FACTORS INFLUENCING MANAGEMENT OF STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA

GRACE W. KANGOVIO

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DECLARATION

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

Signature_____ Date_____

Grace W. Kangovio

Adm. No: E55/KIT/20187/2012

This research project report has been submitted for examination with our approval
as University Supervisors.

Signature_____ Date_____

Dr. Redempta Kiilu,

Lecturer, Department of Educational Administration and Planning

South Eastern Kenya University

Signature_____ Date_____

Dr. Leonard M. Kamau

Lecturer, Department of Educational Communication and Technology

South Eastern Kenya University

DEDICATION

This research project is dedicated to my beloved husband Robert Mainga and my children Nick Mutua and Brenda Mueni for their financial, moral and emotional support during the whole period of the study.

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ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BOM	Board of Management
CDE	County Director of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
SCDE	Sub-county Director of Education
SLT	Social Learning Theory
SPSS	Statistical Package for Social Sciences

ABSTRACT

The aim of this study was to investigate the factors that influence management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County. Kenya. The objectives of the study were to; to establish the influence of student personality on management of students' discipline in public secondary schools, to establish the influence of school related factors on management of students' discipline in public secondary schools, to determine the influence of home background on management of students discipline in public secondary schools in Kitui Central sub-county, Kitui County. The research design adopted by this study was descriptive survey design. The target population involved was 12,264 respondents comprising of 31 principals, 233 teachers, 12,000 students from 31 selected public secondary schools in the County. Census sampling was used to select a sample of 31 principals while simple random sampling was used to select 30 percent of teachers and 10 percent of students making a sample of 70 teachers and 1,200 students. The questionnaires were used as the main research instruments. Both descriptive and inferential statistics were used to analyze the data. Qualitative data were analyzed by organizing data into themes, to identify the patterns and connectivity among the identified variables. Statistical Package for Social Sciences (SPSS version 20) was used to analyze quantitative data and findings were presented using tables and percentages. ANOVA was used to test the null hypotheses at $\alpha = 0.05$. Multiple regression analyses were used to determine the impact of each of the independent variable on management of students' discipline. The findings of the study were; that the students personality contributes to discipline among students in public secondary schools significantly since the ANOVA results shows that $F(1,219) = 503.177$ and the P-value $= 0.082$. Also there was no significant difference between mean responses of principals, teachers and students on the influence of students' personality on discipline $F(1,219) = 166.899$ and the P-value $= 0.0771$). The home background factors also influence management of discipline among students in public secondary schools as shown by ANOVA results $F(1,219) = 166.899$ and the P-value $= 0.0771$).

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Globally, education is recognized as a basic human right. The Human Rights Charter treats education as one of the human rights. Bishop (1989) indicates that in 1948 the Universal Declaration of Human Rights laid down Article 26, that everyone had the right to education and that education would be free, at least in the elementally and in the fundamental stages. Education is the key that will allow many other Sustainable Development Goals (SDGs) to be achieved. When people are able to get quality education they can break from the cycle of poverty. Education therefore helps to reduce inequalities and to reach gender equality. It also empowers people everywhere to live more healthy and sustainable lives UNESCO, 2013). Investment in education ought to assist in advancing economic growth, intensify productivity, contribute to national and social development, and lower social inequality (World Bank, 2002). As stated by UNESCO (2005) a countries level of development has one of its indicators as its level of education.

Education is a process which involves all those activities that make an individual become a useful member of the society (Siringi & Waihenya, (2013). It is a process through which efforts are made to change the thinking and behaviour of individual in desirable direction. Learning is a progressive activity; every day's lessons build upon those of the previous day. Regular student participation in daily classroom activities play a significant role in a student's school success. Students with good class attendance record achieve higher grades and enjoy school more than those with poor class attendance record (Siringi & Waihenya, (2013).

The education policy in Kenya vision 2030 emphasizes on the provision of globally competitive quality education, training and research to her citizens for development and enhanced individual wellbeing (Republic of Kenya, 2012a). The education policy in the Kenya vision 2030 emphasizes on providing globally competitive quality education, training and research to her citizens for national development and enhanced individual wellbeing. Therefore, education is viewed as a vessel to achieve the overall goal of the vision 2030 that aims to transform Kenya in to a middle income rapidly industrializing country that offers a high quality life to all its citizens in a safe and secure environment (Republic of Kenya, 2007).

Discipline plays a key role in the providing a conducive and serious learning environment (Osighembe, 2009). Docking (1989) views discipline as a significant factor in the establishment of an orderly system that creates conducive learning environment. A study done in Kenya by Muchiri (2011) identified some forms of indiscipline commonly experienced in schools such as absenteeism, persistent or non-completion of work, fighting in the school compound, deviance of school rules, refusal to carry out punishment, smoking, late coming, laziness and drug abuse. Similarly, Ayieko (2012) identified some indiscipline problems that include destruction of school property such as burning of dormitories.

Bullying via social media which is a school based problem has been a concern raised by West Australia School Teachers Union. The union viewed that such discipline problem should be dealt with at home Medlen (2012). This implies that bullying is another form of violence and a form of indiscipline in schools. Other forms of bullying which include verbal bullying have been characterized by negative comments about another student appearance, targets of rumors and sexual comments which have been reported as being prominent among male and female students (Poipoi, Agak & Kabuka, 2011).

Studies in many African countries have attributed discipline problems in schools to factors such as unconducive home environment, negative peer pressure, improper parental guidance, mass and social media, and poor or lack of proper leadership in schools. Further, championing of child rights by human rights activists has greatly propelled discipline problems in schools Magana. (2009). Students who are not well disciplined pose great challenges to teachers their teachers' efforts to effectively educate them, which consequently undermines the role of the school as a socializing agent and the role of teachers in the formation of students. (Koutseline, 2012).

In Nigerian educational institutions, use and abuse of drugs were to blame for indiscipline among students. In Zimbabwe, a presidential commission of inquiry into education and training found associations between lack of morals, strikes, and deteriorating learning standards as being caused by use of drugs and substances by students (Ngesu & Masese, (2008). The findings by the commission showed that lack of morals and deteriorating learning standards and strikes in school were caused by drug abuse by students). On the other hand, Kiumi, Bosire and Sang (2009) underlines the importance of student discipline. They scholars argue that discipline among students has a critical role to play in the students' achievement of positive school outcomes. The scholars further report that the condition of students' indiscipline in public secondary schools in Kenya is disheartening. Here in Kenya, as Oteyo and Kariuki (2009) asserts, students' indiscipline has often been associated to the use of alcohol, drugs and other substance misuse.

Parents in Zimbabwe according to Zindi (2010) were found to be in favor of the use of corporal punishment by schools in instilling discipline among students. Zindi asserts that the school administrators should be empowered to use the cane as a way of curbing indiscipline. However, as teachers use corporal punishment, they are required to keep a record of the type of offence and the punishment that

was administered. Chemhuru (2010) on the other hand states that the use of corporal punishment among students has not changed despite the growing consensus that corporal punishment breaks children's fundamental human right. According to him, use of whip, labour or suspension in a way that is compatible with societal norms and values is permissible.

Danso (2010) in his study in Ghana observed the high rate of indiscipline among students in educational institutions. Danso indicates that there is no single day that passes without a case of indiscipline by students in both primary and secondary schools. He lamented over the cases of indiscipline such as armed robbery, rape, abortion, and even murder in the educational institutions. There cannot be meaningful learning that is geared towards attainment of educational goals if teachers and students are not disciplined. As stated by Aguba (2009), discipline is paramount in producing a breed of youth that is well cultivated and who will not only develop respect for themselves but also for others both in school and in the society. The schools in Botswana had their image marred by acts of students' indiscipline. Some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol (Mcgregory, 2006). Matsoga (2013) also reports that violence is prevalent in Botswana schools.

Student's personality has been one of the factors that influence students' discipline in schools, Kibera and Kimokat (2007). Peer pressure is to a large extent the primary determinant of behaviour formation and behaviour modification. Peer pressure has a modelling effect of students' behaviour and behaviour modification among students. This occurs when an individual experiences some kind of implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those of the same peer group.

Peer pressure has a negative effect on the adolescents who are likely to give in to pressure that is on them. The peer pressure then leads to unacceptable behaviour

that has a negative effect on the adolescents themselves and also to others. (Gallani, 2015). As argued by Lukman and Kamadi (2014) peer pressure influences what adolescents take as values, what they know what they wear and how they learn. Adolescents display unacceptable behaviour not so much as individuals but as a group as opined by Social Learning Theory which ascribes that adolescents learn to display unacceptable behaviour during their interaction with other peers (Bezuidenhout, 2013). Besides, growing adolescents take up their peers at school as their role models as their parents are no more considered as role models to them (Ndakwa, 2013; Esiri, 2016).

Due to peer pressure, students may involve themselves in illegal gang activities, take drugs, alcohol, and tobacco and bully other students who are not part of their group (Gitome, Katola & Nyabwari, 2013; Temitayo, Nayaya & Lukman, 2014). Students often break school rules as a sign of disapproval and seek to challenge the authority held by the school hence getting them to indulge in antisocial behaviour. As stated by Fosch, Frank and Dishion (2011), two processes that impact on the students' behaviour are coercion and contagion. Coercion is referred to as an interpersonal exchange during which the student uses an aggressive behaviour to escape experiences he/she does not like; whereas, contagion is a process in which students mutually reinforce themselves through aggressive behaviour and sharing their mutual emotional patterns.

One of the factors that influence students' discipline in schools is peer pressure. The behaviour formation and behaviour modification among the students is largely influenced by peer pressure and have modelling provided by their colleague students. Peer pressures occurs when an individual experiences implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group. Kibera and Kimokat (2007) asserts that students in school belong to peer groups which exert great influence on their activities, interests, and discipline and academic success. The authors further

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assert that within the peer groups in schools, youth learn positive values of co-operation, responsibility and other good habits. On the other hand, peer group pressure could also contribute to the acquisition of negative habits such as alcohol drinking, immorality and violence.

Peer pressure according to Kiiru (2004) has an influence on the use of drugs and substances under the false impression that drugs and substances stimulate appetite for food, that they have the capacity to increase and give wisdom as well as giving courage to face life. This implies that a student who indulges him or herself with a group that uses drugs and substance has his or her behaviour likely to be influenced negatively due to the bad company, hence corrupting the good morals he or she may have. Bwoginda (2011) observed that, young people are eager to participate in shared activities and to exchange ideas and opinions with their friends.

School related factors influence management of students' discipline because a school is a place where adolescents spend most of their daily time, interacting and socializing with others. However, it is also in this sociotemporal space that the student behaviour is influenced. In fact, the characteristics of the school may impact on the ways in which the students behave with others. Panchoo (2016), Ugboko & Adediwura (2012), Ramharai, Curpen and Mariaye (2012), Pascal (2015), Gutuza and Mapolisa (2015) and Edinyang (2017) found the following school features that encourage students to misbehave: overcrowded classroom; too much harsh discipline measures; student alienation; the feeling of disempowerment from the principal to deal with indiscipline; lack of effective leadership from the principal; inadequate supervision; absence of the teaching of social, creative, communication and interpersonal skills; lack of student voice and choice in their learning; the feeling of rejection by students; lack of care from friends, educators and the principal; lack of extracurricular activities and sport

activities; the banning or controversial use of corporal punishment; and absence of academic support for students with academic and behaviour problems.

Indiscipline has for a long time been a common feature of school life with its causes embedded in the social, cultural, historical and economic contexts of the time. Discipline in the school is the function of the administration. Therefore, the general school discipline is dependent upon the head teachers administrative and leadership skills, since they are in charge of all the school matters (Edinyang, 2017) Monitoring and maintaining behaviour policy, being present around the school, being sensitive to the concerns and difficulties of the students are all part of head teacher's functions. Without experience, exposure and adequate knowledge the head teacher might disappoint the students' and these might lead to students' indiscipline. He/she sets the tone and the morale of the school, and they have a remarkable influence over the students. Thus, he/she has a very important role to play in maintaining the discipline of the school (Gutuza and Mapolisa, 2015).

Home background characteristics have an impact on the student discipline at school (Oloyede & Adesina, 2013). Home background characteristics such as child neglect and abuse by family members, exposure of the child to parental criminal activities have a negative effect on the child's discipline at school. Availability and abuse of drugs, use of dangerous weapons, divorce and remarriage of either parents are other family situations that negatively impact on the child and influence him or her to indiscipline (Adigeb & Mbua, 2015; Magwa & Ngara, 2014; Seegopaul, 2016). The attachment theory explains that parental attachment has an influence on student's discipline. This is clearly demonstrated when a parent and a child develop negative relationships, or when a student and an educator develop unhealthy relationship, then the child manifests lack of discipline.

Because adolescence is considered as the "storm and stress" period categorised by parental conflicts, mood disruptions and risk behaviour (Fiest, 2013), the three types of parenting styles, namely flexible, permissive and authoritarian styles have an impact on the student discipline (Garcia & Santiago, 2017). According to Garcia and Santiago (2017), flexible parents offer warmth and control equally and therefore the adolescent understands the necessity to obey rules and they become self-disciplined, Permissive parents are too kind to their children to such an extent that they accept their behaviour decisions. They cannot discipline their children and out of ignorance, they inculcate lawlessness and anti-social behaviour in them (Mouton, 2015); Authoritarian parents impose rules that are non-negotiable and when children do not obey they are punished. Too much authority on the adolescent may decrease the self-concept, and the ability of problem-solving and effective communication (Rahman, Shahrin & Kamaruzaman, 2017).

Moreover, the socio-economic status of the family may influence management of the student discipline. Khaliq, Baig, Ameen & Mirza (2016) revealed a moderate positive relationship between parental economic level measured against income, status and occupation and adolescent's academic performance and behaviour. In the same, Vein, Sonali (2016) confirms that students from low economic status have greater academic stress and hence are more prone to be involved in indiscipline than their counterparts in high or middle social economic status. Arum and Ford (2012) further adds that the broader the economic inequality and social class distance among student at schools, the more disruptive they are.

Student indiscipline can be caused or encouraged by lack of parental involvement in school activities. Parents should not leave the responsibly of disciplining students to the schools only, but should collaborate with teachers and the whole school community in addressing discipline issues in schools. When parents participate and collaborate with the school in matters of student discipline, students develop a positive sense of efficacy, have their self-esteem raised and

hence they manifest less disruptive behaviour (Garcia & Santiago, 2017; Masabo, Muchopa & Kuoth, 2017).

It is therefore from the foregoing that lack of parental participation and support to school in matters of students discipline is more likely to contribute to indiscipline in schools. (Centres for Disease Control and Prevention, 2012; Khumalo, 2012). However Masabo, Muchopa and Kuoth, (2017) argue that when principals and teachers do not welcome parental involvement in school activities, and they limit it to voluntary social events, fundraising, orientations and prize giving among other functions they deny the parents the important role of disciplining their students hence the students are more likely to be more disruptive (Chikudo, 2016; Jodut, 2015).

In Kenya, the 21st century saw an increase in insecurity in public secondary schools where students have exhibited excessive unbecoming conducts (MOEST, (2001). In spite of the imperatives of disciplined behaviour in the overall school outcomes, the condition of students' discipline in Kenya's public secondary schools has been disheartening. For instance, hardly a school term goes by without incidence of violent behaviuor being reported in the mass media. In 2007 alone, 300 public secondary schools were closed after students went on the rampage destroying property and a number of them lost their lives (Kiumi *et al*,. 2009). The generally documented causes of students' indiscipline in Kenya include drug abuse, poor parenting, and negative influence by the mass media and politics (Ruto, 2003).

Indiscipline cases have been reported in Kenyan schools (Mbiti, 2014). Some of the discipline problems experienced by Kenya public secondary schools include and not limited to, cases of bullying, destruction of school property, physical violence by students on teachers and other students, alcoholism, abuse of drugs and substances, absenteeism among others.

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1.2 Statement of the Problem

Good governance in education systems promote effective delivery of education services. Governance is essentially about effective leadership. It can be used as a mechanism to create applicable processes, systems and controls as well as the appropriate behaviour to ensure sustainability and long term continuity in a school. In addition, it helps to ensure that decisions are made in the best interests of the organisation and its stakeholders. Deterioration of discipline among students is a serious problem in public secondary schools in Kitui Central Sub-county, Kitui County. There were reported cases of indiscipline in more than 15 secondary schools in 2017. In this report, students' indiscipline had manifested itself in form of truancy, drug and substance abuse, burning of school infrastructure, destruction of school property and stealing of school and other students' property.

Despite the efforts by the stakeholders to manage discipline in schools, such as strengthening of Board of Management to deal decisively with this problem and training of school principals and teachers through workshops, management of discipline still remains a big problem in schools. Consequently, discipline is crumbling and the relationship between the learners and educators is deteriorating. An investigation shows that scanty studies have been done on discipline, based in this region. Studies done in Kitui County focused on school - based factors influencing management of students' discipline hence leaving out a gap on the factors influencing corporate management of students' discipline in public secondary schools. This study therefore investigated factors influencing management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

1.3 General Study Objective

The purpose of this study was to determine factors influencing management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya.

1.4 Specific Objectives of the Study

This study was guided by the following specific objectives:

i. To establish the influence of student personality on management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County.

ii. To establish the influence of school related factors on management of students' discipline in public secondary schools in Kitui Central sub-county, Kitui County.

iii. To determine the influence of student home background on management of students' discipline in public secondary schools in Kitui Central sub-county, Kitui County.

1.5 Hypotheses of the Study

This study was guided by the following Null Hypotheses:

Ho_1: There is no statistically significant difference between mean responses on student personality and management of student discipline in secondary schools in Kitui Central Sub-County, Kitui County.

Ho_2: There is no statistically significant difference between mean responses on school related factors and management of student discipline in secondary schools in Kitui Central Sub-County, Kitui County.

Ho$_3$: There is no statistically significant difference between mean responses on home background and management of student discipline in secondary schools in Kitui Central Sub-County, Kitui County.

1.6 Significance of the Study

It was hoped that this study may be useful to administrators in secondary schools. The study examined the various causes and consequences of discipline and stated ways of curbing it which may serve as a vital instrument for effective school administration. It may also be useful to parents because it provided an insight on how to guide and counsel truant children. The study also gave help in the discovery of the fundamental aspects of discipline mostly found among the students. Through this study, proper guidance and counseling was given by school administrators and teachers to the students to enable them make the best out of education. The study may also have formed a basis for further research adding to the body of knowledge as very little has been done on discipline among public secondary school students.

1.7 Limitations of the Study

The limitations of the study included, some respondents not returning their questionnaires for fear of victimization from the respondent, and inadequate funds. To overcome this, the researcher had assured the respondents that information disclosed was to be treated with a lot of confidentiality and that the respondents were not required to write their names on the questionnaire. The researcher sampled schools in the sub-county to minimize the cost of carrying out the study. During data collection, it was not easy to identify students who were indiciplined. To overcome this, the researcher contacted teachers to assist in identifying students in the sampled schools and also school administrators such as the principal and the deputy principal.

1.8 Delimitations of the Study

The study was carried out in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya. The study was delimited to student personality on management of student discipline, school related factors on management of student discipline and influence of home background on management of student discipline in public secondary schools in Kitui Central sub-county, Kitui County. The study was also delimited to school principals, teachers and students participated in the study as the main respondents in the study. Although there are many data collection instruments that could have been used in the study, the researcher collected data through the questionnaires for principals, teachers and students.

1.9 Assumptions of the Study

This study was based on assumption that all the stakeholders charged with management of discipline have received training in management. It is also assumed that all the respondents gave genuine, truthful, and honest responses to the questionnaires within the time allocated. It also assumed that there was a high rate of discipline among secondary school students in the selected schools.

1.10 Definition of Significant Terms

Discipline Management: Refers to the process of instructing learners to adhere to school rules and regulations by means of guidance, encouragement, parental role modeling and injunctions in order to create safe and orderly schools and ensure regular attendance by learners to enable effective learning to take place.

Drug and substance abuse: Refers to the use of a substance which damages the user's mental or physical health and one's ability to work, study or function normally.

Home-background: Refers to all the objects, forces and conditions at home which may influence students' discipline.

Indiscipline: Refers to students' inability to live in accordance to the set school rules and regulations by showing deviant behaviour such as drug abuse, violence and stealing.

Parental economic status: Refers to the parent's/guardian's level of income.

Students' personality: Refers to the students characteristics which influence their discipline.

School based factors: Refers to the school surrounding which influence the students' discipline.

1.11 Organization of the Study

Chapter one dealt with the background to the study which analysed what others have researched about the factors influencing discipline, statement of the problem which was the gap set to be filled, purpose of the study which is the main reason for carrying out the study, objectives of the study which were the main guidelines to the study, hypothesis of the study which showed the relationship between the specific objectives and discipline, significance of the study which highlighted how and to whom the study was to be useful, delimitation of the study which is the area where the study was carried out, limitation of the study which touched on main challenges from respondents, assumptions of the study which involved the expectation of the researcher and definition of significant terms. Chapter two has literature review according to the themes in objectives of the study, chapter three has research methodology, chapter four presents results, chapter five has discussion and interpretation of research findings and chapter 6 has conclusion and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlined the review of available literature on factors that influence management of students' discipline among students in public secondary schools. The literature review was organized into the following sections: the concept of students' discipline in secondary schools, student personality and management of students' discipline in secondary schools, school related factors and management of students discipline in secondary schools, home background factors and management of students' discipline in secondary schools and theoretical framework. Discipline in public secondary schools, discipline and absenteeism, factors contributing to students discipline, effects of discipline, intervention strategies to discipline and the conceptual framework.

2.2 The Concept of Students' Discipline in Secondary Schools

Tattum (2013) opines that public educators, parents and students in America consider schools as successful when discipline prevails. Good discipline is considered necessary if the curriculum is to be effectively implemented and academic achievement is realized. This view is evident in public pools that most often rank school discipline as of the greatest challenge that face American public schools. For instance, the Institute of Education Sciences (2004) found that more than one – quarter of public schools in America reported various forms of indiscipline daily or on weekly basis which included bullying, acts of disrespect for teachers, verbal abuse for teachers, racial tension, widespread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities.

In America, a publication by the Legal Services for Children (2009) highlights various types of pupil indiscipline cases in schools. The various types of pupils' indiscipline include causing physical injury, one pupil's violence against another, being in possession of controlled substances such as alcohol, robbery, stealing school property, engaging in habitual profanity, vulgarity, committing sexual assault to staff and making terrorist threats against the school authority. Here in Kenya, Karuri (2012) notes some other forms of indiscipline cases that include sleeping in class, failure to do or complete assignments, failure to do chores such as mopping dormitories and sweeping of classes and dressing wrongly while in school. Defiance to authority and pregnancy among girls was also noted as a major form of indiscipline in schools. Kitui County has in the recent past experienced student's indiscipline incidences in some schools. This is according to newspaper report and report from County Education office of Kitui.

According to Mbiti (2014) the concept of discipline should not be associated with pain or fear, but rather it should be viewed as a system of guiding the students to make reasonable decisions. According to Mbiti discipline in school and home should be that which will produce young people who will be responsible when they become adults. Youth ought to be able to make their own decisions and be willing to accept the consequences of the decisions that they make. Ukeju et al., (2013) define discipline as the control of behaviour in the light of purpose. According to him, a person has self-discipline if he or she is able to set goals for themselves and make the necessary effort and sacrifices to achieve the set goals. This implies that individuals should be trained to govern their conduct rather than depend upon others.

Otieno (2012) views discipline as a system of guiding learners and assisting them to make reasonable decisions. He further opines that good management discipline saves substantial resources and time for the stakeholders. Wango (2010) in his view defines discipline as the training of the mind and character with an aim of

producing a person who is self-controlled, with ordered behaviour and with skillfulness. Koutseline (2012) on the other hand views student discipline as that behaviour that deviates from the school expectations. School expectations vary from school to school and also depend on societal perceptions of ideal behaviour as understood in different cultures. Indiscipline can be a serious obstacle to student learning and has become a major concern for the various stakeholders both in educational sector and to the general public.

Discipline is required for any positive social development and for adequate educational process. Asiedu-Akrofi (2010) views two kinds of discipline where according to him, once exists in a situation where the rules and regulations of the school are willingly supported and obeyed by the students. In this case the students understand the rules and regulations and are at times involved in their formulation. It is believed that this kind of discipline encourages responsibility and cooperation on the part of the students.

According to Ndirangu (2010) instances of indiscipline assume many forms which include playing truant, lying, stealing or even running away from home. Neaves (2009) gives types of indiscipline cases which include use of obscene language, skipping classes, missing of class regularly, stealing other people's property, beating others in school, causing strikes and unrest and drinking alcohol in school and at home. Ireri (2012) claims that indiscipline problems in public secondary schools include all forms of disrespect, unruly behaviour, shouting / noisemaking, rudeness, laziness, grumbling and bullying.

2.3 Student Personality and Management of students' Discipline in Secondary Schools

Yahaya et al., (2009) noted that discipline problems occur when a student refuses to obey school rules. According to Edwards (2008) discipline problems in secondary schools in America manifest themselves in form of aggression,

swearing, verbal abuse, rough play, fighting, drug abuse, vandalism/theft and bullying. The situation is not different from South Africa where students' disciplinary problems range from violation of school's code of conduct, late coming, truancy, rape, verbal abuse, failure to do homework, physical violence, substance abuse and theft. Van Wyk (2001) and Kapueja (2014). The authors note that such problems make it difficult for head teachers to manage their schools effectively. This implies that students' indiscipline leads to their disorderliness in schools.

Kindiki (2009) noted that the level of discipline in secondary schools in Kenya is very low. This is attributed to the fact that school administrators do not effectively communicate implementation of rules and regulations to the students. Kithinji (2013) adds that students' indiscipline undermines effectiveness of school administrators in ensuring the students' safety in schools, orderliness and regular attendance. Kiru, Mbugua and Sang (2011) agree that students' indiscipline causes insecurity which makes schools to incur additional costs for managing security. The authors concur that insecurity in schools interferes with emotional and physical safety of learners leading to destruction of school property, students' truancy, injuries/loss of life, low enrolment and transfers to other schools. This means that low level of students' discipline make it difficult for schools to achieve their educational goals.

Bwoginda (2011) argues that youth are often eager to participate in shared activities and exchange ideas, points of view and opinions with their peers and friends. Such interaction leads to the formation of a stable friendship groups and the development of mutual togetherness among them. During the period of adolescent, where students are in secondary schools, they find themselves challenged with the demand for both personal needs and social pressures. These challenges often leads them to identify with their peer groups who are also in the same situation. This way they are forced to conform with the peer groups' norms

and to what they ascribe to. However, failure to conform to the group norms could lead to isolation, resulting to loneliness which can lead to the student feeling a sense of desperation and feeling depressed leading to indiscipline in the school.

Peer groups can on the other hand be positively used to enhance discipline in schools (Johnstone & Roger (2011); Nasibi (2013). Using peer groups, teachers can initiate activities that are likely to enhance peer group experiences positively. This could include conducting activities that encourage students to work together, encourage students to support and accept each other, assign students duties for their welfare of their peers among others. Involving students this way could assist minimize cases of indiscipline. Nasibi (2013) asserts that students' peer counsellors can be constructively used to influence the behaviour of age-mates positively. This is because the youth find it easier to open up to their age-mates.

2.4 School Related Factors and Management of Student's Discipline in Secondary Schools

Chaplain (2013) argues that the head teacher along with other senior management team in the school is given the responsibility of planning, including determining the direction of the school in terms of student behaviour. The headteacher, with his team is expected to be proactive in developing effective and efficient school behavior policy. He and his team should ensure that the teachers and other staff have the necessary professional development, support and the required resources to fully support the school behaviour policy. The school management should be cognizance of the fact that behaviour that is in conflict with desirable learning can have a negative effect on school management (Leach (2013).

Teachers have and play a great role in instilling values and imparting discipline of their students. The role of the headteacher is that of being the overall organizing coordinating and supervising school activities that are geared towards improving and maintaining high level of student discipline and learning standards.

According to Otieno (2012), discipline in school is a form of a system that involves guiding students in making appropriate decisions. At classroom level, this implies that teachers should be able to control student in class in order for them to achieve desirable behaviour, hence good management of discipline leads to saving of resources and time for all stakeholders who include teachers, sometimes parents, and members of the school board. This is because, handling cases of discipline takes a lot of time that could otherwise be used in teaching and learning which is the core mandate of the school. There is therefore a general consensus that teachers and subject teachers are crucial in the role and responsibility bestowed on them of making sure that students remain disciplined while at school. Teachers are responsible for instilling appropriate morals and values among the students.

Good discipline, according to Raichena (2006) ought to produce self-control and obedience. A student with these two should be able to control him or herself and do what is right and do it at the right time, place and in the acceptable manner. Teachers who are effecting understand that students need to enjoy firm and fair discipline. Teachers' effectiveness in handling discipline will be felt by students when for example teachers start each day with a positive attitude, have good control of their classes and make sure that learning activities are learner centered. They should also keep record of any major issues that arise during their interaction with learners in school. In enhancing teachers effectiveness in handling student discipline, Karagu (2012) recommends that large schools should be managed by administrators who have 10 years or more experience in school administration and who also hold higher academic qualifications. Delegation is also highly recommended for discipline to be instilled in such schools. This involves allowing teachers to participate more in school administration and empowering them to handle manageable discipline issues.

Staff and students in small schools and units tend to generally have a stronger sense of personal efficacy (Stockard & Mayberry, 2012). In this schools, students seem to take more responsibility in their learning and in learning activities Students in these schools are driven more by their learning needs rather than by the organizational needs of the schools, in so doing they drive the school operations hence they enhance the orderliness of the school environment..

One of the initial reasons why a number of students first prefer to miss school or show disruptive signs is falling behind class work (Hargraves (2011). Students are affected by a curriculum that is irrelevant to them, seems too academic and too demanding.

Student academic self-concept is often reduced by constant failure of assignments set by teachers. This situation tends to lower students general levels of self-esteem and also raise their degree of alienation from school. Pringle (2008) argues that schools that emphasize academic competition and places little value on students individual needs and aspiration and other non-academic pursuit leads to disruptions and other behaviour problems among the students. Age is another factor that has been seen to lead to disaffection and indiscipline among students in schools. According to Reid (2009) this situation arises when schools are unable to adjust sufficiently to the fact that many students are young adults once they reach adolescence. Thus the fundamental nature of the school, with demand for compliance and lack of students' power may cause some older students to rebel. Pollard (2011) claims that this disaffection among the older students can be exacerbated by the fact that some students exercise considerable power and freedom in their daily lives outside school.

2.5 Home Background Factors and Management of Students Discipline in Secondary Schools

Mortimore (2013) carried out a study that sought to investigate behaviour problems among students in London public secondary schools. The study utilized questionnaire in collecting data and revealed that unsettled home background influenced student behaviour. The study pointed out that children picked out parental stress that made it difficult for them to participate in school thus affecting their behaviour as well.

Stressful families that have frequent tensions in relationship among the family members tend to influence student behaviour which is then manifested in school. This scenario is shown by a study conducted by Sammons (2010) involving 22,000 secondary school students in Nigeria. In Kenya Rwamba (2012) carried out a study on primary school pupils indiscipline faced by teachers in Nairobi slums areas of Mathare. Questionnaires were used to collect data from the headteachers and teachers. The findings of the study revealed that teachers felt that home related factors contributed significantly towards the pupils' behaviour in school.

According to Reid, (2009) Majority of parents have different behaviour from the behaviour standards that they themselves set for their children. This view is supported by Tatum who opines that children copy their parents and the community behaviour and by observing how they behave, children are likely to have themselves having the behaviour taking root on them. Another influence is the mass media which has been noted to have adverse influence on how students behave. For instance, the large doses of violence of television, the free pornographic literature, video nastiness and the images of crime among others have an influence on the youth. The mass media has been blamed for the decline of moral standards of students. A survey by Harsthorn (2013) revealed that the high percentage of students in American schools, both teens and young children

viewed inappropriate videos. This was blamed on the parenting patterns where parents had neglected their parenting role hence the children dependent on mass media for advice.

2.6 Theoretical Framework

This study is based on Social Learning Theory (SLT) propounded by Albert Bandura in 1966 and Ormrod (1999). The theory states that people learn from interacting with others in social contexts through the principles of Social Learning Theory namely, observation, imitation and behaviour modeling (Nabavi, 2012). According to Scott et al., (2012), Social Learning Theory suggests that a child learns behaviour from interaction with significant people in their environment particularly parents and these behaviours are maintained through modeling and reinforcement. The authors note that undesirable behaviours can be reinforced unintentionally by parents' attention to such behaviour and subsequent attempts at appeasement. Scott et al. further noted that the coercive nature of this interaction results in an increased risk of scholastic difficulties when negative spiral patterns of reinforcement involving both the parent and the child, go unchallenged. According to Anderson et al., (2003), one forms an idea of how new behaviours are performed from observing others and this new knowledge guides future behaviour depending on motivation which is influenced by whether the observed behaviour was rewarded or punished.

Bandura and Walters (1963) stated that imitation plays an important role in the acquisition of deviant as well as conforming behaviour. The authors averred that other than real models, symbolic models may be presented through oral, written instructions, pictorially or through a combination of verbal and pictorial devices provided in films, television or internet. This view is in conformity with Anderson et al., (2003) who noted that observations of real behaviour as well as symbolic observations such as television, video games and other media yield observational learning. Bandura (2006a) as cited in Nabavi (2012) identified three basic models

of observational learning namely, a live model, which involves an actual individual demonstrating or acting out a behaviour, a verbal instructional model which involves descriptions and explanations of a behaviour and a symbolic model which involves real or fictional characters displaying behaviours in books, films, television programs, or online media.

According to Nabavi (2012) the main strength of the Social Learning Theory is that the theory gives an accurate picture of the way behaviours are learned by copying others' behaviour. For instance, if the model is producing appropriate behaviour, responsible and positive, the observer will mimic that good behaviour. This shows that the theory provides positive reinforcement meaning that the action mimicked by the observer is a positive one, hence the action may be rewarded or commended by others. This implies that students can develop positive behaviour given the right environment.

The main weakness of SLT is that if the model is producing inappropriate, irresponsible and negative behaviour, the action mimicked by the observer is negative and may offend or harm others thereby leading to a form of punishment. Moreover, the theory does not take into account the actual physical and mental development changes that occur as the child matures. Social Learning Theory implies that the things we do are under constant watch by others Nabavi (2012). Therefore, parents need to be conscious of how they present themselves and their actions to their children.

This theory is applicable to this study since it allows the reader to understand how students' discipline is significantly influenced by the students personalities, school related factors and home-based factors. According to Rajasakran, Sinnappan & Raja (2014) Social learning theory offers a good theoretical fit in explaining deviant behaviour. Nabavi (2012) posits that children become more aggressive when they observe violent models. The author notes that a child who has seen domestic violence at home may develop deviant behaviour in school.

Gould and Ward (2015) support the view of Nabavi (2012) by arguing that several problems are created in homes where violence is used either as a means of discipline or where there is violence between adults. The authors note that such children are more likely to be aggressive with adults in general, with their peers and even in their own intimate relationships as they grow older; they will have learned that violence is a mechanism for resolving problems. This view is in agreement with Bandura (1977) who alludes that children learn aggressive behaviour as a result of observing their parents closely. Farrington, Coid and Murray (2009) concur by noting that children fail to learn law-abiding behaviour if their parents provide anti-social models or fail to react to their transgressions in an appropriate, consistent and contingent fashion.

According to Omanga (2016) students express what happens in the wider society where violence is idolized and rewarded. Mugera (2016) concurs by noting that through technology, parents expose students to crimes which go unpunished since the society has normalized unwanted behaviour. Lauer (2013) observed that time spent by students in viewing media violence primes aggressive thoughts and leads to aggressive behaviour as they imitate the observed behaviour. This implies that violence among students in school is associated with viewing violence on television and video games which portray a lot of rewarded violence.

2.7 Conceptual Framework

The conceptual framework for the study forms the basis for the research and provides conceptual tools to critically analyze and promote better approaches to the given variables. The conceptual framework shows the independent variables, indicators and the dependent variable. The variables were conceptualized as indicated in figure 2.1 below.

Conceptual Framework

Independent variables   **Dependent variable**
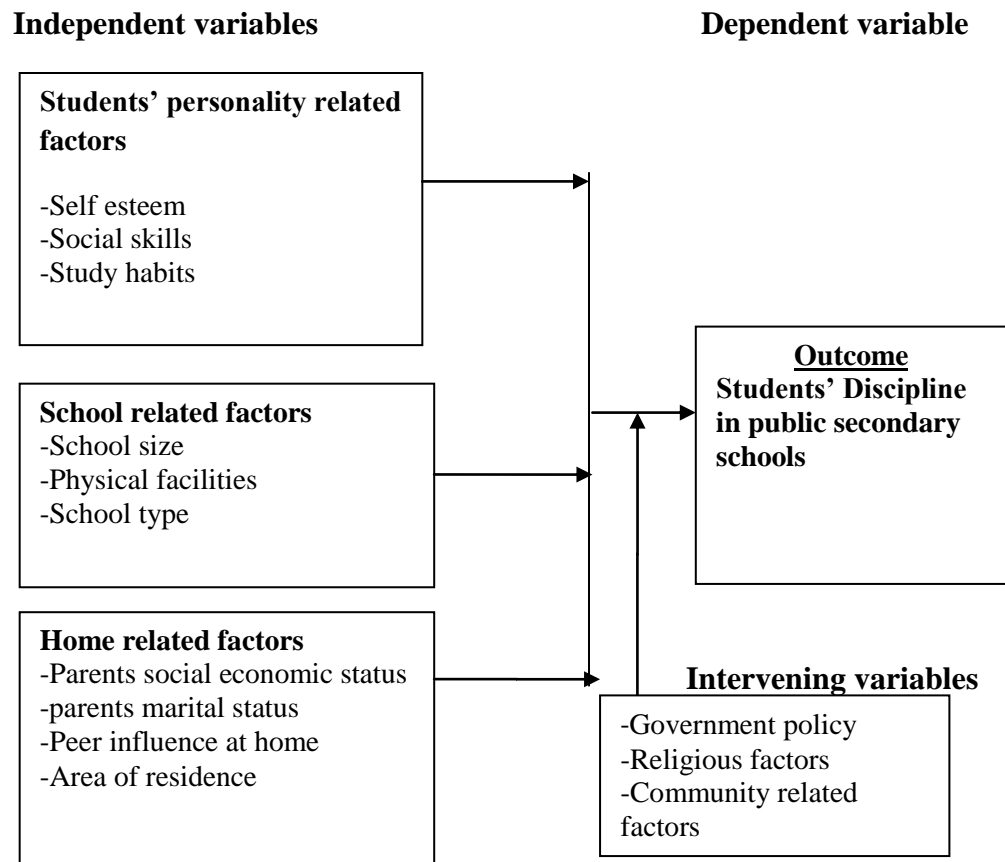
Figure 2.1: Conceptual framework

The conceptual framework shows that causes of indiscipline among students are related to student personality, school related factors, home related factors which are the independent variables. The intervening variables are the individual, family

and the school while dependent variable is discipline. Secondary school students have much greater autonomy and may make their own decisions about whether or not to attend school on any given day. Parents should encourage their children on academic matters and have direct control over their children school attendance regardless of their child's age. Schools have to balance the needs of the many students with the needs of the few so as to minimize indiscipline among students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprised of the research design, location of the study, target population, sample size and sampling procedures, research instruments, pilot study, data collection techniques, method of data analysis, ethical and logical considerations.

3.2 Research Design

This study adopted descriptive survey research design. According to Mugenda and Mugenda (2003) survey research design is useful in securing evidence concerning an existing situation or current conditions. According to Kothari (2001) research design can be regarded as an arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance with research purpose. It also identifies standards or norms with which to compare present conditions in order to plan the next step. The design is also useful in describing the characteristics of a large population, makes use of large samples, thus making the results statistically significant.

When analyzing multiple variables, many questions can be asked about a given topic giving considerable flexibility to the analysis. The design allows use of various methods of data collection like questionnaire and interview methods and it also makes use of standardized questions where reliability of the items is determined. A survey design was suitable for this study since the researcher intended to get information that describes the current status of factors influencing management of students' discipline in public secondary schools in Kitui Central sub-county, Kitui County.

3.3 Target Population

According to Mbesa (2006) population is the entire group of people, events or things of interest the researcher wishes to investigate. The target population of the study was the 31 public secondary schools found in Kitui Central Sub-county. It comprised of 31 Principals, 233 teachers and 1200 students. The total target population was therefore 1464. This target population is as per the abstract.

3.4 Sample Size and Sampling Procedures

Any statements made about the sample should also be true of the population Orodho (2005). It is however agreed that the larger the sample the smaller the sampling error Gay (1992). According to Bell (2005) a minimum number equivalent to a third of entire population for statistical analyzes provides a useful rule of thumb for each study category. Census sampling was used to select a sample of 31 principals because the sample population was small while simple random sampling was used to select 30 percent of teachers making a sample of 70 teachers Mugenda and Mugenda (2003). From the students population which was a large population, a sample of 120 students was selected using simple random sampling. This was 10 percent of the population which was sufficient according to Gay (2002).

Table 3.2: Sampling matrix

Description	Target Population	Percentage	Sample Size
Principals	31	100	31
Teachers	233	30	70
Students	1200	10	120
Total	**1464**		**221**

3.5 Research Instruments

This study used the questionnaires for data collection. The questionnaires were used for data collection because they offer considerable advantages in the administration. It presented an even stimulus potentially to large numbers of people simultaneously and provided the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. The questionnaire was divided into four sections. Section A covered demographic information, section B covered students' personality, section C covered school related factors and section D covered home background questions.

3.6 Data Collection Procedures

The researcher first obtained an introductory letter from the Board of Post Graduate Studies of South Eastern Kenya University (SEKU) which she used to get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). A copy of the permit was presented to the deputy County Commissioner and the Sub County Director of Education Kitui Central Sub-County and thereafter to the principals of the selected schools. With the school principals, the researcher booked appointments on when to administer the questionnaires. On arrival to the schools, the researcher created rapport with the respondents and administered the questionnaires. The respondents were given one week to fill in the questionnaires after which the filled-in questionnaires were collected by the researcher.

3.7 Piloting

Pilot study is a distinct preliminary investigation conducted before embarking on the main study Mugenda and Mugenda (2003). To minimize the cost of the study, a pilot study in two public secondary schools which were not included in the final study was carried out. This comprised of two principals, two teachers and two

students from a neighbouring sub county. Thus, the pilot study comprised of six respondents which is the minimum number of cases required for conducting statistical analysis as recommended by Mugenda and Mugenda (2003). The purpose of the pilot study was to enable the researcher ascertain the reliability and validity of the instruments, and to familiarize with the administration of the questionnaires therefore improve the instruments and procedures.

3.7.1 Validity of the research instruments

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results Mugenda and Mugenda (2003). Validity is the degree to which results obtained and data analyzed represent the phenomenon under investigation Orodho (2009). Content validity of the research instrument was enhanced through expert judgment Best and Kahn (2011). The researcher prepared the instrument in consultation with the research supervisors to ensure that the specific areas or objectives are covered by the instruments. A research expert helped the researcher identify areas of weakness of the instruments and made the appropriate corrections which were incorporated in the instruments to increase its validity. Instruments validity were also determined by conducting a pilot study.

3.7.2 Reliability of the Research Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. To ensure reliability, the researcher used test and retest method at an interval of three weeks. A Cronbach α (Alpha) reliability coefficient that ranges between 0 and 1 was generated to measure the reliability. Larry (2013) indicates that Cronbach

Coefficient is used to test internal consistencies of samples of a given population when research instrument with Likert type scales with multiple responses are used for data collection. For the purposes of this study, where $\alpha < 0.7$, the research instrument would have been revised. The reliability realised an alpha of 0.721 for the principals 0.82 hence was deemed reliable.

3.8 Data Analysis Techniques

The study yielded both qualitative and quantitative data. Quantitative data collected from the field was corrected, coded and cleaned to remove outliers or missing values and categorized manually according to the respondents of the instruments used. This study utilized both descriptive and inferential statistics in analyzing, interpreting and presentation of the study findings. Quantitative data was presented using frequency distribution tables showing percentages. For inferential statistics, the ANOVA was used to test the hypothesis whereas multiple regression was used to determine the contribution of each independent variable to the dependent variable. The formula was as follows; $Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3$

Where Y = Discipline, B_0 = Constant, X_1 = Student personality, X2 = School related factors, X3 = Home background factors.

Qualitative data was analyzed using content analysis based on analysis of meanings and implications emanating from respondents information and documented data. Qualitative data provided rich descriptions and explanations that demonstrated the chronological flow of events, often leading to unforeseen findings.

3.9 Ethical Considerations

Ethical measures are principles which the researcher should bind himself/herself with in conducting his/her research Schulze, (2002). Ethics in research is usually put in place to control the relationship between the researchers and participants

and between the researchers and the fields they wish to study Flick, (2006). According to Schulze participants should be given enough information pertaining to the study before data collection. In adhering to the ethical issues, the researcher sought permission from the NACOSTI before commencing the study. The researcher also made sure that participants were informed of the study. The respondents were not coerced to participate in the study. They were given the freedom to choose to participate or not in the study.

The researcher also ensured confidentiality and anonymity of the respondents' identities. This was achieved by not asking participants to write their names on the questionnaires. In this study the participants were given adequate information about the aims of the research, the procedure that would be followed, the possible advantages and disadvantages for the participants, the credibility of the researcher and the way in which the results were used. This enabled participants to make an informed decision on whether they wanted to participate in the study or not. Information obtained from participants was regarded as confidential.

CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter consists of data presentation, interpretation and discussion of research findings. The purpose of this study was to determine factors influencing management of students' discipline in public secondary school in Kitui Central Sub-county, Kitui County, Kenya. The objectives of the study were; to establish the influence of student personality on management of the students discipline in public secondary schools, to establish the influence of school related factors on management of students' discipline in public secondary schools, to determine the influence of home background factors on management of students' discipline in public secondary schools in Kitui Central sub-county, Kitui County.

4.2 Questionnaires Return Rate

According to Mugenda and Mugenda (2003), questionnaire return rate refers to the number of respondents who returned usable instruments for the study out of the total number contacted for study. The questionnaires for this study were administered on principals, teachers and students. The results of questionnaire return rate are as shown in Table 4.1.

Table 4.1: Questionnaires Return Rate

Respondents	Returned	Not Returned	Total
Principals	31(100%)	0(0%)	**31(100%)**
Teachers	70(100%)	0(0%)	**70(100%)**
Students	120(100%)	0(0%)	**120(100%)**

From table 4.1, 100 percent of the principals questionnaires were returned. All the questionnaires issued to teachers and students were returned (100 percent). The return rate became possible because the researcher personally took the questionnaires to the sampled public secondary schools in and a time limit of two weeks was given to the respondents. This was sufficient according to Mugenda and Mugenda (2003) who observed that a 50 percent response rate is adequate for analysis and reporting. A response rate of 60 percent is good and a response rate of 70 percent and over is very good. Since the response rate was more than 70 percent, it was considered very good. This would provide the required information for purposes of data analysis hence this could enhance sample representation and meaningful generalization for the response rate implies a very good representation.

4.3 Demographic Information for the Respondents

The respondents who included; principals and teachers were requested in the questionnaires to indicate their demographic characteristics which included; gender, age, highest academic qualifications and their working experience.

4.3.1 Distribution of Respondents by Gender

The information on gender distribution helped the researcher to ascertain the real representation in the study in terms of the gender. Gender is also understood as a variable that has a bearing on the way teachers handle disciplinary issues as indicated by a study by Mungai (2009) who argued that female principals were more likely to be inclusive by involving teachers and parents in managing students' discipline matters. The results on gender for principals and teachers were shown in Table 4.2.

Table 4.2: Gender Distribution of Principals and Teachers

	Principals		Teachers		Students	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	17	56.7	38	54.3	70	58.3
Female	13	43.3	32	45.7	50	41.7
Total	**30**	**100.0**	**70**	**100.0**	**120**	**100.0**

Table 4.2 shows that majority (56.6 percent) of the principals were male. This shows that most schools were headed by more male principals than female principals. The same trend was also observed among teachers where majority (54.3 percent) was male while the female one was 45.7percent. Also majority (58.3 percent) of the students interviewed were male.

4.3.2 Distribution of Respondents by Age

The age characteristic is likely to show the physical maturity rate of a principal or teacher. The respondents requested to indicate their age and the results are shown in table 4.3.

Table 4.3: Age Distribution of Principals and Teachers

	Principals		Teachers	
Age in years	**Frequency**	**Percent**	**Frequency**	**Percent**
Below 30	0	0.0	17	24.3
30 – 40	6	20.0	28	40.0
41-50	20	66.7	15	21.4
51-60	4	13.3	10	14.3
Total	**30**	**100.0**	**70**	**100.0**

Table 4.3 shows that, majority (66.7 percent) of principals were aged 41 – 50 years while majority (40 percent) of teachers was aged 30 -40 years. It was also observed that, the principals below 30 years were 0 percent. This shows that as people advance in age they are given leadership positions owing to experience gained as they advance in age. However the teachers seemed to reduce as they advance in age as most young teachers seems to be appointed as deputy principals and consequently principals.

4.3.3 Distribution of Respondents by Academic Qualifications

Academic qualification determines the professional development of a teacher. In Kenya more emphasis is on the professional qualification of teachers to appoint them to become principals. The principals and teachers were required to indicate their highest academic qualification. The results are as shown in Table 4.4 below.

Table 4.4: Academic Qualification of Principals and Teachers

	Principals		Teachers	
	Frequency	**Percent**	**Frequency**	**Percent**
Diploma	5	16.7	10	14.3
B.ED	18	60.0	45	64.3
M.ED	7	23.3	15	21.4
Ph.D	0	0.0	0	0.0
Total	**30**	**100.0**	**70**	**100**

Table 4.4 shows that majority of teachers (64.3 percent) and principals (60 percent) had bachelor's degree as their highest qualification. It was also established that the principals with masters had a higher percentage (23.3 percent) compared to the teachers (21.4 percent).

4.3.4 Distribution of Respondents by Experience

The experience of teachers is pointer to quality leadership and management including student's behaviour. This experience is usually determined by the number of years worked. The respondents were requested to indicate their experience. The results were presented in Table 4.5 below.

Table 4.5: Head Teachers and Teachers Experience

	Principals		Teachers	
	Frequency	Percent	Frequency	Percent
Less than 5 years	0	0.0	18	25.7
5 -9	6	20.0	23	32.9
10 – 15	10	33.3	20	28.6
More than 15	14	46.7	9	12.8
Total	**30**	**100.0**	**70**	**100.0**

Table 4.5 shows that majority of the principals (46.7 percent) had a working experience of more than 15 years while most (32.9 percent) of teachers had an experience of less than 5- 9 years. This shows that teachers became principals with experience while the less experienced seem to play their role as teachers. According to Khewu (2012) the work experience of school managers determines their exposure to learner disciplinary issues and their familiarity with different disciplinary approaches. The more the principals worked the more they were exposed to management challenges.

4.4 Students Personality and Management of Students' Discipline in Public Secondary Schools

The first objective for this study was to establish the influence of student personality on management for students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County. The respondents were required to indicate their opinions from the list in Table 4.6 using the key 5- Strongly Agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly Disagree

Table 4.6: Students' Personality and Discipline

	5		4		3		2		1		Total	
Student Personality Related Factors	F	%	F	%	F	%	F	%	F	%	F	%
Anxiety and fear influences student discipline in public secondary schools	60	27.3%	89	40.5%	28	12.7%	25	11.4%	18	8.2%	**220**	**100%**
Poor social skills influences student discipline in public secondary schools	57	25.9%	92	41.8%	33	15%	27	12.3%	11	5%	**220**	**100%**
Low self esteem influences student discipline in public secondary schools	60	27.3%	89	40.5%	28	12.7%	28	12.7%	18	8.2%	**220**	**100%**
Anti-social behaviour influences student discipline in public secondary schools	55	25%	94	42.7%	35	15.9%	22	10%	14	6.4%	**220**	**100%**
Poor study habits influence student discipline in public	61	27.7%	88	40%	32	14.5%	28	20.7%	11	5%	**220**	**100%**

secondary schools						
Poor habits arising from initially legitimate reasons e.g. poor health, taking care of the sick etc influences student discipline in public secondary schools	55 25%	94 42.7%	34 15.5%	21 9.5%	16 7.4%	**220 100%**
Learning difficulties influence student discipline in public secondary schools	54 24.5%	95 43.2%	34 15.5%	23 10.5%	14 6.4%	**220 100%**
Poor peer relations influence discipline among students in public secondary schools	75 34.1%	74 33.6%	28 12.7%	32 14.5%	11 5%	**220 100%**
Gender influences discipline among students in public secondary schools	70 31.8%	79 35.9%	30 13.6%	27 12.3%	14 6.4%	**220 100%**
Involvement in alcohol and drug abuse contributes to discipline among students in public secondary schools	55 25%	94 42.7%	34 15.5%	21 9.5%	16 7.3%	**220 100%**

Table 4.6 shows that, majority (43.2 percent) of the respondents agreed that learning difficulties influence student discipline in public secondary schools followed by (42.7 percent) who agreed that poor habits arising from initially legitimate reasons for example poor health, taking care of the sick etc, anti-social

behaviour influences student discipline in public secondary schools and involvement in alcohol and drug abuse contributes to discipline among students in public secondary schools influences student discipline in public secondary schools. Others agreed that; poor social skills (41.8 percent), anxiety and fear (40.5 percent), poor study habits, low self-esteem (40.5 percent) and poor study habits (40 percent), influences student discipline in public secondary schools. It was also observed that 34.1 percent of the respondents strongly agreed that, poor peer relations influence discipline among students in public secondary schools followed by 31.8 percent who strongly agreed that gender influences discipline among students in public secondary schools. Further the researcher tested hypothesis 1 below using ANOVA. This too was deemed suitable for this hypothesis because it compared means from different populations namely; principals, teachers and students.

Ho_1: There is no statistically significant difference between mean responses on student personality and discipline in secondary school in Kitui Central Sub County, Kitui County.

The results were presented in Table 4.7 below.

Table 4.7: ANOVA on Respondents Responses on Student Personality and Management of Students' Discipline in Secondary Schools

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	209.687	5	52.422	503.177	.082
Within Groups	22.399	215	.104		
Total	232.086	220			

Results in Table 4.7 shows that F (1,219) = 503.177 and the P-value = 0.082. This is more than the significant level of 0.05. On this basis, we do accept the hypothesis and conclude that, there is no significant difference between mean responses of principals, teachers and students on the influence of students' personality on discipline among secondary school students in Kitui Central Sub County, Kitui County. This shows that student personality influences management of students' discipline in school.

4.5 School Related Factors and Management of Students' Discipline in Public Secondary Schools

The second objective for this study was to establish the influence of school related factors on discipline in public secondary schools in Kitui Central Sub-county, Kitui County. The respondents were required to indicate their opinions from the list in Table 4.8 using the key 5- Strongly Agree, 4-Agree, 3- Undecided, 2- Disagree, 1- Strongly Disagree

Table 4.8: School Related Factors and Management of students' Discipline in Secondary Schools

School Related Factors	5		4		3		2		1			
	F	%	F	%	F	%	F	%	F	%	F	%
Dilapidated school building and poor facilities influences student discipline in public secondary schools	78	35.5%	71	32.5%	33	15%	23	10.5%	15	6.8%	**220**	**100%**
School size influences student discipline in public secondary schools	73	33.2%	76	34.5%	29	13.2%	25	11.4%	17	7.7%	**220**	**100%**
Movement between classes during lesson changes influences	54	24.5%	95	43.2%	32	14.5%	25	11.4%	14	6.4%	**220**	**100%**

student discipline in public secondary schools										
Classroom management influences student discipline in public secondary schools	58	26.4%	91	41.4%	29	13.2%	26	11.8%	16	7.3%	**220**	**100%**
Bullying influences student discipline in public secondary schools	52	23.7%	97	44.1%	33	15%	19	8.6%	19	8.6%	**220**	**100%**
Educator-learner relationship influences student discipline in public secondary schools	64	29.1%	85	38.6%	29	13.2%	31	14.1%	11	5%	**220**	**100%**
Teaching or instructional approach influences student discipline in public secondary schools	73	33.2%	76	34.5%	33	15%	24	10.9%	14	6.4%	**220**	**100%**
Adequate School resources influence student discipline in public secondary schools	73	33.2%	76	34.5%	29	13.2%	24	10.9%	18	8.2%	**220**	**100%**
Category of school influences student discipline in public secondary schools	70	31.8%	79	35.9%	32	14.5%	25	11.4%	14	6.4%	**220**	**100%**

From Table 4.8, it can be observed that majority (44.1 percent) of the respondents agreed with the statements that bullying influences student discipline in public secondary schools followed by movement between classes during lesson changes influences student discipline in public secondary schools with 43.2 percent and Classroom management influences student discipline in public secondary schools (41.4 percent). Other school related factors agreed by the respondents includes; Educator-learner relationship influences student discipline in public secondary

schools (38.6 percent), Category of school influences student discipline in public secondary schools (35.9 percent) and School size influences student discipline in public secondary schools (34.5 percent). It was however revealed that some of the respondents strongly agreed with the statements that; dilapidated school building and poor facilities influences student discipline in public secondary schools (35.5 percent), Teaching or instructional approach influences student discipline in public secondary schools (33.2 percent) and Adequate School resources influence student discipline in public secondary schools (33.2 percent)

Further the researcher tested hypothesis 1 below using ANOVA. This too was deemed suitable for this hypothesis because it compared means from different populations namely; principals, teachers and students.

Ho$_2$: There is no statistically significant difference in mean responses on school related factors and management of students' discipline among secondary school students in Kitui Central Sub County, Kitui County.

Table 4.9: ANOVA on responses on school related factors and Management of students' discipline

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	319.192	5	79.798	166.899	.0771
Within Groups	9.190	215	.043		
Total	328.382	220			

Results in Table 4.9 shows that F(1,219) = 166.899 and the P-value = 0.0771. This is more than the significant level of 0.05. On this basis, we do accept the hypothesis and conclude that, there is no significant difference between mean responses of principals, teachers and students on the influence of school related factors on discipline among secondary school students in Kitui Central Sub County, Kitui County. This shows that school related factors influence management of students' discipline in public secondary school.

4.6 Home Based Factors and Management of students' Discipline in Public Secondary Schools

The third objective for this study was to establish the influence of home based on discipline in public secondary schools in Kitui Central Sub-county, Kitui County. The respondents were required to indicate their opinions from the list in Table 4.10 using the key 5- Strongly Agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly Disagree.

Table 4.10: Home Based Factors and management of Students' Discipline in Secondary Schools

Home Related Factors	5	4	3	2	1	
	f %	f %	f %	f %	f %	f %
Social economic status of parents influences student discipline in public secondary schools	55 25%	94 42.7%	34 15.5%	21 9.5%	16 7.3%	**220 100%**
Marital status of parents influences student discipline in public secondary schools	73 33.2%	76 34.5%	29 13.2%	24 10.9%	18 8.2%	**220 100%**
Poor involvement and supervision influences student discipline in	46 20.9%	103 46.8%	47 21.4%	20 9.1	4 1.8	**220 100%**

public secondary schools						
Peer influence influences student discipline in public secondary schools	82 37.3%	67 37.3%	43 19.5%	26 11.8%	2 0.9%	**220 100%**
Violence and drug abuse influences student discipline in public secondary schools	71 32.3%	78 35.5%	46 20.9%	17 7.7%	8 3.6%	**220 100%**
Parents level of education influences discipline in secondary school	79 35.9%	70 31.8%	43 19.5%	23 10.5%	5 2.3%	**220 100%**
Lack of basic needs influences discipline in public secondary schools	72 32.7%	77 35%	47 21.4%	9 4.4%	15 6.8%	**220 100%**
Area of residence influences discipline among students in public secondary schools.	78 35.5%	71 32.3%	33 15.0%	19 8.6%	19 8.6%	**220 100%**
Status of the home (temporary, permanent or homeless) influence discipline among students in public secondary schools	71 32.3%	78 35.5%	28 12.7%	27 12.3%	16 7.3%	**220 100%**

Table 4.10 revealed that majority (46.8 percent) of the respondents agreed with the statement that Poor involvement and supervision influences student discipline in public secondary schools as well as 42.7 percent who agreed that social economic status of parents influences student discipline in public secondary schools. Other statements who were agreed to are; Status of the home (temporary, permanent or homeless (35.5 percent), Violence and drug abuse (35 percent) and Marital status of parents influences student discipline in public secondary schools (34.5 percent).   At the same time 37.3 percent and 35.7 percent strongly agreed

that peer pressure and parents academic level respectively influence student discipline in public secondary schools.

Ho$_3$: There is no statistically significance difference between mean responses on the influence of home background on discipline among secondary school students in Kitui Central Sub County, Kitui County.

The results were presented in Table 4.11.

Table 4.11: ANOVA on Respondents' Responses on Influence of Home Background on management of Students' Discipline

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	217.627	5	54.407	808.990	.065
Within Groups	14.459	215	.067		
Total	232.086	220			

Results in Table 4.11 shows that F (1,219) = 808.990 and the P-value = 0.065. This is more than the significant level of 0.05. On this basis, we do accept the hypothesis and conclude that, there is no significant difference between mean responses of principals, teachers and students on the influence of home background on discipline among secondary school students in Kitui Central Sub County, Kitui County. This shows that the home background of the students influences their discipline in school

CHAPTER FIVE

DISCUSSION AND INTERPRETATION OF RESEARCH FINDINGS

5.1 Introduction

This chapter presents discussion and interpretation of research findings.

5.2 Summary of the Findings

This study investigated the factors influencing management of students' discipline in public secondary school in Kitui Central Sub-county, Kitui County, Kenya.

5.3 Findings of the study

The study resulted to the following findings based on the three objectives of the study

5.3.1 To establish the influence of student personality on management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County.

The first objective for this study was to establish the influence of student personality on management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County. Findings revealed that majority (43.2 percent) of the respondents agreed that learning difficulties influence student discipline in public secondary schools followed by (42.7 percent) who agreed that poor habits arising from initially legitimate reasons for example poor health and taking care of the sick. Anti-social behaviour influences student discipline in public secondary schools and involvement in alcohol and drug abuse contributes to indiscipline among students in public secondary schools.

Others agreed that; poor social skills (41.8 percent), anxiety and fear (40.5 percent), poor study habits, low self-esteem (40.5 percent) and poor study habits (40 percent), influence student discipline in public secondary schools. It was also observed that 34.1 percent of the respondents strongly agreed that, poor peer

relations influence discipline among students in public secondary schools followed by 31.8 percent who strongly agreed that gender influences discipline among students in public secondary schools.

The above results agree with Kibera and Kimokat (2007) who asserted that students in school belong to peer groups which exert great influence on their activities, interests, discipline and academic success. This is because during adolescence stage, secondary school students are challenged with demand for personal needs and social pressures. This forces them to identify with a peer group.

In testing the hypothesis that there is no statistically significant difference between mean responses on student personality and management of students' discipline in secondary school in Kitui Central Sub County, Kitui County, It was revealed that F (1,219) = 503.177 and the P-value = 0.082. This is more than the significant level of 0.05. On this basis, we do accept the hypothesis and conclude that, there is no significant difference between mean responses of principals, teachers and students on the influence of students' personality on management of students' discipline in Kitui Central Sub County, Kitui County. This shows that the students' personality influences management of their discipline in school.

5.3.2 To establish the influence of school related factors on management of student discipline in public secondary schools in Kitui Central sub-county, Kitui County.

The second objective of this study was to establish the influence of school related factors on management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County. Findings revealed that that majority (44.1 percent) of the respondents agreed with the statements that bullying influences student discipline in public secondary schools followed by movement between classes during lesson changes 43.2%. This was followed by Classroom management at 41.4%. Other school related factors agreed by the respondents

include; Educator-learner relationship at 38.6%, Category of school at 35.9% and School size at 34.5%. It was however revealed that some of the respondents strongly agreed with the statements that; dilapidated school building and poor facilities influence student discipline in public secondary schools (35.5 percent), Teaching or instructional approach as well influences student discipline in public secondary schools (33.2 percent) and Adequate School resources influence student discipline in public secondary schools (33.2 percent)

The above findings are consistent with Otieno (2012) who argued that the head teacher is the overall organizer, co-ordinator and supervisor of all the activities in the school and being responsible for improving and maintaining high training of students in terms of discipline and learning standards. Otieno (2012) further argued that discipline in school is a system of guiding the students to make measurable decisions. At the classroom level it means the control of a class to achieve desirable behaviours. Thus good management of discipline saves substantial resources and time for stakeholders. Therefore there is a general consensus that the class and subject teachers are bestowed with the responsibility of maintaining proper discipline in classes and the whole school in general and instill the appropriate moral values to the learners.

Munyasia (2008) asserts that the larger the school, the more complex the task to be accomplished, and the more complex the task of maintaining the students' discipline. This is collaborated by Stockard and Mayberry (2012) who argued that behaviour problems are so much greater in large schools that any possible virtue of larger size is cancelled out by the difficulties of maintaining an orderly learning environment. Stockard and Mayberry (2012) claim that staff and students generally have a strong sense of personal efficacy in small schools and units.

The study also agrees with Hargraves (2011) who argued that school socialization can affect student discipline in regard to the nature of school curriculum. It is of the opinion that unsuitable and unfavorable curriculum can adversely affect student behaviour. Hargraves (2011) notes that falling behind class work can be

one of the initial reasons why some students first prefer to miss school or show disruptive symptoms. If the curriculum is irrelevant, too academic, too demanding, it will adversely affect them.

In testing of the hypothesis that there is no statistically significant difference in mean responses on school related factors and management of students' discipline in secondary school in Kitui Central Sub County, Kitui County, results showed that $F(1,219) = 166.899$ and the P-value $= 0.0771$. This is more than the significant level of 0.05. On this basis, we do accept the hypothesis and conclude that, there is no significant difference between mean responses of principals, teachers and students on the influence of school related factors on management of students' discipline in Kitui Central Sub County, Kitui County. This shows that school related factors influence students' discipline in school.

5.3.3 To determine the influence of home background on management of students' discipline in public secondary schools in Kitui Central sub-county, Kitui County.

The third objective of this study was to establish the influence of home based on management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County. Findings revealed that majority (46.8 percent) of the respondents agreed with the statement that Poor involvement and supervision influence student discipline in public secondary schools as well as 42.7 percent who agreed that social economic status of parents influence student discipline. Other statements agreed to include; Status of the home (temporary, permanent or homeless (35.5 percent), Violence and drug abuse (35 percent) and Marital status of parents influence student discipline in public secondary schools (34.5 percent). At the same time 37.3 percent and 35.7 percent strongly agreed that peer pressure and parents academic level respectively influence student discipline in public secondary schools.

These results agree with Mortimore (2013) who argued that where a student's home life was in any way unsettled, for example if parents were divorced, were unemployed, were poor and lived in poor housing environment, the students activities in school were likely to be affected and could have negative consequences on his or her behaviour. The researchers point out that parental stress picked up by the children may make concentration difficult in school thus affecting their behaviour there as well. The study also agrees with Sammons (2010) who argued that students from highly stressful families with frequent tensions in relationship between members, tend to show behaviour problems in school.

A test of the hypothesis that there is no statistically significant difference between mean responses on the influence of home background on management of students' discipline in secondary schools in Kitui Central Sub County, Kitui County revealed that that $F_{(1,219)} = 808.990$ and the P-value = 0.065. This is more than the significant level of 0.05. On this basis, we do accept the hypothesis and conclude that, there is no significant difference between mean responses of principals, teachers and students on the influence of home background on management of students' discipline in secondary school in Kitui Central Sub County, Kitui County. This shows that the home background of the students influence management of students' discipline in school.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion, recommendations and suggestion for further research.

6.2 Conclusions of the Study

Based on the findings of this study, the researcher made some conclusions. The study concluded that, the students' personality which includes; learning difficulties, poor habits arising from initially legitimate reasons, anxiety and involvement in alcohol and drug abuse contributes to discipline among students in public secondary schools. This means that those learners with learning difficulties were mostly associated with poor habits which affected their learning. This is because when students are involved in things like alcohol and drug abuse they will not think normally and therefore they end up being indisciplined. They also have to break the school rules as they sneak out of school to look for the drugs to satisfy their habits.

The study also concluded that school related factors which includes; peer pressure, bullying, movement between classes during lesson changes, classroom and School size influences students discipline in secondary school. This is because when students tend to do what their peers want them to do rather than what their teachers require of them, they tend to be indisciplined so as to fit in their peer groups irrespective of what school rules say. Also when students are bullied at form one, they tend to do the same when they move to higher classes and this cycle leads to indiscipline.

The study finally concluded that the home background factors which includes; poor involvement and supervision of students, social economic status of parents,

status of the home (temporary, permanent or homeless, Violence and drug abuse influence students discipline in public secondary schools. This is because when parents do not provide enough learning materials for their children, they end up stealing from the others which is indiscipline. Also parents who take drugs and alcohol tend to influence their children and they end up imitating them.

6.3 Recommendations of the Study

The study recommended in the first research objective that was to establish the influence of student personality on management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County, that, the school administration should strengthen the guidance and counseling department so that students' personality problems like self-esteem, anxiety and drugs and substances abuse can be addressed that would reduce cases of indiscipline. On the second research objective that was to establish the influence of school related factors on management of students' discipline in public secondary schools in Kitui Central sub-county, Kitui County the study recommended that the school principals should also sensitize parents to be more involved with their children discipline issues and do follow up on their behaviour while at home. This would help the school to reduce indiscipline as the parents would be assisting teachers on discipline management when the students are at home. On the third research objective that was to determine the influence of home background on management of students' discipline in public secondary schools in Kitui Central sub-county, Kitui County, the study recommended that parents should not expose their children to drugs and substances at home. This is because when they are exposed it becomes easy for them to access the same leading to indiscipline.

6.4 Suggestions for Further Research

This study investigated the factors influencing management of students' discipline in public secondary schools. The following were the suggestions for further research.

A study should be carried on community factors influencing students' discipline in public secondary schools.

Another study can also be done on the influence of principals' management styles on students' discipline.

A study can also be done on influence of guidance and counseling department on students' discipline.

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APPENDICES
APPENDIX I: LETTER OF INTRODUCTION

Grace W. Kangovio

Department of Educational

Administration and Planning,

South Eastern Kenya University

The Principal,

_____ Secondary school

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a Postgraduate student at the South Eastern Kenya University pursuing a Masters Degree in Corporate Governance in Education. As part of the requirements for the award of this degree I am conducting a study on **Factors influencing student discipline in public secondary schools in Kitui Central Sub-County, Kitui County, Kenya.** You have been randomly selected together with others in the Sub-county to participate in this study. I request you to be free and respond to the questionnaire items honestly. Your responses will only be used for academic purpose and confidentiality will be upheld to ensure your privacy. I kindly request you to co-operate in this exercise.

Thank you in advance,

Yours faithfully,

Signature_____

Grace W. Kangovio

APPENDIX II: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is aimed at collecting information on factors influencing management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya. The information you give will be of great benefit to the researcher in accomplishing his/her academic goal. Please respond to the items honestly. The information you give will be treated confidentially and used only for the purpose of the study. Do not write your name or the name of your school anywhere in the questionnaire. Respond to each item and give the appropriate response. Note that there is no right or wrong answer.

Section A: Demographic Data

1. Gender:　　　(a) Male [ ]　　(b) Female [ ]

2. Age (in years)

    (a) Below 19　　[ ]　　(b) 20 – 29　　[ ]　　　　　(e) 40 – 49 [ ]

    (c) 30 – 39　　　[ ]　　(d) 50 and above　　[ ]

3. How long have you been teaching in this school?
    (a) 0– 5 years [ ]　　　　　(c) 11 – 16 years [ ]
    (b) 6-10 years [ ]　　　　　(d) Over 16 years [ ]

4. What is your academic qualifications?

    (a) Diploma in Education [ ]　(b) B.Ed [ ]　　(c) M.Ed [ ]　　(d) PhD [ ]

    Others, specify ....

5. How long have you been in this school as a head?

    (a) 1- 3 yrs [ ]　(b) 4-8 yrs [ ]　(c) 9-12 yrs [ ]　　(d) Above 12 yrs. [ ]

6. How many teachers are in your school?

    (a) Male ……………….. (b) Female ………………..

7. What is the category of your school?

    (a) National [ ]   (b) County [ ]   (c) Sub-County [ ]

8. How many students does your school have?

    (a) 50 – 100 [ ]   (b) 101 – 200 [ ]

    (c) 201 – 300 [ ]   (d) Above 300 [ ]

Section B: Student Personality Factors Related to Discipline

1. Listed below are some of the possible student personality factors related to management of students' discipline among students in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has influenced discipline in your school. (Please tick as appropriate).

    Key: 5- Strongly Agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly Disagree

Student Personality Related Factors	5	4	3	2	1
Anxiety and fear influences student discipline in public secondary schools					
Poor social skills influences student discipline in public secondary schools					
Low self esteem influences student discipline in public secondary schools					
Anti-social behaviour influences student discipline in public secondary schools					
Poor study habits influence student discipline in public					

secondary schools					
Poor habits arising from initially legitimate reasons e.g. poor health, taking care of the sick etc influences student discipline in public secondary schools					
Learning difficulties influence student discipline in public secondary schools					
Poor peer relations influence discipline among students in public secondary schools					
Gender influences discipline among students in public secondary schools					
Involvement in alcohol and drug abuse contributes to discipline among students in public secondary schools					

Section C: School Factors Related to Discipline

2. Listed below are some of the possible school factors related to management of students' discipline in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has influenced discipline in your school. (Please tick as appropriate).

Key: 5- Strongly Agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly Disagree

School Related Factors	5	4	3	2	1
Dilapidated school building and poor facilities influences student discipline in public secondary schools					
School size influences student discipline in public secondary schools					
Movement between classes during lesson					

changes influences student discipline in public secondary schools					
Classroom management influences student discipline in public secondary schools					
Bullying influences student discipline in public secondary schools					
Educator-learner relationship influences student discipline in public secondary schools					
Teaching or instructional approach influences student discipline in public secondary schools					
Adequate School resources influence student discipline in public secondary schools					
Category of school influences student discipline in public secondary schools					

Section D: Home Factors Related to Discipline

3. Listed below are some of the possible home factors related to management of students' discipline among students in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has influenced discipline in your school. (Please tick as appropriate).

Key: 5- Strongly Agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly Disagree

Home Related Factors	5	4	3	2	1
Social economic status of parents influences student discipline in public secondary schools					
Marital status of parents influences student discipline in public secondary schools					
Poor involvement and supervision influences student discipline in public secondary schools					
Peer influence influences student discipline in public secondary schools					
Violence and drug abuse influences student discipline in public secondary schools					
Parents level of education influences discipline in secondary school					
Lack of basic needs influences discipline in public secondary schools					
Area of residence influences discipline among students in public secondary schools.					
Status of the home (temporary, permanent or homeless) influence discipline among students in public secondary schools					

Section E: Measures of the Dependent Variable

The following are the key measures of discipline among students in public secondary school. Indicate the extent to which each factor influences discipline.

Key: 5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree

	5	4	3	2	1
Student related factors influence discipline					
School related factors influence discipline					
Home related factors influence discipline					

Thank you

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS

Dear Respondent,

This questionnaire is aimed at collecting information on factors influencing management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya. The information you give will be of great benefit to the researcher in accomplishing his/her academic goal. You are urged to respond to the items honestly. The information that you give will be treated confidentially and used only for the purpose of the study. Please, do not write your name or the name of your school anywhere in the questionnaire. Respond to each item and give the appropriate response. Note that there is no right or wrong answer.

Section A: Demographic Data

1. Gender: (a) Male [ ]   (b) Female [ ]

2. Age (in years)

   (a)Below 19   [ ]   (b) 20 - 29   [ ]   (d) 40 - 49 [ ]

   (c) 30 - 39 [ ]   (e) 50 and above   [ ]

3. How long have you been teaching in this school?

   (a) 0 – 5 years [ ]   (b) 6 – 10 years [ ] (c)11-15 years [ ] (d) Over 16 years [ ]

4. What is your professional qualification?

   (a) Diploma in Education [ ]   (b) B.Ed [ ]   (c) M.Ed [ ]   (d) PhD [ ]

5. How long have you been in this school as a teachers?

   (a)1- 3 yrs [ ]   (b) 4-8 yrs [ ]   (c) 9-12 yrs [ ]   (d)Above 12 yrs. [ ]

6. What is the category of your school?

    (a) National [ ]   (b) County [ ]   (c) Sub-County [ ]

7. What is the total number of students in your school?

    (a) 50 – 100 [ ]   (b) 101 – 200 [ ]

    (c) 201 – 300 [ ]   (d) Above 300 [ ]

Section B: Student Personality Factors related to Discipline

Listed below are some of the possible student personality factors related to management of students' discipline in public secondary schools. Please indicate the extent to which you agree/disagree on how each of the factors has influenced discipline in your school. (Please tick as appropriate).

Key: 5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree

Student Personality Related Factors	5	4	3	2	1
Anxiety and fear influence student discipline in public secondary schools					
Poor social skills influence student discipline in public secondary schools					
Low self esteem influence student discipline in public secondary schools					
Anti-social behaviour influence student discipline in public secondary schools					
Learning problems influence student discipline in public secondary schools					
Poor habits arising from initially legitimate reasons e.g. poor health, taking care of the sick etc influence student					

discipline in public secondary schools					
Poor peer relations influence discipline among students in public secondary schools					
Gender influence discipline among students in public secondary schools					
Involvement in alcohol and drug abuse contributes to discipline among students in public secondary schools					

Section C: School Factors related to Discipline

Listed below are some of the possible school factors related to management of students' discipline in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has influenced discipline in your school. (Please tick as appropriate).

Key: 5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree

School Related Factors	5	4	3	2	1
Dilapidated school building and poor facilities influence student discipline in public secondary schools					
School size influence student discipline in public secondary schools					
Movement between classes during lesson changes influence student discipline in public secondary schools					
Classroom management influences student discipline in public secondary schools					

Bullying influences student discipline in public secondary schools					
Educator-learner relationship influence student discipline in public secondary schools					
Teaching or instructional approach influence student discipline in public secondary schools					
Adequate School resources influence student discipline in public secondary schools					
Category of school influence student discipline in public secondary schools					

Section D: Home factors related to discipline

Listed below are some of the possible home factors related to management of students' discipline in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has influenced discipline in your school. (Please tick as appropriate).

Key: **5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree**

Home Related Factors	5	4	3	2	1
Social economic status of parents influence student discipline in public secondary schools					
Marital status of parents influence student discipline in public secondary schools					
Poor involvement and supervision influences					

student discipline in public secondary schools					
Peer influence influences student discipline in public secondary schools					
Violence and drug abuse influence student discipline in public secondary schools					
Parents level of education influence discipline in public secondary school					
Lack of basic needs influence discipline in public secondary schools					
Area of residence influence discipline among students in public secondary schools.					
Status of the home (temporary, permanent or homeless) influence discipline among students in public secondary schools					

Section E: Measures of the Dependent Variable

The following are the key measures of managing discipline among secondary school students. Indicate the extent to which each factor influences discipline.

Key: 5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree

	5	4	3	2	1
Student related factors influence management of student discipline					
School related factors influence management of student discipline					
Home related factors influence management of student discipline					

Thank you

APPENDIX IV: QUESTIONNAIRE FOR STUDENTS

This questionnaire is aimed at collecting information on factors influencing management of students' discipline in public secondary schools in Kitui Central Sub-county, Kitui County, Kenya. The information you give will be of great benefit to the researcher in accomplishing his/her academic goal. You are urged to respond to the items honestly. The information will also be treated confidentially and used only for the purpose of the study. Do not write your name or the name of your school anywhere in the questionnaire. Respond to each item and give the appropriate response. Note that there is no right or wrong answer.

Section A: Demographic Data

1. Gender: (a) Male [ ]   (b) Female [ ]

    Indicate your form: (a) F1 [ ]   (b) F2 [ ]   (c) F3 [ ]   (d) F4 [ ]

2. What is the category of your school?

    (a) National [ ]   (b) County [ ]   (c) Sub-County [ ]

3. How many times were you punished last term?

    (a) Nil [ ]   (b) Once 5 [ ]   (c) Twice [ ]   (d) Many times [ ]

4. Do you have students in your class who do are punished regularly?

    (a) Yes [ ]   (b) No [ ]

    If yes, state the reason? ....

5. Were there students sent home last term because of discipline related issues?

    (a) Yes [ ]   (b) No [ ]

6. Is there a functional guidance and counselling department in your school?

    (a) Yes [ ]   (b) No [ ]

7. Does your school have a functional discipline committee?

   (a) Yes [ ]   (b) No [ ]

Section B: Student personality factors related to discipline

Listed below are some of the possible student personality factors related to management of students' discipline in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has influenced discipline in your school. (Please tick as appropriate).

Key: 5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree

Student personality related factors	5	4	3	2	1
Anxiety and fear influence student discipline in public secondary schools					
Poor social skills influence student discipline in public secondary schools					
Low self esteem influences student discipline in public secondary schools					
Anti-social behaviour influence student discipline in public secondary schools					
Poor study habits influence student discipline in public secondary schools					
Learning difficulties influence student discipline in public secondary schools					
Poor habits arising from initially legitimate reasons e.g. poor health, taking care of the sick etc influences student discipline in public secondary schools					

	5	4	3	2	1
Poor peer relations influence discipline among students in public secondary schools					
Gender influences discipline among students in public secondary schools					
Involvement in alcohol and drug abuse contributes to indiscipline among students in public secondary schools					

Section C: School factors related to discipline

Listed below are some of the possible school factors related to management of students' discipline in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has influenced discipline in your school. (Please tick as appropriate).

Key: 5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree

School related factors	5	4	3	2	1
Dilapidated school building and poor facilities influences student discipline in public secondary schools					
School size influences student discipline in public secondary schools					
Movement between classes during lesson changes influence student discipline in public secondary schools					
Classroom management influence student discipline in public secondary schools					

Bullying influences student discipline in public secondary schools					
Educator-learner relationship influence student discipline in public secondary schools					
Teaching or instructional approach influence student discipline in public secondary schools					
Adequate School resources influence student discipline in public secondary schools					
Category of school influence student discipline in public secondary schools					

Section D: Home factors related to discipline

Listed below are some of the possible home related factors influencing management of students' discipline in public secondary schools. Please indicate the extent to which you agree/disagree that each of the factors has caused discipline in your school. (Please tick as appropriate).

Key: **5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree**

Home related factors	5	4	3	2	1
Social economic status of parents influence student discipline in public secondary schools					
Marital status of parents influence student discipline in public secondary schools					
Poor involvement and supervision influence student discipline in public secondary schools					

Peer pressure influence student discipline in public secondary schools					
Violence and drug abuse influence student discipline in public secondary schools					
Area of residence influence discipline among students in public secondary schools.					
Status of the home (temporary, permanent or homeless) influence discipline among students in public secondary schools					

SECTION E: MEASURES OF THE DEPENDENT VARIABLE

The following are the key measures of discipline among secondary school students. Indicate the extent to which each factor influences discipline.
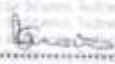
**Key: 5- Strongly agree, 4-Agree, 3- Undecided, 2-Disagree, 1- Strongly disagree**

	5	4	3	2	1
Student related factors influence discipline					
School related factors influence discipline					
Home related factors influence discipline					

Thank you

APPENDIX V: NACOSTI PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 4415

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. GRACE WANDIRI KANGOVIO
of SOUTH EASTERN KENYA UNIVERSITY, 1435-90200 kitui, has been permitted to conduct research in *Kitui* County

on the topic: **FACTORS INFLUENCING STUDENTS TRUANCY IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA**

for the period ending:
30th April, 2015

Permit No : NACOSTI/P/15/0506/4952
Date Of Issue : 13th March, 2015
Fee Recieved : Ksh 1000

....
Applicant's Signature

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

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