme version 22. Inferential analysis was done using chi square statistics at the .05 level of significance. The study established that head teachers used a variety of administrative practices to manage students' discipline. Use of students' council, parents and Guidance and Counseling were highly rated compared to Life Skills Education. The study further established that the use of students council influenced management of discipline significantly ($א^2(df(3)) = 25.542; p < .05$). Further, use of parental involvement influenced management of discipline significantly ($א^2(df(3)) = 21.902; p < .05$). Moreover, the use of guidance and counseling influenced the management of discipline significantly ($א^2(df(3)) = 23..182; p < .05$) and lastly the use of life skills education influenced the management of school discipline significantly ($א^2(df(3)) = 28.846; p < .05$). The study concluded that use of life skills education, students' council, guidance and counselling as well as parental involvement are influence management of students' discipline in secondary schools. The study recommends that the Kenya National Examination Council should start examining Life Skills Education since it is an important subject in managing discipline and molding social emotional skills of learners, training .and retraining of teachers to be at par with emerging social challenges and establishment of a reward system to compensate disciplined schools. These study findings are beneficial to head teachers and other stakeholders in education regarding how they manage discipline related issues in schools.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Worldwide, school discipline continues to be an issue of concern among school administrators. However, in maintaining discipline in schools' educators have to device and implement disciplinary practices that are non-coercive, yet assertive. Omemu (2017) points out that principals irrespective of gender must understand the complexity of human beings and prepare measures of tackling anticipated disciplinary problems in their schools. This implies that management of discipline must be on the principals' agenda at all times. He further defines school disciplinary problems as unacceptable attitudes or behaviours that run contrary to the laid down rules and regulations of the school which may be satisfying to the students at that point in time. A number of schools worldwide have reported cases of student indiscipline as highlighted by David; Lauren; Elaine and Rachael (2015) especially among adolescents ranging from improper dressing, drug abuse, use of weapons, physical fights and physical altercation.

Indiscipline related behaviors affect the smooth teaching and learning activities negatively while school administrators are left in a state of hopelessness and confusion. It is however noted that head teachers of smooth running schools with fewer disruptions are usually visible to both teachers, community and students. Tucker and Singer (2013) asserts that these head teachers usually engage in what educators describe as management by walking around. Otara & Uwanyirigira (2018) affirms that these head teachers embrace various administrative practices to promote positive relations with students and establish predictable procedures and routines. Some of the administrative practices commonly used worldwide by the school principals' to address students discipline include: school rules, punishment, guidance and counseling, life skills education, use of parents, students' council, suspension, expulsion and constant policing of students. For instance, in United States of America, head teachers use students' council to represent other students and highlight their grievances to school management in order to promote discipline with fewer cases of indiscipline being reported. Newton (2012) asserts that some schools in USA have succeeded in improving discipline in their schools through the use of parental involvement. He further notes that head teachers use parents as crucial partners in efforts to create a discipline plan as well as suggestions for ways to communicate with their own children concerning discipline. In South Africa, Manamela (2015) points out that head teachers use parents to manage the student discipline by

organizing activities that will invite participation from parents. In these schools' parents help school managers by addressing issues such as indiscipline related behavior for instance drug abuse, riots and truancy. The study by Manemela showed that discipline in such schools was found not to have significantly improved because schools did not create enough opportunities for parental involvement.

Student councils across many different countries have different structures but serving the same purpose. Flynn (2018) confirms that, students' council in the United States of America, operate in many forms and are usually elected by the students' body. The students' council is expected to pass on requests, ideas, and complaints to the school management for action and upholding school discipline. The council has evolved into an entity that serves the school and the society as a whole. According to Flynn (2018), some head teachers have succeeded in promoting school discipline as well as enhancing active participation of students in schools' affairs through use of students' council.

Mnubi (2017) points out that the aim of establishing students' councils in Tanzania was to support the social and academic achievement of boys and girls in schools that is brought about primarily through such councils known locally as *barazas*. In addition, head teachers use students' council to help students develop leadership skills, to curb indiscipline, facilitate their participation in shaping educational policies, practices and beliefs while ensuring simultaneously school management accountability in delivering quality education. Mnubi (2017 observes that despite using students' councils to address indiscipline, the level of success was minimal. This concurs with Semali and Vumilia (2016) who reported that there is no uniform formula for dealing with students' indiscipline and overall head teachers continue to invent new administrative practices to deal with disruptive behavior knowing well that no learning can take place in a chaotic environment. This implies that the solution of indiscipline in schools regardless of its gravity requires a sound combination of various administrative practices to minimize the vice.

In Kenya, principals use a variety of administrative practices to maintain a productive learning environment. Mukiti (2014), for instance points out that head teachers use student councils in the management of discipline by engaging the students' leaders on regular basis, consulting them on the issues of discipline, communicating school policies and expectations and this approach has promoted good teacher- student relationship and discipline. On the

same note, Wanja (2014) argues that the level of discipline in schools in Kenya has improved where the students' council and parents have been involved in the promotion of discipline. This implies that effective management of a school is closely associated with an appropriate administrative practice to mitigate students' indiscipline and where these practices have been blended well indiscipline cases have been negligible.

In Kenya according to Kiprop (2012) head teachers use students' council to enhance good discipline among students in accordance with the Basic Education Act of 2013. The MOE (2009) reports that Kenya Secondary Schools Student Council (KSSSC) was formed in 2009 by the Ministry of Education with a view to make secondary schools governance more participatory by including students in decision making structures in schools management. According to Mutua (2014) the basis for introduction of students' leadership council was to allow students to play an active role in improving dialogue between staff and students in addition to highlighting students' needs and promoting discipline among students. It was also aimed at making learning more pleasant with greater engagement of students with head teachers, Board of Management, teachers and parents in order to promote participatory decision making. Students council encourage high academic achievements and learning where they are involved in aspects of learning environment, in areas of curriculum development, codes of conduct, and examination policy codes of conduct and anti-bullying policies. According to Murage & Njoga (2017) some schools have successfully used students' council in promoting discipline. This administrative practice to some extent has helped the head teachers to manage discipline issues particularly after the Children's Act (2001) criminalized corporal punishment.

Parents, worldwide make a difference in students' achievement and behavior in schools. In Britain head teachers use parents to curb indiscipline issues such as absenteeism, vandalism and use of drugs by combining a welcoming environment, use of clear rules and regulations as well as making the parents to face up to their responsibilities in order to promote discipline (Charles,2008). In this endeavor, the author argues that parents are requested by head teachers to sign a contract for a fixed term in order to check against students' discipline where the parents agree to attend parenting classes with the aim of improving their children behaviour. This would be backed by the threat of a court-imposed Parenting Order if they refused to sign or broke the contract. Charles, further observed that use of parents has helped head teachers to plan and maximize positive students' behavior. This implies that there is a

significant relationship between head teachers' use of parents and management of discipline in schools.

Eshetu (2014) points out that head teachers in Ethiopia use parents to address serious breaches of discipline in secondary schools such as assault by students on teachers and other students, verbal abuse, sexual and other forms of harassment, threat and intimidation of teachers and other students and supplying or using illegal drugs in order to help in managing student discipline. Further, the author indicates that parents also play the greatest role in creating conducive teaching and learning atmosphere by following up the day to day activities of their children, their friends outside the school and are encouraged to communicate with the concerned body in the school at least once in a month. According to Eshetu (2014), using parents seemed to be successful where head teachers engaged other community members to formulate remedial action on matters of discipline. This implies that the head teacher should work collaboratively with parents and other stakeholders so as to achieve the intended objectives mainly attitudinal change and development of self-esteem among students.

In Kenya, Wanja (2014) avers that head teachers are encouraging parents to spend more time with their children, educate and socialize them in matters pertaining to responsible adulthood hence good behavior. Head teachers use newsletters, Short Message Services, telephone calls, parents day resolutions, academic days, interactive sessions and currently WhatsApp platform to report to parents on areas of strengths and weaknesses in learner academic and discipline progression so that appropriate interventions may be targeted for maximum effect; and when and where necessary, parents are required to report to school to discuss discipline matters. Cheloti (2013) and Mutie (2004) concur that stringent measures have to be put in place by head teachers in order to make schools safe hence the need to involve parents and community in resolving violence cases, punishing offenders, and mounting anti-violent campaigns during school assemblies and in other appropriate forums. Wanja (2014) observes that some schools are calm because of involvement of parents on matters of discipline. This implies that schools should therefore create forums where teachers, parents and students can interact and talk openly and freely about violent activities in the schools. In such forums, the dangers of student indiscipline can be explained and measures to stamp it out proposed by all.

Globally, Guidance and Counselling services are seen as very important tools in human development especially during adolescent stage (Eliamani, Richard &Peter, 2013). In Finland according Raimo (2012) guidance and counselling is an important part of a student support system and is provided within the school system by the student counselor and head teacher in order to support students' welfare services, student personal growth and development. The author avers that some schools have used Guidance and Counselling successfully to address students' disciplinary issues, thereby creating a pleasant learning environment and inculcating appropriate values for good discipline. In Nigeria, Guidance and Counselling according to Egenti, Enajedu and Nkechi (2016) is used by head teachers to minimize maladaptive behaviors such as bullying, drug abuse and alcohol addiction. However, Egenti, et al (2016) declares that increased reported cases of sexual abuse and truancy in schools implies that use of guidance and counselling services as an administrative practice has not influenced students' lives properly.

In Kenya, the role of Guidance and Counseling in the administration and management of student discipline has been recognized by various government policy documents since independence. The report of the National Committee on Educational Objectives and Policies (Republic of Kenya, 1976) recommended that guidance and counseling be taught using subjects like Religious Education and Social Education and Ethics to enable the schools to promote the growth of self-discipline among students. Makinde, (1987) pointed out that Guidance and Counseling services are essential elements in discipline management of people in all societies. This means that pupils and students who through their behavior try to bring down the levels of discipline in institutions of learning can be corrected through guidance and counseling and punishment by the teachers tasked with maintaining discipline or by the heads of the institutions. According to Mberia (2018) observing discipline and the learners' success are inseparable. This is because the best performing individual pupils and students are also the ones who have high levels of discipline. This implies that the success or failure of guidance and counseling as a disciplinary tool rest on the head teacher and therefore cannot ignore guidance and counseling services in school given that corporal punishment has been banned by the government.

At global level Cassidy,Yvonne and Meo (2018) asserts that head teachers in USA utilize numerous life skills programs for the prevention of substance abuse and violence. Cassidy et al points out that the role of the head teachers is critical to promoting life skills that prepare

students for adult hood. They point out that the success of LSE will need to be supplemented by or integrated with the kinds of support and other interventions carried out by schools. However, Cassidy et al points out that despite the awareness of this practice many head teachers were unable to adequately plan and prepare to ensure success on management of students' discipline. This implies that LSE as an administrative practice is not adequate in promoting discipline in schools and when taught, the lesson should be presented in a clear and systematic manner with a view to promoting discipline.

Kitimo (2014) points out that LSE was introduced in Lesotho to address problems such as alcohol and drug abuse. In secondary schools in Lesotho head teachers use LSE to promote acceptable attitude and behaviors among learners. The author points out that the introduction of Life Skills Education (LSE) in schools is a worthwhile investment considering that the potential gains are far reaching. Apart from helping to mould an individual child, there are benefits for the school as an institution because LSE improves teacher-learner relationship, classroom behaviour and academic performance. School attendance is also improved and fewer cases of student unrest are reported in schools where LSE is properly taught. Further Life Skills Education, according to Wanjiku (2017) plays a major role in enabling individuals to translate knowledge, attitudes and values into actual abilities in reference to what to do and how to do it.

In 2006 teaching of Life Skills Education in Kenya as a discipline in secondary schools was strongly recommended by the government. It was noted that educational systems tend to prioritize the imparting of academic knowledge without acquisition of psychosocial skills. In Kenya, Life Skills Education (LSE) was introduced in the curriculum in 2008 and was supposed to be taught one lesson per week as standalone subject which was a non-examinable in all secondary schools. According to the Ministry of Education (2008) LSE provides information to the development of the whole person. The head teachers have a crucial role to play such as provision of teaching and learning materials, facilitation of teacher's growth in the aspect of pedagogy and provision of adequate teaching staff. KICD (2008) decrees that by introducing Life Skills to schools the government was as well responding to the challenges that the country had faced namely the post-election violence that rocked the country at the end of 2007 and part of 2008. However, according to Wanjiku (2017) students are still involved in peer related behavior including drug abuse, examination malpractices, bullying, violence and strikes despite the efforts to impart life skills to students in school. It is in this

view therefore that the researcher is interested in exploring the influence of head teachers' use of life skills among other practices on management of students' discipline in public secondary schools in Machakos Sub- County.

1.2 Statement of the problem

The role of the head teacher is to, among other tasks, ensure that students are well disciplined so that learning activities can be undertaken smoothly and successfully. However, increased cases of indiscipline behavior among students in secondary schools in Machakos Sub County has become a major problem to educational stakeholders. A report by the Machakos Sub County education office (2018), shows that eleven schools experienced riots and destruction of school property in the year 2018. Fifteen schools were closed and others sent on early midterm break in the year 2017 because of different types of indiscipline ranging from destruction of school properties, boycotting of examinations and drugs and substance abuse; while in 2016 eight students were found with petrol and match boxes ready to burn their school. Similarly, in 2015, ten schools were closed due to arson activities, riots, and violence.

To address this menace, the government has introduced Guidance and Counselling programs, Life Skills Education, mentorship programs, peace clubs and students' council. In the recent past, the government has issued new directives such as profiling electronically students implicated in indiscipline, stringent admission process on account of students transfers from another school and penalties for damages incurred ((DCI, 2018). According to the Sub County Education office in Machakos (2018) the Ministry of Education has organized sensitization meetings and training of head teachers on the best practices to promote discipline among students. Despite these key policies and measures that the government has put in place to minimize cases of indiscipline, the problem has persisted. The current study explored how head teachers' administrative practices have influenced management of students' discipline in public secondary schools in Machakos Sub County.

1.3 General objective of the study

The general objective of this study was to explore the influence of head teachers' administrative practices on management of students' discipline in public secondary schools in Machakos Sub- County.

1.3.1 Specific objectives of the study

The study was guided by the following specific objectives:

(i) To establish the influence of head teachers use of students' council on management of students' discipline in public secondary schools in Machakos Sub-County.

(ii) To examine the influence of head teachers use of parental involvement on management of students' discipline in public secondary schools in Machakos Sub-County.

(iii) To establish the influence of head teachers use of Guidance and Counseling on management of students' discipline in public secondary schools in Machakos Sub-County.

(iv) To determine the influence of head teachers use of Life Skills Education on management students' of discipline in public secondary schools in Machakos Sub-County.

1.4 Research questions

The following research questions guided this study

(i) How do the head teachers' use of students' council influence management of students' discipline in public secondary schools in Machakos Sub-County?

(ii) How do the head teachers' use of parental involvement influence management of students' discipline in public secondary schools in Machakos Sub-County?

(iii) How do the head teachers' use of Guidance and Counselling influence management of students' discipline in public secondary schools in Machakos Sub-County?

(iv) How do the head teachers' use of Life Skills Education influence management of students' discipline in public secondary schools in Machakos Sub-County?

1.5. Study hypotheses

The following corresponding null hypotheses were formulated:

H_{01}: There is no statistically significant difference between head teachers' use of students' council and management of discipline in the public secondary schools within Machakos Sub County.

H_{02}: There is no statistically significant difference between head teachers' use of parental involvement and management of discipline in the public secondary schools within Machakos Sub County.

H_{03}: There is no statistically significant difference between head teachers' use of Guidance and Counselling and management of discipline in the public secondary schools within Machakos Sub County.

H_{04}: There is no statistically significant difference between head teachers' use of Life Skills Education and management of discipline in the public secondary schools within Machakos Sub County.

1.6 Significance of the study

This study might be of great value to school principals, because it may help them to identify management practices that influence school discipline. The school managers can utilize the findings in coming up with strategies to enhance a more effective parent-school partnership in order to promote a pleasant working environment. Also the findings of the study may possibly be used by the Ministry of Education to design programmes and action plan aimed at building capacity of head teachers and education officers to support management of secondary schools in Kenya. Policy makers may perhaps have the opportunity to base their future policies on head teachers' management practices from the results of this study. The study might add to existing pool of professional knowledge on effectiveness of various administration practices in secondary schools in relation to student discipline. Moreover, the study might provide opportunity to school administrators to see the need to review the various school and home based factors which persistently affect student's discipline and are likely to be destructors in their learning. Additionally, the findings may well act as a spring board for future researchers who might wish to explore the field of management practices in education further and in-cooperate other factors not included in the study.

1.7 Limitations of the study

The question of students discipline is sensitive to some people who may opt to leave some questions unanswered. To overcome this, respondents were assured of confidentiality leading to better participation. People have different perception on the meaning of discipline and this may result in respondents giving different responses to the questions asked. To address this, the researcher explained what discipline is as per the study to minimize incorrect responses.

1.8 Delimitations of the study

The study focused on the influence of head teachers administrative practices on management of students discipline in public secondary schools in Machakos Sub- County. The respondents of this study were secondary school head teachers, teachers in charge of

discipline, Guidance and Counselling teachers, Form two class teachers and Form two students. The study utilized questionnaires in data collection.

1.9 Assumptions of the study

The study was based on the following assumptions:

(i) The students are aware of various discipline problems in their schools.

(ii) The head teachers, teachers and the community work in collaboration with parents in helping to manage students discipline in secondary schools

(iii) The respondents would provide honest information to address the research problem sufficiently

1.10 Operational definition of terms

Administrative practices: Refers to application of skills to get better results in the management of schools affairs, for instance use of students council, guidance and counselling, parents and implementation of life skills education.

Discipline: Refers to systematic instructions given to students to train them to become responsible members in the school and the wider community

Education: Refers to the process of acquiring knowledge, skills and attitude for quality life after school.

Guidance and Counseling: Refers to the process of creating a warm relationship using the skills and techniques to help students to understand and accept their problems

Head teacher: Refers to the administrative and academic head of an institution such as secondary school.

Life skills education: Refers to abilities that promote positive health choice, making informed decisions and translating knowledge skills, attitudes and values into action.

Parents: Refers to any adult who is responsible of bringing up a child. They could be biological or adoptive or guardians.

Parents Association: Refers to the parents elected by fellow parents to represent them on matters related to the management of schools.

Public secondary school: Refers to post primary school that is maintained, equipped and provided with staff at public expense for the education of children

Students council: Refers to students elected by fellow students to represent them in the school management affairs.

1.11 Organization of the study

The study is organised into six Chapters. Chapter one dealt with the general introduction of the research which includes background to the study, the statement of the problem, purpose of the study, general study objective, specific objectives of the study, research questions, study hypotheses, significance of the study, limitations of the study and delimitation of the study, assumptions of the study, definition of significant terms and the organisation of the study. Chapter two reviewed literature related to the study and comprised of the following sub sections: Head teacher's use of students' council and the management of discipline, head teacher's use of parental involvement and the management of discipline, head teachers use of Guidance and Counselling and management of discipline, head teachers use of Life Skills Education and management of discipline, summary of literature review, theoretical framework and conceptual framework. Chapter three discussed the research methodology that was used in this study. It includes research design, target population, sample and sampling techniques; research instruments, validity of research instruments, reliability and validation of instruments, data collection procedures and data analysis techniques and ethical considerations. Chapter four dealt with data analysis and presentation of research results. Chapter five dealt with the discussion of the research findings while Chapter six provided the summary of the findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focused on the review of the related literature on the head teachers' use of students' council, parental involvement, Guidance and Counseling and Life Skills Education on management of discipline. Summary of Literature was also highlighted. The chapter also focused on theoretical and conceptual frame work.

2.2 Head teachers use of students' council and management of discipline

Fleming (2015) defines students council as a wide range of terms and activities that center on the repositioning of students to facilitate the engagement with their teachers and schools. This implies that a Student Council is a representative structure through which students in a post-primary school can become involved in the affairs of the school, working in partnership with school management and staff as well as parents for the benefit of the school and its students. According to Mukiti (2014) students' leadership started with the appointment of prefects by head teachers to help them run schools. The teachers borrowed the idea of prefect from the administrative structure of the Roman Empire.

Under the Roman Empire, prefects were very important persons in the social set up. They were part of school management structure and could influence expulsion of errand students. However, Schools in the world are adapting to the use of students' councils which consist of students' selected annually with a responsibility that promotes and upholds positive learning spirit by effectively linking the students with school administration (Indimuli, 2012). Fleming (2015) in a study on student voice as an emerging discourse in Ireland education policy points out that the motivation for student voice has become an instrument for school improvement and inclusivity. The student councils exist in most schools but their level of effectiveness is influenced by the election process, size of the student councils and principals' administrative experience.

According to Celep (2011) Ireland has promoted the increase in creating awareness of young people's rights and reflect a changing way of thinking about children and young people therefore making the working environment of head teachers pleasant. According to Fleming (2015), the language and terminology relating to students voice includes participation of

students, involvement of students, listening to students, consulting with students, dialogue with students, evaluation by students and empowering of students. Head teachers in Ireland use student councils to enhance discipline by encouraging high academic achievements and learning, codes of conduct, exam policy and anti-bullying policies.

In Singapore, many secondary schools have a student council, which provides a medium for communication between the students and the school administration, a form of student welfare, and an important event-organising body. Some secondary schools name their student council as "Student Leader Board" or "Student Leader Committee". They are usually nominated by peers and subsequently elected based on the decision of the teachers overseeing the student leader body. In Junior Colleges, student councils serve a greater purpose than their younger counterparts. They are given more autonomy in their planning and execution of school events (Department for Education, 2015). Head teachers use student councils to improve discipline and to uphold better understanding between students and secondary school administrator. In both countries that is, Ireland and Singapore the use of students council has led to transformation of the schools in terms of discipline and interaction. This implies that if student councils are properly elected and empowered they can help school management to maintain discipline in schools.

In Tanzania head teachers use students council to address students disciplinary issues.
Kambuga and Omollo (2017) carried out a study on understanding students' leadership role and challenges in secondary schools in Tanzania. The study established that students' leadership in schools is an important element in the smooth running of school activities and maintaining students' discipline. The study used descriptive survey design with a sample size of 188 respondents. Kambuga & Omollo observes that schools where students' council is fully embraced had minimal disturbances. This study assessed whether the students council in schools in Machakos Sub County are effectively used by head teachers to manage discipline. The study sample was 421 respondents and used questionnaires to collect data.

Hunt (2014) on students' council in South African schools on adult involvement observes that each secondary school in South Africa is legally obliged to establish a representative council of learners in order to increase learners' voice as well as to improve relationship between staff and learners and school improvement. In South Africa head teachers ensure that student councils are democratically elected, represent learners and their concerns within the

school and two members of the students' council sit on the school governing body alongside parents and the staff. As such students council are used by the head teachers in decision making processes on matters touching on discipline and general welfare of other students. According to Hunt (2014), use of students council by some head teachers has not improved discipline in some schools in South Africa because students have fewer avenues of airing their grievances.

A study by Duma (2015) on students' participation in school governors with reference to the views of rural school principals, established that students leadership is not taken seriously in many schools and the reality is that in rural schools this remains a wishful thinking. Some principal felt that too much students in school governance violated their sense of professionalism. The research used survey design with a sample size of 25 respondents. The current study assessed whether the student councils in schools in Machakos are effectively used by head teachers to manage discipline.

Nduta (2018) on the influence of students' council leadership training on discipline management in secondary schools in Kirinyaga East Sub County points out that in Kenya the Ministry of Education resolved to open up the democratic space in schools by gradually establishing students' council with leaders directly elected by the students to replace the prefect system. The students' council program concept started here in Kenya in 2008, when the Kenya Secondary School Heads Association (KSSHA), in partnership with the Ministry of Education and UNICEF came together to explore a participatory approach in school governance that would involve the students in the decision making process particularly on issues that directly affect them. This was necessitated by failure of the prefects' system that became so unpopular and resented by students leading to school strikes and other discipline issues.

The school principals according to Nduta (2018) were blamed for not being open to dialogue with their students and unrest served as preferred avenue for students to vent their frustrations with the school administration. The government then, came up with the policy document to address the issue on the formation of students' council'. Under the council system, student's leaders are democratically elected annually by their fellow students to represent them. There is also a student representative leader to the Board of Management (BOM) in the school in line with Basic Education Act 2013. The students, representative is expected to present

students grievances to the Board of Management to avert any related indiscipline issue in school as well as promote dialogue for the good of the school.

According to Mutua (2014) the student leadership councils in Kenya was formed with the view to make school leadership more participatory. A basis for introduction of students' leadership council was to allow students to play an active role in improving dialogue between staff and students in addition to highlighting students' needs. It was also aimed at making learning more pleasant with greater engagement of students with head teachers, Board of Management, teachers and parents in order to promote participatory decision making in school. Specifically, head teachers use student councils to enforce school rules and regulations, to identify and report indiscipline students to the school administrators as well as airing students' grievances to the administrators as per Basic Education Act (2013).

A study by Mutua (2014) examined the role of student council in secondary school management in Mwingi Central District, Kitui County and established that student councils had improved school discipline and there were fewer cases of indiscipline reported. The study utilized descriptive survey design with a sample size of 643 respondents. A questionnaire was used to collect data. This study examined the influence of head teachers' use of student councils on management of students' discipline in secondary schools in Machakos Sub County. The design of the study was a descriptive survey with a sample size of 421 respondents and used questionnaires to collect data.

2.3 Head teachers use of parental involvement and management of discipline.

According to Ceka and Murati (2016) a parent is defined as any adult who is charged with a responsibility of rearing a child, taking care and contributing towards raising their children whether biological or adopted. According to Ludwig (1999), different countries globally have used different ways to link parents with schools. This has been realized through school meetings, meeting the principal or teachers for coffee, students' performances and presentation, involving parents in decision making, offering adult courses in the evening and using community guest speakers just to mention a few. Further, Ludwig (1999) points out that parental participation in decision making involves parents in governance, decision making, and advocacy roles.

Maša and Bunijevac (2017) points out that in Scandinavia head teachers use parents to aid students in succeeding at school. Other reasons include improving school discipline and school programs, developing parental skills and leadership, assisting families in connecting with others in the school and the community, and assisting teachers with their work. All these reasons underscore the importance of parents playing an active role in their childrens' education and keeping a strong and positive relationship with schools. Maša and Bunijevac (2017) have observed that schools that use parents as critical component of administration have recorded lesser disciplinary problems. In Britain according to the Department of Education (2016), the head teacher must publicise the school behavior policy in writing to parents at least once per year. In these schools head teachers involve parents in addressing disciplinary issues including power to search without consent for prohibited items such as illegal drugs, stolen items, pornographic images, tobacco and cigarette papers.

A study in Tanzania by Kadama (2016) on assessment of teachers and parents role in promoting students discipline in community secondary schools in Tanzania established that strengthening collaboration between parents and teachers is critical in promoting student discipline. Further head teachers and parents work together as a group to provide mutually agreed upon obligations and expectations regarding discipline. Additionally, parents are involved through teacher-parent meetings whenever the students are involved in serious disciplinary issues. This was a case study design, comprising of 60 respondents. The study showed that discipline had improved in most schools where parent participation was embraced. This study examined the influence of head teachers' use of parents on management of students' discipline in secondary schools in Machakos Sub County. The design of the study was a descriptive survey with a sample size of 421 respondents and used questionnaires to collect data.

In Kenya, according to Ngare (2014) head teachers through parents' association use parents to help enrich the educational environment and support policies on discipline of students and other issues related to school administration. A typical Parent Association in Kenya consists of all parents and teachers of a given learning institution. Ngare (2014) in a study on the role of Parents Teachers Association in enhancing discipline in public secondary schools in Ongata Rongai Zone, Kajiado County established that most parents were unable to monitor students' progress at home and in school hence parental involvement had no influence on students discipline. Further, the study established that most head teachers rarely involved

parents when dealing with the minor students' discipline. The study used cross sectional survey design with a sample size of 240 respondents. The present study determined how head teachers use parents as a practice in managing discipline in secondary schools in Machakos Sub County. The design of the study was a descriptive survey with a sample size of 421 respondents and used questionnaires to collect data.

2.4 Head teachers use of guidance and counseling and management of discipline

Guidance and Counselling is defined by Lai-Yeung (2014) as the process of helping individuals discover and develop their educational, vocational and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness. The Basic Education Act (2013) defines guidance as a process concerned with determining and providing for; the developmental needs of learners through public lectures, peer counselling, group and individual counseling (Republic of Kenya, 2013). This aims at helping individuals both as part of a group and at the personal level. This implies that Guidance is the processes of helping someone find the way out by giving them information for solving difficult problems. Counselling on the other hand is a process in which the counselor assists the counselee to make interpretations of facts relating to choice.

According to Makinde (1987) formal guidance and counseling originated from Europe and the United States of America in 1900. The emphasis was on vocational information, awareness of the world of work, location of employment and reduction of examination anxiety. According to Mutie & Ndambuki (1999), popular views of guidance and counseling have changed rapidly since 1950s and a better understanding of the importance of guidance and counseling. Japan, according to Chan, Yukiko & Yamasaki (2015), the school principal plays a very significant role in the implementation of Guidance & Counselling policy. The Principal has different roles in the guidance curriculum, individual students planning, responsive services and system support services. All these roles serve to provide supportive learning environment in the class room as well as promoting a cooperative working environment. This implies that the head teacher in Japan should take a leading position in order to help students to maximize their potential in the learning process and minimize students' indiscipline

In Britain, according to the Department for Education (2016), some schools employ their own counselors either as salaried staff or have individual contracts with self-employed counselors

to attend to students with psychosocial problems. In these schools head teachers ensure that guidance is conducted on a one to one basis and usually based on humanistic or integrative principles. These approaches to counselling aim to provide young people with an opportunity to talk through their difficulties in a welcoming and supportive environment and find their own ways of addressing their issues.

A study done by Nzeleni (2015) on provision of Guidance and Counselling services in schools in Transkei sub region of the Eastern Cape has been viewed in South Africa as an influential factor in learners' behavior management by the head teacher. A study by Daniel (2013) on the role of school counselors in supporting teaching and learning in schools in the western cape in South Africa established that the role of school counselors were varied and involved the provision of support to various members of the community. The study further established that head teachers use Guidance & Counselling to meet the needs of the learners with behavioral problems and academic barriers. The study used a mixed method design with a sample size of 111 respondents. In Zimbambwe, according to Mlalazi, Rembe & Shumba (2016) Guidance & Counselling services are offered in secondary schools through lessons and where there are serious cases of indiscipline, head teachers refer them to professional experts. In these schools, head teachers use students counselors to help learners develop a positive self-concept, understand their role in school, sensitize them on the dangers of misbehavior and are empowered to become responsible for their behavior.

The genesis of guidance and counseling in Kenya came into the limelight in the 1960s to address students discipline and other challenges as they grow up. Kilonzo (1984), Mutie & Ndambuki (1999) reported that in 1977, the government institutionalized a policy for the implementation of guidance and counseling by establishing a unit within the Ministry of Education to organize, administer and supervise it. According to ROK (1997) the head teachers were expected to use G & C at school level to cater for all students with social, personal, psychological, educational and vocational problems. Wambu & Fisher (2015) points out that the government of Kenya recognizes guidance and counseling as an essential service that should be availed to children and the young people in learning institutions. The main role of the head teacher according to Mungai (2012) is to support guidance and counseling programs by providing the needed materials, facilities and becoming an active participant in some stages of the programme in order to promote students discipline.

A study conducted by Awuor and Raburu (2018) on effectiveness of guidance and counselling in the management of students behavior in public secondary schools in Kenya established that there was a strong correlation between Guidance & Counselling and management of school behavior. The design of the study was a mixed method approach with a sample size of 242 respondents. This implies that the importance of guidance and counseling is indisputable in managing indiscipline in schools, as it does not only improve behavior, prevent disruptive behavior, support school policies through students' conformity but also helps the students' fraternity through aiding students in their choices on the basis of their attitudes and interest. The present study investigated the influence of head teachers' use of Guidance and Counselling as a practice for managing students discipline in secondary schools in Machakos Sub County.

2.5 Head teachers use of LSE and management of discipline

Life Skills Education, according to UNICEF (2012) refer to a large group of psychosocial and interpersonal skills that can help people make informed decision, communicate effectively, translating knowledge, skills, attitudes and values into action and develop coping and self-management skills that may help them lead a healthy and productive life. A study done by Okech & Role (2015) on implication of Life Skills Education on character development in children shows that Life Skills Education was first mooted in Armenia in the mid 1990's after the collapse of children and the Soviet Union which led to an overall decline in the quality of education, accessibility and demand throughout the education system. According to Okech & Role (2015) Life skills have already been taught in many schools around the world with some students acquiring the habits of good character directly from teachers who embody the ideals of character to which they expect their children to aspire. According to UNICEF (2012) Life Skills Education was introduced in Barbados to promote regional development, identity and cooperation and prepare young people to become responsible citizens.

Head teachers use school based life skills education to engage youth in a range of activities and a number of extra curriculum clubs such as scouts, guides and cadets are popular and contribute to Life skills development and over all development of discipline and provides young people with options for positive behavior, as well as encouraging the development of self-esteem, confidence and skills to make their own choices. In Britain, Carl & Montacute (2017) points out that the head teachers use LSE to manage discipline and help students to

develop skills such as confidence, resilience and abilities to work with others. According to Carl & Montacute (2017) these values should be embedded in the school ethos, assemblies, school clubs and societies and in staff-student and staff- parent relationships.

According to Tan (2018) head teachers in Nigeria in cooperate life skills education into formal curriculum and as such, life skills are in cooperated into school subjects such as social studies, agriculture and physical education and these activities are targeted at specific skills ranging from personnel life skills and inter personnel life skills which are critical for character development hence discipline. In Malawi according to USAID (2012) the Ministry of Education has demonstrated political will to push the LSE agenda in formal and non-formal education despite some reluctance from religious groups to address sexuality issues in schools. The aim of LSE in Malawi is to educate responsible young citizens to be able to participate in the social, economic and political spheres of the country. At school level head teachers use LSE to strengthen their management capacity and mobilise students to be responsible citizens with good morals.

According to KICD (2008) Life skills content in Kenya in KIE syllabus is infused in a variety of subjects in the national curriculum. The main goals of the Life Skills approach is to enhance young people's ability to take responsibility for making choices, resisting negative pressure and avoiding risky behavior hence promoting good discipline. KICD (2008) observes that head teachers use Life Skills Education in their schools to promote discipline and it was noted that communication skills and peaceful conflict resolution among the teachers and students had improved. Through Life Skills Education, learners acquire and develop skills such as critical thinking, problem solving, decision-making, interpersonal relationships, stress and anxiety management, effective communication, self-esteem and assertiveness. According to KICD (2008) teaching methods are learner centered, youth-friendly, gender sensitive, interactive and participatory.

Kitimo (2014) carried out a study to determine factors influencing implementation of LSE in secondary schools in Kinango district, Kwale County and established that the role of the head teacher was to ensure that time allocated for LSE is not used for syllabus coverage and that LSE teachers have adequate teaching materials and relevant training in this field. The study ultilised descriptive research design with a sample size of 150 respondents. The present study investigated the influence of head teachers' use of Life Skills Education as a practice for

managing discipline in secondary schools in Machakos Sub County. Further this study included a large sample in all sampled schools in Machakos Sub County to find out if the study findings agree. The design of the study was a descriptive survey with a sample size of 421 respondents and used questionnaires to collect data.

Mwita (2014) on a study on school based factors influencing implementation of LSE in public secondary schools in Kuria East District established that the success or failure of this programme depended on a greater extent on head teachers' management practices. The study used descriptive survey design with a sample size of 446 respondents. The current study sought to establish if the same scenario applied in Machakos Sub County. The design of the study was a descriptive survey with a sample size of 421 respondents and used questionnaires to collect data.

2.8 Summary of the literature review and research gaps

Mutua (2014) in a study conducted in Mwingi found out that student councils had improved school discipline and there were fewer cases of indiscipline reported. This study examined the influence of head teachers' use of student councils to manage students discipline in secondary schools in Machakos Sub County which has different characteristics compared to Mwingi. The current study also investigated how head teachers use parental involvement, Guidance and Counselling and Life skills Education to promote students discipline. These practices were not addressed by Mutua in his study. Ngare (2014) in a study conducted in Ongata Rongai Zone, Kajiado County established that most parents were unable to monitor students' progress at home and in school hence parental involvement had no influence on students discipline.

Further, the study established that most head teachers rarely involved parents when dealing with the minor students' discipline. The current study filled these gaps by establishing how head teachers use parents, Guidance and Counselling, Students Council and Life Skills Education to manage students discipline in Machakos Sub County. A study conducted by Awuor and Raburu (2018) on effectiveness of guidance and counselling in the management of students behavior in public secondary schools in Kenya established that there was a strong correlation between Guidance & Counselling and management of school behavior. The current study sought to establish if the same scenario applied in Machakos Sub County. The study also established how head teachers use parental involvement, Students Council and

Life Skills Education to manage students discipline. Kitimo (2014) carried out a study in Kinango district, Kwale County and established that the role of the head teacher was to ensure that time allocated for LSE is not used for syllabus coverage and that LSE teachers have adequate teaching materials and relevant training in this field while a study by Mwita (2014) in Kuria East District established that the success or failure of this progrmme depended on a greater extent on head teachers' management practices. The current study filled these gaps by establishing how head teachers in Machakos Sub County use Students Council, Parents, Guidance and Counselling and as well Life Skills Education to manage students discipline.

2.6 Theoretical framework

This study was guided by situational theory of leadership by Paul Hersey and Ken Blanchard (1969). Situational theory of leadership explains the concept of leadership in terms of task behavior and relationship behavior. Task behavior is described as the extent to which the leader spells out duties and responsibilities of an individual or group that includes giving directions and setting goals. On the other hand, relationship behavior is the extent to which the leader engages in a two way or multi way communication which includes such activities as listening, providing encouragement and coaching.

The situational theory of leadership suggest that no single leadership is best instead it all depends on the situation at hand and which type of leadership and strategies are best suited to the task. According to this theory, the most effective leaders are those that can adapt their style to the situation and look at cues such as the type of the task, the nature of the group and other factors that might contribute to getting the job done. This theory argues that for a management to be effective the organizational design, policies and practices must be appropriate for specific situation that must be taken into consideration.

The strength of this theory is that it provides methods of analysis as well as ways of integrating the organization with its environment situation. Further, situational leadership is easy to understand, sensible and easily applied in a varied of settings, including work, school and family. One weakness in this theory is that it assumes that leaders have skills and knowledge to apply the various actions demanded by varied situation. Despite its weakness this theory is deemed relevant because it shows that the principals need to influence students discipline by involving them in participating in decision making, creating awareness of the

school vision and ensuring that disciplinary measures are appropriately supported by all stakeholders to facilitate good teaching. and school discipline.

This theory relates to this study because it is anchored on leadership and administrative practices. In this context, school administrators must use appropriate practices such as use of students' council, parents, Guidance and Counselling and Life Skills Education when confronted with a difficult situation to accommodate change if any and promote students discipline. Use of appropriate administrative practice makes one to be an effective leader in times of crisis and where there is need, to take affirm decision given the circumstances.

2.7 Conceptual framework

The conceptual framework showing the inter-relationship between head teachers administrative practices and students discipline is shown in Figure 2.1.

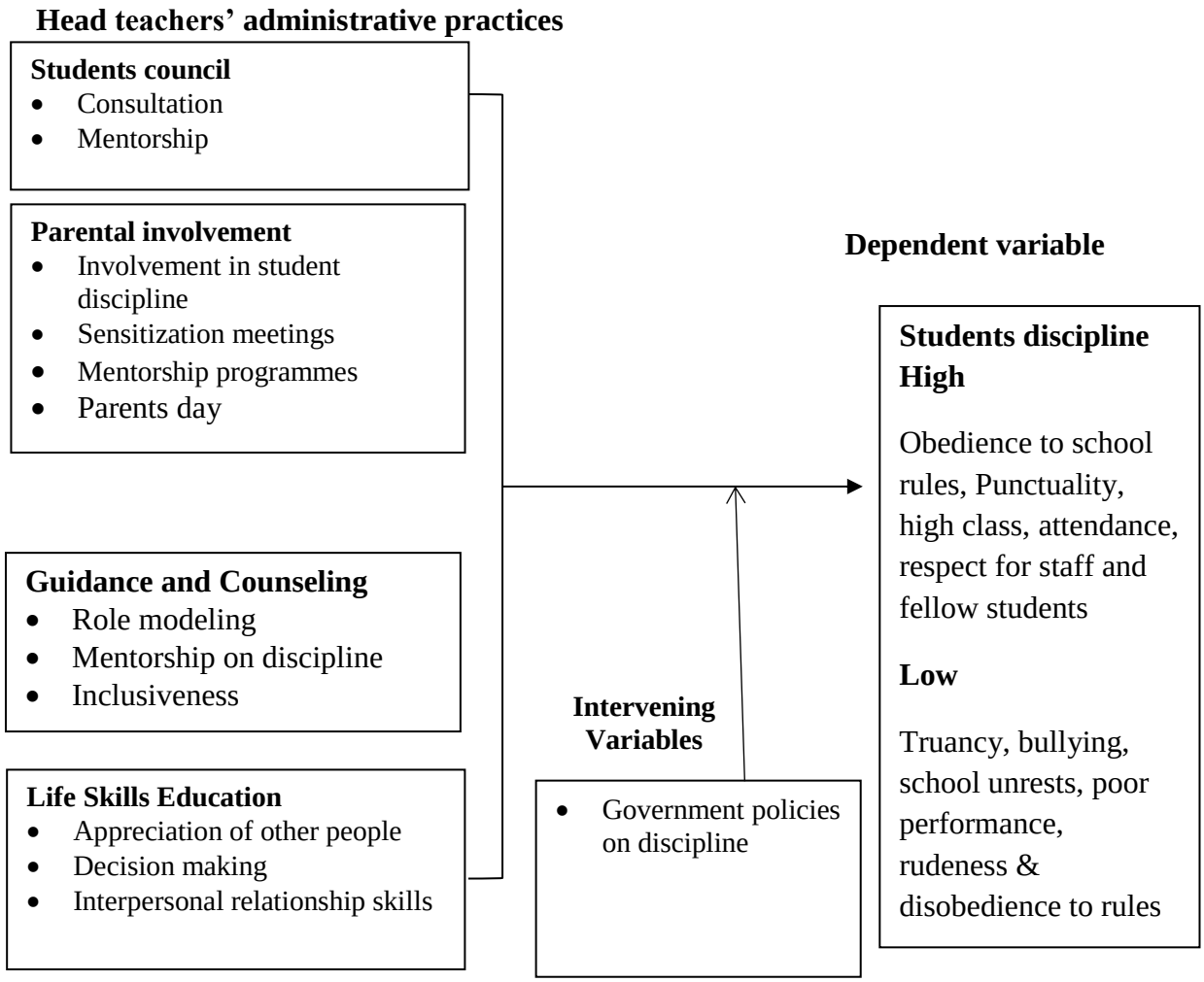

Figure 2.1: Inter relationship between head teachers' administrative practices and students discipline

There are many administrative practices involved in management of students' discipline in secondary schools These practices include use of students' council, involvement of parents, Guidance and Counseling, and Life Skills Education. Head teachers' consultation with student council on various administrative issues promotes the wellbeing of the students' hence high level of students' discipline. Where there is no consultation, the level of student discipline is low. Further mentorship of student leaders on leadership has a significant bearing on management of student discipline. The absence of mentorship may lead to low level of student discipline. Similarly, parental involvement in student discipline and participation in meetings to address discipline may lead to high level of student discipline whereas where parents are not involved in one way or another, the level of students' discipline is very low.

Effective use of guidance and counselling especially where there is inclusiveness and role modeling may lead to high level of student discipline. In situation where guidance and counselling is not effectively used well, may lead to low level of students' discipline. Appreciation of other people, decision making and interpersonal relationship when properly utilized may lead to high level of student discipline. Inadequate use of these skills may lead to low discipline. These variables may, interact under certain circumstances, for instance implementation of government policies on discipline such as banning of corporal punishment to influence students' behavior. The outcome of this interaction may be high or low level of students' discipline emanating from head teachers administrative practices and students attitude towards school life.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of research methodology that was used in conducting the study. It focuses on research design, target population, sample size and sampling techniques, research instruments, validity of research instruments, reliability research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

Creswell (2014) defines research design as the intersection of philosophy, strategies of enquiry and specific methods. The study used descriptive survey design which is relevant to this study because it deals with the incidences, distributions and relations of educational variables as well as the reasons or causes for the current status under this study. Further, this design is relevant because this study intent to explain incidences and relations between head teachers' practices on student discipline with an aim of bringing out the causal effect relationships.

3.3 Target population

According to Creswell (2014) a population is a group of individuals, objects or items from which samples are taken for measurement. According to the Machakos Sub County Education Office (2018), Machakos Sub County has a total of 45 secondary schools comprising of 45 principals, 45 teachers in charge of discipline, 45 teachers in charge of Guidance and Counselling, 45 form 2 class teachers and 3330 form two students. Therefore, the target population of this study comprised of 45 head teachers, 45 teachers in charge of discipline. 45 Guidance and Counselling teachers, 45 Form 2 class teachers and 3330 Form two students in Machakos Sub County.

3.4 Sample size and sampling techniques

According to Kombo and Tromp (2006) a sample is a small unit or proportion of population selected by the researcher for observation and analysis, the results of which the researcher makes inferences about the population characteristics. The study employed three sampling techniques namely purposive, stratified and simple random sampling. The 45 public secondary schools in Machakos Sub County were stratified into four categories based on the government registration of schools namely: National, Extra County, County, and Sub County schools. Purposive sampling was used to select one national school in Machakos Sub County

since it is the only National school. Mugenda and Mugenda (2003) recommend a representative sample of 10-30% for descriptive survey research. 30% of the total schools were sampled giving a sample size of 2 extra County schools, 3 County schools and 10 Sub County schools plus one national school which was purposively sampled giving a total of 16 schools. All 16 head teachers, 16 teachers in charge of discipline, 16 Guidance and Counselling teachers as well as 16 Form 2 class teachers from the 16 sampled secondary schools were selected purposively because they directly handle matters of school discipline. Simple random sampling was used to select Form two class teacher from each school, where a school had more than one stream and therefore minimized cases of biasness in the selection of respondents. Form 2 students were sampled to participate in this study because they are mostly problematic as a result of adolescence stage and they usually have adequate time to fill in the questionnaire unlike their counter parts that is, Form 3s and Form 4s students who may be preparing for their exams. Form 1s are relatively new in school and may not give useful and objective information in this study. The total population of Form 2 students was 3330 and proportionate sampling was used to select 357 students from each category of schools as proposed by Yamane (2007). The formula is as shown below:

$n = \frac{N}{1+N(e)^2}$ i

Where n = Sample size

N = Population Size

e = The level of precision (sample error) where confidence level is 95% and p is 5%.

The number of students = 3330

$n = \frac{N}{1+N(e)^2}$

Substituting

N = 3330

e = 0.05

therefore: -

$n = \frac{3330}{1+3330(0.05)^2}$

$n = \frac{3330}{9.325} = 357$

The sample size of students was 357 and were divided among the 16 secondary schools to give 22 students per sampled school. The 22 Form 2 students per school were selected using simple random sampling while ensuring gender balance. They were selected using simple random sampling by asking all students in each sampled school to pick papers and only 22 of the papers had a YES to be picked proportionately by the students. This allowed the bearer of a YES to participate in the study. The sample size of this study therefore comprised of 16 head teachers, 16 teachers in charge of discipline, 16 class teachers, 16 Guidance and Counselling teachers and 357 students, giving a total of 421 respondents.

3.5 Research instruments

This study used 3 sets of questionnaires for head teachers, teachers and students to collect data. Orodho (2012) defines a questionnaire as an instrument used to gather data which allows a measurement for or against a particular view point. The questionnaires were organized in sections. Section A of the questionnaire for all the respondents comprised of the demographic and personal data. Section B captured head teachers use of students' council in managing students discipline. Section C comprised of head teachers use of parental involvement in managing students discipline. Section D covered head teachers use of guidance and counselling in managing students discipline while section E comprised of head teachers use of life skills education in managing students discipline in public secondary schools in which the responses were rated on a five point likert scale. All the questionnaires were designed using closed and open-ended questions. Using a questionnaire offers anonymity to the respondent, encourages truthfulness and gives the respondents adequate time to think through the question which is not usual with the interviews.

3.6 Validity of research instruments

According to Kothari and Garg (2014) instrument validity refers to the extent to which differences found with a measuring instrument reflect true inferences among those being tested. In order to establish content validity, the instruments were given to supervisors to make comments on suitability of the items. The research instruments were submitted to experts from the Department of Educational Administration and Planning to ascertain validity of the instruments. Suggestions from experts were in cooperated before carrying out the study. The instruments were then piloted in two schools that did not participate in the actual research.

3.7 Reliability of Research instruments

Reliability is defined by Orodho (2012) as the degree of consistence that the instrument demonstrates. Reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure a theoretical concept. Reliability refers to the degree of consistency of scores obtained by the same individual when examined with the same test on different occasions. The greater the degree of consistency in an instrument, the greater is its reliability. Reliability of the research instruments was done through a number of ways: First, the researcher examined the research instruments and compared them with the stated objectives to ensure that the set questions fulfilled the set objectives. Secondly, a pretest interview was done on six teachers in charge of discipline to clarify on any unclear issue arising from the pretest in order to amend any logical and procedural difficulties regarding the study. Thirdly, the questionnaire was subjected to expert input by supervisors in order to scrutinize the relevance of the items on the instruments against the set objectives. Lastly the test-re-test method was used to check the reliabilities of the questioners.

The researcher gave the instruments to the respondents in the pilot study and then scored manually. After two weeks the instruments were re-administered to the same respondents and scored manually. A comparison of the first and second score were made using Pearson product, moment correlation coefficient to determine the reliability of the instruments. The following Pearson moment product formula was then to determine the reliability coefficient.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2]\,[N\sum y^2 - (\sum y)^2]}}$$

Where r =the Pearson's coefficient

$\sum y$= sum of y scores

$\sum x$ = sum of x scores

$\sum xy$= sum of the products of paired scores

$\sum x^2$= sum of squared x scores.

$\sum y^2$= sum of squared y scores

N= number of pairs of scores.

A reliability coefficient of 0.8 was obtained which was higher than the threshold of 0.7 and therefore was deemed appropriate (Field, 2009).

3.8 Data collection procedures

The researcher sought for an introduction letter from the Board of postgraduate studies of South Eastern Kenya University after which the researcher requested for a research permit

from the National Commission for Science, Technology and Innovation, Deputy County Commissioner and Sub County Director of Education in Machakos before embarking on the actual field research. The head teachers of the selected schools were informed in writing and an appointment made with them about data collection. The researcher also introduced herself to all respondents in order to enable them understand the purpose of the study and also assured them that confidentiality would be upheld. The questionnaires were self-administered and were collected from the respondents on the spot.

3.9 Data analysis techniques

The study generated both quantitative and qualitative data. Before data analysis, data collected was validated for accuracy, uniformity, and consistency for coding and quantitative data was analysed with the aid of Statistical Package of Social Sciences Software Programme (SPSS) version 22 and was done by using descriptive statistics and presented in form of tables showing frequencies and cross tabulation tables. Inferential analysis was done using chi square statistics at the .05 level of significance. The null hypothesis was rejected when Pearson chi square statistics was significant at p value less than 0.05. Qualitative data from open ended questions was grouped per study themes and presented in narratives.

3.10 Ethical considerations

The respondents were informed of the purpose of the study in advance. The respondents were assured that their views and opinions would be treated with maximum confidentiality and that no attempt would be made to disclose any information obtained during data collection. The researcher explained the purpose of the study to the participants and those in charge of the institutions in order for them to make informed decisions on whether to participate in the study or not.

CHAPTER FOUR
RESEARCH RESULTS

4.1 Introduction

This chapter presents the study results from the field as collected from the head teachers, teachers and students with regard to the main theme of study. This chapter is organized such that it presents the questionnaire response rate, demographic characteristics of respondents and the data analysis in line with the study objectives and questions.

4.2 Response Rate

The study undertook to collect data from a sample size constituting of 16 head teachers, 48 teachers and 357 Form 2 students using questionnaires. Overall, a total of 421 questionnaires were distributed during the study. From the data collected, a total of 417 questionnaires were duly filled and returned thus representing an overall return rate of 99 percent. Specifically, from the 16 questionnaires that were distributed to the head teachers, 15 of them were returned thus representing a return rate of 93.8 percent while of the 48 questionnaires that were distributed to the teachers, all of them were returned giving a return rate of 100 percent and from the 357 questionnaires given to the students a total of 354 questionnaires were returned thus giving a return rate of 99.2 percent. These questionnaire response rates were considered ideal for the researcher to proceed with the analysis in line with Mugenda and Mugenda (2003), who avers that a response rate of above 50 percent is considered ideal for data analysis.

4.3 Demographic characteristics of respondents

Respondents' biodata in terms of gender, age, type of school and length of headship were sought and the results of this analysis were captured as explained in sections 4.3.1 through 4.3.4.

4.3.1 Respondents gender

Respondents' gender was captured in terms of dichotomous responses as either male or female as shown in Table 4.1.

Table 4. 1: Respondents gender

	Head teacher	Teachers	Students
Male	12(80%)	22 (45.8%)	204 (57.6%)
Female	3(20%)	26(54.2%)	150(42.4%)

From Table 4.1, it can be noted that the percentage of male head teachers was more than that of female head teachers. Specifically, the male head teachers constituted about 80 percent of the total sample while that of female teachers constituted about 20 percent of the total. This in essence means that the two- thirds gender rule has been violated in the appointment of head teachers within the county (Constitution of Kenya, 2010). This means that the Teachers Service Commission needs to encourage and promote more females to head public schools in Machakos County. Further, the representation of teachers in the Sub County shows that there was near gender parity in their distribution. In particular, male teachers constituted about 46 percent while the female teachers constituted about 54 percent of the sample. This means that there were more female teachers than male even though the female teachers constituted the minority in headship positions. This again does not depict equity in the distribution of positions of responsibility among the teaching workforce in Machakos Sub County.

As for the students, the distribution by gender depicts that there were more males than females. Specifically, the male sample of students constituted about 58 percent while the female sample of students constituted about 42 percent. It is important to note that Kenya census results of 2019 shows that Machakos as a county has more females constituting slightly over 50 percent of the total population in the county than the number of males (KNBS, 2020). Going by this scenario, it would be prudent to assume that a similar pattern in terms of ratio of representation would be depicted in school enrollment across all the Sub Counties in Machakos. This therefore calls for concerted efforts by the County government to initiate strategies geared to having more females enrolled in schools within the County in order to reverse this trend.

4.3.2 Age Category for Teachers and Head Teachers

The discussion of the parameter with respect to the age distribution among teachers and the head teachers is as shown in Table 4. 2.

Table 4.2: Age category of teachers and head teachers

Age category	Teachers	Head teachers
Below 25 years	9(18.8%)	1 (6.7%)
25- 30 years	9(18.8%)	2 (13.3%)
31-35 years	8(16.7%)	4 (26.7%)
Over 36 years	22(45.8%)	8 (53.3%)

The age categories of both teachers and head teachers were nominally categorized into four groups with age ranges of below 25 years, 25-30 years, 31-35 years and above 36 years. From Table 4.2, it can be observed that (about 46%) of the teachers were over 36 years of age while about 37 percent of them were below 30 years of age. Similarly, majority of head teachers (53%) were aged above 36 years followed by those who were aged between 31 and 35 years constituting about 27 percent and the rest (about 20 %) were aged below 30 years. This in essence means that the length of service and experience in the profession are key determinants in the appointment of one to headship position.

4.3.3 Age Distribution of Students

As for the students, the distribution was based on the categorization whereby age ranges were nominally categorized as below 13 years, 13-15 years, 15-17 years and over 17 years as shown in Table 4.3.

Table 4. 3: Students' age distribution

Age	Frequency	Valid Percent	Cumulative Percent
Below 13 years	5	1.4	1.4
13-15 years	103	29.1	30.5
15-17 years	173	48.9	79.4
Over 17 years	73	20.6	100.0
Total	354	100.0	

Table 4.3 depicts that (about 49%) of the students in form 2 were aged between 15 years and 17 years while about 29 percent of them were aged between 13 and 15 years followed by about 21 percent of the students who aged over 17 years. This implies that schools in the County have overage learners who are supposed to be in classes higher than the current class they are enrolled in. This could be as a result of Free Secondary Education policy especially in day schools.

4 .3.4 Respondents Type of school

The study sought to determine the type of school where the students, teachers and headteachers hailed from. The variable for type of school was measured based on the values depicting whether the school was national, extra County, County or Sub County. The analysis of this parameter is as shown in Table 4.4.

Table 4. 4: Type of school

Type of school	Head Teachers	Teachers	Students
Extra County	2 (13.3%)	6 (12.5%)	52(14.7%)
County	3 (20%)	12 (25%)	77 (21.8%)
Sub County	10 (66.7%)	30 (62.5%)	225 (63.6%)
TOTALS	**15 (100%)**	**48(100%)**	**354 (100%)**

Table 4.4 shows that more concentration of the respondents was in the Sub County schools followed by the County schools and the extra County schools in that order. Majority (about 67%) of the head teachers were in Sub County schools followed by about 20 percent who were in County schools while about 13 percent were serving in extra County schools.

As for teachers, about 63 percent were serving in sub county schools while about 25 percent of them were serving in county schools and about 12 percent were serving in extra County schools. Majority (about 64 %) of the Form two students were enrolled in sub county schools while about 22 percent of them were enrolled in county schools and about 15 percent were enrolled in the extra county schools.

4.3.5 Principals length of headship

The study sought to establish experience of head teachers through the length of service in headship position. Length of stay in headship position was nominally calibrated as below 5 years, 6-10 years and over 10 years. The results of this analysis are as presented in Table 4.5.

Table 4.5: Principals length of headship

	Frequency	Valid Percent	Cumulative Percent
Below 5 years	3	20.0	20.0
6-10 years	2	13.3	33.3
Over 11 years	10	66.7	100.0
Total	**15**	**100.0**	

The analysis in Table 4.5 shows that majority of the principals had stayed in headship position for over a period of 11 years at 66.7%. This was followed by those who had a headship experience of below 5 years (20%) while those who had served for between 6 and 10 years constituted about 13 %. This therefore implies that majority of the head teachers had the requisite experience to run and manage schools as far as disciplinary matters were concerned.

4.4 Analysis in line with the objectives of study

This section presents the findings based on the main objectives of the study. It is worth to note that the study sought to investigate the influence of head teachers' administrative practices on management of students' discipline in public secondary schools in Machakos Sub County, Kenya. Four objectives had been formulated thus: To establish the influence of head teachers use of students' council on management of discipline in public secondary schools in Machakos Sub-County; To examine the influence of head teachers use of parental involvement on management of discipline in public secondary schools in Machakos Sub-County; To establish the influence of head teachers use of Guidance and Counseling on management of discipline in public secondary schools in Machakos Sub-County; and To determine the influence of head teachers use of Life Skills Education on management of discipline in public secondary schools in Machakos Sub-County.

In order to achieve the objectives, a likert scale type of questionnaire was administered to the three types of respondents. This likert scale type of questionnaire had response categories ranging from 1 through 5 where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. Interpretation of this scale conformed to the equidistant scale as advocated by Carifio and Rocco (2007) who aver that strongly Disagree (SD) $1 \leq SD \leq 1.8$; Disagree (D) $1.8 < D \leq 2.6$; Neutral (N) $2.6 < N \leq 3.4$; Agree (A) $3.4 < A \leq 4.2$; and Strongly Agree (SA) $4.2 < SA \leq 5.0$. This scale gives an equidistance of 0.8 points across the unit scale. The following sections, 4.4.1 through 4.4.4, show a discussion of each objective and results of the analysis from the respondents in line with the objectives of study.

4.4.1: Students' Council and Management of Discipline

The first objective of the study sought to establish the influence of head teachers' use of students' council on management of discipline in public secondary schools in Machakos Sub-County. Responses to address the main concern for this objective were drawn from head teachers themselves, the teachers and students and the analysis is as shown in sections 4.4.1.1 through 4.4.1.3 respectively.

4.4.1.1: Head teachers' responses on the use of students council on management of students' discipline

The head teachers were asked to rate their views regarding various items on managing discipline by use of students' council. Analysis of the responses given is as shown in Table 4. 6.

Table 4. 6: Head teachers responses on the use of students' council on management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
I allow free consultation	-	-	6.7	33.3	60.0	4.53	.640
appreciate resolutions made by student council	-	-	13.3	60.0	26.7	4.13	.640
I allow students to air grievances			13.3	40.0	46.7	4.33	.724
I hold regular meetings with student council	13.3	6.7	13.3	40.0	26.7	3.60	1.352
I regularly advice students council on discipline management	13.3	-	-	33.3	53.3	4.13	1.356
I promote democratic election of students council	-	-	20.0	40.0	40.0	4.20	.775
I encourage school inter community relations	-	-	20.0	46.7	33.3	4.13	.743
I allocate duties on need basis	6.7	6.7	20.0	26.7	40.0	3.87	1.246
I encourage commitment and respect for work	-	-	6.7	20.0	73.3	4.67	.617
Composite mean index						**4.18**	

Note: all figures are expressed in percent except mean and sd.

The analysis in Table 4. 6 shows that about 93 percent of the head teachers agreed or strongly agreed that they allow free consultation with students in their schools (mean = 4.53). A majority, 87 percent of the head teachers agreed that they appreciate the resolutions made by the student council in discipline management (mean = 4.13), and that they allow students to air their grievances openly (mean = 4.33). Interestingly however, it can be observed that some head teachers (20 %) disagreed that they hold meetings with the student council while about 67 percent agreed to the statement (mean = 3.60). It can also be observed that majority (87%) of the head teachers agreed that they regularly advise students council on discipline management (mean = 4.13). About 80 percent of the head teachers agreed that they promote democratic elections of students council in their schools (mean = 4.20) and a similar percent also held that they encourage inter community relations (mean = 4.13). About 13 percent of the head teachers disagreed to the statement that they allocate duties on a need basis while about 67 percent of them agreed with the statement (mean = 3.87). Finally, about 93 percent of the head teachers agreed that they encourage commitment and respect for work (mean =

4.67). Overall the head teachers were in agreement that they use the students council in the management of discipline in their schools (mean = 4.18).

4.4.1.2: Teachers' responses on the use of students' council on management of students' discipline

The teachers were asked to rate their levels of agreements with regard to items in the questionnaire on the head teachers use of the students council in the management of discipline in schools. The responses from the teachers are as analysed in Table 4. 7.

Table 4. 7: Teachers responses on the use of students council on management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
The head teacher allows free consultation	-	-	18.0	46.0	36.0	4.18	.720
Resolutions made by student council are appreciated	2.0	4.0	28.0	44.0	22.0	3.80	.904
The head teacher allows students to air grievances	-	6.0	8.0	46.0	40.0	4.20	.833
The head teacher holds regular meetings with student council	4.0	12.0	12.0	54.0	18.0	3.70	1.035
The head teacher regularly advices students council on discipline management	-	4.0	14.0	50.0	32.0	4.10	.789
Students council are selected by other students	-	2.0	20.0	32.0	46.0	4.22	.840
The students council promotes inter community relations	2.0	10.0	32.0	48.0	8.0	3.50	.863
The head teacher allocates duties on need basis	4.1	2.0	22.4	57.1	14.3	3.76	.879
The head teacher consults student council regularly	2.0	6.0	20.0	56.0	16.0	3.78	.864
Call for duty is a priority among student council	4.0	12.0	22.0	40.0	22.0	3.64	1.083
Composite mean index						**3.89**	

Data presented in Table 4. 7 shows that about 82 percent of the teachers agreed that the head teachers allow free consultation of students (mean 4.18) while about 66 percent of the teachers agreed that head teachers appreciate the resolutions made by the student council (mean = 3.80). About 86 percent of the teachers agreed that the head teachers allow students to air their grievances (mean = 4.20) while about 72 percent of them agreed that the head teachers hold regular meetings with students' council with about 16 percent of them disagreeing with the statement. Further, about 82 percent of the teachers agreed that the head teachers advises students council on discipline management (mean =4.10). Similarly, majority (about 78%) of the teachers agreed that students' councils are selected by other students (mean = 4.22). About 56 percent of the teachers agreed that the students' council promotes inter community relations while 12 percent of them disagreed with about 30 percent of the teachers being ambivalent (mean = 3.50). Most teachers (about 71%) agreed that the head teachers allocate duties on a need basis (mean = 3.76) while about 72 percent agreed that head teachers consult students' council regularly (mean = 3.78) and about 62 percent of the teachers agreed that the call for duty is a priority among students' council (mean = 3.64). Overall the teachers were in agreement that the head teacher uses student council in the management of students' discipline (mean = 3.89).

4.4.1.3: Students responses on the use of students' council on management of students' discipline

The study also sought to find out the views of the students regarding the head teachers use of students' council in the management of discipline in schools. Responses of the students are as analysed in Table 4. 8.

Table 4. 8: Students responses on the use of students' council on management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
The head teacher allows free consultation in choosing students council	12.7	2.5	7.9	26.5	54.2	4.03	1.368
Resolutions made by students council are appreciated	8.5	4.8	12.4	34.5	39.8	3.92	1.215
The head teacher encourages commitment and respect for work	15.3	8.2	21.0	25.8	29.7	3.46	1.390
The head teacher regularly advices students council on discipline management	5.6	2.5	10.2	24.3	57.3	4.25	1.107
The head teacher encourages democratic election of students council	2.5	2.0	5.6	20.1	69.8	4.53	.888
The students council promotes inter community relations	16.1	4.8	7.3	18.9	52.8	3.88	1.495
The head teacher allocates duties on needs basis	13.6	5.9	20.1	29.1	31.4	3.59	1.344
The head teacher consults students council regularly	8.8	7.3	17.5	26.8	39.5	3.81	1.273
The head teacher allows students to air grievances	7.1	5.9	16.7	31.4	38.8	3.89	1.193
The head teacher holds regular meetings with students council	1.7	2.0	2.5	18.4	75.4	4.64	.778
Composite mean index						**4.00**	

Note: all figures are expressed in percent except mean and sd.

From Table 4.8, it can be observed that majority of the students (81%) agreed that the head teacher allows for free consultation in choosing the students council while about 15 percent disagreed with the statement. About 74 percent of the students agreed that resolutions made by students' council are appreciated while about 13 percent disagreed with the statement. In addition, slightly above half of the students were of the view that the head teacher encourages commitment and respect for work while about 24 percent of them disagreed with the statement (mean = 3,46). About 82 percent of the students agreed that the head teacher

advises students council on discipline management (mean = 4.25). Moreover, majority of the students also agreed that the head teacher encourages democratic election of students council (mean = 4.53). It is also important to observe that most students (72%) agreed that the students council promotes inter community relations (mean = 3.88). Students who agreed that head teachers allocate duties on needs basis constituted about 61 percent while about 20 percent disagreed with the statement (mean = 3.59). In addition, those students who held that the head teacher consults students' council regularly constituted about 66 percent (mean = 3.81). About 70 percent of the students agreed with the statement that head teachers allow students to air grievances (Mean = 3.89). Finally, about 94 percent of the students agreed that the head teacher holds regular meetings with students' council (mean = 4.64). Overall, the students were in agreement that the head teachers use students council in the management of discipline in schools (mean = 4.00).

4.4.2: Parental Involvement in Management of Discipline

The second objective of the study sought to examine the influence of head teachers' use of parental involvement on management of discipline in public secondary schools in Machakos Sub-County. Responses to address the main construct for this objective were drawn from head teachers, the teachers and students. The analysis of the respondents' responses is shown in sections 4.4.2.1 through 4.4.2.3 respectively.

4.4.2.1: Head teachers and the use of parental involvement on management of students' discipline

The responses of head teachers with respect to the use of parental involvement on the management of students discipline in schools is shown in Table 4.9.

Table 4.9: Head teachers responses on the use of parental involvement on management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
I involve PA members in students discipline	6.7		6.7	46.7	40.0	4.13	1.060
I request parents to sign school rules and regulations documents		6.7	6.7	20.0	66.7	4.47	.915
I involve parents in mentorship programmes	20.0		6.7	46.7	26.7	3.60	1.454
I instruct parents to pay for damages incurred	6.7	6.7	6.7	66.7	13.3	3.73	1.033
I involve parents in the formation of school rules and policies	20.0	6.7	20.0	40.0	13.3	3.20	1.373
I issue parents with periodic newsletter and report cards from school			6.7	13.7	80.0	4.73	.594
I involve parents in annual meetings				13.3	86.7	4.87	.352
I invite parents to discuss discipline issues			6.7	26.7	66.7	4.60	.632
I request parents to write committal letters	13.3		20.0	40.0	26.7	3.67	1.291
Composite mean index						**4.11**	

Note: all figures are expressed in percent except mean and sd.

The analysis in Table 4. 9 shows that majority (about 87%) of the head teachers involve PA members in student discipline (mean =4.13). About 87 percent of the head teachers strongly agreed that they request parents to sign school rules and regulations documents (mean =4.47). About 73 percent of the head teachers agreed that they involve parents in mentorship programmes while 20 percent strongly disagreed with the statement (mean =3.60). With regard to whether parents are instructed by principals to pay for damages incurred, about 80 percent of the principals agreed with the statement while about 13 percent of them disagreed. On the same vein, about 53 percent of the principals agreed that they involve parents in the formulation of school rules and policies while about 27 percent of them disagreed with the statement. About 94 percent of the head teachers agreed that they issue parents with periodic newsletter and report cards from school (mean = 4.73). There was a strong level of agreement by the principals that they involve parents in annual meetings (mean= 4.87) where 93 percent of the head teachers agreed that they invite parents to discuss discipline issues (mean = 4.60). Similarly, about 87 percent of the principals said that they request parents to write committal

letters (mean = 3.67). Overall, principals agreed that they use parents in the management discipline in their schools (mean = 4.11).

4.4.2.2: Teachers and the head teachers' use of parental involvement on management of students' discipline

Analysis of teachers' response with respect to the head teachers' use of parental involvement in the management of students discipline in schools is as given in Table 4.10.

Table 4.10: Teachers' responses on the use of parental involvement on management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
Head teachers involve PA members in students discipline			38.0	36.0	26.0	3.88	.799
Parents sign school rules and regulations documents	8.0	8.0	14.0	40.0	30.0	3.76	1.205
The head teacher involves parents in mentorship programmes		12.0	38.0	36.0	14.0	3.52	.886
Parents pay for damages incurred		8.0	14.0	50.0	28.0	3.98	.869
Parents are involved in the formation of school rules and policies	12.0	16.0	32.0	14.0	26.0	3.26	1.337
Parents get periodic newsletters and report cards from school		2.0	2.0	44.0	52.0	4.46	.646
Participation of parents in annual meeting		2.0	8.0	44.0	46.0	4.34	.717
The head teacher invites parents to discuss discipline issues			10.0	38.0	52.0	4.42	.673
Parents are requested to write committal letters	6.1	14.3	30.6	36.7	12.2	3.35	1.071
Composite mean index						**3.89**	

Note: all figures are expressed in percent except mean and sd.

As for the teachers, Table 4.10 depicts that about 62 percent agreed that head teachers involve PA members in students discipline (mean = 3.88) while about 70 percent of them

agreed that parents sign school rules and regulations documents (mean = 3.76). It can also be noticed from the table that the head teacher involves parents in mentorship programmes as agreed by about 50 percent of the teachers while some 38 percent of them remained ambivalent (mean = 3.52). Additionally, majority of the teachers (78%) agreed that parents pay for damages incurred (mean =3.98). Regarding whether parents are involved in the formulation of school rules and policies, only 40 percent of the teachers agreed with the statement and 28 percent of them disagreed (mean = 3.26). About one third of the teachers were however neutral. Regarding whether parents get periodic newsletters and report cards from school, about 96 percent of the teachers agreed to the statement (mean = 46). With regard to the participation of parents in annual meetings about 90 percent agreed with the statement (mean = 4.34). Similarly, about 90 percent of the teachers agreed that the head teacher invites parents to discuss discipline issues (mean = 4.42). Finally, about 49 percent of the teachers agreed that parents are requested to write committal letters while about 20 percent of them disagreed with the statement. One third of them were however ambivalent (mean = 3.35). In general, the study found out that the teachers agreed that head teachers use parental involvement in the management of discipline in their schools (mean = 3.89).

4.4.2.3: Students and head teachers use of parental involvement on management of discipline

The students' responses regarding head teachers use of parental involvement on management of students' discipline in schools is as given in Table 4.11.

Table 4.11: Students' responses on use of parental involvement on management of students' discipline by head teachers

	SD	D	N	A	SA	Mean	Std. Deviation
PA members are involved in students discipline	11.6	3.1	15.5	22.6	47.2	3.91	1.338
Parents sign school rules and regulations documents	15.3	6.8	15.0	21.5	41.5	3.67	1.452
Parents are involved in mentorship programmes	10.7	8.2	17.5	29.7	33.9	3.68	1.307
Parents pay for damages incurred	9.1	6.0	10.2	24.4	50.3	4.01	1.291
Parents are involved in formulation of school rules and policies	23.5	13.6	16.4	23.5	22.9	3.09	1.493
Parents get periodic newsletters and report cards from school	3.4	2.0	6.5	11.0	77.1	4.56	.952
Participation of parents in annual meetings	4.0	3.4	8.5	26.1	58.0	4.31	1.033
Invitation of parents to discuss discipline issues	9.3	3.7	7.9	21.8	57.2	4.14	1.275
Parents requested to write committal letters.	32.2	13.9	24.1	17.0	12.8	2.64	1.409
Composite Mean index						**3.78**	

Note: all figures are expressed in percent except mean and sd.

From Table 4.11, it can be noted that about 69 percent of the students were in agreement that head teachers involve PA members in students' discipline while about 14 percent of them disagreed with the statement (mean = 3.91). In addition, about 63 percent of the students agreed that parents sign school rules and regulation documents while 22 percent of them disagreed (mean = 3.67). Also from the Table it can be noted that about 63 percent of the students agreed to the statement that parents are involved in students' mentorship programmes (mean = 3.68). Regarding whether parents pay for damages incurred, about 74 percent of the students agreed with the statement while 15 percent of them disagreed with the statement (mean = 4.01). Further, about 49 percent of the students agreed that parents are involved in formulation of school rules and policies while about 37 percent of them disagreed with the statement (mean = 3.09). Majority of the students (88%) agreed that their parents get

periodic newsletters and report cards from the school (mean = 4.56). Regarding participation of parents in annual meetings, about 84 percent of the students agreed with the statement (mean = 4.31). Additionally, about 89 percent of the students agreed that parents get invitation to discuss discipline issues (mean = 4.14). On the statement as to whether parents are requested to write committal letters, most of the students (46%) disagreed with the statement while only 29 percent of them agreed (mean 2.64). Overall the students agreed that head teachers use parental involvement in the management of students' discipline in their schools (mean = 3.78).

4.4.3: Guidance and Counselling on the management of students' discipline

The third objective of the study sought to establish the influence of head teachers use of Guidance and Counseling on management of discipline in public secondary schools in Machakos Sub-County. Responses to address the main items formulated for this objective were drawn from all the respondents and analysis of these responses are as discussed in sections 4.4.3.1 through 4.4.3.3 respectively

4.4.3.1: Head teachers' responses on use of guidance and counseling on the management of students' discipline

Head teachers were asked to rate their responses on a number of items concerning the use of guidance and counseling in the management of discipline in their schools. analysis of the responses is as given in Table 4.12.

Table 4.12: Head teachers' responses on use of guidance and counseling on the management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
I refer all disciplinary issues to G & C office	6.7	6.7	40.0	40.0	6.7	3.33	.976
I occasionally recommend for G & C training for teachers to sharpen skills	6.7		20.0	46.7	26.7	3.87	1.060
I refer students having challenges to G & C	6.7		6.7	46.7	40.0	4.13	1.060
I highly emphasize peer counseling	6.7		20.0	33.3	40.0	4.00	1.134
I engage external expertise to advice students	6.7	6.7	6.7	53.3	26.7	3.87	1.125
I avail Books, Magazines and pamphlets on G & C	13.3	6.7	13.3	53.3	13.3	3.47	1.246
I set aside one session each week for G & C	13.3	6.7	6.7	26.7	46.7	3.87	1.457
Composite Mean index						**3.79**	

Note: all figures are expressed in percent except mean and sd.

Data presented in Table 4.12 depicts that less than half of the headteachers (about 46%) agreed that they refer all disciplinary issues to the guidance and counseling office while 13 percent of them disagreed with the statement. Notably however, about 40 percent of them remained noncommittal to the statement (mean = 3.33). About 73 percent of the head teachers agreed that they can occasionally recommend for guidance and counseling training for teachers to sharpen their skills however 20 percent of them remained neutral (mean = 3.87). Majority of the head teachers (87%) also claimed that they refer students having challenges to the guidance and counseling departments (mean = 4.13). There was also a lot of emphasis on peer counseling as claimed by about 73 percent of the head teachers although about 20 percent of them remained neutral (mean =4.00). About 80 percent of the head teachers agreed that they engage external expertise in advising students (mean = 3.87). There was also an agreement by about 67 percent of the head teachers that they avail books, magazines and pamphlets on guidance and counseling in their schools (mean = 3.47). Most of the head teachers also agreed that they set aside one session each week for guidance and counseling (mean = 3.87). Overall, the head teachers agreed that they use guidance and counseling for the management of discipline in schools (mean = 3.78).

4.4.3.2: Teachers' responses on use of guidance and counseling on the management of students' discipline

The teachers were also asked to fill in the questionnaire regarding items on the construct and rate their levels of agreement with regard to the head teachers' use of guidance and counseling in the management of discipline in schools. Analysis of the teachers' responses is as shown in Table 4.13.

Table 4.13: Teachers' responses on use of guidance and counseling on the management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
All disciplinary issues are referred to G & C office	4.0	4.0	34.0	42.0	16.0	3.62	.945
G & C teachers are occasionally trained to sharpen skills	6.0	6.0	34.0	50.0	4.0	3.40	.904
Students having challenges are usually referred to G & C		4.0	16.0	58.0	22.0	3.98	.742
Use of peer counsellors is highly emphasized		4.0	28.0	46.0	22.0	3.86	.808
External expertise is engaged to advice students		4.0	14.0	66.0	16.0	3.94	.682
Books, Magazines and pamphlets on G & C are availed	10.0	12.0	42.0	26.0	10.0	3.14	1.088
A session is set aside each week for G & C		8.0	8.0	32.0	52.0	4.28	.927
Composite mean index						**3.75**	

Note: all figures are expressed in percent except mean and sd.

According to Table 4.13, about 58 percent of the teachers were in agreement that all disciplinary issues are referred to the guidance and counseling office although about 34 percent of them were neutral (mean = 3.62). Slightly over half of the teachers also agreed that guidance and counseling teachers are occasionally trained to sharpen skills while 34 percent others remained neutral (mean = 3.40). Regarding to whether students having challenges are

usually referred to guidance and counseling teachers, a majority of the teachers (about 80%) agreed with the statement while others were either neutral (16%) or disagreed (4%), (mean= 3.98). Most of the teachers (68%) also agreed that use of peer counseling is highly emphasized although nearly one- thirds remained neutral (mean = 3.86). As to whether the school engages external expertise to advise students, about 82 percent of the teachers agreed with the statement while the rest were either neutral (14%) or disagreed (4%). The mean score for this statement was 3.94 indicating that the teachers had shown a high level of agreement to the statement. Slightly over one-third of the teachers agreed that books, magazines and pamphlets on guidance and counseling are availed and over 40 percent of them remained noncommittal regarding the statement (mean =3.14). Finally, about 84 percent of the teachers agreed that a session is set aside each week for guidance and counseling (mean = 4.28). In general teachers were in agreement that head teachers use guidance and counseling in schools to manage discipline (mean = 3.75).

4.4.3.3: Students responses on use of guidance and counseling on the management of students discipline

The level of agreement by students on a number of items regarding this parameter were discussed and analyzed as shown in Table 4.14.

Table 4. 14: Students responses on use of guidance and counseling on the management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
All disciplinary issues are referred to G & C office	17.3	7.6	15.3	23.2	36.5	3.54	1.475
G & C teachers are occasionally trained to sharpen skills	11.0	5.9	13.0	20.9	49.2	3.91	1.359
Students having challenges are usually referred to G & C	9.9	6.8	14.7	23.2	45.3	3.87	1.324
Use of peer counsellors is highly emphasized	12.1	6.8	16.9	25.1	39.0	3.72	1.360
External expertise is engaged to advice students	7.3	5.6	11.6	25.1	50.3	4.05	1.228
Books, Magazines and pamphlets on G & C are availed	34.7	13.8	18.1	15.3	18.1	2.68	1.519
A session is set aside each week for G & C	15.8	8.2	9.6	10.5	55.9	3.82	1.544
Composite mean index						**3.66**	

Note: all figures are expressed in percent except mean and sd.

It is important to note from Table 4.14, that most students about 60% agreed and strongly agreed to the statement that all disciplinary issues are referred to guidance and counseling office while about 25 percent of them disagreed (mean = 3.54). It can also be observed that about 70 percent of the students agreed that guidance and counseling teachers are occasionally trained to sharpen skills (mean = 3.91). In addition, majority of the students (68%) agreed that students having challenges are usually referred to guidance and counseling (mean = 3.87). About 65 percent of the students also agreed that the use of peer counselors is always encouraged (mean = 3.72). Regarding the engagement of external expertise to advise students, about 75 percent of the students agreed that the head teachers indeed engage external expertise in advising students (mean = 4.05). It is also notable that most students disagreed (48%) that books, magazines and pamphlets on guidance and counseling are availed (mean = 2.68). About 66% of students however agreed that a session is set aside each week for guidance and counseling. Generally, all the students agreed that head teachers use guidance and counseling in the management of discipline in their schools (mean = 3.66).

4.4.4 Life Skills Education in management of students' discipline

The fourth objective of the study sought to determine the influence of head teachers use of Life Skills Education on management of discipline in public secondary schools in Machakos Sub-County. Responses to address the main items formulated for this objective were drawn from all the respondents and analysis of these responses are as discussed in sections 4.4.4.1 through 4.4.4.3 respectively.

4.4.4.1: Head teachers' responses on use of Life Skills Education on management of students discipline

Analysis of Head teachers' responses with regard to their rating on various items on use of life skills education in managing students discipline is presented in Table 4.15.

Table 4. 15: Head teachers' responses on use of Life Skills Education on management of students' discipline

	SD	D	N	A	SA	Mean	Std. Deviation
I allocate one lesson once per week to each class	6.7	6.7	20.0	26.7	40.0	3.87	1.246
Peace clubs have been moulded in schools	6.7	13.3	33.3	40.0	6.7	3.27	1.033
I encourage teachers to teach LSE as standalone subject	13.3		20.0	53.3	13.3	3.53	1.187
I avail books and other teaching materials on LSE	26.7		20.0	20.0	33.3	3.33	1.633
I highly encourage seminars and meetings on LSE	13.3		40.0	33.3	13.3	3.33	1.175
I encourage use of students personnel experiences	13.3		20.0	46.7	20.0	3.60	1.242
I encourage sensitization of students on moral issues	6.7	6.7		26.7	60.0	4.27	1.223
I encourage peaceful co-existence	20.0			13.3	66.7	4.07	1.624
Composite mean index						**3.66**	

Data presented in Table 4.15 shows that most head teachers (67%) agreed that they do allocate a lesson on LSE once per week in each class (mean = 3.87). It was also established that about 47 percent of the head teachers had established peace clubs in their schools even though nearly one third of these head teachers remained neutral. About 67 percent of the head teachers agreed that they encourage teachers to teach LSE as a stand-alone subject (mean = 3.53). It was also noted from the analysis that most teachers (53%) availed books and other teaching materials on LSE even though about 27 percent others objected to this statement (mean = 3.33). Similarly, the study also notes that most head teachers (43%) encourage seminars and meetings on LSE however about 40 percent others remained neutral to the statement (mean = 3.33). About 67 percent of the head teachers also agreed that they encourage the use of students personal experiences in management of discipline (mean =3.60). In addition, majority of the head teachers (about 87%) agreed that they encourage sensitization of students moral issues (mean = 4.27). Finally, most head teachers (80%) agreed that they encourage peaceful co-existence although about 20 percent of them disagreed with the statement. In general, the head teachers agreed that they use life skills education in managing students discipline in schools (mean = 3.66).

4.4.4.2: Teachers responses on use of Life Skills Education on management of students discipline

The teachers' ratings on the level of agreement to items posed with regard to head teachers' use of life skills education in the management of their schools is analyzed in Table 4.16.

Table 4.16: Teachers responses on use of Life Skills Education on management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
One lesson is allocated once per week to each class		4.0	10.0	28.0	58.0	4.40	.833
Peace clubs have been moulded in schools	10.2	20.4	26.5	30.6	12.2	3.14	1.190
Head teachers encourage teachers to teach LSE as standalone subject	6.0		26.0	48.0	20.0	3.76	.981
Books and other teaching materials on LSE are availed	10.0	4.0	26.0	32.0	28.0	3.64	1.225
Seminars and meetings on LSE are highly encouraged	18.0	14.0	34.0	22.0	12.0	2.96	1.261
Use of students personnel experiences is highly encouraged	6.0	6.0	34.0	46.0	8.0	3.44	.951
Head teacher encourage sensitization of students on moral issues		2.0	8.0	60.0	30.0	4.18	.661
The head teacher encourage peaceful co-existence		2.0	8.0	42.0	48.0	4.36	.722
Composite mean index						**3.72**	

Data presented in Table 4. 16 shows that most teachers (78%) were in strong agreement that one lesson on LSE education is allocated once per week to each class (mean = 4.40). Majority (42%) of the teachers also agreed to the statement that peace clubs are moulded in schools even though about 30 percent of them disagreed with the statement (mean =3.14). About 68 percent of the teachers also agreed that head teachers encourage them to teach LSE as a standalone subject (mean = 3.76). There was also a general level of agreement among most teachers (60%) that books and other learning materials on Life skills education are availed for use (mean 3.64). Teachers were however apprehensive on the statement that seminars and meetings on LSE are highly encouraged with nearly one third agreeing to it and another third disagreeing with the statement while the other third remained neutral (mean = 2.96). About 54 percent of the teachers agreed that the use of students' personnel experiences is highly encouraged while about one third of them remained neutral (mean = 3.44). Nearly 90 percent

of the teachers agreed that head teachers encourage sensitization of students on moral issues (mean = 4.18). Finally, most teachers (90%) agreed to the statement that head teachers encourage peaceful co-existence (mean = 4.36). In general, the teachers agreed with the view that head teachers use LSE in the management of students discipline in their schools (mean = 3.72).

4.4.4.3: Students' Responses on use of Life Skills Education on management of students discipline

The level of agreement by students on a number of items regarding this parameter were discussed and analyzed as shown in Table 4.17.

Table 4.17: Students' responses on head teachers' use of Life Skills Education on management of students discipline

	SD	D	N	A	SA	Mean	Std. Deviation
One lesson is allocated once per week to each class	34.5	8.8	14.1	13.3	29.4	2.94	1.667
Peace clubs have been moulded in schools	20.3	8.8	16.7	22.6	31.6	3.36	1.505
Teachers are encouraged to teach LSE as standalone subject	28.8	9.6	22.0	17.8	21.8	2.94	1.516
Books and other teaching materials on LSE are availed	29.9	12.7	16.1	22.0	19.2	2.88	1.518
Seminars and meetings on LSE are highly encouraged	29.4	13.3	20.3	18.4	18.6	2.84	1.489
Use of students personnel experiences is highly encouraged	14.4	8.5	20.9	20.3	35.9	3.55	1.416
Sensitisation of students on moral issues	9.0	6.8	18.1	26.0	40.1	3.81	1.279
Encouraging peaceful co-existence	8.2	3.7	8.5	19.5	60.2	4.20	1.239
Composite mean index						**3.31**	

Data analysis in Table 4.17 shows that about 44 percent of the students agreed with the statement that one lesson is allocated once per week to each class while 42 percent disagreed with the statement (mean = 2.94). In addition, about 54 percent of the students agreed that

peace clubs have been moulded in schools while about 28 percent of other students disagreed (mean = 3.36). Similarly, about 39 percent of the students agreed that teachers are encouraged to teach LSE as standalone subject while another one third objected to the statement (mean =2.94). It is also important to note that nearly one third of the students objected to the statement that books and other teaching materials on LSE are availed while about 41.2 percent of the students agreed with the statement (mean = 2.88). On the same note also about 42 percent of the students objected to the statement that Seminars and meetings on LSE are highly encouraged while only 37 percent of the students seemed to agree with the statement (mean = 2.84). About 56 percent of the students agreed that use of students personnel experiences is highly encouraged while about 23 percent of them disagreed with the statement (mean = 3.55). About 66 percent of the students agreed that head teachers sensitize students on moral issues while about 15 percent of them disagreed (mean = 3.810. Finally, most students (80%) agreed to the statement that head teachers encourage peaceful coexistence in schools (mean = 4.20). Overall, the students expressed neutrality on head teachers use of life skills education in the management of students discipline in schools (mean= 3.31).

4.5 Other ways of managing students discipline as suggested by respondents

This was in response to an open ended question that was posed to all the respondents regarding various other ways that the head teachers could use in the management of students discipline in schools. The analysis of the responses for head teachers, teachers and students are as given in Tables 4.18, 4.19 and 4. 20 respectively.

Table 4. 18 Head teachers' views on other ways of disciplining students

	Frequency	Valid Percent
Benchmarking	1	6.7
Prayers	3	20.0
Discipline	1	6.7
Punishment	2	13.3
Motivation	4	26.7
Fairness & Equity	2	13.3
Parents/Guardian being role models	1	6.7
Others	1	6.7

Other ways which head teacher proposed in the management of students discipline in their school according to Table 4.18 include: motivation (26.7%) offering prayers (20%);

punishment and fairness and equity (each 13.3%). Other ways include benchmarking and use of role models in schools among others.

Table 4. 19: Teachers' views on other ways of managing discipline in schools

	Frequency	Valid Percent
Equity & Fairness	4	8.0
Mentorship/Role model	6	12.0
Seminars/workshops	6	12.0
Motivation	6	12.0
Punishments	14	28.0
Prayers	8	16.0
Provision of materials	3	6.0
Others	3	6.0

According to the teachers, other ways which can be used in management of discipline in schools include: punishment (28%), use of prayers (16%); role modeling, seminars/workshops and motivation each at 12%. Others include equity and fairness and provision of material each at 6% and shown in Table 4.19.

Table 4.20: Students views on other ways of managing discipline

	Frequency	Valid Percent
Benchmarking	10	2.8
Provision of enough materials	23	6.5
Rules & regulation	32	9.0
Security	21	5.9
Democratic elections	21	5.9
Motivational speakers	23	6.5
Equity	42	11.9
Punishment	97	27.4
Balanced diet	13	3.7
Co-curricular activities	28	7.9
Meetings	16	4.5
Teamwork	14	4.0
Others	14	4.0

Among the various other ways of instilling and managing discipline in schools as per the students as shown in Table 4.20 include among the following: punishment (37.4%), equity (11.9%) rules and regulations (9%) use of co-curricular activities (7.9%). Others include provision of enough materials (6.5%), use of motivational speakers (6.5%); security (5.9%), democratic elections (5.9%); meetings (4.5); team work (4.0%), balanced diet (3.7%) and benchmarking (2.8%)

4.6 Testing of Hypotheses

This study employed the use of chi square to test the hypothesis as a way of addressing the research questions that had been formulated for the study. These research questions were stated thus:

(i) How do the head teachers' use of students' council influence management of discipline in public secondary schools in Machakos Sub-County?

(ii) How do the head teachers' use of parental involvement influence management of discipline in public secondary schools in Machakos Sub-County?

(iii) How do the head teachers' use of G and C influence management of students' discipline in public secondary schools in Machakos Sub-County?

(iv) How do the head teachers' use of LSE influence management of discipline in public secondary schools in Machakos Sub-County?

As a corollary to these research questions, the following corresponding null hypotheses were formulated and tested.

H_{01}: There is no statistically significant difference between head teachers' use of students' council and management of discipline in the public secondary schools within Machakos Sub County.

H_{02}: There is no statistically significant difference between head teachers' use of parental involvement and management of discipline in the public secondary schools within Machakos Sub County.

H_{03}: There is no statistically significant difference between head teachers' use of Guidance and Counselling and management of discipline in the public secondary schools within Machakos Sub County.

H_{04}: There is no statistically significant difference between head teachers' use of Life Skills Education and management of discipline in the public secondary schools within Machakos Sub County.

4.6.1 Testing of Null Hypothesis one

The first null hypothesis for the study assumed that there was no statistically significant difference between head teachers' use of students' council and management of discipline in the public secondary schools within Machakos Sub County. To test the veracity of this claim, a chi square test was run based on cross tabulation table and the analyzed results are as shown in Table 4.21.

Table 4.21: Cross tabulation between head teachers use of students council and management of discipline

			std_ord				Total
			Agree	Disagree	neutral	strongly agree	
discipline management	High	Count	5	0	0	11	16
		Expected Count	9.0	1.0	2.0	4.0	16.0
	Low	Count	22	3	6	1	32
		Expected Count	18.0	2.0	4.0	8.0	32.0
Total		**Count**	**27**	**3**	**6**	**12**	**48**
		Expected Count	**27.0**	**3.0**	**6.0**	**12.0**	**48.0**

From Table 4.21, management of discipline in schools was measured based on two attributes high level or low level and the use of student council was measured on an ordinal scale based on likert like responses that measured the different levels of agreement such as agree, disagree, neutral and strongly agree. From the descriptive analysis, it can be observed that high levels of discipline were observed from 16 cases while low levels were observed from 32 cases out of a total of 48 cases representing the teachers. It can also be noted that of the 48 cases, about 5 cases agreed that discipline management was high while 22 of them agreed that the level of discipline management was low. Eleven (11) of the teacher respondents strongly agreed that the level of discipline management was high while one (1) of the teachers' respondent strongly agreed that the level of discipline management was low. The chi square results based on the cross tabulation table above are as shown in Table 4.22.

Table 4.22: Chi-Square Tests on student council and management of discipline

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	25.542[a]	3	.000
Likelihood Ratio	28.346	3	.000
N of Valid Cases	48		

Data analysis in Table 4. 22 shows the results of the chi square analysis at the .05 level of significance. It can be noted that the Pearson chi-square (א^2) was significant at the p values of less than .05 (א^2(df(3))=25.542;p<.05). Therefore, the null hypothesis which stated that head teachers use of student council does not influence management of discipline in schools was rejected and conclusion made that indeed the level of discipline management was influenced by the head teachers' use of students council in schools.

4.6.2 Testing of Null Hypothesis two (H_{02})

The second null hypothesis for the study assumed that there was no statistically significant difference between head teachers' use of parental involvement and management of discipline in the public secondary schools within Machakos Sub County. To test this claim, a chi square test was run based on cross tabulation tables and the analyzed results are as shown in Table 4.23.

Table 4.23: Cross tabulation between head teachers use of parental involvement and management of discipline

			pare_ord				Total
			agree	disagree	neutral	strongly agree	
Discipline management	High	Count	5	0	0	11	16
		Expected Count	9.3	.3	2.0	4.3	16.0
	Low	Count	23	1	6	2	32
		Expected Count	18.7	.7	4.0	8.7	32.0
Total		**Count**	**28**	**1**	**6**	**13**	**48**
		Expected Count	**28.0**	**1.0**	**6.0**	**13.0**	**48.0**

From Table 4.23, it can be observed that high levels of discipline were observed from 16 teacher respondents while low levels were observed from 32 teacher respondents. It can also be noted that of the 48 respondents, about 5 of them agreed that discipline management was high while 23 of them agreed that the level of discipline management was low. Eleven (11) of the teacher respondents strongly agreed that the level of discipline management was high while two (2) of the teacher respondents strongly agreed that the level of discipline management was low. The chi square results based on the cross tabulation table above are as shown in Table 4.24.

Table 4.24: Chi-Square Tests on parental involvement and management of discipline

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.902[a]	3	.000
Likelihood Ratio	23.667	3	.000
N of Valid Cases	48		

Data presented in Table 4.24 shows the results of the chi square analysis at the .05 level of significance. It can be noted that the Pearson chi-square (א^2) was significant at the p values of less than .05 ($א^2(df(3)) = 21.902; p < .05$). Therefore, the null hypothesis which stated that head teachers use of parental involvement does not influence management of discipline in schools was rejected and conclusion made that the level of discipline management in public secondary schools was heavily influenced by parental involvement by the head teachers.

4.6.3 Testing of Null Hypothesis three (H_{03})

The third null hypothesis for the study assumed that there was no statistically significant influence of head teachers' use of guidance and counseling on management of discipline in public secondary schools within Machakos Sub County. To test this claim, a chi square test was run based on cross tabulation tables and the analyzed results are as shown in Table 4.25

Table 4.25: Cross tabulation between head teachers use of guidance & counseling and management of students discipline

			gnc_ord				Total
			agree	disagree	Neutral	strongly agree	
discipline mangt	High	Count	7	0	0	9	16
		Expected Count	11.0	.3	1.7	3.0	16.0
	Low	Count	26	1	5	0	32
		Expected Count	22.0	.7	3.3	6.0	32.0
Total		**Count**	**33**	**1**	**5**	**9**	**48**
		Expected Count	**33.0**	**1.0**	**5.0**	**9.0**	**48.0**

From Table 4.25, it can be observed that high levels of discipline were observed from 16 teacher respondents while low levels were observed from 32 teacher respondents. It can also be noted that of the 48 respondents, about 7 of them agreed that discipline management was high while 26 of them agreed that the level of discipline management was low. Nine (9) of the teacher respondents strongly agreed that the level of discipline management was high while none of the teacher respondents strongly agreed that the level of discipline management was low. The chi square results based on the cross tabulation table above are as shown in Table 4.26.

Table 4. 26: Chi-Square Tests of guidance and counseling and management of discipline

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.182[a]	3	.000
Likelihood Ratio	27.000	3	.000
N of Valid Cases	48		

Data presented in Table 4.26 shows the results of the chi square analysis at the .05 level of significance. It can be noted that the Pearson chi-square (א^2) was significant at the p values

of less than .05 ($א^2(df(3)) = 23..182; p < .05$). Therefore, the null hypothesis which stated that head teachers use of guidance and counseling does not influence management of discipline in schools was rejected and conclusion made that the level of discipline management in public secondary schools was significantly influenced by head teachers use of guidance and counseling.

4.6.4 Testing of Null Hypothesis four (H_{04})

The fourth null hypothesis for the study assumed that there was no statistically significant influence of head teachers' use of life skills Education on management of discipline in the public secondary schools within Machakos Sub County. To test this claim, a chi square test was run based on cross tabulation tables and the analyzed results are as shown in Table 4.27.

Table 4. 27: Cross tabulation between head teachers use of life skills education and management of students discipline

			agree	disagree	neutral	strongly agree	Total
Discipline mangt	High	Count	4	0	0	12	16
		Expected Count	8.0	1.7	2.0	4.3	16.0
	Low	Count	20	5	6	1	32
		Expected Count	16.0	3.3	4.0	8.7	32.0
Total		**Count**	**24**	**5**	**6**	**13**	**48**
		Expected Count	**24.0**	**5.0**	**6.0**	**13.0**	**48.0**

From Table 4.27, it can be observed that high levels of discipline were observed from 16 teacher respondents while low levels were observed from 32 teacher respondents.. It can also be noted that of the 48 respondents, about 4 of them agreed that discipline management was high while 20 of them agreed that the level of discipline management was low. Twelve (12) of the teacher respondents strongly agreed that the level of discipline management was high while one (1) of the teacher respondents strongly agreed that the level of discipline

management was low. The chi square results based on the cross tabulation table above are as shown in Table 4.28.

Table 4.28: Chi-Square Tests on LSE and management of students discipline

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	28.846[a]	3	.000
Likelihood Ratio	32.427	3	.000
N of Valid Cases	48		

Data presented in Table 4.28 shows the results of the chi square analysis at the .05 level of significance. It can be noted that the Pearson chi-square (א^2) was significant at the p values of less than .05 ($א^2(df(3)) = 28.846; p < .05$). Therefore, the null hypothesis which stated that head teachers use of life skills education does not influence management of discipline in schools was rejected and conclusion made that the level of discipline management in public secondary schools was heavily influenced by head teachers use of life skills education

Finally, a Summary of hypothesis testing based on the chi square for single sample at the .05 level of significance produced the following summary as shown in Table 4.29.

Table 4.29: Hypothesis test summary

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The categories of std_ord occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
2	The categories of pare_ord occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
3	The categories of gnc_ord occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.
4	The categories of lse_ord occur with equal probabilities.	One-Sample Chi-Square Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

It can be observed from Table 4.29 that all the hypotheses that were formulated were rejected at the .05 level significance based on one sample chi- square test which confirms the findings from the cross tabulation tables above.

CHAPTER FIVE
DISCUSSION AND INTERPRETATION OF THE RESEARCH FINDINGS

5.1 Introduction

The study objectives for this study sought to establish the influence of head teachers' use of students' council, parental involvement, Guidance & Counselling and Life Skills Education on management of students' discipline in public secondary schools in Machakos Sub-County. This chapter therefore gives the discussion of the results in line with the objectives of the study. Further interpretation of the results is done in line with the existing literature as was discussed in chapter two.

5.2 Influence of head teachers' use of students' council on management of students' discipline

This study established that head teachers make use of the student councils in the management of discipline in their schools. This can be attested from the levels of agreement from the respondents who were involved in the study and based on the composite mean indices from their responses. In particular, the head teachers were in agreement that they use the students' council in the management of discipline in their schools as shown by a mean of 4.18 in Table 4.6. The teachers also attested to this fact as they were also in agreement that the head teacher uses students' council in the management of students' discipline by mean of 3.89 in Table 4.7. Similarly, the students also agreed that the head teachers make use of the students' council in the management of discipline in schools by a mean of 4.00 in Table 4.8. From this finding, it is clear that the use of student council in the management of school discipline has been embraced by the head teachers of Machakos Sub County in line with Basic Education Act (2013). The students' council programme was started in 2008 in order to address student indiscipline in schools and it replaced the prefectorial system that had been in place since independence. According to Nduta (2018), the student council opened an avenue through which schools could engage with students in a participatory manner thus opening the democratic space in students' governance. The current findings are consistent with the report by Nduta 2018. It is worth to note that through the students' council system, student leaders are democratically elected by fellow students to represent them in school administration and are critical in conveying students concerns to the Board of Management (BOM) in the school as required by the Basic Education Act (2013). Through this framework, it is envisaged that levels of indiscipline in schools will drastically be reduced.

As to whether the head teachers use of students council influenced management of school discipline, the study established from the results of chi square analysis that the influence of students council on the management of students discipline was significant ($א^2(df(3)) = 25.542; p < .05$) as shown in Table 4.22. This is a testament to the fact that when most students air their grievances to school administration through the use of student leaders whom they have elected, the levels of indiscipline in schools are likely to be reduced to significant proportions. This implies therefore that the more schools engage and involve student councils in management of discipline in their schools, the more the likelihood of indiscipline cases going down and vice versa. This finding is in line with that of Mutua (2014) who examined the role of student council in secondary school management in Mwingi Central District, Kitui County and established that student councils had improved school discipline and there were fewer cases of indiscipline reported. Similarly, Kambuga and Omollo (2017) observed in their study that schools where students' council were fully embraced had minimal disturbances. Moreover, it has been established globally that when students are involved in making decisions that affect them, there is high level of discipline. According to Cellep (2011) and Fleming (2015), the use of students' council has led to transformation of the schools in terms of discipline and interaction hence giving a lot of credibility to schools in the use of students' council in the management of discipline.

5.3 Influence of head teachers' use of parental involvement on management of students' discipline

The findings of the study revealed that most head teachers involve parents in the management of discipline in their schools. Specifically, the responses from head teachers revealed that parental involvement is employed in the management of discipline in their schools as shown by a mean of 4.11 in Table 4.9. Teachers on the other hand agreed that head teachers use parental involvement in the management of discipline in their schools as shown by a mean of 3.89 in Table 4.10. The students also agreed that head teachers use parental involvement in the management of students' discipline in their schools as shown by a mean of 3.78 in Table 4.11. Ludwig (1999) agrees with the above findings and points out that parental participation in school decision making plays a critical role in school governance, decision making, and advocacy roles. Maša and Bunijevac (2017) further concurs with the findings that head teachers who use parents in decision making succeeded at school governance and such school experiences less disciplinary problems. In Kenya, parents' associations play an integral role

in the governance of schools and therefore can be used to manage discipline (Basic Education Act, 2013).

As to whether the use of parental involvement by head teachers to manage discipline had a significant influence, the study found out that the level of discipline management in public secondary schools was heavily influenced by parental involvement by the head teachers. $(\aleph\text{^}2(df(3)) = 21.902; p < .05)$ as shown in Table 4.24. This implies that parental involvement in school administration can play a great role in influencing school discipline and therefore the null hypothesis was rejected which stated that head teachers use of parental involvement does not influence management of students' discipline in schools. Thus, it can be said the greater the involvement of parents, the lesser the cases of indiscipline in schools. This finding confirms the findings of a study conducted by Kadama (2016) in the republic of Tanzania on assessment of teachers and parents' role in promoting students discipline in community secondary schools. The study established that strengthening collaboration between parents and teachers was critical in promoting student discipline. However, the findings negate those of Ngare (2014) who in a study on the role of Parents Teachers Association in enhancing discipline in public secondary schools in Ongata Rongai Zone, Kajiado County found out that parental involvement had no influence on students' discipline. The study further established that most head teachers rarely involved parents when dealing with minor students' discipline.

5.4 Influence of head teachers' use of Guidance and Counseling on management of students' discipline

The role of guidance and counseling in schools cannot be overlooked. Guidance and Counseling in most cases is used by teachers to meet the needs of the learners with behavioral problems and academic barriers. Nzeleni (2015) avers that guidance and counseling is an influential factor in learners' behavior management as viewed by the head teachers in schools. The Government of Kenya recognizes guidance and counseling as an essential service that should be availed to children and the young people in learning institutions (Wambu & Fisher, 2015). In view of this background, the findings in relation to the parameter of guidance and counselling revealed that head teachers relied on guidance and counseling in the management of discipline in their schools though the use of guidance and counseling seemed to be at the lower levels of agreement in the agreement scale. Specifically,

the head teachers agreed that they use guidance and counseling for the management of discipline in schools as shown by a mean of 3.79 in Table 4.12.

Additionally, the teachers were also in agreement that head teachers use guidance and counseling in schools to manage discipline as shown by a mean of 3.75 in Table 4.13 while the students were in agreement that head teachers use guidance and counseling in the management of discipline in their schools by a mean of 3.66 in Table 4.14. It is important to point out that the school principal plays a very significant role in the implementation of Guidance & Counselling policy (Chan, Yukiko & Yamasaki, 2015). According to Mungai (2012), the head teachers' main role is to support guidance and counseling programs by providing the needed materials in order to promote students discipline. This study also confirms Mungai's (2012) assertion that the use of guidance and counseling by head teachers had a significant influence in the management of discipline in schools ($א\text{^}2(df(3)) = 23..182; p < .05$) as shown in Table 4.26. This implies that discipline management in public secondary schools was significantly influenced by head teachers' use of guidance and counseling hence rejecting the null hypothesis. A study conducted by Awuor and Raburu (2018) on effectiveness of guidance and counseling in the management of students' behavior in public secondary schools in Kenya established that there was a strong correlation between guidance and counseling and management of school behavior.

5.5 Influence of head teachers' use of Life Skills Education on management of students' discipline

For the holistic development of a learner, life skills education has to be embedded into the curriculum to inculcate moral, ethical and spiritual values in the learners as they go through an education system. According to Okech & Role (2015), Life skills help students in acquiring good character directly from teachers who embody the ideals of character to which they expect their children to aspire.

The findings in view of this construct revealed that the head teachers agreed that they use Life Skills Education (LSE) in managing students discipline in schools with a mean of 3.66 as shown in Table 4.15 and this is in accordance with Okech & Role (2015). Teachers also agreed to the view that head teachers use LSE in the management of students' discipline in their schools by a mean of 3.72 in Table 4.16. However, the students expressed neutrality on head teachers use of LSE in the management of students' discipline in schools by a mean of

3.31 in Table 4.17. In spite of the head teachers and the teachers expressing their levels of agreement to the use of life skills education in the management of students' discipline, these levels of agreement were generally low. This could be attributed to the fact that life skills education is not taught as an isolated subject but rather it is imputed and covertly incorporated in the school curriculum (KICD, 2008). In Nigeria, according to Tan (2018) head teachers in Nigeria incorporate LSE into formal curriculum and as such, life skills are in cooperated into school subjects such as social studies, agriculture and physical education and these activities are targeted at specific skills ranging from personnel life skills and inter personnel life skills which are critical for character development hence student discipline.

In order to establish whether there was a significant influence of life skills education on management of discipline, the study revealed that the level of discipline management in public secondary schools was significantly influenced by head teachers' use of life skills education ($א^2(df(3)) = 28.846; p < .05$) as shown in Table 4.28 hence rejecting the hypothesis which stated that head teachers use of life skills education does not influence management of students discipline in schools. This finding confirms the observation by KICD (2008) which avers that that head teachers mainly use Life Skills Education in their schools to promote discipline. According to the USAID (2012) report, LSE is used in Malawi to inculcate good morals and ensure students are made to be responsible citizens. Hence the role of LSE education is critical in the management of discipline in schools as supported by the findings of this study.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This section gives conclusions and recommendations of the study based on the formulated research objectives as was laid down in chapter one of this research. This chapter discusses the conclusions, recommendations and finally it provides suggestions for further study.

6.2 Conclusions

This study established that head teachers rely on the use of students' council to manage discipline in schools. The results from the first null hypothesis depict that the influence of students' council in the management of discipline in schools within Machakos Sub County was statistically significant. It can therefore be concluded that head teachers use of students' council significantly influences management of discipline in schools and will thus help in improving the levels of discipline in schools.

Further, the study established that parental involvement was considered a critical part in the management of discipline in schools. This study therefore set out to establish if parents are involved in the management of discipline by head teachers. It was revealed that majority of the principals involved parents when dealing with discipline matters. From the results of the second null hypothesis which stated that the head teachers use of parental involvement did not have a significant influence on the management of student discipline, a contrary view was established in that head teachers use of parental involvement had a statistically significant influence on the management of discipline in schools within Machakos sub county. This finding therefore led to the rejection of the second null hypothesis and conclusion made that parental involvement played a key role in the management of students' discipline in schools.

Additionally, the study established that guidance and counseling plays a critical role in providing direction and focus to the learner in school. The study findings revealed that guidance and counseling were being used by the head teachers as a strategy of managing discipline in their schools. The null hypothesis which had been formulated that the use of guidance and counseling by head teachers did not have any influence on the management of student discipline was put to test. It was revealed that indeed there was a statistically significant influence of guidance and counseling on the management of discipline in schools.

This therefore led to the rejection of the null hypothesis and a conclusion made that the use of guidance and counseling in schools can be used to manage discipline in schools.

Moreover, the study found out that Life skills education is important in inculcating good morals and ethical values for the development of a better citizen. This study revealed that most schools had incorporated the use of life skills education in the management of discipline in schools. A null hypothesis that stated that life skills education had no significant influence on management of discipline in schools was tested and consequently rejected at the .05 level of significance. This led to the conclusion that life skills education as an administrative practice can be a critical factor in the management of students' discipline in schools.

6.3 Recommendations

As a general recommendation, the Ministry of Education should establish a reward system to compensate disciplined schools; based on the findings and conclusions of the study, the current study makes the following recommendations:

Regarding use of student council by head teachers, this study recommends that:

i. Head teachers should as much as possible hold regular meetings with student councils and be open to students when airing grievances.
ii. The teachers and head teachers should have more consultations with student councils for effective management of students' discipline in schools.

Regarding the parental involvement in discipline management, the study recommends that:

i. Parents should be accorded an opportunity by head teachers in making school rules and regulations.
ii. Head teachers should involve parents in mentorship programmes to reduce indiscipline in schools

Regarding the use of guidance and counseling in the management of discipline, the study recommends as follows:

i. Head teachers and Boards of Management should strengthen the office of guidance and counselling in schools and use it for referral when dealing with cases of students in need of guidance and counselling. This calls for qualified G & C personnel in schools.

ii. The Ministry of Education should avail more counselling and guidance materials in schools to be used by G/C teachers in guiding the students

Finally, with regard to the use of LSE in management of discipline, the study recommends as follows:

i. Schools should encourage the formation of clubs and societies in schools for the purposes of strengthening LSE
ii. The Ministry of Education should organise seminars and mentorship programmes for teachers and students in order to minimise cases of indiscipline in schools.
iii. Head teachers should make use of resource people from industry and alumni association to inculcate LSE to the students.
iv. The Ministry of Education through KICD should make LSE an examinable subject to ensure that it is taught in all schools.
v. Head teachers should encourage teachers to spare their time during the lessons to mould learner behaviour and inculcate LSE.

6.4 Suggestions for further research

One of the major limitations of this study was that it was delimited to public secondary schools in Machakos sub County thus making generalizations to schools outside the study scope implausible. It is therefore suggested that:

i. A similar study should be replicated to other Sub Counties within the County or nationally.
ii. A study can be done on the influence of management of school discipline on performance of schools in Kenya.
iii. A study should be carried out to find out the influence of school related factors on management of students' discipline in Kenyan secondary schools.

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Appendix i: Letter of introduction

Esther N. Kaluku,
South Eastern Kenya University.
P.O BOX 170-90200
KITUI, KENYA.

To the principal,

Dear Sir/Madam,

RE: Permission to collect research data

I am a postgraduate student at SEKU pursuing a Master of Education degree in Educational Administration. This is a requirement for a master of education degree and is designed to gather information on **INFLUENCE OF HEAD TEACHERS' ADMINISTRATIVE PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUB-COUNTY, MACHAKOS COUNTY, KENYA**

Your school has been sampled to participate in the study**.** The purpose of this letter is to request that you support the researcher on this endeavour and be assured that the information you provide will be handled in a confidential manner.

Thank you in advance

Yours faithfully

Esther N. Kaluku
Registration: E412/MAC/20010/2017

Appendix ii: Questionnaire for head teachers

This questionnaire is intended to collect data on influence **of Head Teachers' administrative practices on students' discipline in public secondary schools in Machakos Sub-County, Machakos County, Kenya.** Kindly read the questions below carefully and give the responses by either ticking (√) where appropriate or by giving information in the spaces provided. all information given shall be used for academic purpose only.

SECTION A: Demographic and personal data

Kindly respond to each question by ticking (√) the appropriate answer.

1 Gender: Female ( ) Male ( )

2 Age : Below 25 years ( ) 25- 30 years ( ) 31- 35 years ( ) Over 36 years ( )

3 Length of the Headship: Below 5 years ( ) 6-10 years ( ) Over 11years ( )

4 Type of the school

a) National ( )
b) Extra County ( )
c) County ( )
d) Sub County ( )

SECTION B: Use of students council on management of students discipline

5 The following are some of the ways head teachers use students council to manage students discipline. Using the scale indicated, kindly rate the extent to which the following activities applies to you:
Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Ways	**5**	**4**	**3**	**2**	**1**
I allow free consultation					
I appreciate resolutions made by students council					
I allows students to air grievances					
I hold regular meetings with students council					
I regularly advice students council on discipline management					
I promote democratic election of students council					
I encourage -school inter community relations					
I allocate duties on need basis					
I encourage commitment and respect for work					

SECTION C: Use of parental involvement on management of students discipline

6 The statements given below refer to how head teachers use parents to manage discipline in secondary schools in Kenya. Using the scale indicated, kindly rate the extent to which the following practices apply to you.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Practices	**5**	**4**	**3**	**2**	**1**
I involve PA members in students discipline					
I request parents to sign school rules and regulations documents					
I involve parents in mentorship programmes					
I instruct parents to pay for damages incurred					
I involve parents in the formulation of school rules and policies					
I issue parents with periodic newsletters and report cards from school					
I involve parents in annual meetings					
I invite parents to discuss discipline issues					
I request parents to write committal letters.					

SECTION D: Use of guidance and counselling involvement on management of students discipline

7 The statements given below show how head teachers use Guidance & Counselling to manage students discipline. Using a tick (√) indicate the extent to which each statement applies to your school.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Statement	**5**	**4**	**3**	**2**	**1**
I refer all disciplinary issues to G and C office					
I occasionally recommend for G and C training for teachers to sharpen skills					
I refer students having challenges to G& C					
I highly emphasize peer counselling					
I engage external expertise to advice students					
I avail Books, Magazines and pamphlets on G & C					
I set aside one session each week for G & C					

SECTION E: Use of Life Skills Education on management of students discipline

8 Using the scale indicated, kindly rate the extent to which head teachers use Life Skills Education to manage students discipline in secondary schools. Using a tick (√) indicate the extent to which each statement applies to your school.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Statement	**5**	**4**	**3**	**2**	**1**
I allocate one lesson once per week to each class					
Peace clubs have been moulded in schools					
I encourage teachers to teach LSE as standalone subject					
I avail books and other teaching materials on LSE					
I highly encourage seminars and meetings on LSE					
I encourage use of students personnel experiences					
I encourage sensitization of students on moral issues					
I encourage peaceful co-existence					

9 State other ways that you think will assist the school head teachers in managing students discipline in secondary schools in Kenya.

(i) ----------
(ii) ----------
(iii)----------

Appendix iii: Questionnaire for teachers

This questionnaire is intended to collect data on **influence of Head Teachers' administrative practices on students' discipline in public secondary schools in Machakos Sub-County, Machakos County, Kenya** Kindly read the questions below carefully and give the responses by either ticking (√) where appropriate or by giving information in the spaces provided. all information given shall be used for academic purpose only.

Section A: Demographic and personal data

Kindly respond to each question by ticking (√) the appropriate answer.

1. Gender : Female ( ) Male ( )
2. Age : Below 25 years ( ) 25- 30 years ( ) 31- 35 years ( ) Over 36 years ( )
3. Type of the school
   (i) National ( )
   (ii) Extra County ( )
   (iii) County ( )
   (iv) Sub County ( )

Section B: Use of students council on management of students discipline

4. The following are some of the ways head teachers use students council to manage students discipline. Using the scale indicated, kindly rate the extent to which the following activities are used to promote discipline:

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Ways	**5**	**4**	**3**	**2**	**1**
The head teacher allows free consultation					
Resolutions made by students council are appreciated					
The head teacher allows students to air grievances					
The head teacher holds regular meetings with students council					
The head teacher regularly advices students council on discipline management					
Students are selected by other students					
The students council promotes inter community relations					
The head teacher allocates duties on needs basis					
The head teacher consults students council regularly					
Call for duty is a priority among students council					

SECTION C: Use of parental involvement on management of students' discipline

5. The statements given below refer to how head teachers use parents to manage discipline in secondary schools in Kenya. Using the scale indicated, kindly rate the extent to which the following practices are used to promote discipline.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Practices	**5**	**4**	**3**	**2**	**1**
Head teachers involve PA members in students discipline					
Parents sign school rules and regulations documents					
The head teacher involves parents in mentorship programmes					
Parents pay for damages incurred					
Parents are involved in formulation of school rules and policies					
Parents get periodic newsletters and report cards from school					
Participation of parents in annual meetings					
The head teacher invites parents to discuss discipline issues					
Parents are requested to write committal letters.					

SECTION D: Use of guidance and counselling on management of students discipline

6. The statements given below show how head teachers use Guidance & Counselling to manage students discipline. Using a tick (√) indicate the extent to which each statement applies to your school.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Statement	**5**	**4**	**3**	**2**	**1**
All disciplinary issues are referred to G and C office					
G and C teachers are occasionally trained to sharpen skills					
Students having challenges are usually referred to G& C					
Use of peer counsellors is highly emphasized					
External expertise is engaged to advice students					
Books, Magazines and pamphlets on G & C are availed					
A session is set aside each week for G & C					

SECTION E: Use of Life Skills Education on management of students discipline

7. Using the scale indicated, kindly rate the extent to which head teachers use Life Skills Education to manage students discipline in secondary schools.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Statement	**5**	**4**	**3**	**2**	**1**
One lesson is allocated once per week to each class					
Peace clubs have been moulded in schools					
Head teacher encourage teachers to teach LSE as standalone subject					
Books and other teaching materials on LSE are availed					
Seminars and meetings on LSE are highly encouraged					
Use of students personnel experiences is highly encouraged					
Head teacher encourage sensitization of students on moral issues					
The head teacher encourage peaceful co-existence					

8. State other ways that you think will assist the school head teachers in managing students discipline in secondary schools in Kenya.

    a. ----------
    b. ----------
    c. ----------
    d. ----------

9. How can you describe the discipline levels in your school

    a. High

    b. Low

Appendix iv: Questionnaire for Students

This questionnaire is intended to collect data on **influence of Head Teachers' administrative practices on students' discipline in public secondary schools in Machakos Sub-County, Machakos County, Kenya** Kindly read the questions below carefully and give the responses by either ticking (√) where appropriate or by giving information in the spaces provided. all information given shall be used for academic purpose only.

SECTION A: Demographic and personal data

Kindly respond to each question by ticking (√) the appropriate answer.

1. Gender: Female ( ) Male ( )
2. Age : Below 13 years ( ) 13- 15 years ( ) 15- 17 years ( ) Over 17 years ( )
3. Parental source of income

   (i) Employed ( )

   (ii) Self-employed ( )

   (iii) Unemployed ( )

4. Type of the school
   (i) National ( )
   (ii) Extra County ( )
   (iii) County ( )
   (iv) Sub County ( )

Section B: Use of students council on management of students discipline

5. The following are some of the ways head teachers use students council to manage students discipline. Using the scale indicated, kindly rate the extent to which the following activities are used to promote discipline:

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Ways	**5**	**4**	**3**	**2**	**1**
The head teacher allows free consultation in choosing students council					
Resolutions made by students council are appreciated					
The head teacher allows students to air grievances					
The head teacher holds regular meetings with students council					
The head teacher regularly advices students council on discipline management					
The head teacher encourages democratic election of students council					
The students council promotes inter community relations					
The head teacher allocates duties on needs basis					
The head teacher consults students council regularly					
The head teacher encourages commitment and respect for work					

SECTION C: **Use of parental involvement on management of students discipline**

6. The statements given below refer to how head teachers use parents to manage discipline in secondary schools in Kenya. . Using the scale indicated, kindly rate the extent to which the following practices are used to promote discipline.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Practices	**5**	**4**	**3**	**2**	**1**
PA members are involved in students discipline					
Parents sign school rules and regulations documents					
Parents are involved in mentorship programmes					
Parents pay for damages incurred					
Parents are involved in formulation of school rules and policies					
Parents get periodic newsletters and report cards from school					
Participation of parents in annual meetings					
Invitation of parents to discuss discipline issues					
Parents requested to write committal letters.					

SECTION D: Use of guidance and counselling on the management of students discipline

7. The statements given below relate to head teacher's use of Guidance & Counselling to manage students discipline. Using a tick (√) indicate the extent to which each statement applies to your school.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Statement	**5**	**4**	**3**	**2**	**1**
All disciplinary issues are referred to G & C office					
G & C teachers are occasionally trained to sharpen skills					
Students having challenges are usually referred to G & C					
Use of peer counsellors is highly emphasized					
External expertise is engaged to advice students					
Books, Magazines and pamphlets on G & C are availed					
A session is set aside each week for G & C					

SECTION E: Use of Life Skills Education on management of students' discipline

8. Using the scale indicated, kindly rate the extent to which head teachers use Life Skills Education to manage students discipline in secondary schools.

Strongly agree (5) Agree (4) Neutral (3) Disagree (2) Strongly disagree (1)

Statement	**5**	**4**	**3**	**2**	**1**
One lesson is allocated once per week to each class					
Peace clubs have been moulded in schools					
Teachers are encouraged to teach LSE as standalone subject					
Books and other teaching materials on LSE are availed					
Seminars and meetings on LSE are highly encouraged					
Use of students personnel experiences is highly encouraged					
Sensitisation of students on moral issues					
Encouraging peaceful co-existence					

9. State other ways that you think will assist the school head teachers in managing students discipline in secondary schools in Kenya.

(i) ----------
(ii) ----------
(iii)----------
(iv)----------
(v) ----------

Appendix v: Introductory Letter

SOUTH EASTERN KENYA UNIVERSITY

OFFICE OF THE DIRECTOR
BOARD OF POST GRADUATE STUDIES

P.O. BOX 170-90200
KITUI, KENYA
Email: info@seku.ac.ke

TEL: 020-4213859 (KITUI)
Email: directorbps@seku.ac.ke

Our Ref: E412/MAC/20010/2017 DATE: 30th October 2019

Kaluku Esther Nthoki
Reg. No. E412/MAC/20010/2017
Masters of Education in Educational Administration and Planning
C/O Director Machakos Campus

Dear Nthoki

RE: PERMISSION TO PROCEED FOR DATA COLLECTION

This is to acknowledge receipt of your Master in Educational Administration and Planning Proposal document titled: ***"Influence of Head Teachers' Administrative Practices on Management of Students Discipline in Public Secondary Schools in Machakos Sub-County, Kenya ".***

Following a successful presentation of your Masters Proposal, the School of Education, Humanities and Social Sciences in conjunction with the Directorate, Board of Postgraduate Studies (BPS) have approved that you proceed on and carry out research data collection in accordance with your approved proposal.

During your research work, you will be closely supervised by Dr. Selpher K. Cheloti and Dr. Redempta Maithya. You should ensure that you liase with your supervisors at all times. In addition, you are required to fill in a Progress Report *(SEKU/ARSA/BPS/F-02)* which can be downloaded from the University Website.

The Board of Postgraduate Studies wishes you well and a successful research data collection exercise as a critical stage in your Master of Education in Educational Administration and Planning.

Prof. Felix N. Kioli
Director, Board of Postgraduate Studies

Copy to: Deputy Vice Chancellor, Academic, Research and Students Affairs (Note on File)
Dean, School of Education, Humanities and Social Sciences
Chairman, Department of Education Administration and Planning
Director, Machakos Campus
Dr. Selpher K. Cheloti
Dr. Redempta Maithya
BPS Office - To file

Appendix vi: Research permit

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **776377**

Date of Issue: **27/November/2019**

RESEARCH LICENSE

This is to Certify that Ms.. ESTHER KALUKU of South Eastern Kenya University, has been licensed to conduct research in Machakos on the topic: INFLUENCE OF HEAD TEACHERS' ADMINISTRATIVE PRACTICES ON MANAGEMENT OF STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUB-COUNTY, KENYA. for the period ending : 27/November/2020.

License No: **NACOSTI/P/19/2993**

776377

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

Appendix vii: Research authorization

THE PRESIDENCY

MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telephone: 21009 and 21983 - 90100
Email Address:countycommasaku@gmail.com
Fax No. 044-21999

OFFICE OF THE
County Commissioner
P.O. Box 1 - 90100
MACHAKOS.

When replying please quote:

REF NO.CC/ST/ADMS/9VOL.11/232 **DATE:** 24th March, 2020

The Deputy County Commissioner
MACHAKOS SUB COUNTY

RE: RESEARCH AUTHORIZATION –Ms. ESTHER KALUKU

The National Commission for Science, Technology and Innovation has authorized the above named researcher to carry out a research on "**Influence of Head Teachers' Administrative Practices on Management of Students Discipline in Public Secondary Schools in Machakos Sub County"**, Machakos County for the period ending **27th November, 2020.**

Please be notified and accord her the necessary assistance.

COUNTY COMMISSIONER
MACHAKOS
P.O. Box 1 MACHAKOS

FELIX NZIOKA
For: COUNTY COMMISSIONER
MACHAKOS

Appendix viii: Authority to do research from the ministry of education

MINISTRY OF EDUCATION
State Department Early Learning & Basic Education

Telegrams: "**SCHOOLING**" Machakos
OFFICE,
Telephone: Machakos (044) 21800
Fax: Machakos (044) 20646
Email – officemachakos@yahoo.com

SUB-COUNTY EDUCATION
P.O. BOX 28,
MACHAKOS.

When replying please quote
Our Ref: MKS/ED/HS/vol.1/01

30th March, 2020

To All Principals
Machakos Sub County

RE: AUTHORITY TO DO RESEARCH – MS. ESTHER KALUKU

The above mentioned person is a student in South Eastern Kenya University and she is doing research on **Influence of Head Teachers' Administrative Practices on Management of Students Discipline** in Public Secondary Schools in Machakos Sub County. This office has no objection.

Kindly accord her the necessary assistance.

SUB COUNTY DIRECTOR OF EDUCATION
MACHAKOS
30 MAR 2020
Sign
P.O. Box 28 - 90100, MACHAKOS

SIMON K. MUTEMI
SUB COUNTY DIRECTOR OF EDUCATION
MACHAKOS