

**EFFECTIVENESS OF PRINCIPALS' APPROACHES ON
MANAGEMENT OF STUDENTS' DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA**

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DECLARATION

This thesis is my original work and has not been presented to any university or any other institution of higher learning for Examination.

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DEDICATION

To my late parents; Mr. Edward Odero Ochuonyo and Mrs. Loyce Anyango Odero.

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ABSTRACT

Globally, school heads use various approaches to manage students discipline in institutions. These could include preventive, corrective and positive behaviour reinforcement approaches. Legally principals have responsibility in managing students' discipline, yet little has been done to assess effectiveness of disciplinary approaches on management of students' discipline. Therefore, the purpose of this study was to assess the effectiveness of school principals' approaches on management of students' discipline in public secondary schools in Migori County, Kenya. The objectives of the study were to; investigate effectiveness of preventive approach on students discipline; establish effectiveness of corrective approach on students' discipline; determine effectiveness of positive behaviour reinforcement on students discipline and establish factors influencing effectiveness of school principal' approaches on students discipline in public secondary schools in Migori County. This study was informed by Operant and Erickson's theories. The study adopted a cross-sectional survey design with a population consisting of 271 principals, 271 deputy principals, 271 student leaders, 1759 teachers and 10 Sub-county Directors of Education (SCD). 30% was used to select 74 principals, 74 deputy principals, 74 student leaders, 8 SCDs and 317 teachers from Krejcie and Morgan table; a total of 547 respondents. Data was collected using 2 questionnaires; one for Administrators, and the other for teachers while an Interview guide to gather information from SCDs and FGD guide from student leaders. Piloting, involving 10% from each category of the respondents, was done to determine reliability and validity of the research tools. Test-retest method was used to establish reliability by employing Pearson's r with a reliability threshold of .70 and above. Face and content validity was determined by experts in Educational Management and Policy and determination of CVI at .85. Quantitative data was analysed using frequency counts, percentages, means, standard deviation and T-test while qualitative data was coded, transcribed and organized thematically. Research ethics were observed during both data collection and reporting of findings. The study established that; the preventive approach on management of student discipline was effective (mean =3.37); corrective approach was also effective (Mean = 2.90) while positive behavior reinforcement was very effective (mean = 3.51). Factors influencing effectiveness of disciplinary approaches was influential mean rating of 3.35. All variables were found to be effective and have a statistically significant relationship between disciplinary approaches and management of student discipline shown. Findings are important to educational administrators, policy makers and planners in understanding how preventive, corrective and positive behavior reinforcement approaches are effective on management of students' discipline. The study recommends that there should be guidelines for training peer counselors, integrating withdrawal of privileges to be part of rules and regulations, there should be a vote head for the BOM to reward and give certificates to students with outstanding positive behavior also to develop a working collaboration between parents and teachers for effective management of students' discipline.

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ABBREVIATIONS AND ACROYMNS

| | |
|----------------|---|
| BOM | Board of management |
| CDF | Constituency Development Fund |
| CRC | Convention on Rights of a Child |
| FGD | Focus Group Discussion |
| HIV | Human Immunodeficiency Virus |
| ICCPR | International Convention on Civil and Political Rights |
| KEMI | Kenya Education Management Institute |
| KCSE | Kenya Certificate of Secondary Education |
| KNEC | Kenya National Examinations Council |
| MOE | Ministry of Education |
| NACOSTI | National Commission of Science and Technology and Innovation. |
| PATH | Programme for Appropriate Technology |
| QDA | Qualitative data analysis |
| SCDE | Sub County Director Of Education |
| SPSS | Statistical Package for Social Sciences |
| SRO | Security Resource Officer |
| TSC | Teachers Service Commission |
| UDHR | Universal Declaration of Human Rights |
| UNESCO | United Nations Educational Scientific and Cultural Organization |

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CHAPTER ONE: INTRODUCTION

1.1. Background to the Study

Management of discipline in schools is considered an essential element in educational practice (Griffith, 2014). Discipline management has benefits which are both personal to the student and also bring wider societal benefits. Students' benefits include various aspects of personal development, such as increased wellbeing and resilience (Carr, 2017), personal development, personal fulfillment persistence and enhanced academic performance (Maguire et al., 2010), among others.

The importance of discipline management in schools has gained prominence in the wake of increases in various forms of indiscipline among learners (Mendels, 2012). Available literature shows a sharp increase in incidences of indiscipline in schools globally, as manifested through destruction of school property, drug abuse, sexual relations, stealing, lateness, and truancy, violence, and gang affiliations, among others. Even though the rise in cases of indiscipline in schools appears to be global, Africa bears the brunt of school indiscipline, as reported by Kelley & Peterson (2017). The rapid increase in cases of indiscipline in schools in Africa is attributed to various factors, including the influence of the information and electronic revolution, Blomberge (2012). The apparent emergence of more permissive parenting and large scale banning of corporal punishment and adoption of alternative forms of punishment, which is seen as time consuming and ineffective, with learners and teachers facing compliance challenges (Alawo, 2011).

In view of the aforementioned, there is general consensus on the need to re-examine the current thinking on school discipline management (Kelley & Peterson, 2017;

Maguire, Ball & Braun, 2010;). An analysis of available literature reveals three broad paradigms to discipline management in schools - preventive; corrective and positive reinforcement approaches. The preventive approach includes a combination of many techniques that seek to control indiscipline before it occurs. Proponents of the preventive approach to school discipline management, such as Blomberge (2012), Dufresne et al. (2010), argue that preventive techniques can save substantial resources and time for both teachers and learners, and create a safe and supportive school environment that accords children an opportunity to learn and grow holistically.

Typically, the responsibility of managing learners discipline falls with school heads, who may delegate the function to a designate teacher . Management of students' discipline often requires rigorous training, as well as proper planning, organizing, leading, controlling and organization of resources. Discipline management molds, corrects, strengthens or perfects behavior and it is achieved when sound leadership is applied using positive motivation (McArdle 2011). Discipline management has also been linked to sound management practices (Griffith, 2014; Mendels, 2012).

In Finland, a study carried out by Witzel (2003) indicates that detention as an approach to discipline management was used by 30.5% of the teachers. This approach was almost two times more frequently used among subject teachers who taught mainly grades 7–9 than classroom teachers who taught grades 1–6. Male teachers used it more frequently than female teachers, but this was dependent on the teacher category. Among subject teachers, no difference between genders was observed in the use of detention. The work of Bernstein (2013) confirmed that acceptability of physical punishment of children has dropped dramatically among Finnish adults from 47% in 1981 to 15% in 2014.

In South Africa, studies by Shava and Tlou (2018); Rossouw (2003) shows a wide variety of learner misconduct which influence discipline in South African public schools, and there are numerous ways in which educators, principals and governing bodies attempt to cope with these. A number of coping strategies and proactive, successful methods have been identified to ensure a positive disciplinary climate, resulting in an enhanced culture of learning and teaching. There is a vast range in the levels of orderly behavior in South African schools, ranging from those schools where the principal and staff are totally in control, to those where disruptive learner behavior causes completely dysfunctional schools. According to Manamela (2015) the management of parental involvement in the secondary schools was still a challenge in South Africa. Parental involvement was ineffectively managed at school level due to unclear policies on parental involvement. None of the schools included in the study had an official policy on parental involvement. While the work of Shava and Tlou (2018) used Snowball sampling techniques, the current study used simple random sampling to fill the research gap.

The Tanzanian way of discipline has been worth noting. According to Nyagiati and Yambo (2018); Kambuga, Manyengo and Mbalamula (2018) who carried out a studies on examination of teachers' attitude towards open performance appraisal and corporal punishment as a means of curbing disciplinary problems in schools respectively in Tanzania established that despite the negative consequences associated with corporal punishment, it is commonly used in secondary schools in Tanzania. This study explicitly concludes that corporal punishment has impacts in several ways including: fear, physical harm, psychological impact, dropout/absenteeism and hatred towards teachers who use corporal punishment in schools. In addition to that, the studies concluded that some

students even quit schools for fear of corporal punishment. While Kambuga et al. (2018) dealt with corporal punishment as a means of curbing disciplinary problems in schools, the current study, therefore, dealt with effectiveness of school principals' disciplinary approaches to fill the research gap.

In Zimbabwe corrective approach includes effectiveness of suspension, expulsion and time out. However, a report by Sibanda (2018) indicates that dangerous and disruptive learner behaviors cannot be solved by use of suspension, expulsion and other punitive measures. More research by Bibanda and Mpfu (2017) agreed that suspension is necessary in the management of the student discipline In 2013 constitution, Zimbabwe a signatory to the United Nations Convention on Child's Rights has encouraged schools to use positive discipline practices when disciplining learners. Furthermore, it encourages them to reasonable policies and measures to ensure that children are protected from maltreatment, neglect or any form of abuse (The Constitution of Zimbabwe, 2013; Chapter 2 Article 2.11; Ministry of Education, 2013). With emphasis on human rights and children's rights, there has been a move from negative to positive approaches of maintaining discipline in schools. However, Roache and Lewis (2011) argue that teachers who tended to use more inclusive management approaches nurture responsible students. However, exclusion reduces tension and strikes in schools. Hence this study sought to establish the effectiveness of school principal corrective approach to managing students discipline in public secondary school.

However, Markelz and Taylor (2016) hold the views that even though praise is a positive reinforcement, the greater effect of teacher praise on younger students may be a motivator

the rest of the students in a class. However, praise alone may not always work in all circumstances in different contexts. This can be explained by the fact that the classroom is a dynamic environment with countless contingencies taking place. Older students will have more complex social dynamics than younger students. Verbal praise provides, positive punishment than a positive reinforcement, especially if that student is shy and finds public attention aversive. Older students may also wish to avoid being singled out or seen as over-achieving amongst their peers, (Roache & Lewis 2011).

More studies from Uganda by Mahuro and Hungi (2016); Ndagire (2012) concerning Student disciplinary management policies in selected private secondary schools in Entebbe Municipality, observed the use of school rules and regulations, student admission practices, criteria for leaving school, use of punitive measures like punishments by teachers and head teachers to curb indiscipline. In addition, the study concluded that student disciplinary management techniques used by the different school administrators affect the management of students' discipline since the conduct of teaching staff, non-teaching staff, school prefects and the operation of other governing bodies contribute much in grooming the students into responsible citizens (Nzabonimpa 2009). In addition, Mahuro and Hungi (2016) in their study on parental participation in improving student academic achievement in Uganda, found out that despite the loud call for parental involvement in their children's education, the extent of parental involvement was very variable. This was attributed to the parent's myriad family responsibilities and commitments. Parents in full-time employment may forfeit attending parent-school meetings for employment office duties. While the work of Nzabonimpa (2009) dealt with 124 head teachers, the current study dealt with 271 principals to fill the research gap.

Management of students' discipline in public secondary schools in Kenya has been a concern. Research by Afande (2015) established that effective guidance and counseling benefited pupils by developing skills in decision making, providing services and focusing on the need of pupils. Furthermore, Mudis and Yambo (2015) ; Kute (2015) in a study on role of peer counselors in management of students' discipline, found that peer counseling is very vital for students since they can share their feelings freely, enabling them to cope with their challenges, and avoid destructive behavior in schools.

Therefore, it's on this basis that the study sought to establish the effectiveness of school principals' preventive approach to managing students' discipline in Migori county Kenya, which other studies have not addressed. The concept of peer counseling programme defines the end behavior of students as it empowers the students' to identify their needs. The school environment in concurrence with the home environment and parental anticipation may lead to a well-adjusted individual with enhanced intrapersonal and interpersonal relations. When the programme is inaccessible, the students' needs may not be correctly recognized. The school environment may not be able to communicate with the home environment and parental anticipations, thus leading to a maladjusted individual with poor intrapersonal and interpersonal relations, poor academic grades, low self-esteem and poor self- concept. When a student is counseled by their peers the environment empowers him/her to correct their behavior. Peer counseling therefore strives to capture students' issues which other disciplinary techniques and approached may not address effectively and is therefore a critical method to achieving the desired behavior (Mudis & Yambo 2015).

Discipline and communication has a positive relationship. The works of Yambo and Tuitoek (2014); Katolo (2016) equally established that principals' communication impacts the secondary school students' discipline. Such communication comes in form of well written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools. This was indicative of the fact that written communication conveys a lot of information not only from one person to another but also from generation to generation. The findings of the study affirm that written and direct communication is more permanent and less liable to misinterpretation ambiguity and communication breakdown (Ajowi & Simatwa 2010).

Principals work hard to bring sanity in schools. According to Ojera and Yambo (2014) there has been several reported cases of challenges faced by principals in the using disciplinary patterns as opposed to corporal punishment in schools (Alawo, 2011). In the past decade, Secondary schools in Kenya have witnessed upsurge in discipline cases among students. For instance, a Task Force Report on Student Discipline working between June and July of 2012 observed that violent strikes affected more than 300 secondary schools in the country (Njoroge & Nyabuto 2014). Sound discipline approach is therefore seen as an essential ingredient in the creation of a happy and industrious school community (Basic Education Act, 2013; Njoroge & Nyabuto 2014). While the work of Ojera and Yambo (2014) used inferential statistics for data analysis, the current study used both qualitative and quantitative data analysis to fill the research gap.

It has been in the records that between 2007-2016, a total of 347 arson cases were reported by the Cabinet Secretary for Education (Republic of Kenya, 2018) 127 in 2017 and 164 cases in 2018 where 26 cases are from Nyanza region, currently forming Migori, Homa

Bay, Nyamira, Kisii, Siaya and Kisumu counties (Republic of Kenya, 2018). Despite the Teachers Services Commission (TSC) circular no: 3/2010 and Code of Conduct and Ethics (2015) on child protection, between 2010-2017 there had been training of school administrators by Kenya Education Management Institute (KEMI) yet the country still witnessed cases of sexual harassment, drug abuse and rampage of students have been on the rise. Since 2018, over 134 schools burnt have been experienced. According to Achiyo and Yambo (2020) the government of Kenya through ministry of Education set official operating hours for all day, public or private secondary Institutions to be from Monday to Friday- as from 8.00 a.m. to 3.30 p.m. for class hours and 3.30 p.m. to 4.45 p.m. for co-curricular activities (MoE, 2015). In the whole country there were records for 144 indiscipline cases between June and July 2018; in coastal region of 14 schools, western 38, (Migori had 18 cases). Rift valley 17, Nairobi 16, North Eastern 12, Eastern 08, Central 21 (RoK, 2018). This indicated that schools all over the country had a challenge with regard to students' discipline despite various approaches used to address it.

Migori County is one of the 47 counties in Kenya. It has ten sub counties with a total of 271 public secondary schools which are situated near sugar-belt, fishing and mining regions where there is easy access to illicit drinks and drugs, which make students vulnerable, increasing the need of students' discipline in schools (RoK, 2018).

Table 1 shows data on indiscipline cases by sub-county in Migori County for the period 2014-2018. From the table, it was evident that there was increasing trend of indiscipline in schools between 2014 and 2018.

Table 1. Number of indiscipline cases in Migori County

| Sub-County | Years | | | | |
|--------------|-----------|-----------|-----------|-----------|-----------|
| | 2014 | 2015 | 2016 | 2017 | 2018 |
| Suna East | 06 | 05 | 05 | 07 | 06 |
| Rongo | 06 | 06 | 07 | 08 | 07 |
| Suna West | 07 | 09 | 08 | 08 | 09 |
| Nyatike | 08 | 09 | 08 | 11 | 10 |
| Awendo | 09 | 08 | 07 | 09 | 07 |
| Kuria West | 05 | 04 | 07 | 06 | 06 |
| Kuria East | 05 | 06 | 05 | 07 | 08 |
| Uriri | 04 | 05 | 06 | 07 | 08 |
| TOTAL | 50 | 52 | 53 | 63 | 61 |

Source: TSC Migori county statistics 2018

As can be seen in Table 1, absenteeism and truancy accounted for 20% of cases of indiscipline in day secondary schools. Other prevalent indiscipline issues include rudeness, fights, incomplete assignments, lateness to school and irresponsible sexual behavior, with 8% female students dropping out of school due to early pregnancy yearly (TSC Migori County Education Office, 2018). In all the ten sub counties in Migori County, statistics indicated indiscipline cases from 2014 to 2018 which prompted the need to assess effectiveness of principals' approaches to manage student discipline since all sub counties had cases of student indiscipline in the county.

1.2 Statement of the problem.

Discipline management is an important element of educational management, and has received widespread attention globally, in view of a rapid increase in cases of indiscipline, especially in Africa. Whereas there is extensive discourse on discipline management revolving around the various approaches, there appears to be a lack of consensus on the best approach. To further complicate this, the policies and procedures that have been developed and put in place by the Ministry of Education in Kenya to guide discipline management in schools, appear to draw a delicate balance between the three broad approaches. The policy framework therefore places the burden on school heads, to find a balance and adopt the best possible approach, depending on the circumstances.

Evidently, school heads in Kenya are applying different approaches, and meeting with varying success, going by the available statistics on cases of indiscipline in schools, which show some skewedness across the country. For instance, Migori County, where this study was situated, recorded more incidences on indiscipline, compared to other counties in Kenya (MoE, 2018). Since 2014, Migori county has witnessed an increase trend in cases of strikes, arson, rape, exam cheating, molestation and destruction of property (TSC Migori County Education Office, 2018).

In view of the aforementioned, this study investigated the effectiveness of approaches used by principals to manage student discipline in all the sub counties in the county.

1.3. Purpose of the study

The purpose of this study was to assess the effectiveness of school principals' approaches on management of students' discipline in public secondary schools in Migori County.

1.4. Objectives of the Study

This study was guided by the following objectives;

1. To investigate the effectiveness of preventive approach on management of students' discipline in public secondary schools in Migori County
2. To establish the effectiveness of corrective approach on management of students' discipline in public secondary schools in Migori County
3. To determine the effectiveness of positive reinforcement approach on management of students' discipline in public secondary schools in Migori County
4. To establish factors influencing effectiveness of principals' approaches on management of student discipline in public secondary schools in Migori County

1.5. Research Questions

1. To what extent is preventive approach effective on management of students' discipline in public secondary schools in Migori County?
2. To what extent is corrective approach effective on management of students' discipline in public secondary schools in Migori County?
3. To what extent is positive behavior reinforcement approach effective on management of students' discipline in public secondary schools in Migori County?
4. What factors influence effectiveness of principals' approaches on management of student discipline in public secondary schools in Migori County?

1.6. Research Hypotheses

Ho1: There is no statistically significant relationship between teachers and administrators views on preventive approach and management of student's discipline in public secondary schools in Migori County, Kenya.

-Ho2: There is no statistically significant relationship between teachers and administrators views on positive behaviour reinforcement approach and management of student's discipline in public secondary schools in Migori County, Kenya.

Ho3: There is no statistically significant relationship between teachers and administrators views on corrective approach and management of student's discipline in public secondary schools in Migori County, Kenya.

Ho4: There is no statistically significant difference between teachers and administrators views on factors that make school principals' approaches effective on management of student's discipline in public secondary schools in Migori County, Kenya.

1.7. Significance of the Study

The research findings could help the Ministry of Education in improving policy formulation on discipline approaches to be used in Secondary schools. The study findings are helpful to the Kenya Education Management Institute (KEMI) in influencing the design and delivery of some of the professional development courses offered to the principals to enable them handle some challenging aspects of management of students' discipline. The findings of the study find relevance to the Board of Management (BOM) and school principals in strengthening relevant approaches to managing discipline in schools together with other stakeholders including students, teachers, parents and the community. It also provided research-based information that helps institutions of higher

learning to design and deliver relevant courses on students' discipline. It was also to help the interested parties in becoming conversant with the policy statement on school discipline and take their rightful place. Importantly, the study contributes relevant and up-to-date literature to the body of knowledge on management of students' discipline.

1.8. Assumptions of the Study

The following were the assumptions of the study;

1. Public Secondary Schools have developed use of preventive, corrective, positive behavior reinforcement considering factors influencing the effectiveness of these approaches on students' discipline in public secondary schools.
2. Public secondary schools adhere to the government requirement of banning corporal punishment.
3. Public schools are implementing appropriate practices for managing students discipline as per the School Administration Guide (2018/2019) and the Education Act (2015).

1.9. Scope and limitation of the study

This section describes the delimitations or scope of the study, as well as its limitations, as spelt out below.

1.9.1. Scope of the study

This study was carried out in public secondary schools in Migori County, Kenya. The study data was collected over a two-month period running from October to November 2020. Conceptually, the study focused on the effectiveness of preventive, corrective, positive behavior reinforcement and the factors influencing their effectiveness. The study

data collection instruments were questionnaire, an interview schedule and focus group discussion guide. The key respondents' views that provided the required study data included principals, deputy principals, teachers, student leaders and SCDs in Migori County.

1.9.2 Limitations of the Study

It was not possible for the researcher to conduct the study in all the secondary schools in the county due to geographical reasons. This research also relied on data from principals, deputy principals, teachers, SCDE, and student leaders only, yet many other stakeholders would have contributed their responses as well. The response rate which was 72.58% was adequate as recommended by Sheehan (2008) made it possible to carry out the research. The mean ratings to show effectiveness was limited to use of T-test analysis which gave p value of .000 to reject the null hypothesis and accept the alternative.

1.10. Theoretical Framework

Learner's discipline management involves a number of steps and commitment of the students, parents and the teachers. The school administration plays a very instrumental function in ensuring that discipline of the students was achieved and retained. Many theories address administrative roles within the learning institutions advanced by several authorities as a basis to improving students' discipline in secondary schools. This study was informed by behavior modification by operant theory (Skinner, 2005) which addresses human behavior through the law of effect. According to this theory, learning depends on the events that occur after certain behavior and that learning what to do is gradual, not insightful. According to the law of effect, when in a given stimulus situation, a response is made and followed by a positive consequence, the response will tend to be repeated (Busienei, 2012). When followed by a negative consequence, this applies to punitive or corrective approach like suspension, expulsion and timeout it will tend not to

be repeated. Skinner advanced the law of effect according to which behaviors that are rewarded tend to persist; this applies to positive behavior reinforcement approach like praises and rewards, while those that are followed by discomfort or punishment tend to diminish (Busienei, 2012). There is interconnectedness and people in the organization are clear as to who is to do what, how, why, when, and to what extent this approach has the potential to promote collective responsibility and accountability. In school situation teachers, parents and students would know the framework within which their responsibilities reside and the school principals would know overall accountability on school discipline. It was on this fact that preventive, corrective and positive behavior reinforcement approaches were attached to this theory.

The theoretical framework of this study is also based on Erikson's theory on psychosocial stages of development which was developed by Ericson (1968). He argued that at adolescence stage, life gets more complex as one attempts to find his own identity, struggles with social interactions and grapples with moral issues. Most secondary school students are at this stage which is a volatile stage of human development and this may cause indiscipline (Chaplain, 2003). This is because if one is unsuccessful in navigating this stage, he experiences role confusion and upheaval (Blomberge, 2012). This theory is applicable in this study because students in public secondary schools are very much exposed to all sorts of behaviors' in the society. Therefore, in an environment where leadership and guidance is not effectively offered, the discipline of the students becomes greatly jeopardized leading to un conducive working and learning environment.

1.11. Conceptual Framework

This study was guided by conceptual framework (Figure 1) which helps to give a clearer understanding of relationships of the variables indicated.

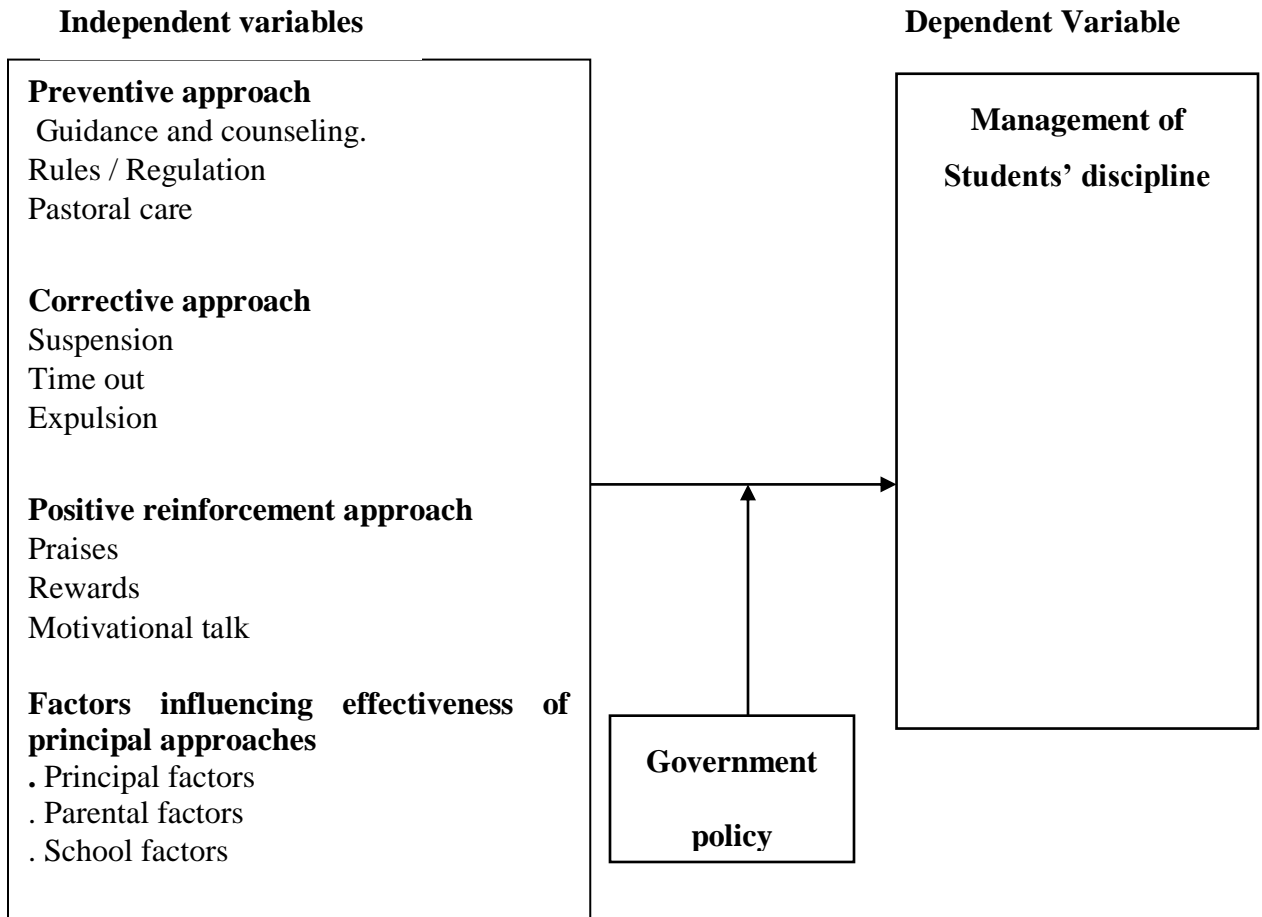


Figure 1 Relationships among independent, dependent and intervening variables.

Source: Researchers' Own Conceptualization.

This fits the dependent variable that's student discipline and objective four which determines the factors influencing effectiveness of school principals' approaches on management of students' discipline, parental involvement, head teacher's work experience, school size, and teachers' involvement are factors influencing students discipline in public secondary schools.

Three types of variables are used in the conceptual framework; independent variables, intervening variable and dependent variable. Independent variables are: preventive like guidance and counseling, rules/ regulations; punitive like suspension, timeout and expulsion, and: positive reinforcement like praises and rewards and motivational talks approaches and factors influencing their effectiveness. The dependent variable that is management of students discipline as indicated in Figure 1 are the output that is; the improved discipline of students. Good leadership offered by the school principals to other variables leads to improved discipline and motivation of other variables. It is influenced by level of school principals 'approaches. In a case where school principals are not using approaches properly, then students' discipline is at risk. Students discipline is a prerequisite to a good learning environment (Basic Education Act, 2015)

The intervening variable is to control the relationship between the independent and dependent variables. The government's policy has a guideline for schools. The school principal has no power over this and s/he obliged to adhere to it. In this study, School Administration Guide (2018/2019), the Basic Education Act (2015), (2010), Republic of Kenya (2009) TSC Act (2013) and Heads Manual (2015) are the key government policy documents because they spell out guidelines in handling discipline issues in schools. They identify the areas of concern in students' discipline, the expected levels of competency and skills preparation, as well as planning and evaluation in order to attain student discipline.

1.12. Operational Definition of terms

Administrators These are principals and deputy principals managing secondary schools

Baraza : Swahili word meaning Meetings held to discuss important issues affecting students discipline.

Corrective discipline approach: Could imply that such action aimed to correct any behavior that might cause disruption.

Counseling: All the activities and services engaged in by an Educational institution that is primarily aimed at assisting a student to make and carry out adequate plans and to achieve satisfactory adjustments in all aspects of his daily life.

Discipline: Training of the mind and character so that a student is guided to make reasonable decisions in a responsible manner and co-exist with others in society.

Effectiveness: Is the capability of producing desired results, an intended or expected outcome, or produces a deep, vivid impression.

Public school: A registered secondary learning institution in Kenya that is entirely sponsored by the government.

Student: A learner in a public secondary school in Kenya

Teacher: A trained officer hired by TSC to teach in a secondary school in Kenya.

Punishment: Intentional infliction of pain, shame and unpleasant statement by a principal on student or group of students as consequence of the student/groups breaking of school rules and regulations.

Rules: One of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area, in this context, a school.

Regulations: A definite set of standards that must be adhered to at all cost. Standards that cannot change, must not change, and will be followed or else there will be consequences, legal or otherwise.

Interested Parties: Refers to the stakeholders.

Rewarding: Refers to incentives given to encourage positive behavior.

Preventive Approach: A method of managing student discipline which is anticipatory in nature and seeks to develop structures and processes which is geared towards reducing occurrences of student misbehavior.

Self-discipline: This is character organization gained by student and which enables him or her to behave favorably even in the absence of a command to do so.

School principals: refers to principals and deputy principals who implement discipline policy in secondary schools.

Peer counselor. A student who is carefully selected to support individual students to improve their behavior .

Peer counseling program. Peer counselors provide individualized study skills instruction, informal personal/motivational counseling, and general educational information and advising for volunteer students discipline difficulty.

Positive reinforcement: Addition of a reward following a desired behavior with the purpose of increasing the likelihood the behavior will occur again.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The purpose of this study was to assess effectiveness of school principals' approaches on management of students' discipline in public secondary schools in Migori County, Kenya. This section reviews existing literature on school principal's approaches on management of students' discipline in Migori County, Kenya. An empirical review on the following major areas was covered: preventive approach, corrective approach, positive behavior reinforcement approach and factors influencing effectiveness of disciplinary approaches in management of school students' discipline.

2.2. School Principals' Approaches to Discipline Management

In America, discipline was defined by Dufresne et al. (2010) as the training of the mind and character aimed at producing self-control, ordered behavior and skillfulness designed to create favorable environment for teaching and learning. Conformity to rules and regulations is mandatory for all students. Managing students' discipline is involving and requires input by all relevant stakeholders. However, different approaches have been applied to different scenarios in different contexts globally. Some of these approaches have been researched and well documented in literature by (Ssenyonga & Nkuba, 2018; Danso 2010; Dufresne et al. 2010; Osher, Bear, Spague & Doyle, 2010). While the work of Dufresne et al. (2010) dealt with teaching discipline toolkit for educators on positive alternatives to out-of-school suspensions, the current study dealt with school principals' disciplinary approaches on student discipline to fill the research gap.

In some parts of the United Kingdom, the rates of indiscipline among students such as absenteeism, vandalism and delinquency are above average. Cases of high incidence of drug and drug related crimes in some parts of Britain are described as 'no-go areas'. In Chicago, New York, Washington and Detroit, pupils' violence and high truancy schools are rife. For instance, school-based robberies, vandalism, extortion and insolence to staff are rampant, despite use of positive discipline approaches introduced in schools (Danso 2010). Many schools face challenges related to disruptive and antisocial students' behavior such as fighting, verbal abuse, bullying, sexual harassment, exam cheating, rule violation and destruction of school property (Osher et al. 2010).

Academic excellence can best be achieved where the standards of discipline are high. Good discipline is therefore essential for the establishment of a safe, respectful environment for learning, because all members focus on teaching and learning process. The emotional, social and moral progress of children is dependent on good discipline (Dufresne et al. 2010). Promotion of students' discipline has been a great challenge and concern to many teachers, parents and entire society. For a school to be productive and effective, the discipline of both the learners and educators are important. Once discipline is a problem, it affects all activities that go on in the school and in turn the outcome is hampered. In supporting this fact, Blomberg (2012) observed that a school that is safe, supportive and gives an opportunity for children to learn and grow is a top concern for everyone in the field of education. Principals as administrative chief executive of the institution who plan, control, command, organize and coordinate all the activities that take place in the school.

In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. He observed that not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools. He lamented over the causes of drug abuse, rape, armed robbery, abortion and even murder in the educational institutions. Meaningful teaching and learning geared towards the attainment of school goals is unattainable if the teachers and students are not disciplined. Discipline in the school is the function of the administration (Guner 2012). The general school and classroom discipline is dependent upon the principal's administrative, supervisory and leadership styles since they are in charge of all the school matters (Kiprop, 2016). Chaplain (2003), states that the head teacher along with the senior management team are charged with strategic planning, including determining the direction of the school leadership as well as organizing. According to Masitsa (2008); Njoroge and Nyabuto (2014), effective disciplinary approach is one that creates positive school climate which is conducive for sound academic performance. It also favors effective school management and accomplishment of institutional goals (Nakpodia, 2010). He further observes that good management of discipline saves substantial resources and time for the interested parties. While the studies by Danso (2010) dealt with a population of 200 cultural leaders, the current study had a population of 1759 teachers to fill the research gap.

Principals are chief executive officers or ex officio of the disciplinary council to students whose conduct is not satisfactory. According to Mbua (2003) principals have records of students' indiscipline and are able to explain to other stakeholders, especially parents on the conduct of their children. Thus every school administrator requires a good measure of discipline in his school. Students' indiscipline is instigating a menace in all parts of the

world in relation to children's affairs. According to The Ministry of Education Science and Technology (2001), the purpose of discipline in school is to create and maintain conditions favorable for teaching, learning and inculcating appropriate values, attitudes and skills. Therefore, breaking some of school rules, infringement upon the good will of members of the school, acts of mischief, and other forms of behavior are undesirable and punishable.

In other studies by Wango (2010) and Redempta (2010) who conducted a study on the method use by teachers to enhance discipline among student in Nairobi. The study established that Guidance and counseling was effective in enhancing student discipline. This is because students of secondary schools fall under the category of adolescents ranging from thirteen years. Guidance provides experiences that help students understand themselves. Use of usual punishment or suspension, involving the ministry of Education, effective communication with students, teachers and students is closely involved in the creations as well as review of school rules. There should be clarity of expectations. There should be participatory formulation of school discipline plan by students, members of staff and other involved adults. Home background influence has adverse effect on the students' behavior. (Njoroge & Nyabuto 2014). This study therefore seeks to establish effectiveness of school principals' approaches on management of students' discipline. These approaches include preventive, corrective, positive reinforcement and factors influencing effectiveness of school principal approaches on students' discipline

2.3 Effectiveness of the Preventive Approach in Managing Students' Discipline

Preventative management approaches are combinations of many techniques used to control student discipline before it occurs. The work of Ackerman (2011) alluded that this

approach includes use of peer counseling, rules and regulations and pastoral care. Preventive approach ought to reduce out-of-school suspension rate by looking at school-level data to determine where the problems are. Specifically, schools leaders look at the data to determine, what types of behavior are responsible for the majority of out-of-school (Akpan, 2006).

According to Rossouw (2003) learner discipline in South African public schools-a qualitative study shows that there are many different disciplinary measures that are implemented by the respondents. Although some schools have not suggested any specific method that can be classified under preventative measures and tend to resort to a punitive approach, there are positive contributions that were identified from the qualitative study. Furthermore, Ssenyonga and Nkuba, (2018), evaluated the good schools' toolkit intervention designed to prevent physical punishment against students in 42 Ugandan schools. The kit engages stakeholders including teachers, students, parents, and school administrators in advocating for the use of non-violent discipline techniques as a way of fostering a better learning environment and mutual respect in schools among others. The study evaluated the implementation of the Good Schools Toolkit in primary schools in Luwero District in the Central Region of Uganda. In a cluster randomized controlled trial the Good Schools Toolkit intervention resulted in a significant reduction (42%) of teacher-initiated physical violence against students (Kiggundu, 2009).

Furthermore, Ogweno (2016) whose study findings revealed that most principals indicated that the schools mostly applied positive disciplinary measures, the other respondents show that negative measures were also in use. In addition, the effectiveness of the positive

measures was average as shown from responses of 60 % of the deputy principals, 59% of the teachers and 57.68% of the students. All the respondents seem to rate highly as most applied and most effective measures that involved counseling in its different forms (Mbua 2003). While studies by Kiprop (2012) dealt with approaches on management of student discipline, similar to Ogweno (2016) who dealt with the influence of principals' management practices on students' discipline in Public secondary schools in Kiambu County, the current study sought to establish effectiveness of disciplinary approaches on management of students' discipline in Migori county to fill the research gap.

2.3.1. Effectiveness of guidance and counseling on students' discipline

The American studies by Parzych et al. (2019) conducted series of studies in three states Indiana, Connecticut and New York in USA revealed that the impact of school counselor ratios on student outcomes was positively skewed. Results from the Indiana study indicated school counselor ratios of 1:250 have a significant correlation with lower student absenteeism and higher math, verbal and writing scores. Preliminary findings in Connecticut school districts with lower student-to-school-counselor ratios produce higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer suspensions. Concurrently, socioeconomic status and community resources have an impact on school counselors' ability to effectively deliver comprehensive school counseling programs (Williams, 2010).

When considering students disciplinary issues in the Netherlands Van Dijk et al. (2016) who dealt with peer influence on pro-social behavior findings build on a large body of research indicating that peers are a major influence in adolescent decision-making. Moreover, it demonstrated that peers may also have a direct positive influence on pro-

social behavior in adolescence (Bush, 2008). These findings provide support for the theoretical viewpoint of adolescence being a period that creates not only vulnerabilities, but also opportunities for healthy pro-social development and social adjustment in learning (Vaccar, 2010). While the work of Van et al. (2016) expounded on peer influence on pro-social behavior in adolescence, the current study dealt with effectiveness of peer counseling on students discipline to fill the research gap.

According to Losen (2011) study in China students in districts with elementary school counselors have improved performance outcomes versus districts without. Fewer than 25 percent of districts in connection have school counselors across all grade levels. Students in districts that have K–12 school counselors produce higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer out-of-school suspensions when compared to districts with school counselors beginning in grade 6. Improved performance outcomes are seen across urban, suburban and rural locations. For example, in districts with K–12 school counselors, 69.4 percent report graduation rates greater than 90 percent, compared to districts without elementary school counselors, where only 45.8 percent report graduation rates greater than 90 percent. Further research is needed to control for socioeconomic variables (Ajibola et al., 2014).

Guidance teachers who are full-time teachers with additional guidance duties are involved in the development and management of the school's guidance program that aims to support the whole-person development of all students (Eshetu, 2014). Moreover, Kaleigh (2017) in a research argued that individual counseling in a School Setting was confirm to be vital by a study conducted in Spain in 2016, researchers found that students who, are aware of their

emotions and guided by specific teaching strategies, their learning performance improves in relation to their motivation, engagement and self-regulation. Likewise, when teachers are conscious of students' emotional state their attitude and feedback become more effective and timelier (Arguedas et al., 2016). Applying this to a broader understanding about self-awareness in students, researchers identified that emotional intelligence and an over-all understanding of the self plays an important role in student success (Arguedas et al 2016). Full-time guidance professionals and teachers now work together to conduct guidance activities such as implementing a guidance curriculum, providing responsive service, delivering support services, individual planning and organization and management. A related study on discipline and academic performance was done in selected secondary schools in Lagos, Nigeria (Ehiane, 2014). The findings indicated that effective school discipline should be encouraged in controlling students' behavior thus affects students' general academic performance, while the current study established effectiveness of disciplinary approaches on management of students' discipline. The work of Arguedas et al. (2016) involved 8 school superintendents while the current study dealt with 10 sub county education directors to fill the research gap.

Studies done by Gitome et al. (2013) showed that guidance and counseling, parenting and church involvement are mechanisms that can be utilized in inculcating discipline among secondary schools' students in Kenya. Similarly, Kamore and Tiego (2015) studied whose purpose was to determine what hinders guidance and counseling effectiveness in enhancing discipline in high schools in Murang'a County, Kenya and revealed that guidance and counseling departments are ineffective in enhancing school discipline since most teachers are overwhelmed with the huge work load that they teach making them spent

very little time on counseling services Munyasya et.al (2020), which the current study would wish to determine effectiveness of disciplinary approaches.

In addition, Onyango et al. (2018) equally established that there is a correlation coefficient between guidance and counseling and the students' academic performance They further argued that guidance and counseling regulates student's behavior and gives learner's moral dictates which enhances their academic performance while the current study seek to find out effectiveness of G/C in management of students discipline. Moreover, Mudis and Yambo (2015) carried out a study in Migori county and established that the heads of guidance and counseling department work in conjunction with the heads of schools in the effective implementation, management and evaluation of peer counseling program .The guidance and counseling teacher have to participate in the selection training and induction of peer counselors in their schools (Kamore & Tiego 2015). MOE (2009) elaborates the functions of the guidance and counseling teacher as the coordinator and supervisor of the peer counseling program by looking at the welfare of the peer counselors and the other students as well as setting time for peer sessions, training, induction and assigning duties to the peer counselors this is also site by (Ambayo 2016).

A Study was conducted by Kavula (2014) on the effects of principals' alternative disciplinary method on students' discipline in public secondary schools in Kitui Kenya. The study established that peer counseling improved on students' performance because it promote open communication, instilled confidence and a positive self-esteem among learners. Students were free to seek peer counseling services from their peers hence this would encourage more students to seek the services from peer counselors hence improving

on academic performance. Therefore, effective peer counseling in schools promotes positive behavior change among students hence an improvement among students in academic performance (Mudis & Yambo 2015). While the work of Kavula (2014) had 1765 respondents the current study had a population consisting of 2582 respondents to fill the research gap.

According to Kamore and Tiego (2015) in their study on effectiveness of peer counseling program in Meru county Kenya found out that teacher counselors rate the effectiveness of peer counselors in their schools according to the training considering the training given rated peer counselors in their schools as successful, in some schools' peer counselors training is wanting and it was also evidence that peer counselors training in most school was fair. They also established that lack of adequate and quality training was overwhelmingly a major reason for the ineffectiveness of peer counselors. The study probed the quality of training offered to the peer counselors to make them effective. Teacher counselors were asked to describe peer counselors' training they offer to the peer counselors in their schools, many teacher rated the training inadequate. Those who rated it adequate based their responses on notable improvement in academic performance and students discipline in their respective schools (Kavula, 2014).

The work of Yambo and Tuitoek (2014), revealed that a healthy relationship between prefects and the students' body is important for the school to succeed in meeting its goals. Peer counseling is a helping process that uses safety, engendered by a special kind of relationship between individuals in the same age bracket facing similar challenges to get access to a great part of their resolve as a means of responding to the challenges of their

lives. Further, Osodo et al., (2016) studied the role of peer counseling in the promotion of student discipline in Ugunja sub-county, Kenya. The study findings show the important role of the peer counselors, in promoting discipline by encouraging good academic participation and achievement among the fellow students, it was noted by majority of the respondents who said that Peer counseling helps to improve on academic achievements and classroom behavior, which of course is prerequisite condition for good academic achievement.

The findings of this study concur with Path (2006) that highlighted that peer counseling would help students to identify their strengths and weakness and thus influence the students attitude towards academics. This finding is in concurrence with Arudo (2008) who established that peer counseling assist students to reduce irresponsible behavior, sexual responsibilities, unwanted pregnancies, sexually transmitted infections including HIV/AIDS and drug abuse. The findings of this study revealed that when Peer counselors act as role model among their fellow students, good character in them are often admired and copied by other students. Students in high schools have potential to revolutionize guidance and counseling services when equipped with skills and knowledge in peer counseling. In addition, (Beth 2013 & Kute 2014), conducted a study and established that students valued peer counselors and had a positive attitude towards them. It was recommended that that all peer counselors be trained to effectively, efficiently and ethically handle counseling issues that students consult them about. The findings of this study may help teachers and education stakeholders to appreciate the role played by peer counselors in managing student discipline and engage them more often.

According to Mukiri (2014) purposed to establish the role of Prefects in enhancing discipline among students in Public Secondary Schools in Embu Kenya. The study found that prefects played major roles in enhancing discipline of public secondary schools in Embu west District. The roles of prefects included supervising students in their performance of duties, mediators between students and teachers and ensuring that rules were followed. Prefects were prepared for their roles in several ways. These included training, seminars and leadership workshops. The prefects were also inducted through meetings with the authorities. The prefects were mainly mediators between teachers and students. The study findings revealed that prefects were in charge of maintaining discipline and order in their respective classes as well as schools (Achiyo & Yambo, 2020). This was confirmed by 50% of the deputy principles, 50% of Guiding and counseling teachers and 53.2% of the prefects. Regarding the extent to which involvement of prefects in dealing with students' indiscipline in public secondary Schools 50% agreed, and 33.33% strongly agreed that prefects are involved in solving indiscipline issues that can be solved without the assistance of teachers, by listening to their fellow student complains.

Furthermore, Musyoka (2011) study revealed that in most school the process of school prefect selection was carried out jointly by both teachers and students. The main criterion used is good character and most of the prefects are then inducted into the prefects' body. Prefects are more effective where induction is carried out by a group of teachers as a panel and not by one individual. The most common roles are such as making announcements during assembly supervising manuals and writing noise makers. Very important decisions like deciding the school menu and attending disciplinary meetings involving fellow students are mostly no-go zones for the prefects. The category of the school influences the

discipline of the students. A majority of schools hold teacher-prefect conferences in which the main agenda is discussion of general discipline and student welfare, the conferences make the prefects more effective (Arudo, 2008).

Studies done by Atieno et al. (2016) investigated the influence of peer counselors training on their effectiveness in addressing risky sexual behaviors among students in public secondary schools in Kisii Central Sub-County. It was established that peer counseling has positive impact in the schools where they existed and that peer counselors were effective in performing their duties based on the training that they receive. However, some students still felt that peer counselors hardly refer students with major problems to the school counselor, rarely identified with students with needs, and even those who were withdrawn. Peer counselors needed to be more equipped with adequate sexual reproductive health knowledge and information about the risks, responsibilities, outcomes, and impacts of sexual actions with their peers. Most of the peer counselors felt that their training should include; homosexuality, lesbianism, pregnancy and abortion in addition to HIV/AIDS and STIs for them to be more effective in addressing students' risky sexual behaviors (Osodo et al., 2016).

In addition, Mudis and Yambo (2015) carried a study in Migori County where 76 students, 74 prefects and 7 heads of guidance and counseling department were interviewed. The study established that peer counseling is beneficial in nurturing healthy relationship between prefects and the students' body, yet in its present form is less effective. The study also revealed that, there is antagonism between prefects and the students they lead (Osodo et al., 2016). Moreover, Wambui (2015), study recommended that the guidance and

counseling department should be more vibrant in enhancing peer counseling in their schools and addressing issues in a timely manner in Secondary schools in Kenya this also in agreement with (Atieno et al., 2016). While the work of Osodo et al. (2016) was done on the roles of peer counselors in the promotion of student discipline in Ugunja sub-county, the current study, assessed effectiveness of peer counseling on management of students' discipline in Migori sub county to fill the research gap.

A study on assessment of challenges facing secondary school guidance and counseling teachers in Nyamira District, Kenya by Nyamwange et al. (2012) found that there were a number of challenges facing the provision of guidance and counseling services. These include: lack of adequate guidance and counseling training for teacher counselors; inadequate resources; and lack of requisite support to guidance and counseling programmes among other challenges. A fact that Sidamu and Wako (2016) confirm by indicating that many students in public secondary schools face myriad of psychosocial and academic problems that need the help of dedicated and strong school counselor. Sidamu and Wako (2016) concluded that students who utilize school guidance and counseling services properly are always successful in their academic achievement hence the current study would establish effectiveness of G/C in management of students' discipline.

2.3.2. Effectiveness of rules and regulations on students' discipline in secondary schools

When dealing with the modes of students control in public schools in the United States of America, Cotton (2003) shares the some opinion and recommends an open minded approach to effective school rules and regulations as a way of minimizing unwanted students behavior in schools. However, since most school rules and regulations are set

without students' participation. Danso (2010) observed that, students tend to resist them and at times break them leading to indiscipline acts that could result into suspension and dismissal of students. Cotton (2003) believes that, responsiveness to school rules can become a consequence of how teachers view them. Harris (2005) carried out a study on discipline among learners in a state funded secondary school in Oxford, United Kingdom and established that, the collapse of discipline in the classroom order, classroom hooligans was an indication of students disrespecting classroom rules and regulations. Much as Harris (2005) study concentrated on discipline and established that it was declining among students, it did not focus on how effective the school rules were and hence a need for this study. The Elton Committee carried out research on the standards of discipline in Scotland and Wales in 2009, and reported that students were cited with violence that involved verbal and physical aggression to teachers (Cotton, 2003).

Students discipline has been a key concern. Research done by Osterman (2010) revealed that appropriate disciplinary measures must be used on indiscipline students' where the measures can be either preventive or corrective. The students' should be made aware through motivational talks that the disciplinary measures are not put in place to harm them but to make them attain their goals and become better adults. Managing discipline in secondary schools' demand appropriate skills, knowledge and attitudes if those involved in managing discipline are to be effective. The duties of the principals as put forward by Meehan et al. (2013) should plan well on how the motivational talk programs would be carried out and select well on those who will be participating in the talks. Research also supports the importance of school bonding and supportive relations between teachers and students (Osterman, 2010), as well as developing positive peer relations. Under such

conditions, students are more likely to internalize school values and have fewer conflict with teachers and peers (Hamre et al., 2008).

In Nigeria, Ehiane (2014) conducted study on the discipline and academic performance of selected secondary schools in Lagos, Nigeria and the study revealed that school rule and regulation play significant roles in enhancing students' academic performance. The adoption further revealed that when rules and regulations are emphasized, it in a long run prescribes the standard of behavior expected of students and teachers. While the work of Ajibola et al. (2014) addressed disciplinary measures in Nigerian senior secondary Schools, the current study dealt with effectiveness of rules and regulation on management of students' discipline to fill the research gap.

The rules set in Ghanaian schools are mandated by the Ministry of Education through the Ghana Education Service. Studies by Danso (2010) reiterated that these rules are in accordance with the culture of Ghanaians as a people. Some of these rules include respect for elders, parents, parental surrogates (teachers) and even peers. There is also emphasis on hard work and truthfulness, which constitute discipline codes in the school system. However, there appears to be a general decline in the level of discipline in the school system perhaps contributing significantly to the falling standards of education in the country (Guner, 2012).

A look at discipline in the schools in Botswana and Malawi, the work of Matsoga (2003), discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and

substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2004). Some of these students lost their lives, and others lost their sight. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate. These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviors at school (Matsoga, 2003).

In Uganda studies by Mahuro and Hungi (2016); Kiggundu (2009) conducted a study on how the management of school rules influences student's academic performance in selected private secondary schools of Busiro County in Wakiso District, Uganda. The study employed survey research design particularly cross sectional survey design. Questionnaire was the main instrument of data collection in addition to interview guide and document review. Four private secondary schools were randomly selected in Busiro County of Wakiso District in which the study was conducted. The major findings of the study were; all schools have written rules and regulations but which they don't understand, some rules and regulations require modifications and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. The researcher found that despite rules and regulations specifying what school members should do and what they should not do, this expectation, in most secondary schools in Busiro County, in Uganda students broke the rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students. While the work of

Kiggundu (2009) observation schedule as well to collect data, the current study used focus group discussion guide for data collection to fill the research gap.

In Kenya the study done by Ndeto (2013) found out the extent to which school rules in enhancing discipline in public secondary schools in Kangundo Division, Machakos County depends on how the principals involves the teachers and students in the rule formation so that they own the rules. This study therefore found out the effectiveness of school principals use of school rules and regulations to manage students discipline in Migori county Kenya. The work of Achiyo & Yambo (2020), Busienei (2012) and Ndeto (2015) on the effectiveness of school rules and regulations in enhancing discipline in public secondary observed that restriction by law was the challenge mentioned by majority of the teachers in the enforcement of school rules and regulations. For example, since the abolishment of corporal punishment, it had become hard to enforce some rules and regulations as students did not take other forms of punishment seriously. Another major challenge mentioned by 51% of the respondents was humiliation of teachers by students. Some students clearly violated school rules and regulations and humiliated teachers by doing so in front of their fellow students and refusing to undertake appropriate punishment from the teacher. Hence the current study to determine effectiveness of school rules and regulations on management of students' discipline.

2.3.3. Effectiveness of pastoral care on students' discipline

Research for the Caribbean Educational Council reported by Greene (2010) states that the main objective of educational system is to provide an opportunity for students to become aware of the meaning and purpose of life (Irish National Teachers' Organization, 2004). This view can only have an important effect when students deeply understand the

interconnectedness between God, human beings and the world they live in. Similarly, this kind of knowledge is importantly meaningful when students interact with others from different religious and cultural persuasions. Ukpong (2012) however claim that in modern societies, the youth are morally 'empty' because they do not have traditional social ties thereby weakening the social force responsible for restraining the youth from engaging in anti-social behavior. Therefore, the researcher emphasized that any educational system whether formal or informal should address secular, religious and ethical concerns based on the cultural context of that society. This gives an educational system a broader and inclusive approach in order to develop holistic students. While Irish National Teachers' Organization (2004), dealt with guidelines of managing challenging behavior for teachers, the current study dealt with the effectiveness of pastoral care on students' discipline to fill the research gap.

The Australian Institute of Health and Welfare Document of 2008 reports by Williams (2010) revealed that pre-marital sexual intercourse often results to pregnancy with a consequent possibility of carrying out abortion. This study also concludes that many youth who engage in pre-marital sexual intercourse fail to follow region norms. For example, approximately 49.3% teen boys and 54.2% teen girls in USA admitted to have failed to obey religion norms on their relationships. This is because they were either drunk or due to pressure from their sexual partner (McArdle, 2011).

The Rwanda National Condom Policy Document of 2005 by Avvisati et al. (2010) equally reported that condom use has been very low in Rwanda among the youth because of social and religious reasons. For instance, those people who are perceived to be using condoms were labeled promiscuous and potential carriers of HIV virus. Furthermore, after studying

secondary school students in Kisumu town, Western Kenya, Otieno and Ofulla (2009) conclude that alcohol and substance abuse among students are wide spread in the region. They reveal that 57.9% of students surveyed had consumed alcohol, 34.7% had abused tobacco, 18.3% had abused cannabis, 23.1% had abused Khat and 5.2% had used inhalants and/or cocaine. They additionally, observed that boys were more affected than girls at 36.9% and 27.3% respectively. The study concluded that influence from friends and relatives, or urge to enjoy the feeling of drugs were the main reasons why students abuse drugs hence violating religion norms. While the work of Avvisati et al. (2010) did a pilot study of 25 youths, the current study piloted using 14 students leaders to fill the research gap.

According to Odhiambo (2011) blamed advertisements which are fashion related as a motivating factor for students in secondary schools and tertiary institutions in Uganda to smoke cigarette. Consequently, Bryant (2008) strongly links prolonged spiritual struggles to low self-esteem and decline in students' physical health. For fear of being stigmatized, students may attempt to conceal their troubled feelings that manifest through their overt behaviour. This practice may overwhelm them in the long run. Regrettably, the pain of struggling may be reinforced by the school environment that refuses to acknowledge the existence of their struggles, (Mahuro & Hungu 2016). Therefore, school system need to develop a strong chaplaincy structure that encourages self-expression to candidly open up their own struggles and air their views hence this study seeks to determine extent to which pastoral care promote student discipline.

Students must attend normal school classes and structure their other activities accordingly. The study finding by Mabeya et al. (2010) that discipline and academic excellence is

realized in Christian values. This is to keep with the ethos and the moral values, ideas and beliefs of the school, recognizing that discipline grows out of discipleship. From the study analysis, class attendance, respect of the church doctrine, school routine and students owning up responsibilities are highly rated which implies that the sponsors' expectations on students and teachers have a significant influence on discipline and academic performance. According to Aduda (2003) and Waweru (2018), teachers in church run schools are expected to be the spiritual leaders of their schools as well as carrying out other responsibilities. Moreover, this study was to seek effectiveness of pastoral care on students' discipline

2.4. Effectiveness of the Corrective Approach on Students' Discipline Management

A study by Wright and Kate (2009) indicated that disruptive behavior was often the primary reason why students are placed in special education settings outside the general education classroom. Corrective strategies involve total rules around what is and isn't acceptable behavior within a school environment. They do not take into reason of any individual personal, educational, developmental, social or other circumstances and apply the consequences to any breach of the rules as stated. These policies can be administered in different ways but are generally founded on the belief that this sort of response to challenging behaviors fosters a sense of disciplinary equity and consistency within the school community. It's aimed at sending a clear message to all members about what behavior will and will not be tolerated, thus setting clear boundaries (Bejarano, 2014). Whereas the work of Wright and Kate (2009) dealt with violence and indiscipline in schools, the current one dealt with the effectiveness of corrective approach on management of student's discipline to fill the research gap.

According to Daly (2013) study on Student suspensions a research review of Commission for children Tasmania. In Tasmania, the authority to discipline state school students is derived from the Education Act 1994. Tasmania's Department of Education has published Discipline Guidelines to provide guidance and procedures in relation to the application of the above legislated sanction. The Guidelines are to be read in the context of the Education Act and individual school discipline policies. For general purposes the following definitions are used in Tasmania. Detention is when a student is detained at school during recess, lunch time or after school, or excluded from regular classes, suspension is the temporary, full-time or part-time withdrawal of a student's right to attend school for a period of two weeks or less, on the authority of the principal, exclusion is the temporary full-time or part-time withdrawal of a student's right to attend school for a period of greater than two weeks, on the authority of the Secretary (delegated to Learning Services General Manager) while Expulsion is the full-time withdrawal of a student's right to attend a particular school, on the authority of the Secretary, expulsion from one school does not prohibit the enrolment of the student in another school (Adams, 2016).

In addition, Kambuga et al. (2018) carried out a study on Corporal Punishment as a Strategic Reprimand used by Teachers to curb Students' Misbehaviors' in Secondary Schools a case in Tanzanian. It was found that despite the negative consequences that corporal punishment has on the students, it is commonly used in secondary schools in Tanzania. This study explicitly concludes that corporal punishment has impacts in several ways and those which are worth mentioning are: fear, physical harm, psychological impact, dropout/absenteeism and hatred towards teachers who use corporal punishment in schools. In addition to that, the study concludes that some students in the studied area quit

schools because of rampant use of corporal punishment. Furthermore, the study found that the status of discipline in secondary schools was moderate (Nyagiati & Yambo, 2018). Use of corporal punishment was seen to be effective in mitigating students' disciplinary problems. It was further revealed that counseling and punishments that do not harm students physically could be used as alternatives to corporal punishments.

Further, Onyango et al. (2016) conducted a study on effectiveness of Exclusion in the Management of Student behaviour problems in Public Secondary Schools in Kenya. The quantitative findings revealed that there was a positive relationship between exclusion and management of student behavior problems. Additional study findings also established that exclusion was effective in managing student behavior problems since it was more appropriate for major offences and had reduced tension and strikes in schools. Further findings established that exclusion enhanced a sense of belonging in the students and developed rapport between the teacher and students. However, other respondents argued that exclusion stigmatized the learners, consumed time, increased resistance among learners and led to school dropout, therefore this study was to find out effectiveness of corrective approaches on management of students' discipline (Achiyo & Yambo, 2020). While Onyango et al. (2016) dealt with form four students, the current study dealt with student leaders to fill the research gap.

2.4.1. Effectiveness of expulsion on student discipline management

In the United States of America, Welsh and Little (2018) found out that the pathways, rates and correlates of exclusion due to school discipline in school discipline policies and practices in K-12 education which were associated with school exclusion have garnered substantial attention. Additionally, Ifeoma (2011) opined that the central role that school

exclusion plays in discipline policies and practices, it is important to critically assess the pathways, rates, and harms associated with school exclusion. Their interest was to provide a systematic review of the interdisciplinary literature on the relationship between school exclusion and students' short- and long-term educational and life outcomes. Whereas a handful of possible pathways exist, the study identifies suspensions as most frequent pathway through which school discipline results in school exclusion. The results of this systematic review indicated that school exclusion is not an efficacious response to student misbehavior given the short and long term correlates with negative student educational and life outcomes (Reinke et al., 2007). There are several plausible mechanisms through which school exclusion may affect student outcomes but there was little empirical evidence on these mechanisms. Fixed period exclusion is one of the categories of exclusion recognized in the United Kingdom. It entails when a student is removed from school for a certain number of days during which they are required to stay away from the school premises. Permanent exclusion is another type of exclusion whereby a learner is removed from the institution in perpetuity. Whereas Welsh and Little (2018) dealt with caste and control in schools' discipline, the current study dealt with effectiveness of expulsion on student discipline to fill the research gap.

According to Hatton (2012), disciplinary exclusion is a strategy used by some schools in response to challenging behavior. The study explored factors within school ethos that may influence how challenging behavior is managed, to identify differences in school ethos between excluding and non-excluding primary and junior schools in areas with the highest rates of social deprivation. Three focus groups and two interviews were initially conducted to identify factors that staff believed to be relevant to the inclusion and exclusion of pupils.

Focus groups and interviews explored staff perceptions of practices in school and beliefs about inclusion and exclusion. Questionnaires were distributed to 16 schools and completed by 128 staff. Thematic analysis identified 13 themes, 10 of which indicated a difference in view between excluding and non-excluding schools. Multivariate analysis of variance indicated significant differences in responses between groups on the themes of responsibility, clarity, consistency, behavior management; Beliefs about inclusion and beliefs about reducing exclusion. These findings provide support for previous literature emphasizing the importance of some key features of school ethos in creating an inclusive environment (Arguedas et al., 2016).

The study done by Nagaratnam and Yeo, (2018) argued that expulsion from school is a life changing event and can leave a big scar in students' lives making them feel lost or miserable. This incident might change the direction of a student's life and whether the outcome is good or bad, will largely depend on the student. However, without keen intercession especially from parents, this interference in the students' lives might have an unsalvageable effect. This narrative case study aims to find out about an expelled girl's life once she left her old school where she was expelled from. The intention of this study is to understand how the respondent recognizes and overcomes her negative perception and emotions as an expelled student in the new school in regards to her psychosocial development. The findings obtained using qualitative interviewing, journal writing, and document analysis show four notable areas where the expelled student: expresses deep feeling of contrition after expulsion; managed their emotions by surrounding themselves in the company of people who offered them moral support like her parents, teachers and friends; parents were the most pivotal in helping and supporting their children to overcome

the challenges they encountered; and the feeling that the disciplinary action taken in form of expulsion was unfair while supporting zero tolerance policies for serious offenses (Parzych et al., 2019).

2.4.2. Effectiveness of suspension in student discipline management

Study done by Vaccar (2010) proposed that suspension was a necessary component in the management of classroom discipline. This study provides a comprehensive review of literature on the contributors to racial, gender, and income disparities in disciplinary outcomes, and the extent to which emerging alternatives to exclusionary disciplinary approaches. They noted that although low-income and minority students experience suspensions and expulsions at higher rates than their peers, this disparity could be explained by school and classroom occurrences that result from the policies, practices, and perspectives of teachers and principals appear to play an important role in explaining the disparities. The same sentiments from Osterman (2010) also concluded that there are conceptual and open empirical questions on whether and how some of the various alternatives are working to counter the discipline disparities. Whereas the work of Vaccar (2010) dealt with the teachers' perceptions of the in-school suspension program, the current study dealt with effectiveness of suspension in student discipline to fill the research gap.

According to Morawska and Sanders (2011); the Ministry of Education (2015) suspension was not intended as a punishment. It is only one strategy for managing inappropriate behavior within a school's student welfare and discipline policies. It is most effective when it highlights the parents' responsibility for taking an active role, in partnership with the school, to modify the inappropriate behaviour of their child. The school and the

government school system will work with parents with a view to assisting a suspended student to re-join the school community as quickly as possible. Suspension also allows time for school personnel to plan appropriate support for the student to assist with successful re-entry. This may include access to appropriate support staff such as an Aboriginal community liaison officer or learning and support teacher. In some cases suspension from school allows the school and government school system time to put measures in place to ensure the safety of students and staff.

The majority of students, as put forward by Adams (2016) suspension allows time for the student to reflect on their behavior, to acknowledge and accept responsibility for the behaviors which led to the suspension, and to accept responsibility for changing their behaviour to meet the school's expectations in the future. Principals have authority, consistent with the provisions of these procedures and associated documents, to suspend or expel a student from their own school. They would exercise this authority having regard to their responsibilities to the whole school community and to the principles of procedural fairness on student's discipline (Afande, 2015).

2.4.3. Effectiveness of time-out on students' discipline management

A study by Adie (2013), contends that use of suspensions and expulsions can lead to school drop outs as those being disciplined discontinue schooling, however, time-out when implemented correctly is an effective and positive discipline strategy with potential to enhance all aspects of the child's development and mental health. The appropriate use of time-out is also compatible with the needs of children with a history of exposure to trauma, the paper found. This study focused on the influence of time out on younger children which is a departure from the present study (Al-Jarrah & Khasawneh, 2013). While the

work of Adie (2013) dealt with suspensions and expulsions that contributed to school dropouts, the current one dealt with effectiveness of time-out on students' discipline to fill the research gap.

Furthermore, a study by McLaurin-Jones and Kelly-Henry (2014) also came to the conclusion that generally, time-out is a moderately effective behavioral management intervention. However, it went further to clarify that it may be most effective for boys younger than 7 years for management of aggressive and non-compliant behavior. Nyagiati and Yambo (2018) postulated that time out has been widely advocated as an effective parental discipline practice to reduce disruptive and oppositional child behavior in young children. Despite evidence showing that the procedure is effective when used as part of a comprehensive positive parenting strategy it has not been uniformly accepted and critics have questioned its effectiveness and potentially adverse effects on parent-child relationship. The aim of Morawska and Sanders (2011) was to examine the controversy surrounding the use of time out, discusses the criticisms leveled against it, and concluded that its judicious use in parent training programs is justified and is of benefit to many children with conduct problems, however this study was to find out effectiveness of time out on management of student discipline to fill the research gap.

2.5 Effectiveness of the Positive Reinforcement Approach on Students' Discipline Management

Ordinarily, positive reinforcement has been considered important. According to Ackerman, (2011); Dufresne et al. (2010) who also contributed on motivating students using positive reinforcement in United State of America found that behavior management plans utilizing positive reinforcement can be an essential component of effective teaching by allowing

educators the ability to highlight, emphasize, and increase desired behaviors Research indicates that a well-run, productive classroom environment is directly linked to student involvement and academic achievement.

Further a study conducted by Caldarella et al. (2020), established that gaining the attention of students and praising them for good behavior was effective in behavior management. The use of positive reinforcement as an effective, high-impact strategy for improving students' behavior has been supported by documented research for a variety of school circumstances for both individual students and groups of students (Wheatley et al., 2009). While the work of Ackerman (2011) dealt with using reinforcements for effective discipline, the current study dealt with effectiveness of positive reinforcement approach on Students Discipline in secondary school to fill the research gap.

According to Dhaliwal (2013) in India agrees that teachers manage challenging behaviors by encouraging and motivating students in learning by building a personal relationship with those that have challenging behavior. In addition, Reinke et al. (2007) in America argue that rewards improve learner behavior, although they are more effective on learners who are prone to misconduct. Research based procedures on using positive discipline practices focus on increasing desirable behaviors and emphasis is on positive changes in learner's environment than simply decreasing undesirable behaviors through punishment. Such changes involve using role models, reinforcing the behavior positively (Bibanda & Mpofu, 2017).

From his Cotton (2003), argue that learning can be stimulated and enhanced through the use of rewards goes back at least as far as the educational practices of the ancient Greeks.

Learning has always held a high place in Jewish culture, too, and edible rewards were provided to students of the Torah as far back as the twelfth century. Numerous other accounts make clear that instructional reinforcement practices have been in use throughout history. Rumfola (2017) also argued that through various researchers and classroom experiments it is conclusive that positive reinforcement is a suitable classroom management tool for teachers who need to control undesirable behavior in their classroom. Through positive reinforcement it is proven that forms of punishment and yelling are void. While positive reinforcement may take longer to yield results, the results of the behavior management are sustained throughout time.

According to Onyango et al. (2018) findings from the document analysis guides revealed that student leaders who did their work efficiently were positively reinforced by being given material rewards. This motivated them and they sustained desirable conduct, which was an indication that positive reinforcement was effective in the management of student behavior. The study findings are in agreement with Guner (2012) in Turkey which agrees that rewards are effective in managing behavior. Moreover, Anayo (2014) adds that after the ban on corporal punishment, the alternative corrective measures do not cause behavior change in the learners. Further quantitative findings confirmed that positive reinforcement helps students overcome social and behavioral problems. This was reported by majority 78.01% Strongly Agree 40.31%; Agree 37.70%) of the respondents. Learners who were reinforced for desirable conduct avoided unacceptable behavior and related relatively well with people around them. Kemunto, (2014) study also agree that positive reinforcement is necessary since it encourages students to develop positive behavior support. Quantitative and qualitative findings in the same study established that positive reinforcement makes

students develop positive attitude towards school. Learners who are reinforced develop positive attitude towards activities related to the school.

Study by Anayo (2014), shows that reinforcement strategy used and its effectiveness are independent of each other. This is evident from the large Chi-Square statistic, 5.199, against its small level of significance, $p .158$. These findings show that it is very unlikely that reinforcement strategies used by a teacher and its effectiveness are independent of each other as variables in this study. Therefore, there is a relationship between a reinforcement strategy used by a teacher and its effectiveness. These findings are very similar to those raised from the chi-square test for teachers' responses on the same variables. This study therefore concludes that there was a relationship between the reinforcement strategy used by a teacher and the effectiveness of the strategy in classroom instruction. The current study used T-test and mean ratings shown effectiveness of various approaches on positive behavior reinforcement on management of students' discipline.

2.5.1. Effectiveness of praise on student discipline management

Praise is a specific type of positive reinforcement many teachers regularly use in their classrooms when interacting with students. According to Conroy (2009), many teachers consistently utilize praise to increase the occurrence of their students' use of positive social and academic behaviors. They further stated that although praise seems to be a simple strategy that teachers can implement themselves, it is actually a complex reciprocal process that involves both the teacher giving the praise and the student(s) receiving the praise. It is important for teachers to understand how praise can be properly implemented into their classroom management systems.

According to Caldarella et al. (2020) study on effects of teachers' praise-to-reprimand ratios on elementary students on task behavior argued that teachers' patterns of praise and reprimands had been studied in schools to help develop a clearer understanding of how teacher and student behaviors interact. Student participants in these studies have varied in age. There is no universal definition for praise, which may make it difficult to compare outcomes of praise research across studies. However, despite some differences, common roots of praise found in seminal works have influenced many current definitions and appear to yield positive outcomes (Reinke et al., 2013). During data collection for this project, praise was defined as a verbal indication of approval following student behavior more than acknowledging a correct response. Praise has been acknowledged as the simplest classroom management strategy to implement (Gable et al., 2009). It has also been noted as a tool to reinforce student behavior and an opportunity to recognize student engagement to correlated with positive academic and social outcomes as well as teacher self-efficacy (Weeden et al., 2016)

Moreover, there is observation to praise a specific behavior. According to the guidelines of the Council for Exceptional Children (Ennis et al., 2019). However, relatively low rates of teacher praise general praise or behavior-specific praise have been observed in general education settings during natural whole-class observations as well as during observations of specific students displaying disruptive behaviors (Reinke et al. 2007). Research suggests that praise is greatly under-utilized in schools, and its use tends to decrease as students age (Hodgman, 2015). Scheeler et al. (2016) Suggests that, there is a difference between effective praise and non-effective praise The presumed effectiveness of praise is ultimately grounded in the applied behavior analysis principle of positive reinforcement which states

that a consequence in this case, praise that immediately follows a behavior result in the strengthening of that behavior and that the student is more likely to engage in that behavior again in the future (Hester et al., 2009).

Furthermore, Conroy (2009) found that in order for praise to effectively increase students' behavior, it should contain specific statements about the appropriate behavior students displayed, be contingent upon a desired behavior, provide frequent praise when students are learning a new skill, and decrease the amount of praise given once the skill has been mastered. Additionally, praise should be initiated by the teacher, focus on students' improvement and effort, be sincerely delivered with an affirmative and natural voice, be appropriate for students' ages and abilities, and not be competitive or comparative across students. Lam et al. (2008) further pointed out those students' individual and cultural differences, as well as the different conditions under which prior praise has been given to them influences the extent to which teachers' use of praise. Hence this study seeks to determine effectiveness of school principals' use of praises to manage students' discipline.

According to Hodgman (2015) praise can be an effective tool to motivate students if used appropriately. Specifically, teacher-written praise notes can be used to motivate younger students to employ behaviors that will increase student performance and create a more positive and engaging classroom atmosphere. When considering the use of praise in classroom environments it is important to contemplate the ways praise might have a positive or potentially harmful impact on students. This means that teachers should aim to use process praise over person praise and consider the discursive needs, interests, and experiences of students before implementing praise oriented strategies. Further , Witzel

(2003) , found that although the benefits of using praise to motivate students are apparent, teachers do not often use praise in their everyday instruction, and often are not trained how to effectively use praise in class This indicated that students receiving praise do not benefit significantly from students receiving no praise.

In addition, Markelz and Taylor (2016) conducted literature review research and documented that research about praise as a reinforce, one can infer that teacher praise was a positive reinforcement amongst recipients. Drawing attention to attending behaviors reinforced those behaviors and effort put in by participants to be on-task was rewarded. The same principle is applicable to studies that resulted in decreases in disruptive behaviors. Even though disruptive behaviors were measured, praise was given when the participants were on-task, which strengthened on-task behaviors. It is misleading to say teacher praise decreased disruptive behaviors in these studies; however, increases in attending behaviors could have created a differential reinforcement of incompatible behaviors to disruption which brought about the measured decreases.

Further, Kinyanjui et al., (2015) conducted a study to investigate classroom reinforcement schedules and their Effectiveness in selected Kenyan Primary Schools. From the quantitative results presented praise was used very often by 76% of the respondents. All the other strategies such as tangible items, games and money were moderately often used by the teachers. These findings have ranked praise as the most effective reinforcement strategies and it then explains why praise is the most often used reinforcement strategy in classroom teaching. In addition, the results also indicate that, money and points were the least often used reinforcement strategy in classroom instruction. The results also showed

that 82% of the sampled teachers rarely used money and points as reinforcement. These findings however, contrast those raised from the pupils which indicated that money was a favorite reinforcement strategy among the learners.

This finding is in agreement with Hodgman (2015) that most teachers use social reinforcement such as verbal praise. This could be caused by the fact that verbal praise is almost instant hence the learner receives feedback on the spot after performing desirably. In general, praise, tangible items, games and tokens were all perceived as being effective by the teachers. However, these findings contradict those in an earlier section which indicated that money and tokens were rarely used by the teachers who participated in this study. Although all types of reinforcers may be effective, their success depends on the reinforcement procedure being used. It is best practice to conduct reinforce assessment, create preference lists such as reinforced checklists, reinforced menus, and interview the learner to find out what they would find reinforcing. To ascertain the relationship between reinforcement strategies and their effectiveness, t-test was carried out, therefore the current study to establish the effectiveness of praise on management of students' discipline.

2.5.2. Effectiveness of rewards on student's discipline management

In his study Dodge (2011), in America agreed that learners should be rewarded for desirable behavior through tokens and recognition of desirable character shown by them. Also, Adibsereshki et al. (2014) conducted a study to determine the effectiveness of using reinforcements in the classroom on the academic achievement of students with intellectual disabilities in Iran. The first research question focused on comparing the effectiveness of tangible reinforcements, social reinforcement, and no reinforcement control group on the

academic achievement of students with intellectual disabilities. To answer this question, the scores in the pretest and posttest of the three groups were compared.

The finding revealed that there was no significant difference in the achievement scores for the three groups in the pretest while there was a significant difference in the academic achievement scores of the three groups in the posttests. In addition, eta square indicates that 73% of the achievement variance is because of the interventions ($\eta^2 = 0.731$). The second research question focused on which of the reinforcements is most effective in promoting the academic achievements of students with intellectual disability. According findings post hoc test results indicate that the mean difference of achievement scores for the tangible reinforcements group was significantly higher than the social reinforcement group (MD = 3.05, $p < 0.001$) and the control group (MD = 4.10, $p < 0.001$). Additionally, the mean scores for the social reinforcement group were significantly higher than the control group (MD = 1.05, $p < 0.04$). The study established that using reinforcement strategies could be an effective way to both address specific behavioral issues and motivate the students in the classroom. The study showed that using positive reinforcement (tangible and social reinforcements) in the classrooms for students with intellectual disability had a positive effect on their academic progress (in science subject) and that the tangible reinforcements were most effective. Adibsereshki et al. (2014), argued that findings can be used by teachers to promote more effective learning for their students with intellectual disabilities.

In a study done by Lam et al. (2008) showed that students' individual and cultural differences, as well as the different conditions under which prior praise has been given to

them influences the extent to which teachers' use of praise. Increased motivation and discipline can be pursued by the provision of incentive Frengki et al. (2017). It means that by giving a lot of incentive or compensation, the staff's discipline was getting better and their loyalty to the applicable rules and regulations was higher. The above stance is also supported by Ajibola et al. (2014) who reported that the incentive's variable gives positive and significant effect to the working motivation and disciplinary.

The study by Shreeve et al. (2002), established that tangible rewards like gifts, good marks, free time and visits were the most popular with a majority of students. There was a high level of agreement amongst the students who responded to the survey that gifts and time, followed by marks, are the most effective rewards. There was much less agreement across all years about whether or not praise, certificates and a letter/telephone call home were effective rewards. Over three-quarters of students in most schools felt that gifts were an effective reward. Only about two-fifths of students at each of two higher-attaining schools felt that certificates were effective rewards. In the remaining secondary schools, certificates were regarded as effective by approximately 60% of the students in each. For the majority of these students a phone call home or a letter was not an effective reward.

Further, Anayo (2014) conducted a study on strategies adopted by teachers to manage discipline in secondary school in Nairobi Kenya. The study findings show that principals indicate that reward as a strategy is very effective and average number of teachers accepted that reward is very effective. None of the principals saw it as ineffective and only few teachers indicated that it is ineffective. Since majority of principals saw reward strategy as very effective it raises a bit of concern on training of students to become self-driven and

taking responsibility in behaving well. MOE (2016), states that an effective behavior modification system often includes rewards. Students are motivated to achieve and conform to appropriate behaviors when either intrinsically or extrinsically rewarded. Those students who prefer intrinsic motivation enjoy praise, personally challenging projects and accomplishing educational tasks just for the love of learning. An extrinsic approach requires more tangible rewards such as pencils, erasers, stickers and sometimes candy. The type of reward given to students must be fair and consistent for all students but also must vary for each task.

In the study by Kinyanjui et al. (2015) findings on classroom reinforcement schedule indicated that, 96% of the teacher participants' perceived tangible items to be very effective reinforcement strategy in the classroom. This means that tangible items were the second most effective reinforcement strategy. The findings confirm by Wheatley et.al, (2015) who reported that, after teachers used reinforcement in the form of rewards and antecedent strategies, the majority of students benefited in academic achievement. Moreover, 83% of the teachers' participants in this study found money and tokens as being an effective reinforcement strategy in classroom instruction. The results indicate that money can be a form of incentive for motivation among learners as the teachers have indicated.

However, Onyango et al. (2018) added that the perceptions of head of department imply that a learner who is positively reinforced in public gets motivated and desires to maintain desirable conduct. In addition, information from document analysis guide confirmed that the use of material rewards sustained good conduct. For instance, learners who always

completed their assignments on time were rewarded through material rewards like books and pens. They too were recognized before their fellow students, and this motivated them. It is on this fact that this study sought to determine school principals' use of rewards on management of students' discipline. In Kenya, Ndembu (2013) study concurs that students prefer alternative strategies to corporal punishment. However, Bechuke and Debela (2012) in South Africa argue that an individual's desirable or undesirable behavior does not depend on an external stimulus that can be seen. Similarly, Ajibola et al. (2014) in Nigeria add that group rewards are more effective than individual ones that make the learners egocentric. Therefore the current study was to determine effectiveness of rewards on management of students discipline in Migori county Kenya to fill the research gap.

2.5.3. Effectiveness of motivational talks on students' discipline management

The discipline of every school heavily depends upon the establishment of group norms and expectations (Danso, 2010). It is essential that the students are led to accept as far as possible the school ethos and preferences modes of behavior. The school principals is responsible for making sure that the school has programs where the students' are advised and made aware of the school rules and regulations and the importance of adhering to them. The students should learn the benefits of good discipline and how it would make them better and responsible citizens in future. Furthermore, Dhaliwal (2013) urges that young people are growing up in a difficult and confusing world where values and standards vary very considerably and where there is no easy task in many situations to decide right from wrong.

During the motivational talk programs discipline should be instilled because discipline exposes children to way of handling the challenges and obligations of living and it keeps

individuals with personal strengths needed to meet the demands imposed on them by the school and later adult responsibility (Danso, 2010). As Osterman (2010), also urges that appropriate disciplinary measures must be used on in-disciplined students' where the measures can be either preventive or corrective. The students' should be made aware through motivational talks that the disciplinary measures are not put in place to harm them but to make them attain their goals and become better adults. Managing discipline in secondary schools demand appropriate skills, knowledge and attitudes if those involved in managing discipline are to be effective. The study by Meehan et al. (2013) concluded that principals should plan well on how the motivational talk programs would be carried out and select well on those who will be participating in the talks. Research also supports the importance of school bonding and supportive relations between teachers and students (Hawkins et al., 2008). Osterman (2010) as well as developing positive peer relations, this hence calls for the current study to determine effectiveness of motivational talks on management of students' discipline. Whereas Hawkins et al. (2008) studied on reducing violence through the schools, the current work dealt with effectiveness of motivational talks on students' discipline to fill the research gap.

2.6. Factors influencing Effectiveness of School Principal's Approaches to Students' Discipline Management

According to Squelch (2011) school principals in South Africa must provide a safe, orderly learning environment for every learner, well-conceived plans, provide protocols for a wide range crises response situation in a manner which enables staff and authorities to immediately restore the school climate to optimal learning conditions. As a result, schools; public and private are required to adhere to safety rules as outlined in the School Safety

Policy of 2005 which points out at the need for responsible communication to averting crisis and restoring calm (Bechuke & Debella, 2012). More fundamentally, schools were found not to prepare for student discipline related crisis such as strikes, and learner to learner conflicts, drug abuse which have been a characteristic experience of South African Schools (Nene, 2013).

Studies done in the Bulawayo Metropolitan Province, Zimbabwe by Sibanda (2018) assessed factors influencing use of positive discipline practices in Mzilikazi District Secondary Schools. The study concluded that factors that influenced use of positive discipline practices in schools mainly emanated from teachers, learners, parents and the members of the community. While this study used longitudinal design, the current study used a cross-sectional survey research design to fill the research gap.

Corporal punishment was banned in Kenya through legal notice No.56 of Kenya gazette supplement No. 25:199 of 30th march, 2001) since then the school discipline has been deteriorating to such extent that the schools may be soon unmanageable to head teachers who are the custodians of school discipline. It is recommended that schools should initiate training programmes for teachers and parents to positively influence their discipline practices in enhancing use of positive discipline practices (Achiyo & Yambo, 2020).

2.6.1 School head factors influencing effectiveness of discipline approaches

In America, schools have continued to witness crisis of notable magnitudes. According to Kruse et al. (2009), American; schools face unexpected crises such as increased number of shooting incidents in middle and high schools especially due to breaking of moral fabric and dynamics in technologies. Indeed, according to the proceedings of the 40th annual

Gallup Poll on the public attitudes toward the public schools, Americans rated student discipline as the second largest problem facing education. This has been argued to be discouraging as school administrators and teachers have collaborated for decades to implement disciplinary practices that provide a safe and orderly academic atmosphere (Bechuke & Debella, 2012). As a result, principal mode of communication has been identified as the critical tool outline in the requisite crises management plans, to resolve crisis, restore equilibrium and support appropriate responses. While Kruse et al. (2009) considered 185 teachers, the current study dealt with 271 principals to fill the research gap.

In Africa, principal mode of communication has been enlisted as integral to effective management of corporate, government organizations as well as in schools. In South Africa, the background of communication initiative can be traced to South African Disaster Management Act 57 of 2002 (Republic of South Africa, 2001). In the year 2010, the Frances Baard District Municipality, situated in the Northern Cape, commissioned the development of a communication plan for the municipality. This was to ensure best communication practices for each anticipated problem and effective implementation. The commissioning of the plan was informed by poor responses to disasters such as fires, earthquakes, floods and outbreaks of diseases. The plan was to be rolled in other municipalities in order to have a common approach to communication for effective disaster management (Nene, 2013).

In Kenya, Kindiki (2009) points out that discipline in schools create suitable teaching and learning climate as well as ensuring safety of learners and teachers. School indiscipline forms a major impediment to the achievement of learning goals. However, the history

incidences of indiscipline precipitating crises have elicited the need for crises management strategies to be explored for professional handling of information on the eve of the crises. Notable crises in schools in the recent past include the historical school unrest in which over more belligerent school unrest in which over 100 schools were torched in 2016. In this event the importance of school principal's communication was highlighted, however Parliamentary Report Committee (RoK, 2009) argue that school unrest spread even to schools that had no history of strikes partly attributed to the way principal communication was handled upon students receiving information of strikes in neighboring schools. In their study, Ajowi and Simatwa (2010) found that the obstructions to interpersonal communication which impede effective communication in schools involved fear of the administration by the learners especially where it is not open but repressive and overlooked learners' grievances, lack of proper hierarchy of authority to whom grievances are forwarded, peer pressure, unclearly stated rules and regulations to guide learners' behavior and intrusion by overprotective parents and guardians. It emerged that intrusion by overprotective parents would lead to communication breakdown in the school because the school administration would feel annoyed by such parents while the learners in question would think they have been given permission to misbehave at school. It is on this fact that this study tends to find out how communication is effectively used by school principals on management of student discipline. Whereas Kindiki (2009) looked at the effectiveness of communication on students discipline in secondary schools, the current study looked at school principal factors on influence effectiveness of discipline approach in secondary schools to fill the research gap.

According to Adgoy (2019) study shows that 693.7% of the 64 teachers described the school principals' communication is ethical and incorporates simplicity. The results also showed that 90.6% of the 64 teachers reported that the school principals listen attentively to what the teachers were saying. The findings further revealed that 89% of the 64 teachers reported that the school principals had ability to control their emotions and calm down while teachers are communicating. This indicates that majority of the school principals were competent in exhibiting good communication skills which could flourish good mood on teachers.

However, Sibanda (2018) conducted a study which revealed that there was misuse of some of the communication channels by some members of the school community, for instance, suggestion boxes which ended up not being used for intended purposes. The finding confirms the results of the study by Noland (2014) which revealed that participants in her study felt that communication links between class teachers and class representatives were not always good because teachers had a habit of pretending to be too busy with other activities. It was further found that some schools did not keep parents informed about positive discipline issues through newsletters. According to Ntuli (2012) lack of principal communication between the school and home contributes to prevalence of cases of untoward behavior in secondary schools. Anayo (2014) study reveals that principals communicate school rules and regulations to all stakeholders. This finding supported the findings of Ofoyuru and Too-Okema (2011) that identified communication as a strategy adopted by head teachers and teachers in managing students discipline in schools. This strategy is very important because communication is very necessary in every activity in school and it supports the requirement in involving all stakeholders in students' discipline.

Accordingly, Katolo (2016) study also established that school principal's communication impact on secondary school students' discipline. Well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools. This is indicative of the fact that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and hand books are means of communication. The findings affirm the fact that the written work is more permanent and less liable to misinterpretation. In other words, open communication means between principals and students which is clear, unambiguous and continuous that is, use of dialogue.

Study by Mahuro and Hungi (2016), argued that communication involves the two-way information sharing between the school and the parents regarding school programmes and students' progress. Schools are encouraged to device various modes of relaying information between the school teachers and the family of students. In many instances, parents are encouraged to contact schools at onset of each grade entry. Various forms can be adopted which may include periodical parent-teacher meetings, telephone conversation and messaging, social media platform and student's report card. This creates a positive communication link which forms the basis of discussion in case the student develops problems later in the year. Principal Communication has been identified as fundamental to both pre-empting crisis in the management of organizations as well ascertaining prompt return to normalcy (Aspinall, 2004). Communication is associated with unitizing information to identify risk and in prompting mitigation measures that can check risk,

harmonize support and recovery in cases where a crisis occurs. Bernstein (2013) emphasizes that crisis communication seals gaps created by crisis by arresting rumors, speculation and misinformation that may prove detrimental to organization and its image. As a result, organizations have prioritized communication as integral to effective management (Coombs, 2012). Crises are inevitable and can happen to any individual or organizations such as schools, factories, shopping malls, hotels, media houses and private business at any place in time. Effectiveness of crises management can therefore be said to rely on well laid down communication plan. However, Bernstein (2013) notes that despite the rising interested parties demand that communication have hardly been handled professionally. Schools have in particular faced crises in which traumatic experiences such as fires, bullying, harassment of teachers and student rioting, often linked to student discipline have been reported across the globe. Communication is particularly important in the management of student discipline as it keeps students abreast of school rules and regulation, updates students on the status of their concerns and controls behavior of students with regard to events that are taking place in the school. Moreover, schools have very critical interested parties such as parents, students and local communities who need to be kept abreast of what is happening when the schools faces crises. This has called for the current to establish effectiveness of communication on management of students' discipline, According to Aspinall (2004) communication is particularly important in managing a crisis as it guides the behavior of the staff and markedly the students which can go a long way especially in the mitigation on the effects of the crisis. However experience of principals is central factor. Principals who have spent more than ten (10) years in the post of administration in school are said to be more proficient in handling issues pertaining to

students' discipline in secondary schools than principals with less experience that is principals that have spent below ten (10) years in administration. Equally, the gender of principals is an important variable to be considered in discussing disciplinary challenges in schools. Female principals tend to be very afraid in meting out punishment on students as a way of discipline (Akomolafe, 2012).

Further it is confirmed by Zubair et al. (2012) that the administrative experience of principals to a large extent may help in overcoming some of these challenges as observations had shown that the number of years a principal spends in administration is symbolic with the ability to handle stress and challenges Sex of principal as a factor is important to be reckoned with. Male principals may be able to handle challenges better than female principals may do. Okumbe (2008) asserted that training improves workers effectiveness in discharging their functions. The ultimate responsibility for all school discipline lies with the school head. The enhancement and the smooth running of the disciplinary approach system depends on a well-defined basic policies established by the heads or the principals.

In addition, McArdle (2011) carried out a study on high school principal attitudes toward implementing positive behavior support systems in Chicago USA. The study concluded that it is important for principals to understand the connection between student motivation and student behavior, then they will need more direct training in this area. Teams cannot assume that principals understand that all student behaviors are purposeful, and that there is oftentimes a direct link between a student's motivation and his/her inappropriate behavior. In order to encourage them to consider student motivation, principals' like students need to be explicitly taught these behavioral principles. Overall, principals who

rate intentions to engage in teaching and acknowledgement rewarding behaviors, appear to be in schools with higher levels of implementation fidelity as measured by the School-wide Evaluation Tool. However, schools must also consider environmental variables that might impede principals' ability to engage in practices. Noland (2014) study results showed a strong positive relationship between both pre-service and in-service principals' values and beliefs regarding discipline practices and their sense of overall efficacy. The more the principal agreed with statements indicating guidance of the student rather than punishment of the student, the higher their efficacy.

2.6.3. Effectiveness of parental factors on management of student discipline management

According to Manamela (2015 study on the role of parent involvement in secondary school discipline in South Africa revealed that the management of parental involvement in the secondary schools is still a challenge. Parental involvement is not effectively managed at these schools because the schools do not have clear policies on parental involvement. None of the schools included in the study had an official policy on parental involvement. Sibanda (2018) conducted a study to assess factors constraining the use of positive discipline practices in Mzilikazi District Secondary Schools in Zimbabwe. Qualitative approach and case study design were employed. Purposively selected participants from four secondary schools comprised four school heads; twenty members of the disciplinary committee, four school counselors, forty prefects and four School Development Committee chairpersons. While the present study used cross-sectional survey design and

respondents were principals, deputy principals, teachers, SCD and student leaders. The study revealed that some parents did not model good behavior to their children. The findings revealed that some parents or members of the family who were involved in drug and alcohol abuse would give their children marijuana to sell to other learners at school. Some parents if they sell beer at home would ask their children to sell beer to the customers.

The findings of the study concur with the results of the study by Shute et al. (2011) that some parents received stolen properties from children while others sent children to buy cigarettes and alcoholic drinks exposing them to temptation to consume them. The findings of the study further revealed that some members of the community did not model positive behavior to learners as they were bribed by learners to come to school and pose as their parents/guardians if learners had disciplinary cases. The same study shows that intrusion by overprotective parents would lead to communication breakdown in the school because the school administration would feel annoyed by such parents while the learners in question would think they have been given permission to misbehave at school.

In his research, Kibandi (2014), found out that parents' participation in the motivation of their children is related to students' performance. This is because both poor and better schools in terms of performance participated in the study and agreed that they participated in the management of their children's motivation. The finding indicates that there is a relationship between parental involvement in the management of students' discipline and their academic performance is apparently attributable to the fact that both in the poor and

better performing schools parents were involved in the management of students' discipline and, indeed, student discipline was reported to be good.

Further, Cleophas (2014), study revealed that Close parental monitoring had an effect on the child's positive behavior ($M=3.60$ and $SD=1.064$). The results also revealed that parents' prior beliefs of their children's ability had a positive effect on performance ($M=4.20$ and $SD=1.152$) further confirming what had been discovered earlier that parental academic expectations could be influenced by parents' perceptions of their children's ability (Furnham & Petrides, 2004). However, with 61% associating below average academic attainment to lack of parents' motivation, then it can be interpreted to mean that most of the parents in the Sub-county do not know how to or lack the capacity to identify and hence nurture the talents of their children at an early stage.

Furthermore, Đurišić and Bunijevac (2017), research has indicated that great schools have effective partnerships with parents; therefore, school, family, and community partnerships are critical component in educating students. Parental involvement provides an important opportunity for schools to enrich current school programmes by bringing parents into the educational process. Increased parental involvement has been shown to result in increased student success, enhanced parent and teacher satisfaction, and improved school climate. To ensure effective parental involvement, schools may have partnership programmes in place that continually develop, implement, evaluate, and improve plans and practices encouraging family and community involvement. Williams, (2010) identify four areas that are barriers to involvement time poverty, lack of access, lack of financial resources, and lack of awareness.

In addition, Martinez (2015) conducted a study on parent involvement and its effects on student academic achievement. The sample consisted of 30 fourth grade students whose family members were highly involved in school and 30 fourth grade students whose family members were not involved. Independent *t*-tests were conducted to compare the mean scores in English language arts and mathematics between the two student groups. Significance was set at $p < .05$. The results suggested that fourth grade students of highly involved family members significantly outperformed those of family members who were not involved based on the cumulative end of year district benchmark tests. The mean difference for English language arts was 32.33 ($p = .001$) and 52.73 ($p = .001$) for mathematics.

According to Avvisati et al. (2010), study confirms that the existing empirical literature on parental involvement focuses on spontaneous levels of involvement. Recent research in this area adopts advanced statistical techniques to describe the scope and scale of involvement, determinants, conditioning factors, and levels. The majority of studies focus on parental covariates of involvement, research however also suggests that parents adjust their involvement to the context, and there exists a small literature on how parental involvement in school is related to the child's age and gender (Wanja, 2014). The study findings indicated that there are disciplines problems in day secondary schools in Kiambu County Kenya and that, parents are not being involved enough in resolving these problems. The study also found out that parents used 67 different parenting styles/ practices and parents' view authoritarian parenting style as the most effective whereas the teachers and principals view this as having negative effects. It was apparent that parents need to be involved more in resolving discipline problems. From the parents' suggestions, it is clear

that they have a lot to offer in resolving discipline problems. Similarly, from the suggestions made by the principals and teachers, it can be concluded that parents have a role to play in resolving the discipline problems of their children in school.

In addition, Shute et al. (2011) reviewed literature on the relationship between parental involvement and secondary school students' academic achievement argued that parents appear to have an important opportunity to influence their children's academic achievement though the influence may not be as great as traditionally believed. Correlation studies have found modest associations between various Parental involvement variables and student academic achievement, with some of the most consistent relationships being reported such as parents talking with their child about school, parents holding high expectations for students and parents employing an authoritative not authoritarian parenting style.

Moreover, Adeyemi (2009) in a study challenged principals in enforcing students' discipline in secondary schools in Edo North senatorial District, Nigeria established that many parents have attitude towards principals' discipline especially politicians or those who have link with notable politicians often meddle in the affairs of the school administration. Many politicians interfere in the running of schools in their constituencies for political reasons and often do not allow principals to instill discipline in students as it ought to be. Most members of parliament will not protect principals who may hold political opinions contrary to their own. Some parents are known for issuing threats to principals who take out some disciplinary actions against their children especially those who hold positions in the society.

As a result of some of them being influential, they use their position to intimidate and threaten the principals and therefore preventing them from taking appropriate disciplinary measures against their children and this erodes the authority of the school principals. Such instances had been witnessed in a school in the year 2009 where a parent of a student who was given punishment came with three brothers of the student to issue threats. It was observed that a parent once slapped a principal of a school in Auchi for allegedly punishing her daughter for always coming late to school (Ifeoma 2011).

It was equally observed in Dagbala secondary school that another principal was beaten up by the parents of a student that was punished by a teacher. Even some parents ended up getting principals arrested and arraigned before judges. Such embarrassing situations have made it difficult for principals and teachers in public and private secondary schools to enforce suspend taking disciplinary measures like suspension for the fear that such parents may have their appointments terminated and the student readmitted unconditionally. Such an occurrence could send a wrong signal to the other students since the principal is handicapped in the application of disciplinary action, (Shute et.al 2011). Hence the gap or the current on effectiveness of parental involvement on management of students' discipline.

2.6.2 Effectiveness of school factors on management of student discipline

According to Bwoginda (2011), staff and students generally have a stronger sense of personal efficacy in small schools and units. Students take more of the responsibility for their own learning and learning activities. The learning needs of the students, not the organizational needs of the school, drive school operations. This enhances the orderliness of a school environment recommended by Adeyemi (2009) that large schools would be

more effectively managed by administrators with more than 10-year experience and higher academic qualifications. For discipline to be instilled and maintained in such schools, delegation is highly recommended by allowing principals to participate more in the organization and administration of the school. While Adeyemi (2009) dealt with principals' management of conflicts in public secondary schools, the current study dealt with effectiveness of school factors on management of student discipline to fill the research gap.

School size and students' discipline Yambo (2012) 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 Karuri (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. In a smaller school, it is possible for an administrator to know all the students by name as well as have a face to face contact with all the teachers and support staff regularly. This personal contact creates an opportunity to have a strong grip of the personnel and the whole school at large. This yields obedience which is a strong virtue of discipline. Small schools have lower incidences of negative social behavior than do large schools. This is because students in small schools are involved in a greater variety of activities and that they derive more satisfaction from their participation than students in large schools. Therefore, they are less likely to participate in anti-social activities leading to a more learning conducive environment.

A school teacher in a large school must exercise better planning and delegation in order to ensure that no area is neglected. Further, there is a much greater sense of belonging among students in small schools than in large ones. This develops a more strong sense of

patriotism to the school and hence fewer indiscipline incidences compared to larger schools (Yambo, 2012). Feeling of alienation from ones' school environment is both negative a thing in itself and is often found in connection with other undesirable outcome. Alienation affects confidence, self-esteem and responsibility for self-direction. This means that smaller schools can be more relatively stable than big ones. One key feature of small schools and units is that everyone's participation is needed for clubs, teams and student government to have an adequate number of members.

The deputy head teachers are responsible to the head teachers for guidance and counseling of students as well as ensuring that proper discipline is maintained in the school. He/she is very effective with full backing from the head teachers' office. Furthermore, Saloviita (2016) argues 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 behaviors'. 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. The teacher(s) on duty oversees the students' activities in the course of the time allocated while the dormitory masters/mistresses where applicable sees to it that there is order in their areas of jurisdiction.

The study of, Raichena (2006) observed that, good discipline should produce obedience and self-control. A student should be able to control himself/herself and do the right thing at the right time, place and in the right manner. Effective teachers should know that students need to enjoy firm and fair discipline. For their effectiveness to be felt, teachers

should begin each day with a positive attitude, have a good class control, let the school activities be learner-centred and keep a record of major issues that arise in their areas of jurisdiction. To enhance the effectiveness of the teachers in their supervisory role, the head teacher and his/her deputy need to lead from the front

Restriction by law, the outlawing of corporal punishment in school made teachers/principals to become very cautious to avoid being accused of assaulting their students for some teachers have been ridiculed, humiliated and fined in the court of law for disciplining students. For the fact that teachers and principals are taken to court in the process of taking disciplinary action on rude students are restricted to few alternative disciplinary measures and this often result to ineffective measures like ignoring a student's misconduct altogether (Al-Jarrah & Khasawneh, 2013). Furthermore, school principals lose their respect and honour when they are found guilty or when cases are judged in favour of students and their parents or when principals are made to pay fines as damages done to students.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This study assessed the effectiveness of school principals' approaches on management of students' discipline in public secondary schools in Migori County, Kenya. This chapter focused on the research design, description of the area of study, population of the study, sample size and sampling techniques. It also includes information about data collection instruments, validity and reliability of research instruments, piloting, data collection procedures and methods of data analysis, and ethical considerations.

3.2 Research design

This study adopted a cross-sectional survey research design to explore and find out the effectiveness of school principals' disciplinary approaches to managing students discipline in public secondary schools in Migori County, Kenya. The cross-sectional survey design was appropriate as it assisted the researcher to get data on the effectiveness of school principals' disciplinary approaches on students' discipline by asking individual principals, deputy principals, SCDs, teachers and student leaders on the effectiveness of school principals' approaches on the management of students' discipline. Furthermore, it often used to describe and explore human behavior without manipulation. Therefore, survey is commonly used to study phenomena in social and psychological research, which was relevant to this study. It also allowed for use of mixed methods where quantitative and qualitative data was involved. In this study, this was achieved by collection of both qualitative and quantitative data by use of questionnaires, interview guide and Focus Group Discussion (FGD), which was then integrated in the presentation of study results

(Creswell, 2013). Cross-sectional Survey design also allowed presentation of data by use of frequency counts, percentages and means, as was done in this study.

3.3. Study Area

This study was conducted in public secondary schools in Migori County. This is a county in the former Nyanza Province of South Western part of Kenya. It is located at latitude -1.06343 and longitude 34.47313. The study area is located in western Kenya. The neighboring counties include: Kisii to the North East, Narok to the East and South East as well as Homa Bay County situated to the North. Tanzania is also to the South and South West and Lake Victoria to the West of the County (see Appendix A). It is a cosmopolitan area consisting of Abagusii, Kuria, Somalis, Luhya, Suba-Luos, Luos and a small number of Indians, Arabs, and Nubians, this makes it have influence of various cultural practices hence affects students discipline. The headquarter of the county is Migori town. According to the 2009 population census, the total population of Migori County was 917,170 comprising of 444,357 males (48.6%) and 472,814 females (51.4%) This is according to Kenya National Bureau of Statistics (2010). This means that the students' enrolment was to increase exponentially, hence the need to pay more attention to approaches to manage students discipline in public secondary schools in Migori.

Besides, Migori town is the second most economically vibrant center in Luo-Nyanza region after Kisumu. Within Migori County, there are other major towns such as Isebania and Kehancha in Kuria District. The population density is 353 persons/km². An estimated 85 percent of the entire land area in the region is arable and can be classified as high potential but the poverty level in the location stands at 43% as per the Kenya Housing and

Population Survey (2017), hence promote high crime rates hence indiscipline among students as they look for ways of survival. The main income generating activities in Migori County include fishing, agriculture, mining and manufacturing. Gold mining is also being practiced on a small scale in the county as per Kenya National Bureau of Statistics (2012). In addition, the county boasts itself with a national cereals board depot in Migori Town. Partial financing of development educational programs in the county are currently being coordinated by Migori County Government. These varied sources of income financial support has helped schools to develop physical facilities and infrastructure improving the environmental situation of most public schools hence makes student discipline positive. Educational statistics revealed that over the years (2014-2018), Migori County has been registering constant decline in students' performance in KCSE examinations (Migori County Education office, 2018). There was sufficient evidence that for the last five years, the county has continued to record low mean score in the KCSE examinations. During the period of 2014- 2018, Migori County hardly attained a mean score of 6.0 thus raising concern among researchers, stakeholders and parents. The mean scores were as follows: 5.6 in 2014, 4.8 in 2015, 5.3 in 2016, 3.6 in 2017 and 3.8 in 2018. It consists of 271 public secondary schools, two national, 50 Extra County, 146 County and 73 Sub-County schools. Indiscipline cases are also experienced in the schools in the County, 2014-50, 2015-52, 2016-53, 2017-63 and 2018-61 which has raised concern for the current study. It has 1191 male teachers, 568 female teachers total of 1759, with student enrolment of 80644, as obtained from the office of the (County Director of Education, 2019).

3.4 Study Population

The study population consisted of 2582 respondents drawn from 271 principals, 271 deputy principals, 271 student leaders, 10 Sub County Directors (SCDs) and 1759 teachers, in Migori County, as shown in Table 2.

Table 3.1 *Study population (sampling frame)*

| Sub County | No.Prin. | D/P | S/L | SCD | teachers | Sub total |
|--------------|------------|------------|------------|-----------|-------------|-------------|
| Suna East | 32 | 32 | 32 | 1 | 247 | 313 |
| Suna West | 22 | 22 | 22 | 1 | 136 | 181 |
| Nyatike | 56 | 56 | 56 | 1 | 256 | 369 |
| Rongo | 33 | 33 | 33 | 1 | 279 | 346 |
| Awendo | 38 | 38 | 38 | 1 | 246 | 323 |
| Uriri | 35 | 35 | 35 | 1 | 213 | 284 |
| Kuria West | 16 | 16 | 16 | 1 | 112 | 145 |
| Mabera | 19 | 19 | 16 | 1 | 130 | 169 |
| Ntimaru | 11 | 11 | 11 | 1 | 66 | 89 |
| Kuria East | 9 | 9 | 9 | 1 | 74 | 93 |
| TOTAL | 271 | 271 | 271 | 10 | 1759 | 2582 |

Source: Migori County Director of Education office (2019)

As shown on Table 3.1 the highest population of the study was obtained from Nyatike Sub-county with 32 principals and deputy principals, hence had highest representation of respondents. The sub-county with the smallest study population was Kuria East with 9 principals and similar number of deputies.

3.5. Sample Size and Sampling Techniques

A sample is used in a study when the researcher is not able to cover the entire population ; therefore, researchers collect information from a sample in such a way that the knowledge gained represents views of the entire population (Bryman, 2012; Fraenkel & Wallen, 2009). According to Kothari (2004), the size of the sample should neither be excessively large, nor too small but should be optimum to fulfill requirements of efficiency, representativeness, reliability and flexibility. This means that a sample should be able to represent population characteristics satisfactorily (McMillan & Schumacher, 2010). The sample size for this study was 547 respondents. Administrators 148, 74 student leaders, 317 teachers and 8 SCDs.

3.5.1 Sampling Procedure for Principals and Deputy Principals .

Principals and deputies considered respondents in this study because they carry out supervisory role to students and are able to observe and evaluate how students discipline is promoted in their schools. Furthermore, they are ultimately expected to give a report about indiscipline, thus they are required to have a clear picture of how discipline is instilled by teachers (Republic of Kenya, 2009).

Simple random sampling which was used to select principals and deputy principals involved in this study. This method of sampling was used because Cohen et al. (2007) supported it and the study required representation of principals and Deputy Principals to be able to provide the specific data that was required in the study. Out of 271 principals and their deputies, 27 (10%) took part in pilot testing respectively and those who participated in the pilot study were excluded from the main study. Thirty percent of the 244 principals

and the deputies were selected 74 respondents, who were allocated proportionally per sub-county. Table of Random Numbers was used to select the relevant respondents, as indicated in Table 3.2

Table 3.2 Population and sample size of secondary school principals /deputies in Migori County

| Sub-county | No. Principals | No. of D/Principal | Principals' sample size | D/Principals' sample size |
|-------------------|-----------------------|---------------------------|--------------------------------|----------------------------------|
| Suna East | 32 | 32 | 10 | 10 |
| Suna West | 22 | 22 | 8 | 8 |
| Nyatike | 56 | 56 | 21 | 21 |
| Rongo | 33 | 33 | 13 | 13 |
| Awendo | 38 | 38 | 14 | 14 |
| Uriri | 35 | 35 | 13 | 13 |
| Kuria West | 16 | 16 | 7 | 7 |
| Mabera | 19 | 19 | 8 | 8 |
| Ntimaru | 11 | 11 | 4 | 4 |
| Kuria East | 9 | 9 | 2 | 2 |
| TOTAL | 271 | 271 | 74 | 74 |

Source: Migori County Director of Education office (2018)

3.5.2 Sampling procedure for SCDs

This table contains the sub counties in Migori county and the sample population for the study.

Table 3.3 Sampling for Sub-County Directors

| Sub County | SCD | Sample population |
|------------|-----|-------------------|
| Suna East | 1 | 1 |
| Suna West | 1 | 1 |
| Nyatike | 1 | 1 |
| Rongo | 1 | 1 |
| Uriri | 1 | 1 |
| Mabera | 1 | 1 |
| Ntimaru | 1 | 1 |
| Kuria East | 1 | 1 |
| TOTAL | 8 | 8 |

Source: Migori County Director of Education office (2019)

According to Basic Education Act (2015), all disciplinary proceedings affecting a learner, the attendance of the Sub-county Education Officer shall be mandatory. This was why the SCDs were deemed fit for this study. Out of 10 SCDs, 2 SCDs were selected for piloting and 8 were used in the study as recommended by (Kothari, 2004).

3.5.3 Sampling Procedure for Teachers.

The table below contains number of schools in the county per sub county and the number of teachers sampled for the study.

Table 3.4 Sampling for teachers

| Sub County | Number of schools | Teachers sample size |
|------------|-------------------|----------------------|
| Suna East | 247 | 45 |
| Suna West | 136 | 25 |
| Nyatike | 256 | 46 |
| Rongo | 279 | 50 |
| Awendo | 246 | 44 |
| Uriri | 213 | 38 |
| Kuria West | 112 | 21 |
| Mabera | 130 | 23 |
| Ntimaru | 66 | 12 |
| Kuria East | 74 | 13 |
| TOTAL | 1759 | 317 |

Source: Migori County Director of Education office (2018)

Simple random sampling was used to select teachers in this study. 30 teachers were selected for piloting as recommend by (Chang et,al 2006). According to Krejcie and Morgan (1970) (**Appendix B**) a population of 1729 is rounded off to 1800 and the sample

size is 317. These teachers were proportionally allocated per sub county hence selected by use of Table Of Random Numbers (See Appendix J)

3.5.4 Sampling Procedure for Student Leaders

Student leaders were considered in this study because they are elected by fellow students and are able to observe and evaluate how students discipline is managed in their schools. Furthermore, they are ultimately expected to give a report about indiscipline, thus able to have a clear picture of how discipline is carried out by teachers (Republic of Kenya, 2001).

Simple random sampling which was used to select student leaders involved in this study. This method of sampling is used because the study requires their representation to be able to provide the specific data that is required in the study (Cohen et al. 2007). Out of 271 student leaders, 27 (10%) of two groups were included in piloting. Thirty percent of the 244 student leaders were selected hence 74 (five groups) respondents was included in the study. The respondents were proportionally allocated per Sub-county by use of Table of Random Numbers as indicated in Table 3.5

Table 3.5 Population and sample size of secondary school student leaders in Migori County

| Sub-county | No. schools | No. of Student leaders | Student leaders' sample size |
|-----------------|-------------|------------------------|------------------------------|
| Suna East/West | 54 | 54 | 14 |
| Nyatike | 56 | 56 | 14 |
| Rongo/Awendo | 71 | 71 | 18 |
| Uriri | 35 | 35 | 14 |
| Kuria West/East | 55 | 55 | 14 |
| TOTAL | 271 | 271 | 74 |

Source: Migori County Director of Education office (2018)

3.6 Research Instruments

Questionnaires were used to collect data in this study because they facilitate large coverage and collection of data in a fairly shorter time. In this study, two sets of questionnaires were used; one for administrators and another one for teachers. To facilitate collection of in-depth data, and interview guide was used to collect data from SCDs by use of telephone conversation. FGD guide was also used to collect data from students' leaders through face to face conversation.

3.6.1 Questionnaire for Principals and Deputy Principals (Appendix C)

A questionnaire was administered to school principals and deputy principals. This tool was divided into five sections A, B, C, D and E. Section A (1-6), collected data on principals' demographic information, including gender, age, academic qualification, work experience, and category of school. Section B (7-14) collected information on effectiveness of preventive approach on students' discipline. Section C (15-20) collected data on effectiveness of corrective approach of students' discipline while Section D (21-26) gathered information on effectiveness of positive behavior reinforcement on students' discipline. Section E (26-33) gathered information on factors influencing effectiveness of disciplinary approaches on students' discipline. The items in the questionnaire consisted of closed ended questions. The closed items were presented in the form of a Likert and rating scale where respondents selected their responses. The response range was between 1 and 5 where; 1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective € 4 = Highly Effective (HE) 5 = Very Highly Effective (VHE)

Likert and rating scales were used because it's a quick way of obtaining and comparing views and opinions of individuals about a given construct. Likert scale is deemed efficient and easy to draw conclusions, write reports, results and graphs from responses. It is commonly applied in behavioral science while providing sufficient variability for comparison for ease tabulation and analysis (Singh 2010).

3.6.2 Interview Guide (Appendix D)

An interview guide was designed for eight sub-county directors (SCDOE) to gather qualitative information on preventive approach, corrective approach, positive behavior

reinforcement approach and factors influencing their effectiveness in Public Secondary Schools in Migori County. The interviewer questioned each interviewee for their consent to be interviewed on telephone and recording done. All the respondents agreed to be interviewed online.

3.6.3 Focus Group Discussions Guides.(Appendix F)

A focus group discussion guide was used to collect qualitative data from 74 student leaders who were organized into five groups. The questions in the FGD guide were drawn from the objectives of the study. The GDs were used to gather data from students' leaders on preventive, corrective and positive behavior reinforce approaches, and also on factors influencing their effectiveness as guided by the study objectives. Four groups of 14 students each, were organized in four sub counties and one group of 18 students in one sub county. All the FGD were done on face to face basis.

3.6.4 Piloting of the Research Instruments

To ensure effectiveness of the research instruments used in the study, a pre-test was carried out, as advised by Kothari (2004). The pilot study for questionnaires was conducted in 27 secondary schools where 27 principals and deputy principals were involved. Focus group discussion guide was piloted in two group here each group consisted of 13 and 14 students leaders respectively. 30 teachers were involved in piloting as suggested by (Chang et,al 2006). The respondents involved in pre-testing were excluded from the data collection in the main study. Through the pre-test, ambiguities in questions were addressed before the actual study. The researcher used experts who are the lecturers, to improve on the instruments before administering the same for the second time. Irrelevant items identified in the questionnaires, interview guide and FGD guide during piloting were discarded or

reworded to elicit the relevant responses. Based on the outcome, the instruments were revised in readiness for data collection.

3.7 Validity and Reliability of Research Instruments

The essence of concern about validity and reliability of data collection instruments is to enhance data quality. The tools were tested for validity and reliability as outlined in this section.

3.7.1 Validity Testing

Validity testing involved getting results that accurately reflected the concepts being measured; The research results were then correctly interpreted and generalized to the population. Modifications were done on the instrument following the outcome of the pilot study. The modifications were focused at achieving acceptable face validity, construct validity, internal validity and external validity. To determine face validity and content validity, the researcher consulted with study supervisors. Each question was evaluated and rated to determine its relevance to the objective on a scale of 1 – 4 (1 – not relevant, 2 – some-what relevant, 3 – quite relevant, 4 – very relevant). Content validity for each item was computed and validity index was calculated as follows:

Content validity index = No .of items rated relevant by all experts 28

Total No. of items in the instrument

CVI = $28/33 = .85$

The computation gave content validity index of .85 which is slightly above the least accepted validity in survey research (Singh 2010). To achieve construct validity the

researcher used the correct measures for the concepts being studied after performing factor analysis. To achieve internal validity, the researcher demonstrated that certain conditions led to other conditions. For example, school principal approaches would lead to students discipline; with appropriate preventive measures being taken in time. According to Oso and Onen (2009), to enhance validity of the interview schedule, the research questions and objectives had been clearly defined, understood and made workable. This was achieved after modifications made following the pilot study. The research stakeholders had been fully engaged through: methodological triangulation, respondent validation, fair dealing and attention to negative cases having been carefully focused on. Audio recording made the qualitative data collected trustworthy.

3.7.2 Reliability Testing

The study tools were adjusted until they provided consistent results. This was done by pre-testing, after which necessary adjustments were made. The survey study mode ensured that the procedures used were well documented and could be repeated with the same results over and over again. Reliability was enhanced by using clear wording that the respondents found easy to understand. An adequate number of questions was used to define the concepts in questions more completely. The questions were designed to entice a spread of views.

The study assessed the sub-scale's internal consistency. The four sub-scales were preventive approach, corrective approach, positive behavior reinforcement and factors influencing their effectiveness. The assessment was done using Cronbach's alpha, which enabled the researcher to study the properties of measurement scales and the items that compose the scales. It calculates a number of commonly used measures of scale reliability

and also provides information about the relationships between individual items in the scale. According to Oso and Onen, (2014), a questionnaire has good internal consistency if the Cronbach's alpha coefficient of a scale is above .70. The researcher computed the reliability for multi-item opinion items separately for all the four subscales in the principals', deputy principals' and teachers' questionnaires. Table 3.6 which shows the Cronbach's Alpha for questionnaires, reveals that the instruments had adequate reliability for the study.

Table 3.6 Internal Consistence: Cronbach's Alpha Results for the Questionnaire

| Scale | No. Items | Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items |
|-----------------------------------|-----------|------------------|--|
| Preventive approach | 8 | .858 | .859 |
| Corrective approach | 6 | .676 | .710 |
| Positive behavior reinforcement | 6 | .756 | .753 |
| Factors influencing effectiveness | 7 | .852 | .845 |

Source: Author (2020)

Given that the minimum acceptable value for Cronbach's alpha is .70, all the subscales reached a threshold and were within this range. For example, the subscale of preventive approach scale questionnaire composed of eight items had internal consistency of $\alpha = .859$; all the items of this subscale were worthy of retention. As can be seen in Table 3.6, all items were correlated with the total scale to a good degree, as indicated in the SPSS output. A correlation with the total scale of above .85 would have meant that there is redundancy and duplication of items. Table 3.6 shows that the internal consistent for the other subscales in the questionnaire were adequate enough for the study. Data I Table 3.6

therefore shows that the questionnaires were generally suitable for data collection; because they adequately measured the constructs for which they were intended to measure.

3.8. Data Collection Procedures

The researcher obtained an authority letter from Graduate School, Rongo University, after which a research permit was sought from the National Commission of Science and Technology and Innovation (NACOSTI). The researcher then presented the research permit to the County Director of Education and the County Commissioner in Migori County. Permission was further granted by Sub County Directors. Questionnaires were then administered to principals, deputy principals and teachers by the researcher after prior arrangement with them, over a period of one month. This was done by booking for their time prior to the delivery of questionnaires to the Administrators. After a period of one week, the completed questionnaires were collected. Follow up collection was done in the second week for those respondents who had not completed their questionnaires during the first collection visit.

During questionnaire drop offs, interview dates were scheduled with the SCDs as well as for focus group discussion to students' leaders with the participating schools and permission granted by the principal. Both interviews and Focus group discussions were done over a period of three weeks. The taped data from interviews and FGDs was later transcribed, and analyzed thematically.

The researcher had prepared good training programs for research assistants. This was used to equip them in advance with proper procedures and protocols for their work in the field. The research assistants training program covered the basic concepts of the study, terminology, processes, methods and the proper application of the techniques being used in

the study (Singh 2010), The research assistants were also made to be conversant with different relevant methods of data collection and different techniques. This was aimed at carrying out triangulation at the analysis stage of the work as cited by (Singh 2010)

The training program also included protocols for survey research, including time deadlines, formats for narrative reporting and audio-taping. Research assistants were trained to be good listeners who could hear and understand the exact words being used by those interviewed. The research assistants needed to understand the purpose of the study being to assess effectiveness of school principals' approaches on management of students' discipline, grasp the issues and were prepared to be open to contrary findings. They were also made to be aware that they were going into the world of real human beings who may be threatened or unsure of what the case would be.

3.9 Methods of Data Analysis

The researcher subjected the filled-up questionnaires to inspection and those missing data were separated from those that were fully filled. The questionnaires were keenly checked. Compatibility of the data to SPSS program was ensured through coding of each respondent questionnaire for verification and identification was done. When all the data had been keyed in, 20 questionnaires were selected randomly for verification of the SPSS program and correction done on the wrong entries. This included detection of incorrect values which were to be excluded from the study, cases that were repeated or logic breakdowns. Scoring was done in the qualitative data audio taking done during the interview sessions through the research assistant. The themes were later identified and each theme was a representation of the findings which were later analyzed and integrated together with the quantitative data.

The data collected was analyzed using quantitative techniques by the use of computer package (SPSS) and presented in Tables. Qualitative data was analyzed thematically where the responses from the interview schedule and focused group discussions organized into themes, meaning given and analysis done systematically, as guided by the objectives of the study. This was to help in checking the consistency and relevancy of the responses to the items of the objectives. In view of this, all details of the information contained in the document used to collect data in this research were coded and analyzed to the category of respondents using the SPSS (Version 26). Analysis of quantitative data was done using both descriptive statistics comprising of frequency tables and figures and inferential statistics, used T-test analysis. Analysis of the study data involved both the quantitative and qualitative techniques.

3.9.1 Quantitative Data Analysis

In order to determine the effectiveness of school principals' approaches, a five-point rating scale was used. The scores of all respondents on a given aspect were aggregated to give the total score per item. The likert scale rating was used to make it easy for the conclusion reports, results and graphs from the responses. The mean rating was calculated by dividing total score per item by number of respondents per item. The data was analyzed through the use of statistical package for social sciences (SPSS) Version 26, at the set p-value at .05 level of significance.

The mean ratings were then interpreted in agreement with (Cheruiyot & Simatwa 2016) classification, using intervals as follows:

1.00-1.44 = not effective

1.45 – 2.44 = lowly effective

2.45 – 3.44 = effective

3.45 – 4.44 = highly effective

4.45 – 5.00 = very highly effective

The mean rating was used to establish effectiveness of school principals' approaches on management of student discipline. The school principals' approaches were measured in terms of preventive, corrective, positive behavior reinforcement and factors influencing their effectiveness.

The T-test was used to determine if there was a significant difference between the means of two groups, which were between teachers and administrators in this study, the results presented in form of Tables. Table 3.7, shows a summary of statistical techniques used for analysis per objective.

Table 3.7 Data Analysis matrix for effectiveness of principals' approaches on student's discipline

| Research Hypothesis | Independent variable | Dependent variable | Statistical tests |
|--|----------------------|----------------------|---|
| Ho1 There is no statistically significant relationship between effectiveness of preventive approach and management of student's discipline in public secondary schools in Migori County. | Preventive approach | Students' discipline | Frequencies Percentages Means t-test |
| Ho2 There is no statistically significant relationship between effectiveness on corrective approach and management of student's discipline in public secondary | Corrective approach | Students' discipline | Frequencies Percentages Means t-test |

| schools in Migori County | | | |
|--|---|----------------------|---|
| Ho3 there is no statistically significant relationship between effectiveness of positive behaviour reinforcement approach and the management of student's discipline in public secondary schools in Migori County. | Positive behaviour Reinforcement approach | Students' discipline | Frequencies Percentages Means t-test |
| Ho4 There is no statistically significant relationship between factors that make school principal' approaches effective on management of student's discipline in public secondary schools in Migori County. | Factors influencing effectiveness | Students' discipline | Frequencies Percentages Means t-test |

3.9.2 Qualitative Data Analysis

Qualitative data analysis (QDA) involved identification and interpretation of patterns and themes in textual data. QDA provided depth and detail, by exploiting verbatim reporting and where applicable, the data was summarized in Tables to make them easily understandable. Verbatim reporting created openness and simulated respondents' experiences. Also, qualitative data analysis enabled the researcher to avoid prejudgment. Once the corpus from interviewees were gathered, the discussion was transcribed and arranged thematically considering priority areas as advanced by Mbvesa (2016).

Table 3.8 *Summary of themes and excerpts.*

| Themes | Codes | Interview excerpt |
|--|--------------|--|
| 1.preventive approach Theme | | Use of peer counsellors Consistency in enforcing school rules Regular G/C by principal Parental involvement Pastoral care Regular consultation of parents Using student council Regular consultative meeting with teacher |
| 2-Corrective approach themes | | Time out Verbal threats suspension Expulsion Withdrawal of privileges Manual work Praises |
| 3.Positive behaviour reinforcement theme | | Face to face talk Giving tokens Use of motivational speakers Giving of monetary rewards Certificate of recognition Principals attitude |
| 4. Factors influencing effectiveness. Theme | | Parental involvement School size Principal disciplinary experience Principals communication channels Policy guidelines from MoE Teacher involvement |

In this study independent variables were also identified. Preventive approach had themes like use of peer counselors, consistency in enforcing rules and regulation. Corrective approach had timeout, verbal threat, withdrawal of privileges. Positive behavior reinforcement also had certification of recognition to well behaved student, rewards, and

motivational talks. In addition factors influencing effectiveness had themes like parental involvement on students discipline, principals attitude or school size.

3.10. Ethical Consideration-

Ethical consideration is of utmost importance in research. De Vos, Strydom, Fouche and Delport (2011) noted that ethics should be observed from conception of research, during data collection, analysis, interpretation and report writing. Having obtained permission to carry out the study from County Education Office, the researcher then proceeded to the field for data collection. In this study, the respondents were treated with respect and dignity. They were informed about the purpose and objectives of the study so that they fully understood their roles in the study, and also to give informed consent. Written consent was sought and obtained from the respondents before they completed the questionnaires. They were informed that their participation was voluntary, and that they were free to opt out of the study when they decided to do so (Mbwesa, 2016). The information they gave was confidential and their responses respected. Anonymity was observed through serializing of the questionnaires. In the final report, there was no identification of respondents by names, or mentioning of places that could make their identity known.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Introduction

The purpose of this study was to assess the effectiveness of school principals' approaches on management of students' discipline in public secondary schools in Migori County, Kenya. This chapter focuses on the results of data analysis pertaining to the objectives, research questions and research hypothesis as supported by (Cowley & Mitchel 2014). The chapter opens with a brief description of the demographic characteristics of the respondents followed by a detailed presentation of statistical analysis in a fairly consistent sequence: a restatement of the research questions and hypotheses, after which descriptive statistics, inferential statistics and pertinent interpretations are given. The chapter also reports the analysis of qualitative data which were collected through interviews and focus group discussions, taped, transcribed and arranged thematically as got from respondents during the study. Finally, the chapter presents a detailed discussion of the findings per objective to assess the effectiveness of school principals' approaches on management of students discipline in Migori County, Kenya.

Table 4.1 *Instruments' Response Return Rate*

| Respondent Category | Sample Size | Returned Response Size | Percentage Return Rate |
|----------------------------|--------------------|-------------------------------|-------------------------------|
| Teachers | 317 | 201 | 63.41 |
| Administrators | 148 | 121 | 81.75 |
| Total | 465 | 322 | 72.58 |

Table 4.1 shows that overall return rate was 72.58% which is above 60% and is adequate for objective data analysis as suggested by (Sheehan,,2008).

4.2 Demographic Characteristics of Respondents

A total of 322 respondents drawn from principals, deputy principals and teachers were involved in this study where quantitative data were collected. These respondents were requested to fill a questionnaire from which their demographics were collected (questions 1 – 6). The information obtained are analyzed in Table 4.2 and Table 4.3

Table 4.2 *Distribution of Gender Type*

| Category of Respondent | | Male | Female | Total |
|------------------------|------------------|-------------|-------------|------------|
| Teachers | Frequency | 97 | 104 | 201 |
| | % | 43.11 | 56.89 | 100 |
| Administrators | Frequency | 52 | 69 | 121 |
| | % | 53.6 | 46.4 | 100 |
| Total | Frequency | 149 | 173 | 322 |
| | % | 46.3 | 53.1 | 100 |

Table 4.2 shows that majority of the respondents were females (53.1%), with males being 46.3%. This was a typical reflection of the actual gender roles in relation to the effectiveness in managing student discipline as concurred by (Nyagiati & Yambo 2018).

Table 4.3 Distribution of Age

| | | Age in Years | | | | | Total |
|----------------|-----------|--------------|-------|-------|-------|------------|-------|
| | | 30 and below | 31-40 | 41-50 | 51-60 | 61 & above | |
| Teachers | Frequency | 37 | 82 | 61 | 21 | 0 | 201 |
| | % | 18.6 | 40.8 | 30.3 | 10.4 | 0 | 100 |
| Administrators | Frequency | 1 | 16 | 59 | 42 | 3 | 121 |
| | % | .9 | 13.2 | 48.8 | 34.7 | 2.8 | 100 |
| Total | Frequency | 38 | 98 | 120 | 63 | 3 | 322 |
| | % | 11.8 | 30.4 | 37.3 | 19.6 | 1.0 | 100 |

The majority of the respondents (37.3%) fell within the age range of 41-50 years, followed closely by 30.4% being under 31-40 years. This means that more than 60% of the teachers and administrators serving within the county were aged below 51 years, and could possibly have different perspectives to discipline approaches. This is consistent with Strang (2014) who found out that age brings with it greater competence, self-confidence, self-esteem and high level of responsibility in which a person feels a greater sense of accomplishment. These attributes are crucial in the management of students' discipline in secondary schools.

Table 4.4 *Distribution of School category*

| Category of Respondent | | Category of School | | | | | Total |
|------------------------|-----------|--------------------|-----------|---------------|----------------|----------------------|-------|
| | | Pure Day | Mixed Day | Pure Boarding | Mixed Boarding | Mixed Day & Boarding | |
| Teachers | Frequency | 24 | 51 | 62 | 23 | 41 | 201 |
| | % | 11 | 25.4 | 28.4 | 11.4 | 20.4 | 100 |
| Administrators | Frequency | 4 | 29 | 51 | 20 | 17 | 121 |
| | % | 4.2 | 24.0 | 42.1 | 16.5 | 14.0 | 100 |
| Total | Frequency | 28 | 80 | 113 | 43 | 57 | 322 |
| | % | 8.9 | 24.8 | 35.1 | 13.4 | 17.7 | 100 |

It emerged from the table that 35.1% of the respondents work in Pure Boarding schools and 24.8% working in Mixed day secondary schools. This means that those respondents from Boarding schools' responses would give a better perspective on how students behave away from their parents while in School as was found in a study by Umezinwa and Elendu (2012), while day scholars could give a picture on those who relate with outside environment and their families on daily basis.

Table 4.5 Distribution of Highest Academic qualification

| Category of Respondent | | Highest Level of Education | | | | | Total |
|------------------------|-----------|----------------------------|-----------|---------|-----|--------|-------|
| | | Diploma | Bachelors | Masters | PhD | Others | |
| Teachers | Frequency | 35 | 110 | 49 | 4 | 3 | 201 |
| | % | 17.4 | 50.2 | 24.4 | 1.8 | 1.4 | 100 |
| Administrators | Frequency | 5 | 67 | 40 | 9 | 0 | 121 |
| | % | 4.1 | 55.8 | 41.7 | 9.3 | 0 | 100 |
| Total | Frequency | 40 | 177 | 96 | 13 | 3 | 322 |
| | % | 12.4 | 55.0 | 27.6 | 4.1 | 1.0 | 100 |

It shows that the respondents were academically qualified to work as teachers and administrators in secondary schools as 55.0% had Bachelor's degree, 27.6% had Master's degree and 12.4% had diploma as the highest academic qualification. This background training was assumed to enable the researcher get the information necessary for this research. Principals with higher academic qualifications tend to perform better in management of students' discipline in the school system. This is consistent with the findings of (Negradas-Varona et al., 2017) who stated that the academic qualification of principals and teachers is important in the management of students' discipline. The highest academic qualification attained by principals and teachers was one criterion of determining the professionalism.

Table 4.6 Teaching Experience

| Category of Respondent | | Teaching Experience in Years | | | | | Total |
|------------------------|-----------|------------------------------|-------|-------|-------|----------|-------|
| | | Below 10 | 10-15 | 16-20 | 20-25 | Above 25 | |
| Teachers | Frequency | 58 | 63 | 50 | 22 | 8 | 201 |
| | % | 28.9 | 31.3 | 24.9 | 11.5 | 3.5 | 100 |
| Administrators | Frequency | 0 | 14 | 26 | 36 | 20 | 121 |
| | % | 0 | 14.5 | 27.2 | 37.5 | 20.8 | 100 |
| Total | Frequency | 58 | 77 | 76 | 58 | 28 | 322 |
| | % | 18.0 | 23.9 | 23.6 | 18.0 | 8.7 | 100 |

Most teachers and administrators had teaching experience of over 10 years, they were therefore assumed to possess the information needed for this research as supported by Negrada-Verona et al., (2017) who studied leadership, psychology and organizational behavior in New York and found that principals with longer teaching experience perform better than their colleagues when it comes to disciplinary approaches within the school. Experience is a common mode of obtaining disciplinary approach that human beings learn through their experiences in life. Therefore, information about the professional experience of the school principals would have a better understanding on their approaches to discipline management.

Table 4.7 Title or Position of Teacher in School

| Title of Teacher | | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------|----------------|-----------|---------|---------------|--------------------|
| Valid | Administrators | 121 | 37.6 | 37.6 | 37.6 |
| | Teachers | 201 | 62.4 | 62.4 | 62.4 |
| | Total | 322 | 100.0 | 100.0 | 100% |

Table 4.6 show that 37.6 percent of the respondents were School administrators and these gave informed comments on disciplinary issues on secondary school students. Teachers also as respondents (62.4%) gave appropriate information about secondary school students' disciplinary approaches because they interact a lot with the students. Hence help the researcher to establish effectiveness of disciplinary approaches in secondary schools.

4.3. Effectiveness of preventive approach on management of students' discipline.

The first research question which was derived from the first objective of this study sought to investigate the effectiveness of preventive approach on management of students' discipline in public secondary schools in Migori County. To achieve this objective and to test the set hypothesis, the respondents were asked to answer items 7 – 14 in the questionnaire by ranking the effectiveness in Likert scale rating between 1-5. The responses were keyed into a computer data file and descriptive analysis in terms of mean ratings was done using SPSS version 26.

4. 3.1. Findings on vertical descriptive analysis of the classified respondents

The ratings of teachers and administrators on the level of effectiveness of the preventive approaches were done and presented in table 4.8 and table 4.9 respectively.

Table 4.8: Teachers View of Level of Effectiveness of Preventive approaches

| Preventive approach | | Level of Effectiveness | | | | | Total |
|---|-----------|------------------------|--------|---------|---------|-----------|-------|
| | | Very Low | Low | Average | High | Very High | |
| Use of peer student counselors in handling student's discipline | Frequency | 24 | 40 | 78 | 38 | 21 | 201 |
| | Percent | (10.9) | (19.9) | (38.8) | (17.2) | (9.5) | (100) |
| Consistency in enforcing school rules | Frequency | 5 | 17 | 74 | 66 | 39 | 201 |
| | Percent | (2.3) | (7.9) | (34.3) | (42.28) | (18.1) | (100) |
| Regular G & C by principal | Frequency | 3 | 20 | 79 | 85 | 24 | 201 |
| | Percent | (1.4) | (9.3) | (36.6) | (44.0) | (11.1) | (100) |
| Parental involvement in student discipline | Frequency | 5 | 18 | 70 | 60 | 48 | 201 |
| | Percent | (22.3) | (8.1) | (31.5) | (29.9) | (21.6) | (100) |
| Pastoral care sessions | Frequency | 7 | 45 | 76 | 49 | 24 | 201 |
| | Percent | (3.2) | (20.7) | (37.8) | (22.6) | (11.1) | (100) |
| Regular consultation of parents on students' performance | Frequency | 1 | 23 | 78 | 71 | 28 | 201 |
| | Percent | (.5) | (10.8) | (36.8) | (35.3) | (13.2) | (100) |
| Using student council | Frequency | 10 | 42 | 57 | 69 | 23 | 201 |
| | Percent | (4.5) | (19.1) | (28.4) | (31.4) | (10.5) | (100) |
| Regular consultative meetings with teachers | Frequency | 12 | 15 | 62 | 58 | 54 | 201 |
| | Percent | (5.5) | (6.8) | (30.8) | (26.4) | (24.5) | (100) |

Table 4.8 shows that teachers as respondents had regard on Pastoral care at 37.8%, regular consultation of parents on students' performance (36.5%), parental involvement in students' discipline at 31.5%. and regular consultative meeting with teachers at 30.8%, as being effective in the management of students' discipline in secondary schools , the approaches if properly used can effectively help in the management of secondary school students' discipline

Majority of teachers as respondents rated the following preventive approaches as being highly effective in the management of students' discipline in secondary schools: Regular guidance and counseling by principals (44.0%), consistency in enforcing school rules (42.8%) and use of student's council (31.4%). The approaches are seen as highly effective particularly when integrated into the school's administrative system.

Further it shows the ratings of preventive approaches in the management of students' discipline in secondary schools by teachers as respondents emerge effective and highly effective if enacted in the management of students' discipline in secondary schools.

This was followed by the views of the administrators that were presented in table 4.9.

Table 4.9: Administrators' Views on Level of Effectiveness of Preventive approaches

| Preventive approach | | Effectiveness level | | | | | Total |
|--|-----------|---------------------|---------|----------|--------|-----------|-------|
| | | Very Low | Low | Moderate | High | Very High | |
| Use of peer student counsellors in handling student's discipline | Frequency | 10 | 14 | 38 | 48 | 11 | 121 |
| | Percent | (8.3) | (11.6) | (31.4) | (39.7) | (9.03) | (100) |
| Consistency in enforcing school rules | Frequency | 1 | 9 | 45 | 49 | 17 | 121 |
| | Percent | (0.8) | (7.4) | (37.2) | (40.5) | (14.05) | (100) |
| Regular G & C by principal | Frequency | 4 | 17 | 47 | 38 | 15 | 121 |
| | Percent | (3.3) | (14.05) | (38.8) | (31.4) | (12.4) | (100) |
| Parental involvement in student discipline | Frequency | 2 | 13 | 47 | 44 | 10 | 121 |
| | Percent | (1.7) | (10.7) | (38.8) | (36.4) | (8.3) | (100) |
| Pastoral care sessions | Frequency | 10 | 18 | 43 | 46 | 4 | 121 |
| | Percent | (3.3) | (14.9) | (35.5) | (38.0) | (3.3) | (100) |
| Regular consultation of parents on students' performance | Frequency | 5 | 13 | 51 | 37 | 15 | 121 |
| | Percent | (4.1) | (10.7) | (42.1) | (30.6) | (12.4) | (100) |
| Using student council | Frequency | 3 | 17 | 45 | 39 | 7 | 121 |
| | Percent | (2.5) | (14.0) | (37.2) | (32.2) | (5.9) | (100) |
| Regular consultative meetings with teachers | Frequency | 4 | 8 | 46 | 40 | 23 | 121 |
| | Percent | (3.3) | (6.6) | (38.0) | (33.1) | (19.0) | (100) |

This shows that administrators as respondents had regular consultation of parents on students' performance at 42.1%, regular guidance and counseling by principals at 38.8%, parental involvement on student discipline at 38.8% and regular consultative meeting with teachers at 38.0%, as effective approaches against teachers who rated Pastoral care at 37.8%, as being effective in the management of students' discipline in secondary schools. This shows administrators depend more on cooperate approach where parents, teachers and students are involved in discipline approaches. The administrators had their views on how this can be enhanced as emerged in the majority who were interviewed like SC1 who observed that; ' most effective method can be that the principal has provided the school

rules and regulations which must be followed by students hence it can be effective when the student obey the law without misbehaving.’

It further shows that administrators noted that most of the variables rated as highly effective are consistency in enforcing school rules at 40.5% and use of peer student counselors at 39.7% this may be to the fact that principals use these approaches most often. The approaches are seen as highly effective particularly when integrated into the school’s administrative systems similar to Đurišić and Bunijevac (2017) findings that great schools have effective use of consistency in enforcing rules and regulation and partnerships with parents therefore, school, family, and community partnerships are critical component in discipline of students.

The administrators agreed that use of peer student counselors is effective rated at (39.7%). This means that the approach is equally effective if enacted in the management of students’ discipline in secondary schools. This implied strengthening the guidance and counseling department by employing professional counselors to train peer student counselors to enhance professionalism in handling students discipline cases this is in concurrence with Adibsereshki et al. (2014) study which established that effectiveness of peer counselors in their schools becomes even more effective in schools where the training of peer counselors in their schools was successful.

T-test on preventive approaches was done based on comparative views of teachers and administrators and the findings were as presented in table 4.10.

Table 4.10 Independent Samples t-test on Types of Preventive Approaches between Teachers' and Administrators

| Preventive approach | Respondent | MR | Overall MR | t-test Sig. (2-tailed) |
|---|----------------|------|------------|------------------------|
| Use of peer student counselors in handling students' discipline | Teachers | 2.94 | | t(48.24)=1.104, p=.000 |
| | Administrators | 3.11 | 3.07 | |
| Consistency in enforcing school rules and regulations | Teachers | 3.61 | | t(68.86)=.935, p=.000 |
| | Administrators | 3.74 | 3.66 | |
| Regular Guidance and Counseling by principals | Teachers | 3.53 | | t(68.69)=.912, p=.000 |
| | Administrators | 3.50 | 3.52 | |
| Parental involvement in students' discipline | Teachers | 3.67 | | t(65.44)=.978, p=.000 |
| | Administrators | 3.40 | 3.59 | |
| Pastoral Care sessions | Teachers | 3.18 | | t(54.74)=1.009, p=.000 |
| | Administrators | 3.03 | 3.12 | |
| Regular consultation of parents on students' performance | Teachers | 3.53 | | t(64.82)=.940, p=.000 |
| | Administrators | 3.36 | 3.51 | |
| Using students' council | Teachers | 3.24 | | t(57.76)=.995, p=.000 |
| | Administrators | 3.04 | 3.14 | |
| Regular consultative meetings with teachers | Teachers | 3.68 | 3.67 | |
| | Administrators | 3.66 | | t(48.82)=1.062, p=.000 |

Interpretation of Mean Rating:

1.00-1.44 = Not Effective 1.45-2.44= Lowly Effective 2.45-3.44 = Effective
 3.45-4.44 = Highly Effective 4.45-5.00= Very Highly Effective

Further hypothesis testing was done to show relationship between teachers and administrators views on preventive approach and management of students discipline.

Hypothesis 1 Test

The hypothesis to be tested on preventive approach, as on table 4.10 confirmed that;

Ho₁: There is no statistically significant relationship between teachers and administrators views on preventive approach and management of students' discipline in public secondary schools in Migori County, Kenya.

Since the observed p values are .000 for all the variable groups which is below the critical p value (.05), there is enough statistical evidence to reject the null hypothesis and hence accept the alternative hypothesis. There is, therefore, statistically significant relationship between preventive approach and management of student's discipline in public secondary schools in Migori County, Kenya. The higher the mean rating given by the respondents for each of the preventive approaches investigated, the higher the effectiveness of that approach in management of students' discipline in secondary schools.

4.3.2 Discussion on preventive approaches on Management of students' discipline.

Use of peer counselors and students' council as presented in Table 4.9 shows that school administrators mean rating at 3.11, teachers rating 2.94 and students' council mean rating of 3.24 and 3.04 respectively in the management of secondary school students' discipline. This therefore reveals that peer counseling on management of students discipline is effective. Findings from the interviews showed that peer counseling was effective. In addition, the use of prefects as source of information and overseers was thought to be effective, especially when majority of students participated in their selection responded as S5 noted;

As for me, I think the most effective is the use of prefects rather than peer counselors so that the students will not be able to engage in indiscipline activities. For example in our school we are about 70 prefects. Nobody will engage in indiscipline activity without a prefect noticing. Everybody will try to avoid those kind of activities because the prefects may catch them and report them to the administration.

And S4 added;

there is students' council where the Principal uses school prefects to show good behaviors within the school. We can also cite recognition given to disciplined students in the school. This can also be used to encourage the other students to be disciplined.

The study findings are supported by Kavula (2014), Chireshe (2013), and Osodo et al (2016) on the effectiveness of peer counseling on student discipline. They established that peer counseling improved students discipline because it promoted open communication, instilled confidence and positive self-esteem among learners. They also noted that peer counselors were more helpful with very personal issues like relationships, because students were likely to open up to their age-mates as opposed to Guidance and counseling teachers who they saw as representation of the school administration (Kute, 2014).

It was also emerged that students were free to seek peer counseling services from their peers with regard to their classwork, and challenges arising from it. This encouraged more students to seek the services from peer counselors hence improving on academic performance. According to Kamore and Tiego (2015), effectiveness of peer counselors in their schools become more effective in schools where the training of peer counselors in their schools was successful. The current study agrees with this finding as the administrators' rated it as effective at overall mean rating of 3.11. The findings of this study as well as studies cited confirm that training of peer counselors is key in their performance as influencing their fellow students' behavior. This could be attributed to the

that fact training enhances their level of communication skills as well as approaches in handling behavior deviance from their colleagues.

Findings on effectiveness of consistency in enforcing school rules and regulations shows that both teachers and School administrators agreed that enforcement of the school rules and regulation is very effective as preventive approach in the management of discipline in secondary schools. School administrators rating was at 3.74., while teachers' mean rating 3.65. This approach is heavily relied on by both teachers and school administrators in the management of discipline of students in secondary schools. The effectiveness of School rules and regulations was considered to be a way of managing students' discipline even among majority of those who were interviewed like;

SC1 observed;

The most effective method can be that of the principal providing the school rules and regulations to the students and then they obey the rules and regulations hence not misbehaving.

SC2 added;

I think the students themselves should be part of the process of making the school rules so they may find themselves obeying the rules since they are the people who come up with them and so, they cannot go out against them.

Participation of students in making of school rules was also supported by the SCs as an effective preventive approach to managing student discipline.

SC4 noted;

the participation enhanced the feeling of ownership which ensured a higher level of adherence to school rules by the students.

Cotton (2003) shares the same opinion and recommends an open minded and inclusive approach to effective school rules and regulations as a way of minimizing unwanted students behavior in schools. However, since most school rules and regulations are set without students' participation and Nyagiati and Yambo (2018) observed that in such a situation, students tend to resist them and at times break them leading to indiscipline acts that could result into suspension and dismissal of students. It is thus important that the process of making of school rules should involve the learners to enhance ownership and adherence.

Various studies such as Harris (2005), Adeyemo (2005); Nyagiati and Yambo (2018) further show that the summary of school rules on Bulletin Boards was an effective reminder to the laid down rules because it reminded students about the school expectations on a daily basis. This ensured that students did not forget the rules leading to their violation.

Another important element of the summarized theme of school rules that came up in the interviews are "talking walls". These are inscriptions made on walls, put on tree trunks, or stone slabs throughout the school compound meant to consistently remind the students of the rules and regulations, and also to be virtuous and hardworking individuals, hence improving positive behavior of the learners. This was also cited by SC1 that;

'Most effective method can be that the principal has provided the school rules and regulations so that, it can be effective when the student obeys the law and without misbehaving.'

This reveals that school rules and regulations and consistently verbalized to students in all assemblies, and copies of the same availed to them, it is likely that it makes them

understand the expectations of the School with regard to standards of conduct. Furthermore, it makes them internalize the consequences of their behavior in all situations of indiscipline hence its effectiveness.

On the item “effectiveness of regular Guidance and Counseling by principal” responses on by administrators showed that it was a very effective preventive approach of managing discipline mean rating at 3.53 and teachers mean rating at 3.50. Findings also showed that more teaching staff with Guidance and Counseling skills should be posted to schools or that the teachers in current stations should be re-trained through inductions inform of workshops, seminars and carrier progression to be able to serve the large number of learners well, for example, SC 1 said;

Many principals have embraced guidance and counseling, especially after banning corporal punishment. Guidance and counseling has helped a great deal in terms of preventing some of indiscipline cases. So, according to me, G& C has played a major role in terms of preventing some major cases of indiscipline in our schools.

SC 2 noted;

There should also be guidance. It is called G& C. Counseling is done after someone has fallen into a mistake, yet guidance is done so that the learners are guided on the expectations of them while in school, and this will lead them to reduce cases of involvement in indiscipline.

This finding was also reported by Adgoy (2019) who reported that Schools with counselors produced higher graduation rates, higher college entrance and persistence rates, lower chronic absenteeism rates and fewer out-of-school suspensions, and also improved performance outcomes are seen across urban, suburban and rural locations. Similarly, Ehiane (2014); Kaleigh (2017) indicated that effective school discipline should be encouraged in controlling students’ behavior leading to in improvement in students’ general academic performance and discipline In Kenya, such findings were echoed by

Redempta (2010) who established that Guidance and counseling was effective in enhancing student discipline because students of Secondary schools fall under the category of adolescents ranging from 13 years of age. The studies cited as well as findings agree that G & C given by Principals to students is very effective in managing their discipline. It is suggestive that being a “parent figure” in Schools, students look up-to the Principal for guidance. This kind of interaction is likely to show acceptance, understanding and availability to the students. It also creates a forum where the student is able to interact with the Principal at a “comfortable” space, hence enhancing warmth leading to better discipline of students.

Regarding the effectiveness of involvement of parents in students’ discipline, it shows that School teachers as respondents noted that involvement of parents in students’ discipline is effective mean rating 3.40 in the management of students’ discipline in secondary schools, while administrator as respondents noted that the approach is also highly effective at a mean of 3.67.

In response to effectiveness of parental involvement in student discipline majority who were interviewed responded like SC3 who said;

Maybe if the student is on the wrong, or maybe if the student must come with the parent, according to me the best way is for, maybe the administration to call the parents to come to school while the student is at school. So when the parents come to school when the student is in class, they will give the student the possible, maybe administering to the student punishment

S1 discussant further noted;

Another thing is that the principal can identify students with discipline problems and the principal calls the parents at school, so they sit down and discuss the incident then they exchange ideas as the parent, principal and the student. So the student promises to change in front of the parent, so s/he can be considered back

but if the student does this the first and second time then later suspension and expulsion can take place

The findings showed that parents' presence in school is important and effective as it allows students to remain in school to continue learning as discipline issues are being sorted out. Furthermore it also showed that most parents were supportive of the course of action taken by the Principal (Kibandi, 2014) found that there is a relationship between parental involvement in the management of students' discipline and their academic performance is apparently attributable to the fact that both in the poor and better performing schools parents were involved in the management of students' discipline and, indeed, student discipline was reported to be good hence matches the objective of this study on preventive approach on management of student discipline.

In addition, Đurišić and Bunijevac (2017) indicated that great schools have effective partnerships with parents therefore, school, family, and community partnerships are critical component in educating students. Another study by Wanja (2014) in Kiambu County Kenya noted that parents needed to be involved more in resolving discipline problems because they have a lot to offer in resolving discipline problems. This confirms the vital role of parents when involved in resolving discipline issues of their children in school.

However, other studies depart from the findings of the studies by Kibindi (2014) and Đurišić and Bunijevac (2017); for example, findings by Sibanda, (2018) and Mugabe and Maposa (2013) showed that some members of the community did not model positive behavior to learners as they were bribed by learners to come to school and pose as their parents/guardians if learners had disciplinary cases. However it's important to note that the findings on the two studies were based on parents as role models to their children in terms

of behavior, however the current study looked at parent's role on how they work together with the school administration whenever there is a discipline problem with their children at school, hence the difference in the findings.

Further Manamela (2015), noted that parental involvement is not effectively managed at these schools because the schools do not have clear policies on parental involvement. Therefore, it is apparent that lack of clear guidelines on parental role in discipline is a challenge. In such cases, the school and parents need to work on agreed framework that define specific activities where the parents and schools can partner on so that they address issues of student discipline. This is seen in the current study finding that discipline has to do with character building that the parents, teachers and administrators can use to guide students to benefit from their involvement hence effective management on student behavior.

Similarly, findings on effectiveness of Pastoral care shows that, the respondents agreed that pastoral care is effective in instilling students' discipline as a preventive approach. Teachers mean rating 3.18 whereas School, administrators mean rating 3.03. On qualitative analysis the responses views were as SC 1 who said;

There is something that I forgot to mention earlier. Under preventive measures, we need to involve religious leaders. Once in a while they should be involved. They should be encouraged to come to school to talk to learners or to give them spiritual nourishment. That will bring great improvement as far as discipline concerned.

A S6 supported this by saying;

Another way the principal also uses to prevent indiscipline is by putting in place religious groups that will ensure that they impact good morals to students which in turn improves and enhances discipline in schools. Sometimes instead of using student group only, we have religious leaders who come during the weekend to

engage students more. So when we have more experienced people, we have better results.

According to Mabeya *et al.*, (2010) discipline and academic excellence is realized in Christian values. This helps to keep with the ethos and the moral values, ideas and beliefs of the school, recognizing that discipline grows out of discipleship. From the study analysis; class attendance, respect of the church doctrine, school routine and students taking responsibilities were highly rated which implies that the sponsors' expectations on students and teachers have a significant influence on discipline and academic performance. Furthermore, Aduda (2003) also notes that church teachers that run schools are expected to be the spiritual leaders of their schools as well as carrying out their other responsibilities, improving the moral behavior of learners in school. Kemunto (2014), the study further reveals that teachers and administrators shows that the students should take pastoral lessons guided by skilled personnel to inculcate counseling and positive psychological values to appreciate the creator and to mold their behavior enhance effective management of students discipline in schools.

Furthermore, findings on effectiveness of regular consultation of parents on students' performance was effective in the management of students' discipline in secondary schools. This was the general agreement of the majority of the respondents. Teachers mean rating at 3.53 and administrators mean rating at 3.36, this reveals that when teachers/administrators and parents are focused on the performance of the students, the students have no other option but to observe good conduct in order to attain the desired academic performance. This opinion was confirmed by an emerged theme from interviewed respondents in schools as well. This was stated by most of the respondents like, SC3 as follows;

The parents have a crucial role to play which make them an important part of managing students' discipline. One, the parents have a role to provide for the basic needs of these learners. Failure to have basic needs can make a child to be undisciplined, for example a child with little or no learning materials will steal from others. So provision of basic needs by parents or caregivers is key to discipline

From the findings with regard to parents, it is apparent their involvement is important in managing discipline in several ways; they instill virtues in them and provide basic needs that keep children from being involved in vices like from others, they monitor their daily activities, especially those students in Day schools, and also follow up on their academic progress by attending Academic Days as well as oversee completion of their homework. This is in agreement with Farrington and Ttoffi (2009) who noted that important program elements associated with a decrease in bullying in schools is involvement of parents by training to help them identify behaviors issues in their children.

Further majority agreed, as noted by SC3 saying;

parents should follow up or monitor what their children are doing to help the students to avoid indiscipline. The parents also supervise their children whenever they are given work by the teachers to undertake through supervision. The attendance of academic days by parents is also important because they show how the parents care about their children's performance. Therefore the students who are not keen on their work and exhibit academic related indiscipline will improve on their behavior.

On the contrary, Morawska and Sanders (2011) underscore that this approach is only effective when used as part of a comprehensive positive parenting strategy it has not been uniformly accepted and critics have questioned its effectiveness and potentially adverse effects on parent-child relationship. However, findings of the current study was done with a focus on teenagers whose interaction with the parents is not as similar to those of younger children who were considered in the study done by Farrington and Ttoffi (2009). This is therefore noted that poor performance was sometimes a source of indiscipline as

students who performed poorly also showed negative behavior in school. They never completed their assignments, were distractive to others during lessons and did not participate in class projects. Involving their parents in academic follow ups encouraged better performance leading to better behavior, hence effective management on students' discipline.

Finally findings on effectiveness of regular consultative meetings of teachers on Students' discipline matters shows that both respondents' were in agreement that holding regular consultative meetings with teachers on students' discipline was highly effective teachers mean rating at 3.67 and administrators 3.66 in maintaining students' discipline in secondary schools.

During the interviews, a unique consultative meeting between students and teachers or principal was identified called "Baraza" SC4 cited that;

Like a baraza where it is just the principal's baraza, where the students will be saying some things about teachers, maybe the way teachers are mistreating them, and maybe the administration is not aware. Maybe such Barazas, will prevent indiscipline cases in the school.

Regular meetings make the students to be free and methods that students held a meeting with the principal or teachers in a friendly atmosphere makes the students have no fear of , the students were allowed to freely talk about issues affecting all spheres of their life in school including; academics, student-parent as well as student-teacher relationships. This enabled the students to vent out their feelings on everything that goes on in their school life leading to a good rapport in school.

It is therefore important to note that the head of institution to focus on effective preventive approaches to help manage the student on matters of discipline. Reinforcing career guidance in schools is important but discipline guidance is key to success in students' life.

4.4. Effectiveness of Corrective Approach on Management of Students' Discipline

The second research question which was derived from the second objective of this study, which was to determine effectiveness of corrective approach on management of students' discipline in public secondary schools in Migori County. To meet the requirements of this objective and to test the set hypothesis, the respondents were to answer items 15-20 in the questionnaire. The responses were keyed into a computer data file and necessary calculations were done using SPSS version 26 programme.

4.4.1 Vertical descriptive analysis of the classified respondents

The ratings of teachers and administrators on the level of effectiveness of the corrective approaches were done and presented in table 4.11 and table 4.12.

| Corrective approach | | Level Effectiveness | | | | | Total |
|---|-----------|---------------------|--------|----------|--------|-----------|-------|
| | | Very Low | Low | Moderate | High | Very High | |
| Time out of Indiscipline students | Frequency | 44 | 50 | 61 | 33 | 13 | 201 |
| | Percent | (21.9) | (24.9) | (30.3) | (16.4) | (6.5) | (100) |
| Use of Verbal Threats | Frequency | 25 | 70 | 80 | 23 | 3 | 201 |
| | Percent | (12.4) | (34.8) | (39.8) | (11.4) | (1.5) | (100) |
| Suspension of Indiscipline students from school | Frequency | 19 | 38 | 56 | 49 | 29 | 201 |
| | Percent | (9.4) | (18.9) | (27.9) | (24.4) | (14.4) | (100) |
| Expulsion of Indiscipline students | Frequency | 33 | 46 | 51 | 46 | 25 | 201 |
| | Percent | (14.4) | (22.9) | (25.4) | (22.9) | (12.4) | (100) |
| Withdrawal of privileges | Frequency | 7 | 33 | 56 | 81 | 24 | 201 |
| | Percent | (3.4) | (16.4) | (27.9) | (40.3) | (11.9) | (100) |
| Physical Punishment like Manual work | Frequency | 24 | 44 | 54 | 44 | 43 | 201 |
| | Percent | (11.9) | (21.9) | (26.9) | (21.9) | (21.4) | (100) |

Table 4.11 Teachers Views on Level of Effectiveness of Corrective approaches

This table shows that teachers as respondents had regard on verbal threats at 39.8% , time out 30.3%, suspension of indiscipline students 27.9% , physical punishment like manual work 26.9% and expulsion of indiscipline students 25.4% as effective in the management of students' discipline in secondary schools. This approaches if properly used can effectively help in the management of secondary school students' discipline.

Majority of teachers as respondents rated withdrawal of privileges 40.3%. as highly effective in the management of students' discipline in secondary, . This approach is seen as highly effective particularly when integrated into the school's administrative system. Administrators' views were also captured and presented on table 4.12 showing effectiveness of corrective approaches on management of students' discipline..

| Corrective approach | | Effectiveness level | | | | | Total |
|-----------------------|-----------|---------------------|--------|----------|--------|-----------|-------|
| | | Very Low | Low | Moderate | High | Very High | |
| Time out of | Frequency | 9 | 27 | 48 | 23 | 14 | 121 |
| Indiscipline students | Percent | (7.4) | (23.3) | (39.7) | (19.0) | (11.6) | (100) |
| Use of Verbal Threats | Frequency | 20 | 37 | 38 | 23 | 3 | 121 |
| | Percent | (16.5) | (30.6) | (31.4) | (19.0) | (2.7) | (100) |
| Suspension of | Frequency | 10 | 21 | 48 | 34 | 8 | 121 |
| Indiscipline students | Percent | (8.3) | (17.4) | (39.7) | (28.1) | (6.6) | (100) |
| from school | | | | | | | |
| Expulsion of | Frequency | 16 | 24 | 43 | 23 | 15 | 95 |
| Indiscipline students | Percent | (13.2) | (19.8) | (35.5) | (19.0) | (12.4) | (100) |
| Withdrawal of | Frequency | 4 | 14 | 38 | 48 | 17 | 121 |
| privileges | Percent | (3.3) | (11.6) | (31.4) | (39.7) | (14.0) | (100) |
| Physical Punishment | Frequency | 11 | 22 | 33 | 28 | 27 | 121 |
| like Manual work | Percent | (9.1) | (18.2) | (27.3) | (23.1) | (22.3) | (100) |

Table 4.12 Administrators' Views on Level of Effectiveness of Corrective approaches

Table 4.12 shows that administrators as respondents had time out 39.7%, suspension of indiscipline students 39.7%, verbal threats at 31.4%, expulsion of indiscipline students 35.5% and physical punishment like manual work 27.3% as effective in the management of students' discipline in secondary schools. They rated withdrawal of privileges 39.7% as highly effective. Both respondents rated the corrective approaches at almost the same rate showing they both use the approaches to manage discipline in schools.

The administrators had their views on how this can be enhanced as emerged in the interview schedule that SC2 noted;

According to me, is that physical punishment to the student because if you go the ways of expulsion or being expelled from school, some students enjoy going home so they will do mistakes to go home.

It also shows that administrators noted that withdrawal of privileges at 39.7%. and teachers 40.3% as highly effective particularly when integrated into the school's administrative system this is observed by Kiggundu (2009) who argues that there is need for withdrawal of privileges' and should be done uniformly as a discipline code which will assist parents, students and other stakeholders to appreciate the effectiveness of punishment in schools.

An analysis of the specific corrective approaches was done based on comparative views of teachers and administrators. The findings and the t-test results which compared the views of the two groups are shown in table 4.13

Table 4.13 Independent Samples t-test on Types of Corrective Approaches between Teachers' and Administrators

| Corrective approach | Respondent | MR | Overall MR | t-test | Sig. (2-tailed) |
|--------------------------------------|----------------|------|------------|------------------------|-----------------|
| Time out for Indiscipline Students | Teachers | 2.61 | | t(316)=-13.906, p=.000 | |
| | Administrators | 3.01 | 2.75 | | |
| Use of Verbal Threats | Teachers | 2.16 | | t(313)=-8.281, p=.000 | |
| | Administrators | 2.55 | 2.28 | | |
| Suspension of students from school | Teachers | 3.13 | | t(314)=-20.445, p=.000 | |
| | Administrators | 3.03 | 3.10 | | |
| Expulsion of Indiscipline students | Teachers | 2.95 | | t(312)=-15.824, p=.000 | |
| | Administrators | 2.99 | 2.97 | | |
| Withdrawal of Privileges | Teachers | 3.36 | 3.37 | T(312)=-26.403 | |
| | Administrators | 3.38 | | | |
| Physical Punishment like manual work | Teachers | 3.27 | | t(315)=-19.993, p=.000 | |
| | Administrators | 3.34 | 3.30 | | |

Interpretation of Mean Rating:

1.00-1.44 = Not Effective 1.45-2.44= Lowly Effective 2.45-3.44 = Effective
 3.45-4.44 = Highly Effective 4.45-5.00= Very Highly Effective

This shows the various corrective approaches and their level of effectiveness in the management of students' discipline in secondary schools. In terms of mean rating, the effective approaches are: withdrawal of privileges administrators mean rating at 3.38 while teachers mean rating at 3.36, this shows that this method is effective, using physical punishment like manual work, teachers mean rating 3.27 and administrators 3.34 and suspension of indiscipline students from school teachers rating at 3.13 while administrators mean rating 3.03 this shows that they are effective.

However, the rest of corrective approaches in management of students' discipline had a mean rating of 2.9 and below, this still shows that they are effective in the management of discipline in secondary schools.

Hypothesis 2 Test

The hypothesis tested on corrective approach as on table 4.13 shows that:

Ho₁: There is no statistically significant relationship between teachers and administrators views on management of student's discipline in public secondary schools in Migori County.

The findings shows that the observed difference between the mean ratings of teachers and Administrators views is statistically significant, in all the corrective approaches since $p=.000$, The resulting or observed p values are .000 for all the variable groups. Since this is below the critical p-value (.05), there is enough statistical evidence to reject the null hypothesis and hence accept the alternative hypothesis. This therefore shows that there is statistically significant relationship between corrective approach and management of student's discipline in public secondary schools in Migori County. The higher the mean rating given by the respondents for each of the corrective approaches investigated, the higher the effectiveness of that approach in management of students' discipline in secondary schools.

4.4.2. Discussions on corrective approaches on management of student discipline

Study findings on effectiveness of time out of indiscipline students shows teachers rating at 2.61 and administrators 3.00 this approved time out of indiscipline students from school as

an effective corrective approach on management of students' discipline as also observed by majority of the respondents who responded qualitatively like SC 2 who noted;

This can be effective to some extent because the isolated students will feel left out and may desire to change in order to be part of others and staying out of class for a while was expected to affect behavior change among the students. Students are asked to go out to the field and make noise there, if they were making noise in class. Also Students who sleep in class are sent out to do some work.

S18 further agreed;

It's a very highly effective approach however the psychological character of the student should be understood by the principal or the student might end up committing suicide.

According to Nkabinde (2007), time –out is sending the learner outside or to another classroom for a specific time where he / she will be with learners he/she is not used to, and this makes some learners feel isolated and may stop misbehaving. In the context of the present study, temporary withdrawal from class meant that students who had engaged in disciplines were sent out of class temporarily. Temporary withdrawal from class was used in managing student disciplines, as was cited by SC3 that,

Students who engage in indiscipline are asked to stay out of class for a while. This implies that staying out of class for a while was expected to be effective on behavior change among the students.

S16 who had a similar opinion said,

Students are asked to go out to the field and make noise there, if they were making noise in class. Students who sleep in class are sent out to do some work.

All the respondents seemed to concur that time out from class was used in managing student discipline. Similarly, Ifeoma (2011) concurs that effective classroom management

techniques includes, among others, constant engagement of students in activities, use of innovative instructional strategies and time out for misbehavior.

Also, study by Adie (2013) contends that use of suspensions and expulsions can lead to school drop outs as those being disciplined discontinue schooling, however, time-out when implemented correctly is an effective and positive discipline strategy with potential to enhance all aspects of the child's development and mental health. The appropriate use of time-out is also compatible with the needs of children with a history of exposure to trauma.

Furthermore, a study by McLaurin-Jones and Kelly-Henry (2014) also concluded that generally, time-out is a moderately effective behavioral management intervention. However, Umezinwa and Elendu (2012) in Nigeria found that sending pupils out of class as an unacceptable form of punishment. Also, Maphosa (2011) in South Africa established that the use of disciplinary measures like sending learners out of classroom is punitive in nature.

In this study, evidence further confirms that time out remains an effective approach to discipline of students. It is seen as an isolation and this may affect their psychology as they sit alone. It is necessary to use time out considering the type of offence, age and sex of the student for effective management of student discipline.

Similarly, findings on effectiveness of expulsion and suspension of indiscipline students as a corrective method, shows that teachers rating at 2.95 and administrators mean rating 2.99 this approved expulsion of indiscipline students from school as an effective corrective approach to manage students' discipline, while suspension teachers mean rating

3.13 administrator mean rating 3.03 they consider suspension of indiscipline students effective

Most of the responses that came from the interviews with regard to expulsion and suspension included the following;

S7 said ,

there is suspension and expulsions. So there is when someone does something wrong is given suspension. But then these suspensions also have limits. Like there is no 3rd suspension, for the 3rd time you just go away.

S8 Also added,

Ok, to me there are some measures the principals take to correct the mistake of the students. (i) By suspending the student who has done mistakes to go home and may be come back with their parents, so that they discuss on how to help such student. (ii) If the case is so serious, some are even expelled out of school, and send him/her away to go for good.

S10 added;

According to me, I think the best way is through suspension, because the student will lose a lot when he is away. So will think of others and that will help him/her prevent being indiscipline

Findings by Vacar (2010) also established that School Suspension program was an effective and necessary tool to help for classroom management because it improved attendance and kept students up to pace with very little limitations. However, Bejarano (2014) argues that removing students from classroom removes them from meaningful educational opportunities that affect their future stating that exclusionary discipline is not equitable and leaves some students at a marked disadvantage. Golomb (2010) explains that exclusionary measures that have been associated with negative student outcome need to be

reconsidered on their discipline practices and policies this was noted by qualitative responses like S9 who indicated;

I think another way is through suspension for example, if a student has made a mistake, he/ she will be suspended. So others will be afraid, when she comes back to school, she will be disciplined because of being afraid of suspension again.”

This was further supported by MoE (2015) which states that suspension should not be solely intended as a punishment, and only one strategy for managing inappropriate behavior within a school’s student welfare and discipline policies.

The current study reveals that suspension is an effective corrective method to manage student discipline; it gives shame to the suspended student hence a lesson to the rest of the students not to misbehave. It also works well when parents get time to introspect and participate in this process by giving support and advice to their children to help them improve in their behavior. The duration of suspension should be that stipulated by the MOE hence the student are not disadvantage in terms of teaching and learning process.

Further findings on effectiveness of Withdrawal of privilege shows that the respondents approved the use of withdrawal of privileges teachers mean rating 3.36 and administrators mean rating 3,38 as effective approach in the management of students’ discipline in secondary schools. Qualitative analysis was from students’ focus group discussions like S11 who said that

‘students who misbehave should be denied the opportunity to do what they would like to do, like going to play in the field and are made to do more class work instead’.

S20 noted that,

Students who engaged in behavioral problems were denied privileges. For instance, a member of the student leadership was demoted for being a persistent latecomer while others were denied tea for failing to carry out duties allocated to them

Similarly, SC1 also added that;

Students should be demoted from student leadership when they break into fellow student's suitcase with an intention of stealing. Furthermore students who were members of the student council and were engaged in boy-girl relationship were relieved of their duties as a form of punishment. Members of the student council who were involved in theft were also demoted.

The findings from the respondents shows that withdrawal of privileges was used in managing student discipline. Similarly, Kiggundu (2009) argues that there is need for withdrawal of privileges' and should be done uniformly as a discipline code which will assist parents, students and other stakeholders to appreciate the role of punishment in schools.

The findings concur with study by Kilonzo, (2013), who noted that students who exhibited disciplines were denied certain privileges with the aim of achieving behavior change in them. Maphosa (2011) established that withdrawal of privileges like demotion was commonly used in managing major forms of student disciplines. Even though the findings on withdrawal of privileges used in managing disciplines, the method didn't appear to effect behavior change uniformly among students since those who were not in student leadership would not commit the same offence as those in leadership.

For this to work well, the privileges to be withdrawn should be those that students cherish and only to students with behavior challenges and this should be done on a temporary basis so that it serves as a lesson both to offender as well as the rest of the student body.

Lastly findings on effectiveness of manual work to indiscipline student shows that there was an agreement on the effectiveness of use of manual work as a corrective measure of indiscipline students by teachers mean rating at 3.27 and administrators mean rating at 3.34, both agreed that it is effective, With regard to manual punishment/work, the following responses were gathered from majority in qualitative data,

S9 said that,

students should be manually punished. For example you may find that they are given some tasks which are very difficult to perform like; removing tree stumps in a school, actually if they engage in this actions, it sounds a message that actually students should not go against the school rules.

SC2 noted;

according to me, physical punishment to student is effective because if you go the ways of expulsion or being expelled from school, some students enjoy going home so they will do mistakes to go home.

SC3

When a principal finds someone in in-disciplined behavior, this person is entitled to a manual punishment. For example, if one found stealing, this person may be forced to pay this by going to the school forest and working in the school forest the whole day or even being assigned to mop the dorm or 2 classrooms. So when such a thing is done, the student will get scared to such activity again.

SC1 also shared similar sentiments saying;

Punishment like picking rubbish, doing flower beds, or is it called weeding flower beds. There are so many things that can be done in the school compound which cannot hurt students. Like even cleaning their class rooms, cleaning even other areas like the dormitories.

According to various studies, physical punishment can be effective, study by Umezinwa and Elendu (2012) said that physical punishment is an effective replacement to corporal punishment where a student commits a serious offence in school. Khewu (2012) supports

this by further recognizing that physical punishment has better outcomes when the punishment is meted during the learners' rest-time so that they feel the pain of losing out on playtime, break- or games time. Ifeoma (2011) also adds to the debate by agreeing with the findings of the above studies, recommended that while administering the punishment, such punishments should be commensurate with the offence committed by the learner, and that teachers should not go overboard.

While it is agreed that corrective approach to students discipline is effective there is an obvious divergence when it comes to the extent and intensity of the punishment to be administered. This makes it a challenge as it does not have a uniform mode of application. Therefore this should be done with the child at heart of not giving work that may hurt the students' hearth or bring psychological trauma.

4.5 Effectiveness of positive reinforcement approach on management of students' discipline

The third research question which was derived from the third objective of this study was: To determine effectiveness of positive reinforcement approach on management of students' discipline in public secondary schools in Migori county, Kenya, the respondents were to answer items 21-26 in the questionnaire. The responses were keyed into a computer data file and were done using SPSS version 26 programme.

4.5.1 Vertical Descriptive Analysis of the Classified Respondents

The ratings of teachers and administrators on the level of effectiveness of the preventive approaches were done and presented in Table 4.14 and Table 4.15.

| Positive Reinforcement approach | | Effectiveness level | | | | | Total |
|--|-----------|---------------------|--------|----------|--------|-----------|-------|
| | | Very Low | Low | Moderate | High | Very High | |
| Praises to Students | Frequency | 27 | 28 | 52 | 58 | 36 | 201 |
| | Percent | (13.4) | (13.9) | (25.9) | (28.9) | (17.9) | (100) |
| Face to face talks with students with behavior change challenges | Frequency | 8 | 21 | 66 | 71 | 35 | 201 |
| | Percent | (3.9) | (10.4) | (32.8) | (35.3) | (17.1) | (100) |
| Giving Tokens for Good behaviour | Frequency | 2 | 18 | 70 | 61 | 45 | 201 |
| | Percent | (.9) | (9.0) | (34.8) | (30.3) | (22.4) | (100) |
| Use of motivational speakers | Frequency | 6 | 20 | 54 | 73 | 46 | 201 |
| | Percent | (3.0) | (9.9) | (26.9) | (36.3) | (22.9) | (100) |
| Giving Monetary rewards to well behaved students | Frequency | 14 | 31 | 63 | 61 | 32 | 201 |
| | Percent | (7.0) | (15.4) | (31.3) | (30.3) | (15.9) | (100) |
| Certificate of recognition to disciplined students | Frequency | 8 | 12 | 51 | 76 | 54 | 201 |
| | Percent | (3.9) | (6.0) | (25.4) | (37.8) | (26.9) | (100) |

Table 4.14: Teachers Views of Level of Effectiveness of Positive Reinforcement approaches

Teachers as respondents rated the following positive behavior reinforcement approaches as being highly effective in the management of students' discipline in secondary school are certification of recognition of disciplined student 37.8%, face to face talk with students with in-disciplined students 35.3% and use of praises at 28.9%. These approaches are seen as highly effective particularly when integrated into the school's administrative system.

Use of motivational speakers at 36.3%, giving of tokens at 34.8%, giving monetary rewards to well behaved student 31.3% are effective.

Further it shows the rating of effective positive behavior reinforcement approach in the management of students' discipline in public secondary schools. The results show that teachers (29.4%) agreed that giving monetary rewards to well-behaved students is effective in managing student discipline. This means that the approach is equally effective if enacted in the management of students' discipline in secondary schools.

The administrators' views were also captured as presented on table 4.15 showing effectiveness of positive behavior reinforcement.

Table 4.15: Administrators' Views on Level of Effectiveness of Positive Reinforcement approaches

| Positive Reinforcement approach | | Effectiveness level | | | | | Total |
|--|-----------|---------------------|--------|----------|--------|-----------|-------|
| | | Very Low | Low | Moderate | High | Very High | |
| Praises to Students | Frequency | 5 | 17 | 47 | 27 | 25 | 121 |
| | Percent | (4.1) | (14.0) | (38.8) | (22.3) | (20.7) | (100) |
| Face to face talks with students with behavior change challenges | Frequency | 3 | 11 | 44 | 38 | 25 | 121 |
| | Percent | (2.5) | (9.1) | (22.0) | (31.4) | (20.7) | (100) |
| Giving Tokens for Good Conduct | Frequency | 5 | 19 | 44 | 36 | 17 | 121 |
| | Percent | (4.1) | (15.7) | (36.3) | (29.8) | (14.0) | (100) |
| Use of motivational speakers | Frequency | 6 | 15 | 42 | 41 | 17 | 121 |
| | Percent | (5.0) | (12.4) | (34.7) | (33.9) | (14.5) | (100) |
| Giving Monetary rewards to well behaved students | Frequency | 7 | 19 | 43 | 37 | 15 | 121 |
| | Percent | (5.7) | (15.7) | (35.5) | (30.6) | (12.4) | (100) |
| Certificate of recognition to disciplined students | Frequency | 4 | 7 | 37 | 50 | 23 | 121 |
| | Percent | (3.3) | (5.8) | (30.6) | (41.3) | (19.0) | (100) |

This shows that administrators as respondents agreed that use of praises in approval of good behavior at 38.8%, giving tokens for good conduct 36.3%, giving monetary reward to well behaved students 35.5% and use of motivational speakers 34.7%, are effective.

Certification of recognition to disciplined students 41.3% followed by face to face talk with students with behavior challenge at 31.4% are highly effective particularly when integrated into the school's administrative systems while teachers rated certification of recognition to disciplined students at 33.5% as being effective in the management of students' discipline in secondary schools, very highly effective

During interviews and FGDs majority noted, like from SC3 noted that;

Certificate of recognition is just a paper but it might serve as recognition to the disciplined student thereby making them develop self-esteem.

S1 further noted;

The other way the Principal also uses to implement the positive approaches is by recognizing the disciplined boys during the Annual General Meeting that also give other students a challenge of also aspiring to be one come the following year. Further during the motivational talks programs discipline is instilled. This is because the talks expose people to a healthy way of handling the challenges and obligations of living. Therefore, keeps individuals with personal strengths needed to meet the demands imposed on them by the school and later adult responsibility.

This reveals that the administrators agreed that the best rated as effective is giving monetary rewards to well -behaved students at 40.0%. This means that the approach effective if enacted in the management of students' discipline in secondary schools.

An analysis of the specific positive behavior reinforcement approaches was done based on comparative views of teachers and administrators. To determine the effectiveness of reinforcement approaches on the management of student discipline, t-test analysis was computed and the results of analysis presented as shown in Table 4.16

Table 4.16: Effectiveness of Positive reinforcement approaches on management of student Discipline

| Positive Reinforcement approach | Respondent | MR | Overall MR | t-test | Sig.(2-tailed) |
|---|----------------|------|------------|------------------------|----------------|
| Praises to students | Teachers | 3.36 | | t(314)=-22.228,p=.000 | |
| | Administrators | 3.54 | 3.42 | | |
| Face to face talks with students with behavior challenges | Teachers | 3.70 | | t(316)=-31.278, p=.000 | |
| | Administrators | 3.78 | 3.74 | | |
| Giving Tokens to well- behaved students | Teachers | 3.75 | | t(316)=-33.117, p=.000 | |
| | Administrators | 3.44 | 3.51 | | |
| Use of Motivational Speakers | Teachers | 3.69 | | t(315)=-32.983, p=.000 | |
| | Administrators | 3.71 | 3.70 | | |
| Giving Monetary rewards to well-behaved students | Teachers | 3.23 | | t(308)=-22.544, p=.000 | |
| | Administrators | 3.04 | 3.19 | | |
| Certificate of Recognition to disciplined students | Teachers | 3.89 | 3.82 | t(315)=-34.091, p=.000 | |
| | Administrators | 3.67 | | | |

Interpretation of Mean Rating:

1.00-1.44 = Not Effective 1.45-2.44= Lowly Effective 2.45-3.44 = Effective
 3.45-4.44 = Highly Effective 4.45-5.00= Very Highly Effective

This shows the mean rating of the respondents on the effectiveness of positive reinforcement approaches in maintaining students' discipline in secondary schools with certificate of recognition to disciplined students being the highly effective method teachers mean rating 3.89 while administrators mean rating at 3.69, , face to face talk with students with behavior change challenges followed with mean rating of teachers at 3.70, and administrators 3.78 this reveals that the approach was highly effective, followed by regular use of motivational speakers teachers mean rating 3.69 and administrators mean

rating at 3.71 also highly effective and giving tokens to well behaved students teachers mean rating at 3.75 whereas administrator mean rating at 3.44 .

Since the rest of mean rating was above 3.00, the respondents agreed that these approaches are the highly effective in the management of students discipline in secondary schools in Kenya. In fact, all the approaches had individual mean rating of above 3.20. This implies that teachers and administrators had confidence in the effectiveness of positive behavior reinforcement approaches in maintaining student discipline in secondary schools.

Hypothesis 3 Test

The hypothesis tested on positive behavior reinforcement as on table 4.16 confirmed that:

H_{01} : There is no statistically significant relationship between teachers and administrators views on management of student's discipline in public secondary schools in Migori County. It shows that the observe difference between the mean ratings of teachers and Administrators views is statistically significant in all positive behaviour reinforcement the approaches since $p=.000$, The resulting or observed p values are .000 for all the variable groups. Since this is below the critical p value (.05), there is enough statistical evidence to reject the null hypothesis and hence accept the alternative hypothesis. There is therefore statistically significant relationship between positive behaviour reinforcement and management of student's discipline in public secondary schools in Migori County. The higher the mean rating given by the respondents for each of the positive behavior

reinforcement approaches investigated, the higher the effectiveness of that approach in management of students' discipline in secondary schools

4.5.1 Discussion on effectiveness of positive reinforcement approaches on management of student discipline

Findings on effectiveness of Praise to student with good behaviour, showed that both teachers mean rating 3.36 and administrators mean rating 3.54 , overall mean rating was 3.42 this revealed that it was an effective approach to manage students discipline. This was also evidenced with most respondents during the interview sessions when they agreed like S1 said;

The other way the Principal also uses to implement the positive approaches is by recognizing the discipline boys doing the Annual General Meeting that also give other students a challenge of also aspiring to be one come the following year.

This sentiment was also expressed by SC 2 thus;

I think the consistent acknowledgement of the students when they do things always there is that pride. Other students always want to be like that so that they can be acknowledged.....praised in front of others in front of everyone else.

S11 also said;

I think acknowledgement of the students when they do things in the right way gives a lot of prestige and pride. Other students always want to be acknowledged in front of others. They are praised by the principal in the assembly. They just say these verbally in the assembly. Giving of monetary rewards to disciplined students also works as far as instilling discipline in a school system.

Supporting this finding from their quantitative data, Kinyanjui et al. (2015) reported that the results presented praise was used very often by teachers and also included such tangible items such as money.

This was supported by Hodgman (2015) who concluded that it is evident that praise can be an effective tool to motivate students; however it must be used appropriately. Similarly,

Markelz and Taylor (2016), agreed that one can infer that teacher praise was a positive reinforcement amongst recipients. It is therefore important to note that Praise should be given when the participants were on a task has done it with all his/her strength and might to achieve the best results. It is therefore important to praise positive behavior openly to reinforce other students to behave in a positive way.

Moreover finding on effectiveness of face to face talks with students with behavior challenge revealed that teachers mean rating at 3.70 while administrators mean rating at 3.78, overall mean rating 3.74, both teachers and administrators agreed that this approach is highly effective so it is confirmed that talking face to face with students with behavior challenges works very well in maintaining students' discipline in secondary schools This theme also emerged by most respondents during the interview sessions, for example S1 said;

The other way the Principal also uses to implement the positive approaches is by recognizing the discipline boys doing the Annual General Meeting that also giving other students a challenge of also aspiring to be one come the following year.

S11 also noted;

I think the consistent acknowledgement of the students when they do things always gives them that pride. Other student always want to be like them so that they can be acknowledged in front of others. They are praised by the principal in the assembly. They just say these verbally during an assembly time.

This is in agreement with Ndembu (2013) study which concurs that students prefer face to face guidance alternative strategies to corporal punishment. However, Bechuke and Debela (2012) in South Africa argue that an individual's desirable or undesirable behavior does not depend on an external stimulus that can be seen or heard. Similarly, Ajibola et al. (2014) in Nigeria add that group talks are more effective than individual ones that make the learners egocentric.

It reveals that face to face talk makes students motivated just like guidance. It encourages one to have a different perspective to issues facing them in everyday life hence positive behavior.

Findings of effectiveness of giving tokens as an approach, teachers mean rating at 3.75 while administrators mean rating at 3.44 this implies that giving tokens to students with good behaviors' is highly effective. approach in maintaining students' discipline in secondary schools. During the interview sessions, it also emerged as a distinct theme.

S6 shared a similar view saying;

I think we can also talk about students who are awarded for good behavior inside the school. This can be used to state perfect examples so that other students may follow. This is 'where you find that a student is usually happy when another student is awarded, and wants to be like him or her or can go to extreme levels whenever he has behaved better than the other student. I think that can be another way which the positive reinforcement is effective.

Similarly S9 noted;

For example here in our school, we usually have like meals where the Principals provides extra medals which, especial meals or special services for students who behave well within the school compound and if that is done, you will find that most students will start behaving in better ways within the school compound so that they may also be awarded. Another way we find that student majority of members of the students councils are students who are good behavior. So when we have leaders with good behavior they are automatically will have students who are of good behavior. I think that's all I can say.

Added S13;

We can also talk about students who are awarded for good behavior inside the school can be used to set perfect examples so that other students may follow. This is where you will find that a student is usually happy when another student is awarded, and wants to be like him or her or can go to extreme circumstances whenever he has behaved better that the other student. I think that can be another way which the positive reinforcement is effective.

As was established by responses from the interviews, also concurring with the findings is Shreeve, et.al (2002) who established that tangible rewards like gifts, good marks, free time and visits were the most popular with a majority of students. There was a high level of agreement amongst the students who responded to the survey that gifts followed by remarks, are the most effective rewards.

Supporting this finding from their quantitative data, Kinyanjui, et al (2015) reported that the results presented praise was used very often by teachers and further noted that tangible items such as money. Teachers ranked praise as the most effective reinforcement strategies. Adgoy, (2019) also concurred that Principals and teachers use social reinforcement such as verbal praise. In general, tangible items, games and tokens were all perceived as being effective by the teachers. Anayo (2014) reported that study findings showed that principals indicate that reward as strategy is very effective and average number of teachers accepted that reward is very effective.

Therefore, from the responses it can be observed that giving token has direct benefits to specific student being awarded for good behavior which is positively reinforced to maintain the behavior, and also, those who observe the process are encouraged to emulate the well behaved student so that they can also receive the token hence desirable behavior from the students

Findings on effectiveness of use of motivational speakers, observed that the use of motivational speakers highly effective, teachers mean rating 3.69 while administrators mean rating 3.71 and is workable in maintaining students' discipline in secondary schools.

This means that in schools where students are disciplined, this is a commonly used approach. This theme also emerged during the interview sessions.

On the use of motivational speakers S4 said:

If remember correctly, about last year 2019, there were some students who were caught with drugs and as the students, we thought that the best punishment he was going to give them was to send them on expulsions. But he just organized for a way for the students to be corrected by inviting the motivational speakers to talk to the students and as of now students are good and are coping.

S1 said;

If I can add, maybe there are some days, specific days in a week that the teachers find may be motivational speakers to encourage the students to show he background of this speaker, so from the challenges she/he has gone through to the point of his/her prosperity now. This encourages positive and avoid bad behavior.

SC 5 further noted;

During the motivational talks programs discipline is instilled. This is because the talks expose people to a healthy way of handling the challenges and obligations of living. Therefore, keeps individuals with personal strengths needed to meet the demands imposed on them by the school and later adult responsibility.

Osterman, (2010) notes that appropriate and effective disciplinary measures must be where students are made aware through motivational talks that the disciplinary measures are not put in place to harm them but to make them attain their goals and become better adults. Under such conditions, students are more likely to internalize school values due to open communication and ease in the environment of communication. Meehan et al. (2013) underscores the process involved in motivational talk by recognizing that head teachers' should plan well on how the motivational talk programs would be carried out and select well on those who would be participating in the talks.

The findings of this study confirms, that, motivation has always been associated with positive behavior traits. Students who are motivated generally exhibit good behavior. They have an internal desire to perform and achieve goals hence desirable behavior.

Further, findings on effectiveness of recognition certificates for well-behaved students' in the quantitative data analysis results revealed that teachers rating 3.89 and administrators 3.69 overall mean rating 3.82, showed that giving certificate of recognition is highly effective approach in maintaining discipline in secondary schools. This approach also emerged as a key theme during the interview sessions.

Furthermore S6 asserted that by saying;

In addition, the Principals have come up with something called integrate certificates. The integrate certificates are awarded to those students who are trusted in their way for example when a student identifies other students want to do some vice in school, that student is able to be awarded for his good work and this will be positive reinforcement.

S4 said that

we can also talk about students who are awarded for good behavior inside the school can be used to state perfect examples so that other students may follow. This is where you will find that a student is usually happy when another student is awarded, and wants to be like him or her or can go to extreme circumstances whenever he has behaved well. I think that can be another way which the positive reinforcement is effective. This is positive in that it goes a long way in restoring discipline and improving the students' future by acquiring a certificate almost similar to the one for good conduct issued by the government.

However, SC3 said

A certificate of recognition is just a paper hence it might serve as a praise to the disciplined student thereby making them develop self-esteem.

Studies by Bibanda and Mpofu (2017); Rumfola, (2017) argued that through various researchers and classroom experiments it is conclusive that positive reinforcement is a

suitable classroom management tool for teachers who need to control undesirable behavior in their classroom. Through positive reinforcement it is proven that forms of punishment and yelling are void. While positive reinforcement may take longer to yield results, the results of the behavior management are sustained throughout time. These findings are in agreement with Guner (2012) who states that rewards are effective in managing behavior. Kemunto and Nderitu (2014) also agree that positive reinforcement like giving certificates is necessary since it encourages students to develop positive behavior support. Learners who are reinforced develop positive attitude towards activities related to the school. Therefore giving of certificates of recognition to well behaved learners will encourage those who are not well behaved to emulate behavior of those who handle issues in a positive way. The recognized students are role models to those who have not behaved well.

School management should reinforce use of positive behavior reinforcement by providing clear guidelines derived from MOE policy in school discipline, after the ban of corporal punishment in Kenya by legal act of 2001.

The objectives were further compared to show level of effectiveness on each of the approaches, hence results are presented on table 4.17 and 4.18 and it came out that positive behavior reinforcement is highly effective with mean ratings of 3.51 followed by preventive approach mean ratings at 3.37 and corrective approach is effective with mean rating of 2.90.

Table 4.17: Comparative effectiveness of the approaches in Management of students' Discipline

| Serial No. | Type of Approach | Grand Mean | Standard Deviation |
|------------|------------------------|------------|--------------------|
| 1 | Preventive | 3.371 | 1.059 |
| 2 | Corrective | 2.90 | .850 |
| 3 | Positive Reinforcement | 3.51 | 1,100 |

This shows that positive reinforcement is highly effective rating at 3.51, followed by preventive approach with a grand mean 3.371 in management of Secondary school students' discipline, followed while the least effective approach is the corrective grand mean 2.90. This means that for there to be good management of students' discipline in secondary schools, emphasis should be made on the preventive and positive reinforcement approaches.

Table 4.18: Comparative effectiveness of the best sub – Independent variable approaches in Management of students' Discipline

| Independent Variable | Sub - Variable | Mean | Degree of Freedom | t-test Value | P - Value |
|------------------------|-------------------------------|-------|-------------------|--------------|-----------|
| Preventive Approach | Consistence Rules Enforcement | 3.675 | 310 | -32.292 | .000 |
| Corrective Approach | Withdrawal of Privileges | 3.37 | 312 | -26.403 | .000 |
| Positive Reinforcement | Certificate of recognition | 3.78 | 315 | -34.091 | .000 |

This reveals that awarding of certificate of recognition as a positive reinforcement approach highly effective (mean 3.78) in management of Secondary school students' discipline, consistence of enforcing of rules and regulations is highly effective (mean rating 3.68) while withdrawal of privileges as a corrective approach is effective at (mean 3.37). This means that for there to be good management of students' discipline in secondary schools, emphasis should be made on recognition of well-behaved students by awarding them certificates.

4.6 Factors influencing Effectiveness of Principals' Approaches on Management of Student Discipline

The fourth research question which was derived from the fourth objective of this study was to establish factors influencing effectiveness of principals approaches on management of student discipline in public secondary schools in Migori county.

To meet the requirements of this objective and to test the set hypothesis, the respondents were to answer items 27-33 in the questionnaire. The responses were keyed into a computer data file and necessary calculations were done using SPSS version 26 programme¹

4.6.1. Vertical descriptive analysis of the classified respondents

The ratings of teachers and administrators on the level of effectiveness of factors influencing effectiveness of school principals' approaches on management of students' discipline were done and presented in table 4.19 and table 4.20 using mean rating in a Likert scale of between 1-5.

| Factor | | Effectiveness level | | | | | Total |
|-------------------------------------|-----------|---------------------|--------|----------|--------|-----------|-------|
| | | Very Low | Low | Moderate | High | Very High | |
| Principal's Attitude | Frequency | 18 | 12 | 32 | 89 | 50 | 201 |
| | Percent | (9.0) | (6.0) | (15.9) | (44.3) | (24.9) | (100) |
| Parental Involvement in Discipline | Frequency | 8 | 17 | 48 | 75 | 53 | 201 |
| | Percent | (4.0) | (8.4) | (23.9) | (37.3) | (26.4) | (100) |
| School size | Frequency | 18 | 23 | 63 | 76 | 21 | 201 |
| | Percent | (9.0) | (11.4) | (31.3) | (37.8) | (10.4) | (100) |
| Principal's Disciplinary Experience | Frequency | 11 | 26 | 66 | 63 | 35 | 201 |
| | Percent | (5.4) | (12.9) | (32.8) | (31.4) | (11.4) | (100) |
| Principal communication channel | Frequency | 24 | 26 | 47 | 74 | 30 | 201 |
| | Percent | (11.9) | (12.9) | (23.4) | (36.8) | (14.9) | (100) |
| Policy Guidelines from MoE | Frequency | 17 | 22 | 46 | 71 | 45 | 201 |
| | Percent | (8.5) | (10.9) | (22.9) | (35.3) | (22.4) | (100) |
| Teacher involvement | Frequency | 16 | 26 | 51 | 64 | 44 | 201 |
| | Percent | (8.0) | (12.9) | (25.4) | (31.8) | (22.0) | (100) |

Table 4.19: Teachers Views on factors influencing Principal's choice of approach

Majority of teachers as respondents rated the following factors as being highly influential in the management of students' discipline in secondary schools: principal's attitude 44.3% school size 37.8% parental involvement in indiscipline cases 37.3%, principal communication channels 36.8% , parental involvement in indiscipline cases ,35.4% policy guidelines 35.3%,, and teacher involvement 31.8%.

The mean rating of factors influencing effectiveness of management approaches on students' discipline in secondary schools as influential by teachers as respondents as in: principal experience at 32.8%.. This means that the factor is effective if enacted in the

management of students' discipline in secondary schools. Further administrators' views were presented in table 4.20.

Table 4.20: Administrators' Views on Level of Effectiveness of Factors influencing effectiveness of disciplinary approach

| Factor | | Effectiveness level | | | | | Total |
|-------------------------------------|-----------|---------------------|--------|----------|--------|-----------|--------|
| | | Very Low | Low | Moderate | High | Very High | |
| Principal's Attitude | Frequency | 3 | 5 | 24 | 65 | 24 | 121 |
| | Percent | (2.5) | (4.1) | (19.8) | (53.7) | (19.8) | (100) |
| Parental Involvement in Discipline | Frequency | 5 | 17 | 44 | 42 | 13 | 121 |
| | Percent | (5.2) | (14.0) | (36.4) | (34.7) | (10.7) | (100) |
| School size | Frequency | 8 | 10 | 51 | 41 | 11 | 121 |
| | Percent | (6.6) | (8.3) | (42.1) | (33.9) | (9.1) | (100) |
| Principal's Disciplinary Experience | Frequency | 3 | 11 | 50 | 40 | 17 | 121 |
| | Percent | (2.5) | (9.1) | (41.3) | (33.1) | (14.0) | (100) |
| Principal communication channel | Frequency | 5 | 13 | 36 | 48 | 16 | 118 |
| | Percent | (4.2) | (11.7) | (30.5) | (40.7) | (13.6) | (97.5) |
| Policy Guidelines from MoE | Frequency | 6 | 14 | 47 | 39 | 15 | 121 |
| | Percent | (5.0) | (11.6) | (32.2) | (38.8) | (12.4) | (100) |
| Teacher involvement | Frequency | 4 | 8 | 42 | 45 | 22 | 121 |
| | Percent | (3.3) | (6.6) | (34.7) | (37.2) | (18.2) | (100) |

The administrators noted that most of the variables rated as highly influential, were principal attitude 53.7% principal communication channels 40.7% policy guidelines 38.8%, teacher involvement, 37.2% and school size at 34.8%. The factors are seen as highly influential particularly when integrated into the school's administrative systems, this was also seen from teachers' views. The parental involvement in students' discipline at 41.3% is rated influential. Both respondents' agreed that the factors are influential and highly influential

An analysis of the specific factors influencing the effectiveness of principals' approaches on management of student discipline on comparative ratings of teachers and administrators. The findings are presented in table 4.21.

Table 4.21: Effectiveness of factors influencing Principals' approaches on management of student Discipline

| Factors | Respondent | MR | Overall MR | t-test | Sig (2 tailed) |
|---|----------------|------|------------|------------------------|----------------|
| Principal's attitude | Teachers | 3.74 | | t(302)=-29.771, p=.000 | |
| | Administrators | 3.86 | 3.78 | | |
| Parental involvement in students' performance | Teachers | 3.79 | | t(305)=-31.629, p=.000 | |
| | Administrators | 3.40 | 3.67 | | |
| School size | Teachers | 3.38 | | t(303)=-24.253, p=.000 | |
| | Administrators | 3.30 | 3.34 | | |
| Principal's Disciplinary Experience | Teachers | 3.50 | | t(304)=-26.743, p=.000 | |
| | Administrators | 3.53 | 3.52 | | |
| Principal communication channel | Teachers | 3.35 | | t(300)=-22.788, p=.000 | |
| | Administrators | 3.56 | 3.44 | | |
| Policy Guidelines from MoE | Teachers | 3.54 | 3.51 | T(306)=-26.298, p=.000 | |
| | Administrators | 3.49 | | | |
| Teacher involvement | Teachers | 3.48 | 3.53 | T(306)=-25.556, p=.000 | |
| | Administrators | 3.65 | | | |

Interpretation of Mean Rating:

1.00-1.44 = Not influential 1.45-2.44= Lowly Influential 2.45-3.44 = Influential
 3.45-4.44 = Highly influential 4.45-5.00= Very Highly influential

As can be seen in Table 4.21, the average mean ratings of the respondents on the factors influencing effectiveness of the principals' approaches in management of students' discipline in secondary schools with principal's attitude being the highly influential factor

with teachers mean rating at 3.74, and administrators mean rating at 3.86
 $t(302)=29.771, p=0.000$

Since the rest of the factors had mean rating above 3.28 respondents were in agreement that these factors are effective in influencing the management of students discipline in secondary schools. It is therefore very important for school administrators to use these factors to effectively manage their institutions.

Further hypothesis testing was done as shown below to show that the null hypothesis was rejected and the alternative was accepted

Hypothesis 4 Test

The hypothesis tested on factors influencing effectiveness of disciplinary approaches as shown on table 4.21 confirmed that:

Ho₄: There is no statistically significant difference between views of teachers and administrators on factors influencing school principal's approaches and management of student's discipline in public secondary schools Migori County.

It was observed that difference between the mean ratings of teachers and Administrators views is statistically significant, on factors influencing school principal's approaches and management of student's discipline since $p=.000$, The resulting or observed p values are .000 for all the variable groups. Since this is below the critical p value (.05), there is enough statistical evidence to reject the null hypothesis and hence accept the alternative hypothesis. Therefore there is statistically significant relationship between factors influencing school principal's approaches and management of student's discipline in public secondary schools in Migori County. The higher the mean rating given by the

respondents for each of the investigated, the higher factors influencing school principal's approaches and management of student's discipline in secondary schools.

4.6.2: Discussion on the factors influencing effectiveness school principals' approaches on management of student discipline

Principals' attitude as a factor, showed that teachers mean rating at 3.74 and administrators mean rating at 3.86 both agreed that principal's attitude is highly influential factor influencing effectiveness of disciplinary approaches. On the influence of Principal's attitude, majority who were interviewed agreed that, like SC2 said;

This is very true and may impact positively on correction of indiscipline. Some principals' loath students before they even talk to them. Some of them have formed opinion on students.

S31 also noted that;

The principals' attitude matters a lot in dealing with indiscipline cases. A principal with negative attitude will find it difficult to curb indiscipline cases since the students or student leaders won't be free with him and tell him what is going on in school.

On the other hand, SC6 said that;

Principals with positive attitude towards the students have it easy to deal with students' behavior since they will be free to share with him all their challenges in life hence effective management of their behavior.

Study by Saloviita (2016) argues that, discipline in school is a system of guiding the students to make measurable decisions. This can be possible depending on the principals' attitude. It is important for principals to understand the connection between student performance and their behavior.

According to McArdle, (2011), principals' attitudes cannot be assumed, since to understand all student behaviors and their needs it is important to have positive attitude to

cope with all situations the students undergo. In order to manage students' discipline, principals' like students need to be explicitly taught these behavioral principles.

However, schools must also consider environmental variables that might impede principals' attitude to engage in practices, Noland (2013) study results showed a strong positive relationship between principals' attitude and students disciplinary approaches practices and their sense of efficacy. The more the principal develop positive attitude towards students' behavior the more the effectiveness of the disciplinary approach hence effective students' behavior and higher students' self- efficacy.

Findings on Principals' experience as a factor, teachers mean rating at 3.50 and administrators mean rating at 3.53 which revealed that they agreed that the factor was very influential to disciplinary approaches The demographic factors further showed that most teachers and administrators had teaching experience of over 10 years, they were therefore assumed to possess the information needed for this research as supported by Negrada-Verona et al., (2017) who studied leadership, psychology and organizational behavior in New York and found that principals with longer teaching experience perform better than their colleagues when it comes to disciplinary approaches within the school.

In addition the demographic on age found that more than 60% of the teachers and administrators serving within the county were aged below 51 years, and could possibly have different perspectives to discipline approaches. This is consistent with Strang (2014) who found out that age brings with it greater competence, self-confidence, self-esteem and high level of responsibility in which a person feels a greater sense of accomplishment.

These attributes are crucial in the management of students' discipline in secondary schools.

Findings from interviews and FGD for example; S20 noted;

The principals' experience matters a lot in dealing with indiscipline cases. A principal with experience will be able to curb indiscipline by reading the signs before it gets out of hands.

Study by Bwoginda (2011), confirms that principals experience generally have a stronger sense of personal efficacy in schools discipline this is in agreement with S61

that a principal with experience will be able to curb indiscipline by reading the signs before it gets out of hands. This enhances the orderliness of a school environment

According to Adeyemi (2009), schools' principals experience would be more effectively managed by administrators with more than 10-year experience and higher academic qualifications. Furthermore, Zubair et al. (2012) avers that the administrative experience of principals to a large extent may help in overcoming some of these challenges as observations had shown that the number of years a principal spends in administration is symbolic with the ability to handle stress and challenges. The ultimate responsibility for all school discipline lies with the school head. The enhancement and the smooth running of the disciplinary approach system depends on a well- defined basic policies established by principals.

Principals' experience is dependent upon the period that he/she has. Longer service exposes principals to different student behavior and challenges overtime. Out of this exposure, they develop interpersonal communication skills that are relevant and important

to their relationship with their students. This enables them to handle issues that emerge from students' population. Such an amicable relationship improves discipline of students.

Findings on Principals' communication channel as a factor revealed that, teachers mean rating at 3.35 and administrators mean rating at 3.58 It was further found that some schools did not keep parents informed about positive discipline issues through newsletters, majority respondent interviewed noted that ; for example SC2 suggested;

Lack of principal communication between the school and home contributes to prevalence of cases of untoward behavior in secondary schools. Principals communicate school rules and regulations to all stakeholders. Communication as a strategy adopted by head teachers and teachers in managing students discipline in schools is very important because communication is very necessary in every activity in school and it supports the requirement in involving all stakeholders in students' discipline hence impact on secondary school students discipline.

Similarly, Katolo (2016), study also established that principals communication impact on secondary school students discipline. Well spelt written communication through official letters, circulars, memos, notices, suggestion boxes, reports, printouts, school magazines and handbooks in the schools. This is indicative of the fact that written communication conveys a lot of information not only from one person to another but also from generation to generation. In a school, official letters, circulars, memos, notices, suggestion boxes, printouts, school magazines and hand books are means of communication. The findings affirm the fact that the written work is more permanent and less liable to misinterpretation. In other words, open communication means between principals and students which is clear, unambiguous and continuous that is, use of dialogue makes disciplinary approaches effective.

Further Adgoy (2019) argued that communication involves the two-way information sharing between the school and the parents regarding school programs and students' progress. Schools are encouraged to device various modes of relaying information between the school teachers and the family of students as majority in qualitative response like;

S16 noted;

In our school written communication is through official letters, circulars, memos, notices, suggestion boxes, minutes, reports, printouts, school magazines and handbooks in the schools. This is indicative of the fact that written communication conveys a lot of information not only from one person to another but also from generation to generation. In my school, official letters, circulars, memos, notices, suggestion boxes, reports, printouts, school magazines and hand books are means of communication

The current study further agreed that Principal Communication has been identified as fundamental to both pre-empting crisis in the management of organizations as well ascertaining prompt return to normalcy as found out by (Aspinall 2004). This is also confirmed in the current study as noted by Communication is associated with unitizing information to identify risk and in prompting mitigation measures that can check risk, harmonize support and recovery in cases where a crisis occurs. Bernstein (2013) emphasizes that crisis communication seals gaps created by crisis by arresting rumors, speculation and misinformation that may prove detrimental to organization and its image. As a result, organizations have prioritized communication as integral to effective management (Coombs, 2007). Crisis are inevitable and can happen to any individual or organizations such as schools, factories, shopping malls, hotels, media houses and private business at any place in time. Effectiveness of crisis management can therefore be said to rely on well laid down communication plan.

However, Bernstein (2013) notes that despite the rising interested parties demand that communication have hardly been handled professionally. Schools have in particular faced crisis in which traumatic experiences such as fires, bullying , harassment of teachers and student rioting, often linked to student discipline have been reported across the globe. Communication is particularly important in the management of student discipline as it keeps students abreast of school rules and regulation, updates students on the status of their concerns and controls behavior of students with regard to events that are taking place in the school. Moreover, schools have very critical interested parties such as parents, students and local communities who need to be kept abreast of what is happening in the schools.

Further finding on Parents' Attitude as a factor indicated teachers mean rating at 3.58 and administrators mean rating at 3.97 which implies parents attitude was very influential factor and they agreed that the factor influences effectiveness of disciplinary approaches in managing students discipline. Most of the respondent interviewed agreed with this factor as very effective for instance;

SC3 noted;

As much as it is proper to involve parents/guardians in disciplinary issues, they should have the right attitude for their children to be corrected. Their attitude should not be negative since this might spoil the student even more.

S2 further noted;

This is a major contributing factor especially when the parent gives too much love to the child either because he or she is 1st born in a family, the parent might be having a feeling that his\her child can never go wrong. Again too much praises to the child, "like my child had never stolen any one's property".

This was confirmed by Adeyemi (2009) in their study challenges encountered by principals in enforcing students' discipline in secondary schools in Edo North senatorial

District, Nigeria established that many parents have attitude towards principals' discipline, especially politicians or those who have link with notable politicians often meddle in the affairs of the school administration. Some parents are known for issuing threats to principals who take out some disciplinary actions against their children especially those who hold positions in the society.

As a result of some of them being influential, they use their position to intimidate and threaten the principals and therefore preventing them from taking appropriate disciplinary measures against their children and this erodes the authority of the school principals.

It was equally observed in a secondary school that, another principal was beaten up by the parents of a student that was punished by a teacher. Even some parents end up getting principals arrested and arraigned before judges. Such embarrassing situations have made it difficult for principals and teachers in public and private secondary schools to enforce suspend taking disciplinary measures like suspension for the fear that such parents may have their appointments terminated and the student readmitted unconditionally. Such an occurrence could send a wrong signal to other students since the principal is handicapped in the application of disciplinary action, Bernstein (2013). It is therefore important for parents and principals to read from the same script and develop mutual understanding to enhance student discipline.

Findings on Parental involvement in Students' Discipline, teachers mean rating at 3.79 and administrators mean rating at 3.40 which implies that they agreed that the factor influences effectiveness of disciplinary approaches. Further findings from qualitative data showed

that involving parents in discipline of their children could influence the effectiveness of a discipline approach as shared mostly by

SC 1 said;

provision of basic needs by parents or caregivers is key to discipline. Apart from that parents follow up or monitor what their children are doing. That will help the students to avoid indiscipline because they know that if they go to places where parents are not happy of, they are punished in one way or the other. The parents should also supervise their students whenever they are given work by the teachers. Parents or caretakers should monitor or ensure the type of friends their children walk around with.

On the other hand, involving parents seemed to be showing mixed results as indicated by

SC3 that;

in my opinion the fact that is about parenting in the school, in some instances you will find that parents don't want to admit that their children have committed certain mistakes and thus refuses. For example let's say like your child has been sent home due to abuse of drug and the parent is not ready to accept that his/ her child has committed an offence, therefore you will find that the child will find a place to lie on and the next time you will just she/ he will repeat the same mistake in that the parent is not seeing the mistake in him/her. When a parent is told that the child has a mistake, he/she should accept that and take a corrective measure.

SC 1 also said;

I think discipline can also be improved through child-parent relationship. In some cases, you will find that there is something may seem to be wrong to you, but to the student, its right being that , that's what he has always developed to know when back at home. So by also telling a parent advising them, and also improving the relationship will also enhance the effective means of corrective measures.

As indicated in the findings above, there are contradictions about whether parental involvement affects discipline outcome. For example, a study by Sibanda (2018) revealed that some parents did not model good behavior to their children. The findings showed that some parents or members of the family who were involved in drug and alcohol abuse

would give their children marijuana to sell to other learners at school and those sold beer at home would ask their children to sell beer to the customers.

Further, Maposa (2013) also noted that some parents received stolen properties from children while others sent children to buy cigarettes and alcoholic drinks exposing them to temptation to consume them. The findings of the study further revealed that some members of the community were bribed by learners to go to school and pose as their parents/guardians if learners had disciplinary cases. Some overprotective parents would lead to communication breakdown in the school because the school administration would feel annoyed by such parents while the learners in question would think they have been given permission to misbehave at school. So this means that however much the Principal tried to improve the behavior of the learners, some parents were still a stumbling block to that process, hence failure by Principals.

On the contrary, Cleophas (2014) revealed that close parental monitoring had an effect on the child's positive behavior. The results also revealed that parents' prior beliefs of their children's ability had a positive effect on performance. Similarly, Đurišić and Bunijevac (2017) and Martinez (2015) concluded that great schools have effective partnerships with parents therefore, school, family, and community partnerships are critical component in educating students. In such a friendly school climate, students tended to be of good behavior because they had little challenges and were happier with their academic progress. What emerges is that the behavior that parents model to their children at home can influence how their children respond to certain rules and regulations at school. Where the parents condone unacceptable behavior, their children tend to have disruptive behavior leading to indiscipline. Furthermore, it is apparent that schools have developed proper

guidelines by which they relate to parents about discipline issues as they remain key influencers of their children's behavior.

Findings on School size as a factor showed that teachers mean rating at 3.38 and administrators mean rating at 3.30 which revealed that school size influences effectiveness of disciplinary approaches as used by Principals. This was further confirmed by most respondents that had qualitative responses like S13 who said;

School size highly influences the approach; the larger the number of students the higher the challenge as understanding the behavior of the students might be a challenge to the principal. The students might also escape due to the big number.

Like in the current study, Adgoy (2019) had similar findings on influence of school size. He discovered that school size and students' discipline 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. Further, Karuri (2012), argued that behavior problems are so much in large schools that any possible virtue of larger size is cancelled out by the difficulties of maintaining an orderly learning environment, the current study also conform this as majority who were interviewed agreed that like SC1 noted;

The school size determines discipline in a school. A very large school may be a threat to discipline because some offenders may get away with their crime. In a small school, all the students will be monitored and corrective measures taken appropriately.

In a smaller school, it is possible for an administrator to know all the students by name as well as have a face to face contact with all the teachers and support staff regularly. This personal contact creates an opportunity to have a strong grip of the personnel and the whole school at large. This yields obedience which is a strong virtue of discipline. Small

schools have lower incidences of negative social behavior than do large schools. This is because students in small schools are involved in a greater variety of activities and that they derive more satisfaction from their participation than students in large schools. Therefore they are less likely to participate in anti-social activities leading to a more learning conducive environment ,(Adgoy 2019).

Principal in a large school must exercise better planning and delegation in order to ensure that no area is neglected. Further, there is a much greater sense of belonging among students in small schools than in large ones. Alienation affects confidence, self-esteem and responsibility for self-direction. This means that smaller schools can be more relatively stable than big ones. One key feature of small schools and units is that everyone's participation is needed for clubs, teams and student government to have an adequate number of members. To enhance management of students discipline the schools should be reasonably large for effective control of students' behavior.

Further findings on Policy guidelines by Ministry Of Education as a factor showed, teachers mean rating at 3.54 and administrators mean rating at 3.49 which implies that this approach is very influential and they agreed that the factor influences effectiveness of disciplinary approach. From the interview majority noted for example;

S15 said;

It influences the principals enhancement on a student's discipline because the principal has boundary on how to discipline a student in which case he is guided, he could be having away beyond the guidelines but his/her hands are tied.

A study by Al-Jarrah & Khasawneh, (2013) found that restriction by law, after the outlawing of corporal punishment in school made teachers/principals to become very

cautious to avoid being accused of assaulting their students for some teachers have been ridiculed, humiliated and fined in the court of law for disciplining students. For the fact that teachers and principals are taken to court in the process of taking disciplinary action on rude students are restricted to few alternative disciplinary measures and this often result to ineffective measures like ignoring a student's misconduct altogether

Furthermore, school principals lose their respect and honor when they are found guilty or when cases are judged in favor of students and their parents or when principals are made to pay fines as damages done to students. It is therefore important that policy guidelines should be free and fair to enhance student behavior.

Lastly findings on teacher involvement as a factor shown teachers mean rating at 3.48 and administrators mean rating at 3.65 which implies teacher involvement is highly effective factor and they agreed that the factor influences effectiveness of disciplinary approaches in managing students' discipline.

SC2 noted;

Teachers must be involved at all costs and at all levels. They spend three quarters of their time with the students hence they know the students well.

Teachers' involvement on students discipline is a critical factor. Teachers play a greater role in inculcating values and instilling discipline in their students, (Heads manual 2015), states that head teacher is the overall organizer, co-coordinator and supervisor of all the activities in the school and being responsible for improving and maintaining high standards training of students in terms of discipline and learning is vital. In case of indiscipline in their school, the bulk stops at their door. The deputy head teachers are responsible to the

head teachers for guidance and counseling of students as well as ensuring that proper discipline is maintained in the school. During interview and FGD majority noted that like S17 who said;

It had been realized that major strikes that happen in our schools also involves teachers, so if the teachers aren't part of the solutions to the challenges of discipline of the students then it becomes difficult for the principal to successfully carry out disciplinary cases.

Study by Saloviita (2016), found out 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 behaviors. 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. The teacher(s) on duty oversees the students' activities in the course of the time allocated while the dormitory masters/mistresses where applicable sees to it that there is order in their areas of jurisdiction.

Further, Raichena (2006) observed that, good discipline should produce obedience and self-control. A student should be able to control himself/herself and do the right thing at the right time, place and in the right manner. Effective teachers should know that students need to enjoy firm and fair discipline. For their effectiveness to be felt, teachers should begin each day with a positive attitude, have a good class control, let the school activities be learners-centered and keep a record of major issues that arise in their areas of jurisdiction. To enhance the effectiveness of the teachers in their supervisory role, the head teacher and his/her deputy need to lead from the front.

Teachers interact very frequently with students in various areas daily. In this way, their interaction with them can in many ways change their perception and help them express their concerns about life. They can also take the opportunity to guide the learners about their school life. This is why teachers' involvement as a factor could be influential as shown in the findings of this study.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter provides a summary of the study findings, conclusions and recommendations of the study according to the objectives. It also highlights suggestions for further research.

5.2 Summary of the Findings of the Study

The findings of the study are summarized as follows;

5.2.1 Effectiveness of the preventive approach on management of student discipline

The research findings show that preventive approaches are effective in management students' discipline in secondary schools. The preventive approaches below are effective, as shown by overall mean ratings below;

- a) Use of students' peer counselors in handling students' discipline found effective at 3.07,
- b) Consistency in enforcing school rules effective at 3.66,
- c) Regular G/C by principals highly effective 3.52,
- d) Parental involvement was found highly effective at 3.59,
- e) Pastoral care was effective at 3.12,
- f) Consultation of parents found effective at 3.51,
- g) Use of student counselor found effective at 3.14 and
- h) Regular consultation meetings with teachers highly effective 3.67.
- i) Guidance and counseling, school rules and regulations, and pastoral care as preventive approach were effective, overall mean rating at 3.371.

In addition, there was statistically significant relationship between preventive approach and management of student's discipline in public secondary schools in Migori County.

5.2.2 Effectiveness of corrective approach on management of students' discipline

- a) The study found the following approaches effective at mean ratings;
- b) Time out for students mean rating was found effective at 2.75,
- c) Use of verbal threats found was lowly effective at 2.28,
- d) Suspension of indiscipline students from school was found effective at 3.10,
- e) Expulsion of students from school was found effective at 2.97,
- f) Withdrawal of privileges was effective at 3.37
- g) Manual work was effective at 3.30
- h) Suspension, timeout and expulsion as Corrective approach in management of students' discipline overall mean rating showed effectiveness at 2.90;

It was also confirmed that there was statistically significant relationship between corrective approach and management of student's discipline in public secondary schools in Migori County

5.2.3. Effectiveness of positive behavior reinforcement on management of students' discipline

The study found the mean ratings of positive behaviour reinforcement approaches were effective and very effective as follows;

- a) use of praises on students with good behavior effective at 3.42,
- b) face to face talk with students with behavior challenge highly effective at 3.74,
- c) giving tokens 3.51, use of motivational speakers highly effective at 3.70,
- d) giving monetary rewards to well-behaved students effective at 3.19

- e) Certification of recognition to disciplined students highly effective at 3.82

Praises, rewards and motivational talks as positive behaviour reinforcement approaches were highly effective, overall mean rating was at 3.51. In addition, there was statistically significant relationship between positive behaviour reinforcement approach and management of student's discipline in public secondary schools in Migori County

5.2.4. Factors influencing effectiveness of principals approaches on management of students' discipline.

The study established the effectiveness of factors influencing the effectiveness of principals' approaches in managing students' discipline in secondary schools as shown by mean ratings as follows;

- a) principal's attitude highly influential at 3.78,
- b) parental involvement in indiscipline cases highly influential at 3.67,
- c) school size influential at 3.38,
- d) principal experience highly influential at 3.50,
- e) principal communication channels was influential at 3.44,
- f) policy guidelines was highly influential at 3.54,
- g) Teacher involvement was highly influential at 3.53

Principal factors, parental factors and school factors as factors influencing the effectiveness of principals' approaches in managing students' discipline in secondary schools were found to be highly influential overall mean rating was at 3.8.

It was further found that, there was statistically significant relationship between the factors influencing principals' approaches and management of student's discipline in public secondary schools in Migori County.

5.3. Conclusions

Based on the findings of this study, the study makes the following conclusions.

The preventive approach was found to be effective, with the following strategies standing out as being very effective - use of students' peer counselors in handling students' discipline; pastoral care; use of student prefects; consistency in enforcing school rules and regulations; regular G/C by principals; parental involvement in student academic performance; as well as regular consultation between parents and teachers.

The corrective approach was found to be moderately effective. More specifically, aspects such as time-out for students, suspension of indisciplined students from school, expulsion of students from school, withdrawal of privileges, and manual work while use of verbal threats were found to be only moderately effective.

The study also found that the positive behavior reinforcement approach is highly effective, with certification of most disciplined students; face to face talk with students to address discipline issues; provision of tokens; and use of motivational speakers standing out as being highly effective. Other strategies that stood out as being highly effective include monetary rewards to well-behaved students; use of praise on students with good behavior and giving monetary rewards to well-behaved students.

Finally, the study concludes that principal's attitude, parental involvement in indiscipline cases, principals' experience, communication channels, policy guidelines, teacher involvement and school size influence the effectiveness of disciplinary approaches.

5.4 Recommendations

Based on the study findings the study makes the following recommendations:

1. School management through G/C should enhance training of peer counselors to help in the management of students' discipline in public secondary schools.
2. The school management should integrate withdrawal of privileges as part of school rules and regulations.
3. Ministry of Education through BOM should have a vote head for rewards, certification awards and motivational talks to student to help manage student discipline in secondary schools.
4. Principals should create a forum which involves teachers' and parents to manage the students discipline in secondary schools.

5.5 Suggestions for Further Research

The following areas were suggested for further studies in relation to management of students' discipline;

1. A similar study to be carried out in private secondary schools in Migori county, Kenya.
2. A study on the effectiveness of teachers' disciplinary measures on management of students' discipline in Migori County, Kenya.
3. An assessment of effectiveness of government discipline guidelines on management of students.

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Appendix A: Map of Migori County

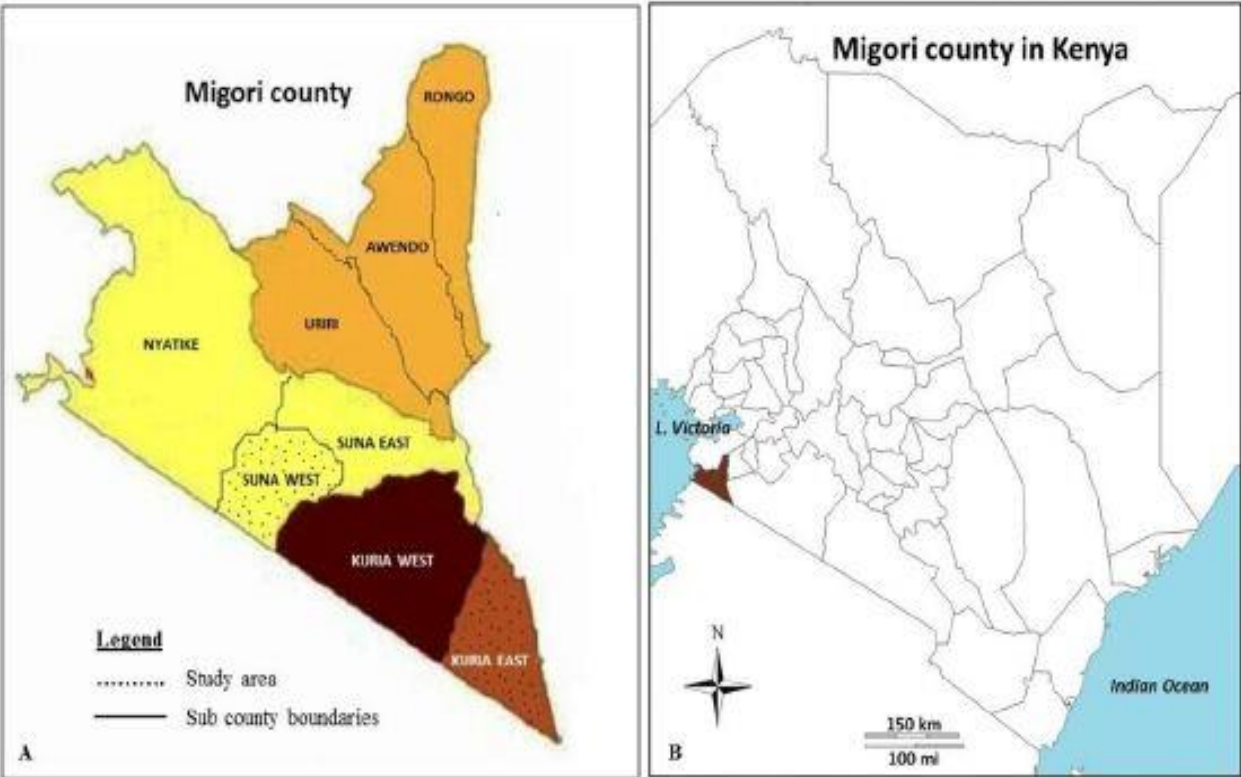


Figure 1. (A) Sub counties of Migori County; (B): Location of Migori County in Kenya.

APPENDIX B:-KREJCIE AND MORGAN TABLE OF SAMPLE SIZE

| N | S | N | S | N | S | N | S | N | S |
|-----------|----|-----|-----|-----|-----|------|-----|--------|-----|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 256 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 346 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 354 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 191 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 170 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 180 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 190 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 200 | 132 | 460 | 210 | 1600 | 310 | 10000 | 370 |
| 65 | 56 | 210 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 220 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 230 | 144 | 550 | 226 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 240 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 250 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 260 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 254 | 2600 | 335 | 100000 | 384 |

Source: Adapted from R.V. Krejcie & D.W.Morgan (1970). **Determining Sample Size for Research activities.Educational and Psychological Measurement, 30, 608.**

Respondent's Consent Form

Department of Educational
Management & Foundations,
P.O Box 103-40404,
RONGO.

My name is Lynnette Rakiro, a postgraduate student in the Department of Educational Management and Foundations, School of Education Rongo University. I wish to carry out a study on *Effectiveness of school principal's approaches on management of student discipline in public Secondary Schools in Migori County*. You have been selected to participate in this study because of your responsibility in the provision of students' discipline while in school as a legal guardian. Your participation in this study is voluntary, and you are free to terminate your participation in this study at any point where you feel infringed or uncomfortable to give information. The information you will give in this study is confidential and will be used only so far as this study is concerned, and your identity will remain protected. You may contact the researcher about the findings of this study.

Thank you.

Lynnette Rakiro (Researcher)

I consent to participate as respondent in this study Yes []; No []

Signature of participant: _____ Date: _____

APPENDIX C-QUESTIONNAIRE FOR PRINCIPALS AND DEPUTY PRINCIPALS.

Section A: Background Information

Instruction: Kindly tick (✓) the correct response, or fill in the spaces provided

1. Gender : Male [] Female []
2. Age in years. 20- 30 [] 31- 40 [] 41- 50 [] 51-60 []
3. Your highest academic qualification.
Diploma [] Bachelors [] Masters []
PhD []
Any other (specify) _____
4. For how long have you been teaching?
1- 5 years [] 6-10 years [] 11 and above years []
5. Your position in school; Principal [] Deputy principal [] Teacher []
6. School category; Day [] Boarding [] Day and boarding []

Section B: Preventive Approach to manage Student Discipline.

School principals use different approaches to manage student discipline. Based on your experience in managing students' discipline, on a scale of 1-5, rate effectiveness of each of the following aspects of preventive approach on managing students' discipline in public secondary school. Use a tick [✓] to choose only one appropriate level, where;

1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective € 4 = Highly Effective (HE)

5 = Very Highly Effective (VHE)

| S/No. | Aspects of preventive approach | 1 (NE) | 2 (LE) | 3 (E) | 4 (HE) | 5 (VHE) |
|--------------|--|-------------------|-------------------|------------------|-------------------|--------------------|
| 7 | Use of peer student counselors on handling students discipline | | | | | |
| 8 | Consistency in enforcement of school rules and regulations | | | | | |
| 9 | Regular general guidance and counseling session by the principal | | | | | |
| 10 | Involvement of parents in disciplinary cases of their children | | | | | |
| 11 | Referral of students to attend pastoral care sessions | | | | | |
| 12 | Regular consultation of parents on student performance | | | | | |
| 13 | Principal using of students' council to manage discipline | | | | | |
| 14 | Regular consultation with teachers | | | | | |

Section C: Corrective Approach to manage Student Discipline.

School principals use different approaches to manage student discipline. Based on school experience in managing students’ discipline using corrective approach, on a scale of 1-5, rate effectiveness of each of the following items on corrective approach to manage students’ discipline among public secondary schools. Use a tick [√] to choose only one appropriate level for each item, where;

1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective (E)
 4 = Highly Effective (HE) 5 = Very Highly Effective (VHE)

| S/No. | Aspects of corrective approach | 1 (NE) | 2 (LE) | 3 (E) | 4 (HE) | 5 (VHE) |
|-------|---|-----------|-----------|----------|-----------|------------|
| 15 | Time out for indiscipline student(s) from the rest for a short period of time | | | | | |
| 16 | Suspension of student(s) from school in compliance with ministry of Education policy. | | | | | |
| 17 | Expulsion of student(s) from school in compliance with ministry of Education policy | | | | | |
| 18 | Withdrawal of privileges’ | | | | | |
| 19 | Use of physical punishment like manual work | | | | | |

Section D: Positive Reinforcement Approach to manage Student Discipline.

School principals use different approaches to manage student discipline. Based on your experience in managing students’ discipline using positive reinforcement, on a scale of 1-5, rate effectiveness of each of the following items on positive reinforcement to manage students’ discipline among public secondary school. Use a tick [√] to choose only one appropriate level for each item, where;

1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective (E) 4 = Highly Effective (HE)
 5 = Very Highly Effective (VHE)

| S/No. | Aspects of positive reinforcement | 1 (NE) | 2 (LE) | 3 (E) | 4 (HE) | 5 (VHE) |
|-------|--|-----------|-----------|----------|-----------|------------|
| 20 | Verbal praises to student(s) good behavior | | | | | |
| 21 | Face-to-face talk with student(s) with behavior change challenges | | | | | |
| 22 | Giving of tokens to students with good behavior (stationary or uniforms) | | | | | |
| 23 | Regular invitation of motivational speakers on student behavior | | | | | |
| 24 | Giving monetary rewards to students with good discipline | | | | | |
| 25 | Award of certificate of recognition to disciplined students | | | | | |

Section E: Factors influencing effectiveness of Principals' Disciplinary Approach on Students' Discipline

Different factors influence the effectiveness of school principals' approaches on students' discipline. On a scale of 1-5, rate the effectiveness to which the following factors influencing principal's approach on management of students discipline, where;

1 = No Influence 2 = Very Low Influence 3 = Low Influence 4 = High Influence
5 = Very High Influence

| S/No | Factors influencing effectiveness | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| 26 | Principal's attitude towards student | | | | | |
| 27 | Parental involvement on student discipline | | | | | |
| 28 | School size | | | | | |
| 29 | Principal's years of experience on dealing with students | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| | behaviour | | | | | |
| 31 | Attitude of parent/guardian on handling deviant behaviors | | | | | |
| 32 | Training background of the principal | | | | | |
| 33 | Policy guideline from ministry of Education on student discipline | | | | | |
| 34 | Teacher involvement | | | | | |

THANKS

FOR YOUR CO-OPERATION

Respondent's Consent Form

Department of Educational
Management & Foundations,
P.O Box 103-40404,
RONGO.

My name is Lynnette Rakiro, a postgraduate student in the Department of Educational Management and Foundations, School of Education Rongo University. I wish to carry out a study on *Effectiveness of school principal's approaches on management of student discipline in public Secondary Schools in Migori County*. You have been selected to participate in this study because of your responsibility in checking of students' indiscipline process in schools . Your participation in this study is voluntary, and you are free to terminate your participation in this study at any point where you feel infringed or uncomfortable to give information. The information you will give in this study is confidential and will be used only so far as this study is concerned, and your identity will remain protected. You may contact the researcher about the findings of this study.

Thank you.

Lynnette Rakiro (Researcher)

I consent to participate as respondent in this study Yes []; No []

Signature of participant: _____ Date: _____

APPENDIX D Sub County Director of Education Interview Guide

EFFECTIVENESS OF PRINCIPAL'S APPROACHES ON MANAGEMENT OF STUDENT DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MIGORI COUNTY, KENYA.

The purpose of this interview is to establish the effectiveness of principals' approaches in management of students discipline in public secondary schools in Migori County. All the responses will be treated confidential.

1) In your opinion how effective are the following preventive approaches in managing student discipline in secondary schools?

- a) use of students peer counselors in handling students' discipline.
- b) Consistency in enforcing school rules.
- c) Regular G/C by principals.
- d) Parental involvement.
- e) Pastoral care.
- f) Consultation of parents.
- g) Use of student counselor.
- h) Regular consultation meetings with teachers.

2) a) In your opinion how effective are the following corrective approaches in managing student discipline in secondary schools?

- a) Time out for students.
- b) Use of verbal threats.
- c) Suspension of indiscipline students from school.
- d) Expulsion of students from school.
- e) Withdrawal of privileges.
- f) Manual work.

3) In your opinion how effective are the following positive reinforcement approach in managing student discipline in secondary schools?

- a) use of praises on students with good behavior.
 - b) face to face talk with students with behavior challenge.
 - c) giving tokens
 - d) use of motivational speakers.
 - e) giving monetary rewards to well-behaved student.
 - f) Certification of recognition to disciplined students.
- 4) How effective are the following factors influence principals disciplinary approaches in management of students discipline?**
- a) principal's attitude,

- b) parental involvement in indiscipline cases.
- c) school size.
- d) principal experience.
- e) principal communication channels.
- f) policy guidelines.
- g) Teacher involvement.

THANKS FOR YOUR CO-OPERATION

Respondent's Consent Form

Department of Educational
Management & Foundations,
P.O Box 103-40404,
RONGO.

My name is Lynnette Rakiro, a postgraduate student in the Department of Educational Management and Foundations, School of Education Rongo University. I wish to carry out a study on *Effectiveness of school principal's approaches on management of student discipline in public Secondary Schools in Migori County, Kenya*. In light of your role in the provision of students' discipline while in school as a legal guardian, you are called upon to participate in this study as a respondent. Your participation in this study is voluntary, and you are free to terminate your participation in this study at any point where you feel infringed or uncomfortable to give information. However, kindly note that the information you provide will be kept confidential, will be used for academic purposes only and that such information will not be divulged to other uses. Also, your identity will remain protected. You may contact the researcher about the findings of this study.

Thank you.

Lynnette Rakiro (Researcher)

I consent to participate as respondent in this study Yes []; No []

Signature of participant: _____ Date: _____

APPENDIX E - QUESTIONNAIRE FOR TEACHERS.

Section A: Background Information

Instruction: Kindly tick (√) the correct response, or fill in the spaces provided

- 1 Gender : Male [] Female []
2. Age in years. 20- 30 [] 31- 40 [] 41- 50 [] 51-
60 []

3. Your highest academic qualification.

- Diploma [] Bachelors [] Masters []
PhD []

Any other (specify) _____

4. For how long have you been teaching?

- 1- 5 years [] 6-10 years [] 11 and above years []
]

5. Your position in school; Principal [] Deputy principal [] Teacher
[]

6. School category; Day [] Boarding [] Day and
boarding []

Section B: Preventive Approach to manage Student Discipline.

School principals use different approaches to manage student discipline. Based on your experience in managing students' discipline, on a scale of 1-5, rate effectiveness of each of the following aspects of preventive approach on managing students' discipline in public secondary school. Use a tick [√] to choose only one appropriate level, where;

1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective € 4 = Highly
Effective (HE) 5 = Very Highly Effective (VHE)

| S/No. | Aspects of preventive approach | 1 (NE) | 2 (LE) | 3 (E) | 4 (HE) | 5 (VHE) |
|-------|--|-----------|-----------|----------|-----------|------------|
| 7 | Use of peer student counselors on handling students discipline | | | | | |
| 8 | Consistency in enforcement of school rules and regulations | | | | | |
| 9 | Regular general guidance and counseling session by the principal | | | | | |
| 10 | Involvement of parents in disciplinary cases of their children | | | | | |
| 11 | Referral of students to attend pastoral care sessions | | | | | |
| 12 | Regular consultation of parents on student performance | | | | | |
| 13 | Principal using of students' council to manage discipline | | | | | |
| 14 | Regular consultation with teachers | | | | | |

Section C: Corrective Approach to manage Student Discipline.

School principals use different approaches to manage student discipline. Based on school experience in managing students' discipline using corrective approach, on a scale of 1-5, rate effectiveness of each of the following items on corrective approach to manage students' discipline among public secondary schools. Use a tick [√] to choose only one appropriate level for each item, where;

- 1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective (E)
4 = Highly Effective (HE) 5 = Very Highly Effective (VHE)

| S/No. | Aspects of corrective approach | 1 (NE) | 2 (LE) | 3 (E) | 4 (HE) | 5 (VHE) |
|-------|---|-----------|-----------|----------|-----------|------------|
| 15 | Time out for indiscipline student(s) from the rest for a short period of time | | | | | |
| 16 | Suspension of student(s) from school in compliance with ministry of Education policy. | | | | | |
| 17 | Expulsion of student(s) from school in compliance with ministry of Education policy | | | | | |
| 18 | Withdrawal of privileges' | | | | | |
| 19 | Use of physical punishment like manual work | | | | | |

Section D: Positive Reinforcement Approach to manage Student Discipline.

School principals use different approaches to manage student discipline. Based on your experience in managing students' discipline using positive reinforcement, on a scale of 1-5, rate effectiveness of each of the following items on positive reinforcement to manage students' discipline among public secondary school. Use a tick [√] to choose only one appropriate level for each item, where;

1 = Not Effective (NE) 2 = Lowly Effective (LE) 3 = Effective (E) 4 = Highly

| S/No · | Aspects of positive reinforcement | 1 (NE) | 2 (LE) | 3 (E) | 4 (HE) | 5 (VHE) |
|------------------|--|-------------------------|-------------------------|------------------------|-------------------------|--------------------------|
| 20 | Verbal praises to student(s) good behavior | | | | | |
| 21 | Face-to-face talk with student(s) with behavior change challenges | | | | | |
| 22 | Giving of tokens to students with good behavior (stationary or uniforms) | | | | | |
| 23 | Regular invitation of motivational speakers on student behavior | | | | | |
| 24 | Giving monetary rewards to students with good discipline | | | | | |
| 25 | Award of certificate of recognition to disciplined students | | | | | |

Effective (HE) 5 = Very Highly Effective (VHE)

Section E: Factors influencing effectiveness of Principals’ Disciplinary Approach on Students’ Discipline

Different factors influence the effectiveness of school principals’ approaches on students’ discipline. On a scale of 1-5, rate the effectiveness to which the following factors influencing principal’s approach on management of students discipline, where;

1 = No Influence 2 = Very Low Influence 3 = Low Influence 4 = High Influence 5 = Very High Influence

| S/No | Factors influencing effectiveness | 1 | 2 | 3 | 4 | 5 |
|------|--|---|---|---|---|---|
| 26 | Principal’s attitude towards student | | | | | |
| 27 | Parental involvement on student discipline | | | | | |
| 28 | School size | | | | | |
| 29 | Principal’s years of experience on dealing with students behaviour | | | | | |
| 31 | Attitude of parent/guardian on handling deviant behaviours | | | | | |
| 32 | Training background of the principal | | | | | |
| 33 | Policy guideline from ministry of Education on student discipline | | | | | |
| 34 | Teacher involvement | | | | | |

THANKS

FOR YOUR CO-OPERATION

APPENDIX F STUDENTS LEADERS FOCUS GROUP DISCUSSION GUIDE

Number of participants per FGD: Eight to Ten

Preliminaries

- ❖ Collection of consent forms
- ❖ Facilitators welcoming remark
- ❖ Introduction of participants
- ❖ Brief explanation of the purpose of the study
- ❖ Setting of ground rules

Introductory remarks: School principals' disciplinary approaches on students discipline are very vital. Kindly discuss freely the approaches your principals use to manage students discipline in your schools.

1) In your opinion discuss effectiveness of the following preventive approaches in managing student discipline in secondary schools.

- a) use of students peer counselors in handling students' discipline.
- b) Consistency in enforcing school rules.
- c) Regular G/C by principals.
- d) Parental involvement.
- e) Pastoral care.
- f) Consultation of parents.
- g) Use of student counselor.
- h) Regular consultation meetings with teachers.

2) In your opinion discuss effectiveness of the following corrective approaches in managing student discipline in secondary schools.

- a) Time out for students.
- b) Use of verbal threats.
- c) Suspension of indisciplined students from school.
- d) Expulsion of students from school.
- e) Withdrawal of privileges.
- f) Manual work.

3) In your opinion discuss effectiveness of the following positive reinforcement approach in managing student discipline in secondary schools.

- a) Use of praises on students with good behavior.
- b) Face to face talk with students with behavior challenge.
- c) Giving tokens
- d) Use of motivational speakers.
- e) Giving monetary rewards to well-behaved student.
- f) Certification of recognition to disciplined students.

4) How effective are the following factors influence principals disciplinary approaches in management of students' discipline.

- a) Principal's attitude,
- b) Parental involvement in indiscipline cases.
- c) School size.
- d) Principal experience.
- e) Principal communication channels.
- f) Policy guidelines.

- g) Teacher involvement

THANKS FOR YOUR COOPERATION.

APPENDIX G RESEARCH LICENSE

| | |
|--|---|
|  REPUBLIC OF KENYA |  NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| Ref No: 958963 | Date of Issue: 25/August/2020 |
| RESEARCH LICENSE | |
|  | |
| <p>This is to Certify that Ms. LYNNETTE ADHIAMBO ODEROH of Rongo University, has been licensed to conduct research in Migori on the topic: EFFECTIVENESS OF SCHOOL PRINCIPLES APPROACHES OF MANAGEMENT OF STUDENTS DISCIPLINE AMONG PUBLIC SECONDARY SCHOOL IN MIGORI COUNTY KENYA for the period ending : 25/August/2021.</p> | |
| License No: NACOSTI/P/20/6236 | |
| 958963 Applicant Identification Number |  Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION |
| | Verification QR Code  |
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THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

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National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke

APPENDIX H RESEARCH PERMIT



OFFICE OF THE DEAN

SCHOOL OF GRADUATE STUDIES

Tel. 0771349741

P.O. Box 103 - 40404
RONGO

Our Ref: **PEA/6003/2015**

Date: Wednesday, May 20th, 2020

The Chief Executive Officer,
National Commission for Science, Technology & Innovation,
off Waiyaki Way, Upper Kabete,
P.O Box 30623-00100,
Nairobi-KENYA.

Dear Sir,

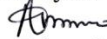
**RE: RESEARCH PERMIT FOR MRS. RAKIRO A. LYNNETTE -
PEA/6003/2015**

We wish to inform you that the above person is a bona fide graduate student of Rongo University in the School of Education pursuing a PhD degree in Educational Management and Foundations. She has been authorized by the University to undertake research titled; ***“Effectiveness of school principals’ approaches on students’ discipline among Public Secondary Schools in Migori County Kenya.”***

This is, therefore, to request the commission to issue her with a research permit to enable her proceed for field work.

Your assistance to her shall be highly appreciated.

Thank you.


Dr. Edward Anino

Ag. DEAN, SCHOOL OF GRADUATE STUDIES

Copy to: Vice Chancellor
Deputy Vice Chancellor (Academic and Student Affairs).
Dean, School of Education
HoD, Educational Management & Foundations



APPENDIX I RESEARCH AUTHORIZATION BY MINISTRY OF EDUCATION



MINISTRY OF EDUCATION State Department of Early Learning and Basic Education

Telephone: (059) 20420
Fax: 05920420
When replying please
quote

COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466-40400
SUNA – MIGORI

REF: MIG/CDE/ADMN./73/VOL.I/ 155

DATE: 22nd September, 2020

Lynnette Adhiambo Oderoh Rakiro
Rongo University

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “ Effectiveness of school principals’ approaches on students’ discipline among Public Secondary Schools in Migori County, Kenya” , and subsequent approval by NACOSTI vide research letter Ref no: NACOSTI/P/20/6236. I am pleased to inform you that you have been authorized to undertake research in Migori County for a period ending 25th August, 2021.

During the research, you are expected to exercise high levels of research integrity.

 FOR: COUNTY DIRECTOR OF EDUCATION
MIGORI COUNTY
P.O. Box 466 - 40400, SUNA,
MIGORI

by Elizabeth Otieno (Mrs.)
County Director of Education
MIGORI COUNTY

APPENDIX J: TABLE OF RANDOM NUMBERS

| | | | |
|-------|-------|-------|-------|
| 61424 | 20419 | 86546 | 00517 |
| 90222 | 27993 | 04952 | 66762 |
| 50349 | 71146 | 97668 | 86523 |
| 85676 | 10005 | 08216 | 25906 |
| 02429 | 19761 | 15370 | 43882 |
| 90519 | 61988 | 40164 | 15815 |
| 20631 | 88967 | 19660 | 89624 |
| 89990 | 78733 | 16447 | 27932 |