STRATEGIES USED BY PUBLIC SECONDARY SCHOOLS IN MANAGING STUDENTS INDISCIPLINE IN KILIFI DISTRICT, KILIFI COUNTY, KENYA

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DECLARATION

This project is my original work and has not been submitted for the award of a degree or any other award in any university.

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This project has been submitted with my approval as university supervisor.

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DEDICATION

To my dear family;
Wife, Lillian Ouma; sons, Pride and Willis; daughters, Cyne, Gabriella and Eisly for their patience, understanding and unwavering support.

To my parents;
John Orek and Cornelia Orek for instilling in me the virtue of hard work.

To all my brothers and sisters;
Omondi Orek, George Orek, Charles Orek, Rita Orek, Rose Orek and Margaret Orek
Thank you for being such a wonderful inspiration to me.
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My deepest thanks go to my supervisor Dr. George Onyango for being my first reader, reread and my toughest critic. I also wish to recognize the Department of Educational Management, Policy and Curriculum Studies, Kenyatta University for imparting knowledge and skills in me through its dedicated personnel.

I would like to thank head teachers, teachers and students of public secondary schools in Kilifi District, Kilifi County who provided invaluable information and assistance. Finally, I wish to thank my colleague, David Chege whose extra ordinary patience and expertise in ICT made it possible for me to produce this work.

May God bless you.
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<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>D/N</td>
<td>Daily Nation News Paper</td>
</tr>
<tr>
<td>KSSHA</td>
<td>Kenya Secondary School Heads Association</td>
</tr>
<tr>
<td>N.C.C.K</td>
<td>National Convention of Churches in Kenya</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry Of Education Science and Technology</td>
</tr>
<tr>
<td>PSDC</td>
<td>Provincial School Development Committee</td>
</tr>
<tr>
<td>T.S.C</td>
<td>Teachers Service Commission</td>
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</table>
ABSTRACT

The trend of student unrest has evolved from simple protest to destruction of property sometimes even deaths. While the present situation raises concerns internationally and nationally it is not yet beyond control and effective measures can restore a normal attitude among students and the young generation. On the other hand failure to take effective steps at this stage can only lead to a national disaster because the upheavals in today’s society such as corruption, immorality, poor methods of governance insecurity and political instability are to be blamed on indiscipline. It is therefore important to have strategic management of students’ indiscipline. Chapter one gave the background of the study. It included the purpose of the study which was to investigate strategies used by public secondary schools in management of students’ indiscipline Kilifi District, Kilifi County in Kenya. The study objectives were to identify the strategies used by schools to manage students’ indiscipline in Kilifi District, Kilifi County and the success of these strategies in view of the causes of indiscipline. In the Conceptual framework, scientific formulation, organization, implementation, evaluation and control of strategies improve student discipline. Assumption of the study was that strategies being used, lack professional, scientific and technical approach hence weakness that need to be checked. Chapter two had Literature review to the study that covered concepts related to strategies, causes of indiscipline, effects of indiscipline and strategies used by schools in managing students’ indiscipline. This offered comparatively secondary source of information for the actual study. Chapter three provided for the research methodology. The research design used to conduct the study was descriptive survey which probed the current status of students’ indiscipline and strategies used in managing students’ indiscipline. The study population included 30 public secondary schools, 30 head teachers, 30 deputy head teachers, 2706 teachers and 9604 students in Kilifi County. The study sample included 10 schools, 10 head teachers, 50 teachers and 140 students selected using random sampling method. Questionnaires for teachers, students and questionnaires for head teachers were administered. In chapter four provided for data analysis, presentation and discussion. The responses were tallied manually, analyzed using SPSS and other computer software. The results were presented using descriptive tables. Chapter five provided the summary of the findings, conclusions and recommendations. The research found out that teachers stayed longer in the institutions than the head teachers and that most schools a majority being mixed day and boarding had experienced student strike. Majority of the total number of teacher and head teachers agreed that they had limited skills to manage student indiscipline. Most of the schools used non-collaborative methods such as punishment instead of collaborative methods such as partnership with students’ barazas among others.
CHAPTER ONE
INTRODUCTION

In any given society education is viewed as the tool with which better the lives of individual. It is therefore important that the society should maintain equilibrium in education matters. Student indiscipline threatens to disrupt acquisition of education by our youth. This research aimed at critically studying the strategies used by public secondary schools in managing students' indiscipline in Kilifi District, Kilifi County.

This Chapter introduces the research by dealing with, Background of the study, Statement of the problem, The purpose of the study, Specific objectives of the study, Research questions , Assumption of the study, Significance of the study, Scope and delimitation of the study, Limitation of the study, Theoretical frame work, The Conceptual Framework and Operational Definition of Terms.

1.1 Background of the Study

The upheavals in today's society are blamed on indiscipline for example corruption, immorality, poor methods of governance, insecurity and political instability. Students' indiscipline derails hopes that schools of our children and grandchildren are doing a good job but instead school graduates have troubles with drugs, violence and unmarried teenagers having babies which are a total waste in education. That is the waste of money, waste of resources/properties, waste of human life and the life of children at school.

Historically various strategies have been employed by school administrations to manage students indiscipline. For instance Head teachers have employed disciplinary measures as a strategy to control students’ indiscipline in schools in order to achieve
desirable behaviors and results in their final examination but students' indiscipline had evolved from bad to worse.

Student indiscipline is an international issue. In India it is traced to 1920 when teachers lost leadership due to students being drawn into political struggle. The strategy since then has been to restore the leadership to the teacher. Respected and competent teachers can help check indiscipline and cynicism that prevails among students (Koontz, 2006).

In April 1999, two students of Columbine High school Littleton, Colorado USA decimated twelve fellow students and turned the gun on themselves. On May 22nd 1988, twenty one students and teachers were gunned down, killed in school shooting by fellow students and five others were wounded. Over 100 murders were committed within the schools the previous year by students at the elementary and secondary schools. Students committed 9000 rapes, 12 000 armed robberies, 204000 aggravated assaults against teachers and each other, 270000 school burglaries and vandalized well over 600 million dollars in schools properties. Americans police stand outside schools gates with metal detectors to flash out pupils or students carrying pistols or knives in order to prevent a recurrence as a strategy to manage indiscipline (Stormer, 1999).

During the colonial times, the government of Kenya had education policy that allowed missionaries to set up and manage schools. They were very strict on discipline and spiritual faith in schools. Morality was the pillar around which relationship between God and students was offered. This enhanced positive attitude and behavior among students because of the culture of fearing God (Dena, 2004).
At the time of independence, colonial heads were phased out and unfortunately their African deputies were required to fill the vacancies left by the departing Europeans as permanent secretaries and chief executives of parastatals. The process wavered down school leadership; the inspectorate did not have required manpower and resources to cope with rapid expansion of schools all over the country to maintain necessary quality of school management. Christian culture was replaced with therapeutic principles. Christian religion as subject has been devalued, economic and science subjects empowered. Education is outcome based without moral attitude building and fear of God amongst the learners (Dena, 2004).

The predetermined moral codes and culture were assumed by rejecting such moral code. Students were taught their rights, democracy and life skills which did not contained beliefs or religious values. Therefore rules of their parents/traditional customs were not right and were to be questioned. Students doubted their parents and frankly rejected them as uncivilized, widening generation gap and weakening parent’s control over their children. The government has promoted African culture through schools drama festivals, museums, cultural centers, archives among others as a strategy to check generation gap (D/N 2002).

In 1960's and early 1970's, teachers were highly respected by students and the society at large. This later changed to disrespect by mid 70’s because of uncontrolled permissiveness within evolving Kenyan culture. Corporal punishment was introduced in 1972 under the Education law as a strategy of managing indiscipline. Teachers turned increasingly brutal in handling students, as some schools became unmanageable (KSSHA, 2000). Corporal punishment led to widespread brutalization of school children, student protest, riots and unrest. The law had not stated what
should be done to those who maim their pupils or incase a student died after canning. The ban on canning was imposed in 1996 through a circular released by the Director of Education (Dena, 2004).

The committee on human rights in Kenya in its report to the former President Moi recommended that, parents, teachers and the public to be educated on the harm of caning pupils and students. Guiding and counseling programs for teachers and students was recommended as alternative (Dena, 2004).

In 1969, the quota system was introduced for provincial schools because these schools were few. It was re-implemented in 1985 when 8-4-4 system of education was introduced. Students worked hard to attain high marks but were often left out in preference to the local pupils within the local community or region. This was a form of favoritism, further more such school were not evenly distributed country wide. This promoted unfair competition and inaccessibility to quality education to some student resulting conflict. It contributed to inferiority complex among students. Some students opted to collaborate with their teachers to cheat in national exam and other forms of academic indiscipline in order to join such schools. This forced Kenya national examination council to nullify examination results (McKenzi).

Some of strategies proposed to manage the negative effects of quota system involved, National schools being supplied with all necessary facilities by the government for maximum intake of learners. All provincial schools to have a national class for instance, 60% of the class should be local 30% for province and 10% for National (KSSHA, 1999).
The report by a taskforce on student indiscipline and unrest in secondary schools showed that between 1986 and 1991, 41.6% of schools had gone on strike. There was a record of 38 secondary school strikes within a period of six months. Between 1998 and 2000, there emerged a wave of strikes. In 1999, a total of 173 riots were reported in the local dailies and others went unreported. Ten schools were being closed down within less than a week in Machakos District alone. 14th of July 1991, 19 girls of St. Kizito School Meru were killed in a midnight attack by their male colleagues, seventy others were raped and scores were injured in the melee (NCCK, 1992) On Monday March 2001 at Kyanguli mixed Secondary near Machakos, some students burnt 67 of their colleagues to death and many others suffered burns. The whole nation wept over the loss of these innocent students (Dena, 2004).

The trend was that, student unrest had evolved from simple protest to destruction of property sometimes death. The report prepared by provincial education board, showed indiscipline was rampant in central province i.e. 122 cases of students riots had occurred between 1999 and 2000 (Dena, 2004).

The board came up with a number of strategies to remedy the situation such as guidance and counseling, students to be given forum to express their problems, teachers to provide role model, prefects power to be minimized, more recreational clubs to be introduced, equipped and expand school facilities to accommodate all students when in and outside class. The then permanent secretary in the ministry of Education Science and Technology Dr. Japheth Kiptoon, urged Head teachers not to expel students saying it was the responsibility of the Director of Education (D/N, 2001)
Another example was in North Eastern Province where between 2001 and 2004 over 80 schools had gone on strike:

<table>
<thead>
<tr>
<th>Year</th>
<th>School Strikes</th>
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<tbody>
<tr>
<td>2001</td>
<td>6</td>
</tr>
<tr>
<td>2002</td>
<td>5</td>
</tr>
<tr>
<td>2003</td>
<td>12</td>
</tr>
<tr>
<td>2004</td>
<td>84</td>
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This was an average of twenty seven school strikes per year for the four year (D/N, 2004).

Government reports showed schools in the coast Province was prone to strikes. Rioting students had gone as far as committing murder rape and burning of structures in the institution. Drugs and substance abuse, negative tourism influence were some of the leading causes of indiscipline. This was worrying with Coast Province ever last academically out of the eight of provinces or regions in Kenya. Illiteracy, school dropouts and poor girl child education were very high. Kilifi district compared to other districts within the province (KSSHA, 1999).

It had been acknowledged in many forums by our leaders that there was a serious problem of indiscipline in our schools. The Kenya Episcopal Conference had gone ahead to recommend that boarding schools should be abolished and replaced by day school so that parents can take responsibility of disciplining their children as a strategy to manage student indiscipline. Commissions of inquiries had been set by government to investigate causes of frequent unrest and recommend strategies of rectifying the situation, but this had not produced any meaningful results as strike cases soar (Dena, 2004).
Therefore it was imperative to examine thoroughly the strategies and management practices used in the public secondary schools in Kilifi District, Kilifi County to manage students' indiscipline. The findings to be adopted as corrective measure not only by the district but also nationally and internationally.

1.2 Statement of the Problem

Over the years the problem of indiscipline among students had been drawing the attention of national leaders as well as educationist at all levels. Indiscipline was rampant in schools in form strikes, boycotts, wanton destruction of school property, absenteeism, dropouts' sexual defilement, truancy sneaking and cheating in examination amongst many others of the same among students.

There is a need to critically study the strategies used by schools in managing student indiscipline to determine their effectiveness in checking the vice in our schools that is on the( inclining trend) increased instead of decreasing. In order to fully understand the strategies there is the need understand the reasons behind and the effects of the recurrent trend of indiscipline witnessed in schools, in some more than once in a year

While, the situation then raised concern, it was not yet beyond control and effective measures could restore a normal attitude among students and young generation. On the hand, failure to take effective step at that stage could only lead to national disasters.

Therefore, this study investigated the strategies used by schools in managing student indiscipline in order to establish problems or challenges affecting them with a view to solving the problem of students' indiscipline in public secondary schools in Kilifi District, Kilifi County Kenya.
1.3 **The Purpose of the Study**

The purpose of the study was to investigate strategies used by schools in managing students' indiscipline in secondary schools in Kilifi District, Kilifi County, Kenya.

1.4 **Specific Objectives of the Study**

1. To identify strategies used by schools in managing students' indiscipline in secondary schools in Kilifi District, Kilifi County, Kenya.

2. To determine the success of the strategies used by schools in managing students' indiscipline in secondary schools in Kilifi District, Kilifi County, Kenya.

1.5 **Research Questions**

From the stated objectives the following research were derived to guide the study

1. What are the causes of student indiscipline?

2. What are the effects of students' indiscipline?

3. What are the strategies used by schools in managing students' indiscipline in secondary schools in Kilifi District, Kilifi County, Kenya?

4. To what extent are those strategies used by schools in managing students' indiscipline in secondary schools in Kilifi District, Kilifi County, Kenya successful?

1.6 **Assumption of the Study**

The following assumptions were held for the study

1. That all the respondents would cooperate and that there was gender balance.

2. The secondary school management formulated, organized, implemented, evaluated and controlled strategies used in managing student indiscipline.
3. That the successful implementation of strategies promoted students discipline and stability in secondary schools that were pre-requisite for successful teaching and learning process.

1.7 Significance of the Study

The importance of the research was to sensitize school administration and teachers on new techniques of managing student behavior. It aimed at remedying negative effects such as loss of lives and destruction of property. The findings aimed at enabling Kenyans to realize educational goals and equipping Educationists with findings and suggestions to improve education policy and training of teachers. This promote character development such as integrity, responsibility and accountability among the students who are the future leaders. Parents benefit by being reminded of their parental responsibilities in upbringing of their children.

1.8 Scope and Delimitation of the Study

There were many strategies used by schools in managing students’ indiscipline. This study focused on strategies used by public secondary schools in managing students’ indiscipline in Kilifi District, Kilifi County, Kenya.

The study was limited to three divisions of Ganze, Bahari and Kaloleni. This was due to the limited funds available for research and the time limit within which the researcher was expected to complete the course. Other Counties in the Coast Region include Mombasa, Taita Taveta, Lamu Tana River and Kwale. The limitation to Kilifi District reduces generality of the findings of other Districts and at the same time, schools in Kilifi District could have unique strategies, which may not be applicable to other schools elsewhere.
1.9 Limitation of the Study

The following were the limitations;

i. The schools earmarked for the studies were sparsely distributed and that prolonged period for the research and high cost incurred in transport/travelling.

ii. Being a government employee and on duty, the researcher had limited time to carry out the study and therefore had to use holidays, weekends and sought leave off work to effectively carry out the research.

iii. The poor infrastructures especially roads and being that most of the schools are situated in the remote parts of the district where there are few public service vehicles. The researcher was forced to hire practical means of transport to such schools.

iv. The instrument used in Data collection was a Questionnaire which relied on the honesty of respondents. According to Kamonjo (1995) questionnaires do not guarantee frankness of expression among respondents. The researcher compared information’s from various respondents to establish the truth and reliability of the data filled by the respondent.

v. The study was based in rural set up. The findings might not be applicable to other areas especially urban areas. In future such research should be carried out in urban set up.

1.10 Theoretical Frame Work

The systems theory attempts to understand a given management practice in a specific environment or situation. General system theory is used to examine all kinds of system. It is traced back to Ludwig von Bertalany who first used the term in 1937 university of Chicago seminar, Kenneth Boulding, Kast and Rosenzweig expanded and improved the general system theory. System is a set of interrelated parts that work
together to achieve an objective. Open system interacts freely with their environment closed system interacts much less (Waweru and Njeri, 2002).

Social system theory deals with open system a school is an example of open system as it constantly interacts with its environment. As any other organization it takes inputs from other system and through series of activities transform or converts these inputs into outputs. In terms of this social system model the school, for example takes its resources such as people, finance, material and information transforms or converts these and returns them to environment in the form of changed individuals. The school is expected to cultivate discipline among students under guidance and observation by teachers (Roberts 1981).

Imperatively there are strategies to change student behavior but trend of indiscipline has been on increase. The strategies as input from the society and school stakeholders has not been able to control student indiscipline therefore there is need to investigate the strategies in order to change student behavior. The assumption is that the common elements of strategic management such as planning, organizing, directing, and controlling each and every strategy has been neglected which are essential administrative function to achieve student discipline and good academic results in Kilifi District, Kilifi county (Waweru And Njeri, 2002).

1.11 The Conceptual Framework

Successful formulation, organization, implementation, supervision, evaluation and control of strategy will result to discipline which should be maintained or improved. At the same time, if the processes are unsuccessful, it may result to indiscipline and therefore they should be reviewed in order to achieve discipline which will translate to high educational performance in secondary schools in Kilifi District, Kilifi County.
The input transformation output model is used to analyze an open system in this case is a school which takes its resources such societal values, money, national educational policy education goals technology (information communication technology, mass media) and skilled manpower such as teachers from the society. These inputs are used to develop strategies to manage student indiscipline. Through administrative processes students’ behavior is changed or transformed to disciplined, responsible and productive citizen. In case the strategies are poorly observed or neglected then irresponsible and indiscipline citizen are given back to the society and therefore there is need to review the strategies used to manage student indiscipline.
1.12 Operational Definition of Terms

**Indiscipline**: Refers to the failure to acknowledge the errors and mistakes that others make in a school situation indiscipline is noted when students respond negatively to the authority passed upon them.

**Public school**: A school owned and run by the government.

**Strike**: The act of using both negative and forceful means for what one believes is right. It is a way expressing ones grievances. In school situation strikes are manifested by boycotting classes, clobbering school head, rioting all those are forms of indiscipline.

**Unrest**: used synonymously with strike to refer to the end results of disagreement between the students and the school administration.
CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2.1 Introduction

Numerous studies have been undertaken in Kenya, United States and other parts of the world which have sought to investigate the causes of indiscipline at various educational levels and suggest possible solution to the vice. However, none had investigated the strategies used and their effectiveness in managing student indiscipline therefore. This literature review related literature as follows:

- Concepts related to strategy
- Major causes of indiscipline
- The effects of indiscipline
- Strategies used by schools in managing student indiscipline
- Effectiveness of the strategies used in managing student indiscipline

2.2 Concepts Related to Strategy

A strategy is a plan that you use in order to achieve or the action of planning how to achieve the organization’s objective (Oxford student English dictionary). Strategic management is a continuous process consisting of a sequence of activities such as strategy formulation, planning, implementation, and review and updating. Therefore strategic management is top management’s plans to attain outcomes consistent with organization’s missions and goals (Walker, 1992).

Strategic management is the continuous process of determining the missions and goals of an organization within the context of external environment, formulating appropriate strategies, implementing those strategies and exerting strategic control to
ensure the organizations strategies are successful in attaining its goals (Gongera, 2002). The significance of sited sentiments from concept and elements of strategic management are:

- There is relationship with regard to strategies used by schools administration in managing student indiscipline in secondary schools and their attainment of their educational goals.

- These strategies should be implemented methodologically by the school administration. He/she ensures that the management process and strategies used are compatible with educational policy, goals and situation in and out of school in which they are workable.

From meaning indiscipline is targeted goal, mission to achieve is strategies, where each is objectively planned, formulated, organized, implemented, evaluated and controlled within specified time to cause positive behavior change among students. Strategic goals are developed and formalized in order to give direction to manage overall corporate tasks as well as move specific department planning activities.

A goal is the end towards which activity is aimed. Formularizing strategies entails determining appropriate course of action for achieving the organization goals and objectives. It involves analysis, planning and selecting. (Osborn 1991). Goals are sometimes called mission statements or intermediate objectives. Goals are derived from the educational aims which reflect the conditions of society, as well as from the perceived priorities and the needs of the local community (Ornsteine, 1989). Strategy implementations are in line with getting the organization moving in the direction of strategy accomplishment which requires different managerial tasks and skills (Gongera, 2002).
Organization culture is important for both formulating and implementing strategies. The organization culture consists of values, beliefs and attitudes towards the firm. Employees share leader’s behavior, criteria of rules and procedures (Osborn 1991). Organizational control entails monitoring and improving various activities that takes place within an organization. Therefore, control consists of making something happen the way it was planned to happen. Control deals with setting standards, measuring results versus standards, and instituting corrective action (Osborn, 1991).

The purpose and combination of strategic control includes:

- Determining the accuracy of the assumption on which the strategy has been formulated
- Determining that the chosen strategy (ies) is/are implemented effectively on time and within the constraints of available resources.
- Ensuring that the organization is performing according to plans and expectations (Gongera, 2002)

Professor Thomas Bonoma suggests that successful implementation of strategies requires five basic skills;

- Interactive skills-Expressed in managing one’s own behavior and others behavior to achieve objectives
- Allocative skills- A manager’s ability to schedule tasks, budget time and other resources efficiently.
- Monitoring skills- Involves the efficient use of information to correct any problems that rise in the process of implementation.
- Organizing skills- Exhibited in the ability to create a new informal organization or network to match each problem that occurs.

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Finally managers must evaluate how well the strategy is being executed and whether it is accomplishing the organization objectives. (Gongera, 2002). For successful Strategic management of indiscipline (by attempting to achieve discipline in prevailing indiscipline situation in secondary schools in Kilifi district, Kilifi County) head teachers and teachers are required to use combined purpose and strategy control with implementation skills suggested by Professor Thomas above in order to successfully implement strategy processes, efficiently and effectively.

The concept related to strategy provides, guide posts for successful formulation, selection, implementation, evaluation, control and management of strategies and the skills required to be used in managing student indiscipline in Kilifi County Kenya.

2.3 The Major causes of Student Indiscipline

The major findings in the study of causes of indiscipline revealed that the nature of students’ unrests are externally influenced, internally instigated and based on students’ own specific problems (Dena, 2004).

2.3.1 External Factors

This refers to influence from outside school environment. These include western culture, community around the school, mass media, religion, parents and political influence.

2.3.1.1 Western culture

The present environment is a wild environment where the youth are living in social moral values that are disintegrated. The problem of moral decay is due to bad influence from the west. This involves the negative foreign culture from the western countries that have been embraced by the youth because it has been equated to
development and modernity. Some of these are engagement in pre-marital sex, use of vulgar words, misuse of the concept children's rights to disrespect parents and teachers (Dena, 2004).

2.3.1.2 Local communities

Local community have negative attitude towards school whenever they feel they are not benefitting from the school/are not involved in management of school. For instance, where most teachers are posted without their blessings often based on tribal, political, religious considerations. Historical injustices, deep rooted tribalism and poor distribution of resources which Kilifi district is one of affected in Kenya have impacted negatively in relationship between head teachers from other regions with the local community. The local people may incite students into unrests to influence the removal of such teachers (KSSHA, 1999).

Local communities are associated with many forms of behaviors and activities like brewing of illicit liquor or alcohol and drug peddling. These attract students who sneak out of school compound to buy the drugs (KSSHA, 1999).

Drugs stimulate hyperactivity among students while at the same time make them withdraw from positive involvement in school life. The other effects of drugs on students include open defiance, rebellious attitude, trouble making such as fighting habits, truancy and prostitution. An example is cited where a forest guard was reported to be giving a form two girl alcohol to have sex with her in Nakuru (D/N, 2003). Drugs make students unruly which easily translates into strikes. (Dena, 2004).
2.3.1.3 Mass media

Technology through its advances in communication has exposed the world to so much data. As a result, children are bombarded by and therefore vulnerable to more external influences than ever before. Passive electronic entertainment like video games, web crawling and chat rooms are used by many parents as electronic babysitters (Elisa, 2001).

An escalating amount of violence in schools including fights and riots destruction and theft of computers equipments., students roams the halls at will disrupting other classes due to lack of passes, unrestricted access to the internet and email results in the accessing on line pornography through school computers(Elisa, 2001). The print and electronic media encourages violence by showing movies of assassination, riots etc. that has permissive influence on students. It was discovered that by mass media highlighting a strike in a certain school, students from neighboring school(s) rioted (NCCK, 1992).

2.3.1.4 Religion

Devil worshippers and cultist target all students. They captivate their minds and mislead them resulting in insecurity and student unrest in secondary schools. Occultism involves threat invoked upon the explorer and these threats cause a person to be hysterical, often violent and uncontrollable. Most schools strikes and riots originate from students with such religious beliefs (KSSHA, 1999).

Some rituals in devil worshipping include drug abuse and sexual orgies. This contributes to increased rape cases, boys’ sodomy and lack of sexual morals. For example, the use of drugs has traces into the wild religious beliefs of Mungiki sect.
Drug abuse has led to indiscipline among the youths (NCCK, 1992). Some church leaders fight in public hence encouraging indiscipline among students as they lack good roles models from the church leaders (Dena, 2004).

2.3.1.5 Parents

Research has found that some parents have ignored their role of parenting on growth of their children. The new age crop of parents have a big contribution to this state. They have abandoned their duties to house helps, day care facilities and later to the teachers. They believe the old ways of discipline is outdated but cry loud when teachers and society in general do so (Mckenzi, 2008).

Some parents smoke, drinks, go to discos/dancing halls and social places in company of their children. Some parents give too much or too little pocket money which end up creating social classes among students. Such social structure creates conflicts that could lead to indiscipline. Those with little pocket money are tempted to steal, while those with too much pocket money resort to drinking, sneaking to discos, peddling and taking of drugs (Dena, 2004).

Families those are not cohesive. There are several reported cases of divorce and family breakups, fighting between parents and children, contribute to indiscipline. This is because most of students react to what they see at home like fighting, hurling insults and smoking as done by parents at home contributing to indiscipline in school. Students have witnessed their parents at home sorting out their differences through fighting and destruction of household properties. They learned that disputes are settled only through violence, this is manifested in secondary schools whenever they destroy or burn school facilities and destroy infrastructure during riots and unrest, (Dena, 2004).
Some parents are defensive and possessive to their children. They pamper them and overprotect them. Such parents challenge, disrespect, criticize and condemned or talk ill teachers in presence of their children. Their disrespect to teacher is imitated by their children against teachers (Stomer, 1998).

Large families'/polygamy domestic fights, sometimes forced students to seek refuge from grandparents who can’t pay fees nor discipline a child. This Interrupt school programs due to lack of school fees students are forced to stay away from school for long. They cannot keep abreast with the rest. They get frustrated and despaired. Child labor, day scholars have to engage in domestic chores, milking cows, fetching water and firewood, cooking cleaning and many more. They sleep very late, rose early; walk long distances go to school, tired and probably get punished for assignment not done. Students are likely to react/behave negatively towards such situation (Stomer, 1998).

2.3.1.6 Politicians

Honorable members of parliament call each other names and resort to fist fights inside parliament. Sometimes they make non-professional, unsubstantiated allegations and insults against teachers and school administration. These allegations and false accusations has led to student riots and unrest (KSSH 1999).

Political considerations and appointments of education personnel's. Changing of education systems, political pledges and ignorance over professionalism has led to allegations of irregularity and public protest over education making it liability to students and parents. Politicians have made poor budget on education and poor payment of teachers that have lead to teacher's strikes called by their union KNUT in 1997 interrupting learning in public schools (KSSHA 2009).
Serious shortage of teachers. These have led to poor academic performance in public schools. Private schools are performing well because they are well financed and well equipped compared to public schools. This limits indiscipline in private schools because everything is available compared to public schools faced with shortages and crisis (KSSHA 2011).

Politicians have failed to provide security to students against drug peddlers, outlawed groups and tribal clashes. Some schools are insecurity zones where some of students participate in raiding and others are members of outlawed groups such as Mungiki Taliban, Kamjesh such students are indiscipline, drug peddlers and abuser (KSSHA 2009).

2.3.1.7 Education policy

In the past students were prepared for jobs after school which is lacking nowadays. Experts attribute this to strikes, because education lost the value of work after school. This has changed the perception of reality of education to undesirable emotional pattern behavior among students (NCCK 1992).

The 8-4-4 system emphasized on academics at the expense of extra curriculum activities. The massive demands on the students have led to build up of stress and tension. For it implies that there is little time for them to socialize. The students are overburden wide academic load this has extrapolated stress level among students resulting to unrest and other forms of indiscipline (NCCK 1992).

Classification of educational institutions and selection of students based on academic performances is discriminative. Where by the weak students join district schools,
average students join provincial schools and bright students joins national schools. Team learning is hated or disliked by a number of students, because brighter students do all the work, while the other weak members cheat. Students cheat on national and destination test to advance to the next level. No home work or tuition is allowed to be given despite complaints by teachers’ parents and students. This has negatively influenced all public districts schools. They are the schools prone to student unrests strikes and poor academic results (KSSHA 2009).

Equal educational opportunity should be increased by rules that protect students from procedures and practices that relegate them to low-ability or special education classes simply because of their low scores in examinations (Banks, 2001).

The ranking of schools on performance and promotion of teachers based on performance has encouraged unfavorable competition between schools. Students and teachers from national schools that are well equipped, staffed and with bright students are advantaged compared with weak students, poorly equipped and understaffed district schools (KSSHA 2009).

The quality assurance and standards officers pressurize teachers to perform and teachers in turn pressurize students to work hard, this has ended in stress and blame game. New attitude and values are being implanted. Students have phobia towards exams. Teachers blame weak student as barriers to their promotion resulting to conflicts between them and weak students. The weak boycotts exams because exams devalue them. Some opt to collaborate with their teachers to cheat in national exams.

For instance a survey of 3100 top high schools in America and seniors 78% said they had cheated and 89% said cheating was common in their schools. Professor David
concluded that, the number alone was disturbing but even more alarming is the attitude for cheating was a way of life. It is habit forming; students who cheat in class may as well cheat in their jobs or on their spouses (Stormer 1998).

The education policy in Kenya emphasizes science subjects at the expense of social sciences. The target is to promote inventions, creations of jobs and advancement in technology. This has ignored character, behavior; social, emotional and attitude building among the students. Yet the laws, ideas and attitudes towards life, liberty and property have changed drastically. The revolution has changed many students, but schools and education policies on social aspects lags on sex, responsibility, right and wrong, such are the sources of indiscipline.(NCCK 1992).

The school syllabus by most teachers is content driven. They think that covering syllabus is the same as teaching. Most teachers use lecture method because it allows, syllabus coverage but in terms of content little is achieved. Students develop negative attitude to teacher centered method, this is manifested in incomplete homework, frequent absenteeism, feigned illness, lack of attention in class, poor performance, discouragement, hopelessness, frustrations and therefore results in indiscipline among students (Dena, 2004).

2.3.2 Internal factors

Internally instigated causes of student indiscipline are school internal environment, school administrators, school board of management, teachers and student’s personal problem.
2.3.2.1 The school internal environment

Overcrowding and noisy environment causes stress to the teachers’ students and other workers. There are cases where students are crowded in classroom, recreational, sanitation facilities and dining hall. Students takes a lot of time struggling to take meals, the weak ones dread and sometime gives up in such situations, this creates stress and frustrations which instigates aggressive behavior (Dreikurs 1964).

Hazardous conditions in buildings doors, corridors, classrooms school, grounds improperly maintained, play grounds equipments and apparatus are dangerous can lead to accidents. Students being hurt and raises depressive environment likely to trigger protests (William 1969).

Some schools are likened to a jail environment, where school principals run schools like concentration camps with high walls, watchmen at gate 24 hours, they forced students to wear uniforms from Mondays to Fridays, 6 a.m to bedtime and then herd them to preps rooms at odd hours to prevent them from becoming nuisance. Whenever students break out from this prison like conditions, they are in a negative state of mind and at this state they end up indulging in vices leading to violence to release the stress (Owiro 1996).

2.3.2.2 The school administration

Investigation into the causes of indiscipline in central province of Kenya by provincial education board found out that head teachers with poor track records. Some show favoritism and are biased in their dealings with students. Some are not always available to supervise students and teachers. Students take advantage of such laxity in the administration to misbehave (McKenzi, 2008).
Students decry the dictatorial tendencies by school administration, unlike in the past when school authorities' dictated students on what they wanted done, but nowadays students are critical and inquisitive. Students reject and rebel against school administration with such dictatorial policies where they are not involved in making school rules and regulations. They do not own such and therefore defy. They want to see things done in the right way (KSSHA, 2001).

Head teachers approach issues with preconceived ideas, self centered and with attitudinal problems towards students. This is a source of mistrust resulting to conflicts between school administration and students. This kind of relationship lacks dialogue therefore results to violence, riots and strikes in secondary schools (Dena 2004).

There are cases where there is a gap in the administrative structure in management of indiscipline, for example in the year 2005; there were 40 vacancies for deputy head teachers in coast province (MOEST advert 2005). This resulted to poor coordination of discipline activities. The ministerial task force 2001 that investigated causes of student strike found that embezzlement and misappropriation of funds by school principals is one of the causes of the student unrest strike (MOEST, 2001).

2.3.2.3 Board of governors

Some members have vested interest, they are uncooperative, and they create chaos by inciting students to riot directly or indirectly. They reject proposals concerning student welfare in order to achieve their selfish goals like settling their differences with school principal (NCCK 1992).
Some members have little knowledge about education policy of Kenya. Such board members are incompetent and cannot effectively and efficiently execute their management duties or roles as expected of them, like scrutinizing school budgets, auditing projects accounts, evaluating principals performance, discipline of students and checking conditions of school facilities equipments and other supplies. This has contributed to lack of essential student welfare services and inadequate facilities which translates to conflicts, complains and then strikes (KSSHA 2002).

2.3.2.4 School Teachers

Immoral behaviors from some teachers, not only lowered their integrity and respect, but also vented anger among students. For instance, illicit love affairs involving female students and some teachers in some schools contributed to school unrest.

Ineffective teaching provokes anger and lack of confidence by students who in turn attack teachers. Some teachers lack self discipline, are inconsistent and biased in the application of punishment meted out to students who break school rules (Dena, 2004). Unfairness in the grading of students during examination as a result of favoritism by teachers leads to indiscipline in form of protests and unrest. Some teachers are very uncooperative with their students. This create misunderstanding between students and their teachers leading to misbehaviors and lack of respect (Oketch, 2000).

Some teachers are not committed to giving their best. They involve themselves in other businesses outside the school at the expense of students’ time. They are not interested in their work and usually got to class unprepared or leave classes before lesson time is over. This has led to students protest and lodge complains against such teachers often leading to unrest in some schools demanding the transfer of the teacher (Dena, 2004).
Report by PSDC in 2001 on causes, effects and remedies of indiscipline in secondary schools in Central Province, observed that when the best performing teachers were transferred and replaced by those rejected elsewhere, students were likely to protest the decision sometimes violently. Some teachers do not want to play active role in disciplining students. They would rather maintain status quo to avoid being unpopular with students. It is this group of teachers that incites students against the administration. They are always against school administration. Students protest harsh punishments by teachers on internship, some teachers are unwilling to listen to student grievances (MOEST, 2001).

Corporal punishment used by some teachers as punishments suppress undesirable behavior for a short time. Punishments produce hate hostility, erratic and vengeance without providing positive direction. It elicits antagonism between teachers and students. Punishment inhibits aggressive behavior at the same time serving as aggressive model (Dreikurs, 1964).

2.3.2.5 Student personal problem

The nature of human being is that they are proud, sensitive eager for recognition, ambitious hopeful and selfish. Students exhibit some of these attributes in one way or the other. These traits routinely impacts negatively on students, behavior especially in situations where head teacher or teachers undermines students (Bernie, 2009).

Students search for identity and recognition in their adolescence stage of growth and development which is characterized by hormonal imbalances. The youth live in state of confusion always ending up in misconduct or indiscipline. Students due to their exposure to adolescence problems are more interested in daring school authority by
deliberately breaking rules and showing off their newly acquired value (Dreikurs, 1964).

They engage them in power struggle where they gain satisfaction from refusing to do what teachers want them to do. Such students' feels that if they comply by school rules they would submit to a stronger power and thereby will lose their sense of personal value. This fear leads to terrifying efforts to demonstrate their own power. The problem of power contest is prevalent in today's society because of changes in occurring concept of equality (Dreikurs, 1964).

Some students have personality disorders, characterized by antisocial disorder, such as irresponsibility, unreliability, tendency to blame others, dishonesty and frequent conflicts with others. These are caused by failure to develop self consciousness and separation from loved ones or rejection (Dena, 2004).

Some students who for reasons best known for themselves feel they cannot achieve academic excellence. They are completely discouraged and have given up entirely. They feel they have no chance to succeed in any way. They use their stupidity as means of avoiding any effort whatsoever. They are like sinking boats and would like the whole school to sink with them. They influence unsuspecting hardworking students to go on strike (Harriet, 1994).

Students have various personal problems and conflicts originating from family background peer pressure, financial stress making, wrong choices and lack of life skills. Therefore ends up doing mistakes and making wrong choices leading to indiscipline or misconduct (Stormer, 1999).
2.4 The Effects of Indiscipline

(i) The following are effects of indiscipline as observed by Dena (2004)

(ii) Waste of student’s precious time leading to poor academic performance.

(iii) Education backwardness in the long run.

(iv) National underdevelopment.

(v) Violence and destruction of property scares foreign investors in the country.

(vi) The facilities destroyed by student unrest lead to additional taxation of their parents.

(vii) In the process of frequent disturbances in learning institutions, eventually create gap between the rich and the poor.

(viii) The student’s reputation is eventually marred by their frequent riots as job makers view them as hooligans.

(ix) Individual student may suffer loss e.g. injuries punishment expulsion jail term death

(x) Other people such as teachers suffer same loss e.g. death injuries

(xi) Private schools have better chance to excel by taking advantages of chances wasted by public schools on indiscipline.

Student indiscipline threatens personal freedom and creates insecurity with the surrounding community for example on 9th October 1999, a form two was killed by mob when Kerugoya boys secondary school clashed with villagers. Students set residential house and business premises on fire and killed livestock (Dena, 2004). Indiscipline has enhanced sexual immorality among the youth such as rape, sodomy, lesbianism, fornication, prostitution which has to the spread of HIV/AIDS, abortion, unwanted pregnancies and school dropout (Dena, 2004).
The upheavals in today’s society are to be blamed on indiscipline for example corruption poor methods of governance insecurity industrial unrests and political instability (Stormer1999).

2.5 Strategies used by Secondary Schools Administration in Managing Student Indiscipline

Strategies used vary from one school to another. Some of these ways include corporal punishment, guidance and counseling, school rules and regulations, students involved in financial management, student welfare services, student involved in decision making, faculty governance student and parent involvement education curriculum, student teacher relationship and communication.

2.5.1 Guidance and counseling

Guidance refers to the offering advice to students to show them right direction while counseling is advising and cautioning student who may have gone astray or out of control. School guidance and counseling is the process of helping student to understand himself/herself in relation to this world, making student more productive and happier person at home, school and in the society. It is also a process of providing information to students in order to help them make choices and decisions on subjects, higher education, careers and to adjust to new environment (Kangoro, 2003).

The establishment of the effective, efficient guidance and counseling committee and intensification of counseling programs helps student to cope with academic and social pressure (Waweru, 2002).
Professional guidance and counseling in schools which have a forum to guide both parents and students in presence of teachers, this is because parent may require in-service on their roles, while teachers require the same in order to encourage dialogue and accommodation of new ideas from students and the professionals (Elisa, 2001). It is through guidance and counseling programs, that a teacher helps students to cope with emotional, psychological, physical, sociological and economic changes that they encounter as they grow up, cope with recurrent problem and helps them to identify their talents and abilities.

Head teachers organizes regular training and refresher courses to enable teacher counselor cope with changes so that he/she is equipped to tackle indiscipline crises that ultimately culminate to riot situation under school environment (KSSHA, 1999). Head teacher have used peer counseling as complementary since teachers may not have adequate time and accessibility to all cases. Peer counseling is easily acceptable by students than teacher counseling, as teachers symbolize authority. To control behaviors among students the individual student has to make decisions and cultivate desirable such as virtues of love cooperation honesty flexibility, fortitude in schools, home and society as whole. This is easily developed peer counseling that is conditional. Some head teachers have made guidance and counseling compulsory for all students as part of curriculum in all activities and departmental programs as a way of managing their behaviors and actions (Lorna, 1997).

students are encouraged to act or present act drama, poems watch videos or films, listen to recorded tapes music, draw posters which convey information and create awareness on dangers of drugs abuse, sex abuse and HIV/AIDS. They internalize and create positive behavior change. Such program will enhance the students self love,
self confidence, self acceptance, self evaluation, self motivation, self discipline, self control and self esteem ending up being devoted disciplined determined and dedicated (MOEST, 1987).

Apply conflict management and resolution by encouraging close interactions among different groups and engaging them in various activities inculcating conflict avoidance, skills teaching, value based, psychological skills and values such as negotiation, tolerance in learners and facilitating constructive discussion between groups with differing opinions, views, culture through outings, innings, debates, symposiums, benchmarking and admission of students from different ethnic groups (Bernie, 2009).

In order to guide students effectively principal need to be alert of what is going on. Find out if it is a mistake, discouragement, poor judgment, lack of experience, lack of knowledge at the bottom of wrong doing or there is hidden purpose behind the act. He/she singles out the student who suffers personality maladjustments. Common signs of this problem include anger loneliness, hatred, shyness, boredom and inferiority complex. Such students needs instruction without criticism, discouragement and needs encouragement. The wrong doing resulting from a mistaken goal is no longer a mistake but a fault. To solve problem of fault act in a way that the purpose behind it is no longer fulfilled. That is removing the results. This must be accompanied by paying attention to the victim when the student is happy and co operative. Separate the deed from the doer (Dreikurs, 1964).
2.5.2 School rules and regulations

Discipline is a system of training mind and character so that individual is guided to make reasonable decision in responsible manner. Head teachers involves students parents and teaching staff in formulating a reasonable code of behavior, through rules and regulations taking into consideration school motto, vision, mission, psychology and needs of students (McKenzi, 2008).

Head teacher reads the code of regulations in time to highlight and elaborate each of them, while answering questions students may ask. This gives the students the importance and objectives of the rules to students who might interpret them with prejudice. Therefore change their attitude and behavior for the observance of rules and regulations. Head teacher appoints the right people in proper sections to enforce and supervise their implementation and act immediately to any deviational behavior (Jenny, 2004).

The school rules should include possible consequences to be met against offenders. The rules should be complaint with student rights. The children acts spells out how children should be treated. The rules and regulations checks and balance not to influence negatively on students agitating for their rights in unreasonable and outrageous limits. The rules that should be established and enforced are those that prevent students from inflicting any kind of harm on themselves, their surroundings and others (Elisa, 2001).

Involve students in drafting, implementation and have frequent reminder meetings. The rules should clearly embrace the values of school and be owned by students. School routine is to a student, what walls are to a house. Routine gives boundaries and
dimensions to his/her life in school. No student feels comfortable in a situation in which he/she does not know what to expect (Elisa, 2001).

School routine gives students feeling of security sense of order from which freedom grows. School routine should not be too rigid that there is no room for flexibility. When routine are broken should be the exemption rather than the rule. They should not be made convenience of principal/teachers nor for the satisfaction of students' whims. If a student experience firmness of routines they seldom feel inspired to transgress (Harriet 1994).

In an attempt to find the boundaries, routines may not fit all members but set boundaries within which members will grow and develop. Serious disruptions of routine occurs only when school principal permits constant transgression (Dreikurs 1964).

2.5.3 Punishment

School principals apply different method such as suspension, corporal punishment, expulsion, and fines among many other examples. Punishment must be routinely administered without raising emotions or fuss. They must be corrective and not punitive. (Waweru 2002).

The following five guidelines are useful for managers using punishment as a strategy (Osborn et al 1991)

(i) Tell the individual what has been done wrong clearly identifying undesirable behavior that is being punished.
(ii) Tell the individual what is right identifying clearly the desirable alternative to
the behavior being punished.

(iii) Punish in the private Avoid public embarrassment by punishing someone in
front of others.

(iv) Punish in accordance with laws of contingent and immediate reinforcement.
Make sure the punishment is truly contingent up on undesirable behavior and
follow its occurrence as soon as possible.

(v) Make punishment match the behavior. Be fair in equating the magnitude of the
punishment with the degree to which the behavior is truly undesirable.

Inconsistent handling of child’s aggression stimulates aggression. Therefore teacher
should be consistent in administering punishment. Set secure boundaries of acceptable
behavior and make sure the student knows the consequences of overstepping these
boundaries. Ensure the punishment is fair and relevant (Osborn et al 1991).

Punishment is aggressive way of handling a student aggressive behavior; he/she is
rewarded by the release of her/his hostility. When he or she is not allowed expression
of hostility, the frustration becomes more intense. This kind of frustration instigates
increased aggressive behavior. (Paul et al 1982).

A person who administers punishment may be viewed negatively because he/she is
associated with the punishment. His/her presence set unpleasant experience for other
students even though the same reminds them to behave correctly. Punishment
should be off-set by positive reinforcement from another source for example peers
may reinforce a student at the same time that punishment is being received from the
teacher (McKenzi 2008).

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Education act spells out regulations as to how punishment is administered by who when and in what circumstances. The legal notice, paragraph 1-10 and the ban on canning was imposed in 1996 through circular issued by the director of education should be adhered to, even though not yet published in the Kenya Gazette (Dena 2004).

Corporal punishment instills fear and infringes on students individual rights of care and decency. It is viewed by students as brutal and cruel activity. Teachers may use it for personal reasons and may be unable to exercise self control. It leaves psychological scars in student for the rest of his/her life (Richard 1988).

2.5.4 Student involvement in financial management

Management of school finances involves understanding of the sources of revenue, preparation of budget and monitoring of the expenditure of the approved budget. Students’ suggestions requests and complaints are included. (Okumbe 2001).

Stakeholders are not in budget document but rather in educational services and how the purposes of these services are attained. Head teachers always update students on the various projects and clarify issues on expenditure. He/she ensures accountability and transparency prevails.

Students assist in interpretation of fees structure, fees collections and fees balances. They report to their parents and inform parents on fees arrears. Students are oversight body on fees expenditure. They always raise red flag whenever they suspect of misappropriation of funds. (KSSHA. 2000).
2.5.5 Student welfare services

The school principal as authorized officer to be in charge of students in secondary schools is empowered by the bills of rights to child’s care to provide the students with suitable place to live. They provide living conditions that are conducive to the child’s health well being and development (Sushila, 2010).

They protect the students from maltreatment, abuse neglect, degradation, discrimination, exploitation and any other physical or emotional or moral harm or hazard. She/he does the guiding of, advising, directing and assisting the students in decision to be taken by the student in a manner appropriate to the student’s age, maturity and stage of development. Maintaining a sound relationship with the students and accommodate any special needs the student may have (Sushila, 2010).

Generally ensuring that the best interests of student is the paramount, concern in all matters affecting the students (Child’s act 8 of 2001). Head teachers safeguard this law by implementing all the rights to avoid students’ indiscipline and abuse.

Questions that the Maslow hierarchy raises:

- Are students physically and emotionally safe at school?
- Do the supervisors have the use of incentives and sanctions in order to uphold their status and authority?
- Do supervisors share with the students the feeling of belonging to the school?
- What is the status of students within the school?
- Are students involved in assemblies or given regular positive feedback from the headteacher and teachers?
- Are students seen as valued members of the school community?
• What help is given to students to encourage them to be creative, play games and build relationship?

• Are there adequate play facilities and equipment? (Jenny 2004)

Through student welfare strategy school principals maintains the bills of children’s rights and Maslow hierarchy of needs to manage students behavior in secondary schools. The student welfare includes food, security, social, religious and health services. These are basic needs that has to be satisfied. They make student comfortable if rendered to satisfactory, for example

2.5.5.1 Food services

The key elements of food services are planning menu, buying of food storage of food, preparation of food, and serving of food and cleaning up after the food has been consumed. Students should be involved in all these stages. This is done inform of committees where teachers and students are represented. The committee in collaboration with prefects on duty and teacher on duty supervises the purchase of food supplies, storage, food, preparation dishing/serving ratio and type of food cooked in accordance the school menu. This had been prepared by them by involving students in these processes or elements of food preparation. Checks or reduces complaints arising from type of school menu, quality of food and quantity of food being offered by the school (Owiro 1996). Hungry students are angry people therefore; if they are well fed they will be well behaved.

2.5.5.2 Safety needs

Safety needs refer to protection of students against physical or emotional harm. Students must be protected from sexual harassment, student arsonist and student
hooliganism/bulling. Insecurity is caused by interpersonal relationship displayed jealousy, exercise of excessive power by prefects, drugs abusers and external forces. This situation can be managed by cultivating positive values in students by condemning evils. Principal through various forums high lights positive issues taking place in school and avoid unnecessary publicity because this produces chain of reactions where students need recognition (Sushila, 2010).

Bullying and hooliganism should be banned in schools. School rules should protect new students against bullying and the offenders should be expelled after warning. Some students feel powerful by controlling, intimidating and threatening their fellow students. Many of these students feel they have no meaningful niche among their peers and resort to asserting their power over others. Still others have not been raised with limits or been given consequences for their aggressive actions (Elisa 2001).

The school principal should form security committee comprising students, teachers, deputy principal, school security personnel, parents and security personnel from the office of the president (sub-chief). This committee has responsibility of coordinating school security from within and outside the school. Principals should improve fence and employ experienced security personnel to guard the school day and night (Waweru 2002).

Safety aspects of students are important and does not relate to attacks from strangers only but it is also important for students to feel safe within the school community, dormitories, laboratories, classes and even in the playing fields. Principals should put precautionary measures in place such as fire extinguishers to put out fire in case of fire outbreak. Fire safety prevention measures such as installing smoke detectors, fire
extinguishers in key areas such as kitchen, dormitories, laboratories, and library (Richard, 1988).

Train teachers, workers and students through fire drills so that everyone knows what to do and where to go in case of fire. Every building or room in the school should have at least two escape exits. Install a ladder, if one of these is a window from second floor. Make sure students, teachers and other staff know where to re-unite (assemble point) if and when they have to leave a building after fire outbreak (Richard, 1988).

Electricity line should be inspected by licensed expert regularly. The switches are fitted with circuits’ breakers. Put post evacuation maps at every entrance and exist to every building, classrooms, closed hallways, stair ways and offices. Schools to maintain a telephone tree list school emergency kit and observe safety of their operating environment emergency kit should include first aid kit, whistles, fire blankets, flash torches, and blue prints of the building. These provide physical protection and safety to students (Richard, 1988).

2.5.5.3 Social needs

According to Abraham Maslow’s theory on hierarchy of needs social needs include love, affection, belonging acceptance, friendship and membership. School principal should show concern for students by always being ready to assist them with their problems and recognize their effort. He/she should maintain positive attitude towards students, reward student efforts orally, in kind or in writing and certification. Avoid any social discrimination like paying more attention to high achievers than under achievers and favoritism. (Paul et al 1982).
Students belong to formal and informal social groups within the school. Formal groups adhere to school rules and regulations whereas informal group do not. Informal group leaders are always trouble makers, divert members behavior, creates conflicts and distorts information resulting to rumors (Paul et al 1982).

Informal groups are always handy/available and influential on dependent student. To counter check this the school principal should use dependency motive to nurture, aid, comfort and protect them by being emotionally close or accept them, assist them, pay attention to their problem, recognize them, reassure, contact them, make praises and approve them. This way the principal will strongly influence dependent student than independent student (Paul et al 1982).

To the informal leader the school principal should exercise tolerance as they engage in dialogue. Encourage good character, ignore his rebellious behavior and deliberately reward through attention and praise his cooperative behavior. Create societies, clubs as alternative zone where such leaders can nurture their leadership skills in a formal social group. This offers them opportunity to influence others positively. Seek their opinions through brainstorming before some decisions are made. (Jenny 2004).

2.5.5.4 Religious needs

Pastoral and religious counseling promotes students spiritual and cultural development. Religious society like Young Christians society, Christian union and young Muslims society should be established in schools. Students should be encouraged to join and participate actively as members. Whole school set time like morning glory and day of worship like Sundays for Christians and Fridays for Muslims for students' spiritual growth. Chaplin offer chaplaincy services, invites
external religious speakers priests, pastors to preach and to speak to students. Some school religious studies like Christian religious education and Islamic studies are compulsory (Dena 2004).

The patrons of religious society organize crusades with other students in other schools where they benchmark, share experiences and socialize. All these promote spiritual nourishment and promote virtuous character/behavior of students. There should be constant teaching on responsible religious codes, awareness and sensitization on dangers of false religions like devil worshipping and religious cults (Dena 2004).

2.5.6 Students’ involvement in decision making

Decision making is important because it determines which activities to go on in school. Students are involved in decision making through the following ways, school student barazas, prefect system, partnership and democratic decision making.

2.5.6.1 School student barazas

This is where a meeting takes place between students and school principal. In the baraza school rules are relaxed to enable students to ask questions with total immunity.

Students can complain about food, uniform, teachers and even administration itself. Students express their views on issues stifling their desire to progress such as their fear, joys and anxiety. It is also in school barazas that school administration understand students in order to control and shape them in what they are expected to be (McKenzi, 2008).
If there are new changes anticipated brainstorming during baraza makes a difference. It is the way used to find out if there is undercurrent within the school community. It brings students closer to administration and improves communication. At this juncture student acts as an oversight to school administration (Jenny, 2004).

Barazas promote group decision making where principal do not only consults with students for information input but also ask them to participate in problem solving discussion and in making actual choice (Osborn et al 1991).

Barazas increases understanding, promote acceptance and expands human resources available. There by cultivating commitment among students to achieve their goal through implementing the decision they made and its purpose/goal. This kind of participation implies cooperation with the need of the situation and at the same time student’s satisfaction comes from a sense of contribution and participation (Jenny, 2004).

2.5.6.2 Prefect system

The school principal involves the whole school to elect student leader in contested election. Outgoing prefects and class teachers proposes new school prefects in rigorous selection process which culminates into interviews by involving teachers and students in selection, nomination and election of prefects. This is done in a guided democracy. The nominated must campaign and convince their colleagues to elect them on the voting day and date. Teachers are the returning officers. Such student leaders are generally accepted compared to appointed prefects body. The appointed are viewed by student as imposed leaders and such prefects are likely to serve the head teachers interest. They are puppets and fear to make decision (McKenzi, 2008).
They are always rejected by students compared to those elected who have authority from students. The elected prefects are respected, accepted and represents students interest. They always have confidence and authority in making decisions concerning student and presenting such decision to school administration. (Lorna 1987).

Students' prefects are allocated many duties, for instance prefects for workshops, subject secretaries for each subject and peer counselors for each class. They are delegated authority to make decision and act in accordance to the school rules and regulations. Head teacher meets prefects frequently to receive reports from them, discuss strength and weaknesses of school. Prefects link teacher with students and they assist school administration in the implementation of school policies rules and regulation. (MOED 2001)

Schools rule, policy, new issues and changes comes up from proposals and suggestions made by prefects. They also offer solution on how to go about some of the problems facing the students. The prefect findings are always used for decision making. (KSSH 2000)

2.5.6.3 Partnerships with students

The main principles of partnership model are conscientious, mutuality, collection of suggestions, community service and evaluation The school principal is aware of potential partners in the running of the school through recognizing students as partners i.e. consciousness He/she always has dialogue, listens and hears students' problems (Parkay, 2001).
The principal and students consult and negotiate before decision is made. Students and principal have vision, mission, and achievement of common goal. The success is the shared as teacher is promoted and students pass to next level of education. The learner becomes self-actualized; this checks all forms of vices in school. (Lorna 1987) The students takes the responsibility of collecting, suggestions, requests, complains, criticisms and recommendations from colleagues and among themselves. Which when discussed with school administration. They become part of planning on how decisions made from the collected information are implemented as a community service to the school (Elisa, 2001).

This kind of duty to students is planned and prepared by school administration through training, supervising, co-coordinating and assisting them. Student involvement in the process give them experience, knowledge and skills. Therefore they own the opportunity which will enable them to accommodate their real or bad experiences (Ornstein, 1989).

Head teacher have to carry out evaluation at formal and informal level with an aim of finding out whether both parties grows in process. This empowers both parties to be giver and receiver making it hard for students to rebel against school administration or break school rules and regulation. Evaluation is dynamic therefore will ensure continuous commitment, involvement in decision making and consultation (Lorna 1987).

Partnership as a process of consultation enables principal to examine all strengths, weaknesses of decisions made and negotiate carefully. It involves risk which may provoke unseen results or mistakes. Therefore even if it hurts, it must be taken for
real learning and empowerment which lies in mutuality of experience, self sacrifice for the sake of success of school and for both parties that is students and the school administration. (Lorna 1987)

School principal constantly listening to students, activates monitoring, discussion and acceptance of innovative thoughts from students. Nothing is accepted unless it has a mutual base. This empowers students in the running of school. This also increases the student sense of self-esteem and membership to the school society as an active stakeholder.

Partnerlistic approach is characterized by supervision, detailed instruction or training and highly structured school administration. This qualifies it as a complete strategy in managing student indiscipline (Parkay, 2001).

25.6.4 Democratic decision making

A democratic school is over time more satisfying and professionally rewarding place for students’ faculty and parents or guardians. It becomes a true community because decision is made on consensus. (Dewey 1963).

To respect students right requires sensitivity in having confidence in students’ ability and show respects them. Principal balances between expecting too little and expecting too much from students. Students have role to play in managing their behaviors and this must be respected. Students have no respect for order if they are shielded from the results of disorder. In other words making a mistake is nearly as important as what they do about it afterward. Democratic decision making enables students to accept the
effects of their decisions and take responsibility without blaming administration. Dreikurs (1964).

Decision made at classroom level relieves the high level school administration of the burden of dealings with problems related to individual classes which may be diverse. It provides information and solution to problem on request or as they occur. This decision at class level is always real because it suits members’ attitude and situation making. It is relevant as each class is unique in its own way. This makes school administration authority closer to class room (Sushila, 2010).

Decentralized decision making is all inclusive with wider group taking charge of their own behavior in the pooled opinions, shared visions, missions and goals realized. The school principal facilitates, coordinates, evaluates, controls and provides professional directions to the implementers and users of the consensus decisions (Sushila, 2010).

The ownership that results from shared governance is critical, if innovations and behavior change are to last. Shared governance systems are the development of shared norms and values that guides the work of teachers, parents and students in making decisions. Working through these values is worth the time to develop strong consensus about what matters to members of school community and what the goals for student learning and joint work will be. (Stomer, 1999).

Many schools have achieved success by ensuring teachers, parents and students have voice in school governance. It is collaborative practice with full endorsement and engagement of all members of school community. This checks challenges or weaknesses of individual/ personal decisions. Most of large schools find it difficult to manage universal participation in governance because their sizes are too large. So
they turn to representative governance such as school based decision making council in this representative democracy. It is held that the school is the state and has administrative autonomy. Student councils represent student interest while other members of school select their representatives. Therefore decision is made through committees. While in populist decision-making the school uses votes to make decision (Dena, 2004).

2.5.6.5 Faculty governance

Where school wide decisions are concerned many schools create smaller groups of staff that work on specific issues affecting students and staff. Then they bring them back to whole staff when policy decision must be made. This gives all the staff members and students to participate in final decision making. It maintains the coherence and unity purpose in the work of the school. This eliminates sabotage by teachers in the disciplinary of students (Sushila, 2010).

Disciplinary activities are splinted or classified according to disciplinary behaviors i.e. academic indiscipline handled by academic department. Disciplinary committee handles other forms of indiscipline like bullying. The school principal serves as school instructional leader, public relations officer and organization director of the professional disciplinary team. The guidance and counseling department, academic disciplinary committee and other committee have all the opportunity to make significant policies and implement (Sushila, 2010).

Each of these of committee include a representative from each the school development levels that is teaching staff, student, parent and board of governor. Members have important voice/contribution in policy decisions or making through the
parent action committee which meets monthly to ensure that discipline is maintained (Sushila, 2010).

Students who participate in various school committees develop new skills and learn to be responsible members of democratic community, while parents’ participation renews their parental responsibilities and developments in school (Bernie 2009). Parents as members of parent teacher association has the following roles which directly or indirectly influence student discipline

(i) Makes decision in the school approved budget by board.
(ii) Improves general welfare of the school community.
(iii) Motivates students and teachers by providing incentives.
(iv) Promotes cordial relationship between the teachers and students.
(v) Approve any extra fees to be charged.
(vi) Raise funds for projects in school.
(vii) Approves implementation of some projects in school such as purchase of school bus.
(viii) Supervises development of some projects initiated in school.
(ix) Pay for workers salary. (MEOST 1998)

Failure to perform the listed duties may lead to frustration, discouragement, crisis in teaching and learning resources, demoralized students and teachers. This may result into student protest/riot. There are benefits of accumulating individual participation that influences all direction and outcome processes to the advantage of the school and individuals. Students learn to manage conflicts in a spirit of respect for the value of pluralism, mutual understanding and peace (Bernie 2009).
Students morale is improved and they derive individual satisfaction from all the activities they are involved in the school committees. Teamwork is provided in supervision, because broader understanding, decisions and reasons behind a particular course of action selected/chosen and the plan developed is executed easily. Since all members participated in pooling their knowledge, experiences, skills because quality of group judgments is better than individual. Therefore committee decision making, motivate members to their plan, through to its successful completion. It controls student indiscipline and promotes a responsible behavior. (Stormer 1999).

2.5.7 Educational curriculum as a strategy

School principal is charged with responsibility of giving direction to the school and to offer a suitable approved and diversified curriculum in accordance to circularized guidelines from the ministry of education and supporting organization. (MEOST, 1998).

Principal motivates students to fully utilize their capacity to learn by checking and managing factors affecting their concentration on their studies. Principal supports and guides students in planning of their own studies. Nurture language policy, ensures syllabus coverage in time, revision done and candidates fully prepared for exams. He/she ensures availability of revision materials learning/teaching resources to reduce stress and anxiety problems among the candidates (Sushila, 2010).

School principal established career guidance and counseling to help students with social problems and laxity. Students are guided to choose subjects of their interest leading to career that suit their abilities this would give as successful result. This enables students to develop positive attitude towards academics and school. Principal
encourage peer teaching by one another and through study groups. This instills sense of research, self expression and academic culture among the students. This keeps them away from idleness, empty talks and fear of exams/academics. This enhances positive behavior and character change or development (McKenzi, 2008).

Head teacher teaches lessons on the time table to get to know what goes on in classroom. He/she checks students’ books, assignments, practical’s projects and continuous assessment scripts. This enables him/her to know the students’ academic character and quality of teaching. This enables him to make judgment on type of teachers and teaching in classroom in order to avoid demoralization and cynicism that prevails among the students (Sushila, 2010).

Teachers to adopt student based approach in teaching and learning activities. Student based experiments, discussions, presentations, research and improvisations. This enables students to develop key competencies such as problems solving, analysis, synthesis and application of knowledge. Learning across-curricula skills rather than reproduction of knowledge creates good conditions of classroom practices results in actual learning practices. Field study, excursions and field research reduces classroom boredom, creates interest, discovery and participation in learning making theories reality (Parkay, 2001).

Head teacher prepares candidates for national examination by registering them with Kenya national examination counsel. He/she train them on time management, reading skill and techniques of tackling exam. He/she ensures syllabus is covered in time and revision done. By preparing candidates in time give them hope and confidence of
passing exams. This checks the indiscipline caused by exam fever, academic stress and protests due to poor syllabus coverage. (KSSHA 2000).

Co-curricular and more recreational activities and clubs should introduce and facilities provided to occupy students outside class room. Student break classroom monotony, develop their talents and compete in various sports (Paul, 1982). Students that are weak academically may excel and be recognized in sports. In this way they develop positive value which goes hand in hand with positive behavior. Through games and sports students release tension, academic fatigue and stress which are sources of frustrations and indiscipline (Bernie 2009).

2.5.8 Student-teacher relationship as a strategy
A good teacher/student relationship is established for easy co-ordination of students' supervision. Teachers are important in instilling discipline by inculcating moral values and positive attitude among students. Therefore school principals instill trust, confidence and team spirit; motivate teachers and students to action oriented activities. The principal establish or form committees managed by student and teachers together. Team work and competency of teacher in managing such team wins respect from student through academic prowess. (Osborn 1991).

Teacher parenting assorted group of students have proved to be more effective in building relationship, because the teacher does not only act as teacher but as a parent at the same time. The teacher helps students formally and informally in their daily school interaction (Parkay, 2001).
School principals enhanced relationship through personal influence and concern for individuals helping to solve problems. The principal resolves conflicts using skills of arbitration and negotiation. He/she delegates more formal authority to teachers than students. This narrows the span of control and work on role on bargaining. So that whenever the teacher cannot fulfill obligations associated to the role he/she must seek to redefine the role boundaries. Students will tend to observe and respect teachers (Parkay, 2001).

Head teacher identify interdependent task and super-ordinate goals so that teachers and students can fight “a common enemy” and at the same time use integrators. That performs the boundary spanning role between them. This enhances good relationship between teacher and student. Such kind of team work, they support, each strives to understand and contribute to team goal. Teachers and students recognize the implications of their actions, show respect to the needs, feelings and views of each other. It is characterized by obedient, respect and positive attitude towards each other. (Owiro1996).

Bench marking for both teachers and student on discipline and observation regulation from other schools and students relate with teachers. In their reports and suggestions, they will come with better school rules and regulations. That defines their relationship during implementation of their findings and suggestions. Induction in group training for prefects and teachers through seminars, workshops, so that relatively permanent mechanism of working together is established. (Osborn 1991).
2.5.9 Communication as a strategy

Communication is a process of interchanging thoughts, feelings and information. It involves writing, reading; speaking and listening. It has the following functions in a school or organization: controls behavior, fosters motivation by clarifying what is to be done, provide avenue for expression of emotions and fulfillment of social needs and facilitates decision making. (Waweru 2002).

There are two ways of communication used by principal in school i.e. formal communication and informal communication. Formal communication system include reports, memoranda, letters, suggestion box, discussion, which provides facts and figures up on which decision is made. Informal communication system includes interpersonal relationship, grape vine, and experience.

Head teacher consults students and teachers where appropriate in planning communication. This helps to lend additional insight and those involved helped in active support. The principal is always mindful while communicating, taking opportunity as it rises to convey information considering the habit, needs and interests of the students (Lorna, 1987).

The principal follow up communication through asking questions or encouraging students to express their reactions. He/she ensures that his actions support communication. Head teacher learns to listen for message content, tries to hear exactly what is being said in the message. He/she listens to the feelings, tries to identify how the source feels in terms of the message content, responds to the feelings and let the student know that his/her message is recognized (Bernie, 2009).
The principal, note all the cues, verbal and is sensitive to non-verbal communication. He/she identifies mixed messages that need to be clarified and reflect back to the source in his/her own words paraphrase and restates in order to confirm the meaning or to avoid misinterpretation.

Then principal gives constructive feedback that is direct with real feeling based on foundation of trust and specific rather than general. Describe situation in specific terms mutually agreed on the source of the problem and the solution. (Osborn 1991)

There is constant communication between the head teacher and student where he/she, allow students to say all they wanted to say, show respect to student opinions, talk in terms of student interest, becomes friendly and do not criticize condemn or complain about student.

The school principal talks about his mistakes before criticizing teachers or students. The principal avoids gossip, avoids arguments and quarrelling students in public. He/she makes them happy about doing things they suggested for him/her to do the school.

Principal uses encouraging words when students fails or makes a mistake. He/she becomes extravagant in praising students' improvement, accomplishment of task, positive change in behavior. In other words he/she is quick to recognize and appreciate good deeds. (Dena 2004).

The school establishes simple and clear communication channels at all levels of school structure. Where head teacher avoids hierarchy of authority. He/she develops trust in their relationship with student and takes advantage at all opportunities for
face-to-face communication. The principal hangs around, interacts informally, mixed with students, observing their behavior and talking to them regularly. This reduces distance between them and creates atmosphere of open and free flowing communication. This makes more and better information available for decision making (Stormer, 1999).

Good supervisory practices such as responsibility, authority, fair reward for efforts and sound policy enforcement seek not only to be understood but also to be listening to. Communication provides for a fulfilling relationship, peace of mind with emotional needs being met during implementation of such practices (Parkay, 2001).

Principals always eliminate any inhibiting forces to successful understanding between him and students. Therefore he/she responds to their problems and needs in time resulting to prevention of riots/indiscipline among the students. Good communication system establishes beliefs, values attitude and unwritten guidelines that adds up to the way student behaves and the way things in school are done (Sushila, 2010).

2.5.10 Implementation of administrative roles as a strategy

Identify students' benefits; the school has one client whose satisfaction it seeks to attain the student satisfaction indices. Principal's efforts directed towards teachers should not be measured together with those of students. Keep operational procedure flexible to suit students when the system is not working. Time for adoption should be allowed and he/she should allow some students to leave if they cannot perform. Allow time for changes to manifest it either positively or negatively. Time is invariable before decision is made on whether the system works or somebody is not supportive. Time is required but most important is how long we should wait before we say
enough time has been allowed. In other words principals should be patient with teachers and tolerant to students (Ornstein, 1989).

Any change made to the status quo causes perturbation as expected. Challenge to change being introduced is expected and some people may not be willing to accept changes completely. Principal gives such students and teachers chance to speak put their negativity to good use and nominating those opposing change to be in charge of implementing changes or proposals. The Principal involves them in investigating the old strategies, guides, develops and rewards their talents and conquer them (Ornstein, 1989).

The school principal to establish mission of school and decide the fundamental that will guide and characterize the teaching and learning in the school. He/she formulates education philosophy that is establishing the beliefs, values, attitude and unwritten guidelines that add up to the way things are done in school. He/she formulate policies that involve deciding on plans of action to guide performance of all major activities. They carry out strategy in accordance to education policy. They should set objectives designed to aid in making operational plans for developing the strategy and carrying out strategy. (Gong era 2002).

School administrations are given responsibility of planning, formulating, organizing implementing, and evaluating strategies to be used in management of student indiscipline. School Principals organizes structure by developing plan of organization and activities that help people to work together to perform activities accordance to the strategy, philosophy and policy. They recruit select and develop people to fill personnel’s in the organization plan for example recruiting teachers on guidance and
counseling, appointing members of committees. School principal coordinates training of student council and parent teachers association on how to manage student indiscipline in schools. The school administration provides resources and infrastructure such as boarding, learning, instructional and extra-curricular facilities (Sushila, 2010).

They establish management programs and operational plans governing the activities and the use of resources. Such that when they are carried out in accordance with established strategy policies and standards they will enable school to achieve the objectives (Sushila, 2010).

They provide and control information by giving facts and figures to help students and teachers follow the strategy policies, procedures and programs. These inform them about internal and external forces that cause indiscipline. They should always be alert for instance devil worshipping and drugs abuse (Dena, 2004).

Commending both teachers and students to act in accordance with philosophy procedures and standards in carrying out the strategies plan of the school in managing student indiscipline in public secondary schools is expected of the school principal (Waweru 2002).

At a KSSHA conference held in Kenyatta University, the ministry of education science and technology recommended that school principals to develop a legal framework that provides comprehensive co-ordination, clear linkage and reporting mechanisms in their schools (KSSHA 2000)

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2.6 Importance of Discipline

Development of a student entails character formation and discipline. Character formation and virtues such as reliability, humility, respectability, consciousness, love, optimism, tolerance, cooperation, perseverance, accountability and virtuousness are expected effects of well nurtured discipline student (Elisa, 2001).

Discipline promotes peace and stability which is a pre-requisite for teaching and learning environment. Discipline enables students to do the right thing at the right time by adhering to a set of rules and regulations to achieve education goals. This is enhanced by routinely appointing the right people in proper section to maintain order. Discipline regulates students' attitudes emotions and desires. Discipline is the establishment of chain of command and administrative structures that enhances and facilitates curriculum deliver (Mckenzi, 2008).

Through discipline a student is encouraged to do his work. Teachers will always be willing to help a disciplined student. Therefore enhances good relationship between teacher and student. Through discipline organization members respect regulations, statements of policy and fairness that promote respect between teachers and students. Through discipline students avoids time wastage and reduce cost of education by eliminating fines paid as a result of riots or unrest damage. It controls wastage of educational resources, money, loss of life/death and loss of generations through riots. Discipline promotes sense of high achievements therefore high performance in academics Discipline promotes understanding unity and interaction between students with school community and local community (Mckenzi, 2008). Discipline motivates students, a highly motivated student learns better than disgruntled ones. Discipline
creates supportive environment, strength partnership with students and administration (Mckenzi, 2008).

2.7 Summary of Literature Review

Literature review include views of scholars and writers on, concepts related to strategy, the major causes of student indiscipline effects of indiscipline, strategies used by secondary schools administration and importance of discipline.

Concepts related to strategy covers the meaning of strategy with related terms, processes organization context, environment of management functions and basic skills required to implement strategies as suggested Professor Thomas Bonoma. This is the guide post for investigation of strategies being used by head teachers to manage student indiscipline.

The causes of indiscipline sub divided in external and internal causes confirmed the influence on student discipline in an open social system that is school being influenced by external and internal environment. Literature review on causes of students indiscipline mandate relevant strategies to counter check the misbehavior because it is important to know and understand the causes of indiscipline in order to come up with ways or avoid the cause in order change the behavior. and literature review on strategies used to management of student indiscipline is for comparison against the professional implementation of those strategies with the prevailing trend of indiscipline and need to review or maintain the strategies. The literature review on effects of indiscipline emphasized the needs for discipline among students in secondary schools and the needs to review the strategies being used to manage student indiscipline in secondary schools.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter focused on techniques and procedures of the study under the following headlines: Research design, area of study target population, sample and sampling procedure, data collection procedure, research instrument and data analysis process.

3.2 Research Design
This study applied descriptive survey design. Descriptive survey design is a process of collecting data in order to answer questions concerning the current status of the subject. Descriptive design describes practices that prevail beliefs, views and attitudes or perceptions that are held by the target population compatible with student behavioral study i.e. discipline.

This design is the best for social science research because of its ability to observe, describe and document aspects of a situation as it naturally occurs. It is suitable for uncovering the unexpected and exploring the new avenues. The design is also useful in understanding groups and individuals in a national setting with which they belong in other words the design involves observation of required behavior in a particular setting through a questionnaire or interview schedule. (Gay 1976).

The researcher conducted the study survey in public secondary schools in Kilifi district to investigate, establish strategies used to manage student indiscipline and weaknesses/challenges facing the strategies. The researcher targeted to come up with the solutions to the challenges which were imperative to individual school, district (Kilifi), national (Kenya) and even at international level.
3.3 Study Locale

The study was conducted in public secondary schools in Kilifi district, Kilifi County Kenya. The district is one of the two districts within Kilifi county, the other being Malindi district. Kilifi district borders Mombasa County to the south, the Indian Ocean to the east, Malindi District to the north, Kwale County to the south west, Taita-Taveta to the west and Tana River County to the northwest as shown in the adjoining index below.

Table 3.1: Shows the Location of Kilifi District within the Coast Province

<table>
<thead>
<tr>
<th>Tana-River County</th>
<th>Malindi District</th>
<th>Indian ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taita-Taveta County</td>
<td>Kilifi District</td>
<td>Indian ocean</td>
</tr>
<tr>
<td>Kwale County</td>
<td>Mombasa County</td>
<td>Indian ocean</td>
</tr>
</tbody>
</table>

Kilifi district in Kilifi County had 267 public schools out of these 237 were public primary schools and 30 public secondary schools. The educational administrative structure of the County was divided into divisions namely Kaloleni, Bahari and Ganze divisions.

The district selected for study because it was prone to student strikes, riots or unrest besides that the researcher had a wide range of geographical knowledge of the area. Therefore an ideal setting for any study because it was directly related to researchers interests. Having taught for over 10 years within the district, the researchers had professional interest to conduct the study in the district; moreover little research had been carried out on strategies used by secondary schools in managing student indiscipline.
3.4 Description of the Target Population

Kilifi district had 30 public secondary schools at the time the research was carried. The public secondary schools were categorized as follows; 6 girls' boarding schools, 5 boys' boarding schools, 4 mixed day schools, and 15 mixed day and boarding public secondary schools. The total number of students as at that time was 9604, 5340 boys and girls 4264 (DEO statistics 2006) There were 30 principals, 30 deputy principals, 2706 teachers. This gave total population target of 12370 people in public secondary schools of Kilifi district.

Table 3.2: Shows the Total Targeted Population

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of schools</th>
<th>No. of students</th>
<th>No. of teachers</th>
<th>No. of administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaloleni</td>
<td>14</td>
<td>4202</td>
<td>1101</td>
<td>28</td>
</tr>
<tr>
<td>Bahari</td>
<td>11</td>
<td>3102</td>
<td>1086</td>
<td>22</td>
</tr>
<tr>
<td>Ganze</td>
<td>5</td>
<td>2300</td>
<td>519</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>9604</strong></td>
<td><strong>2706</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

Source: Staffing officer, Kilifi District, 2007

Students were chosen because they were subject to the study. They were directly affected by the research, their views and contribution formed the basis of this research.

Types of schools, their capacities determined sources, situation, environment and different strategies used therefore important for comparative study. The school administrators had responsibility of planning formulating, organizing, directing, controlling and evaluating strategies in managing student indiscipline.
Teachers played the role of supervisory and implementation of strategies as they ever with student as part of their work. Therefore they influence the whole process and are likely to experience various challenges during implementation of strategies of managing student indiscipline in Kilifi district, Kilifi County which the researcher was interested.

3.5 The Sample and Sampling Procedures

A sample is a portion or a subject at the population that is a representative. Sampling is a process of selecting a number of individuals in such a way that the individuals represent the large group from which they were selected (Gay, 1981). Table 3.3 shows the sample size that had 10 head teachers, 50 teachers and 140 students taking part in the research study.

### Table 3.3 Sample Size

<table>
<thead>
<tr>
<th>Division</th>
<th>No. of schools</th>
<th>No. of students</th>
<th>No. of teachers</th>
<th>No. of administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaloleni</td>
<td>5</td>
<td>70</td>
<td>25</td>
<td>5</td>
</tr>
<tr>
<td>Bahari</td>
<td>4</td>
<td>56</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Ganze</td>
<td>1</td>
<td>14</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>140</strong></td>
<td><strong>50</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Sample size was reasonable i.e. 40% of the total population in order to be representative and free from bias. (Shiundu 2004). The researcher considered the sample size and distribution of schools. The sample was proportionally, randomly selected for the purpose of this study. Where researcher sampled each division contributed to the sample a number of schools in accordance to their size in the
population. (Orodho et al) In this case 5 schools represented Kaloleni, 4 schools represented Bahari and 1 school represented Ganze in the sample.

3.5.1 Kaloleni division

For researcher to select the 5 schools to represent Kaloleni division, stratified sampling was used. Stratified sampling is a process of selecting sample by identifying subgroups in a population to be represented in the sample. (Gay 1976).

The subgroups in this case included girls’ boarding schools, boys boarding school, mixed boarding schools and finally mixed day schools was represented in the sample. Where the desired subject was more than one the researcher used simple random sampling to determine which school was to be included in the sample.

3.5.2 Bahari division

The 4 schools selected from Bahari division were selected in two ways. First through stratified sampling based on gender in order to get a girl school and the remaining three were selected through purposive sampling. This was because the power of the method in selecting information rich cases for in depth study. (Pelton 1990).

3.5.3 Ganze division

Finally the school that represented Ganze division were selected through simple random sampling because all the five schools were mixed day and boarding. This ensured that all the five schools in this division had equal chances of being included in sample thus avoiding bias. (Shiundu, 2004).

Researcher used proportional random sampling to determine number of teachers that participated in the study. Random sampling was used to select teachers because this
was appropriate for their larger population in various schools. The more the teachers in a school the more were selected to represent their schools.

Stratified sampling was followed by simple random sampling students to represent each form in the proportionately selected sample to represent each school was applied.

3.6 Research Instruments

The type of instruments used for the purpose of collecting data were questionnaires. Three questionnaires were designed for three classes of the respondents. A questionnaire for school principals was designed to collect information unique for their responsibilities as the managers of the institutions.

A questionnaire for secondary school teachers was meant to collect information teachers who assist the head teacher and have close managers of the students. This information was important as they impart education to the students. A questionnaire for secondary school students collected information from the most affected by indiscipline. The student being the consumer of outcome of all educational processes gave information that was key to this research.

The questionnaire was preferred because of its suitability. It has an ability to collect large amount of information with a short time. It does not only take short time but also covers a large population and is less costly to use. The respondents did not write their names in the questionnaire. This made them to be sincere and honest in filling in the questionnaire. It avoids bias which is always common with personal interview.
Finally questions were standardized therefore giving a researcher room to gauge the accuracy of the information and eased the analysis of data. (Orodho, 2004).

The instrument was designed to address issues that form the basis of the study. It gathered information from secondary school students, teacher and principals. On the causes of indiscipline, effects of indiscipline and weaknesses/ challenges facing strategies used in managing student discipline in public secondary schools in Kilifi district Kenya.

The questionnaire for students, teachers and principals consisted of short structured questions. The respondent was required to tick inside box and filled in the information on the spaces provided.

Licker’s procedure for constructing attitudinal scales was adopted the five points scale was:

- Strongly agree (SA)
- Strongly disagree (SD)
- Agree (A)
- Disagree (D)
- Undecided (UD)

The respondent circled the points on the scale that expressed their feelings about a particular statement written besides the scale. The scale consisted of items stated and constructed in a negative form and other in a positive form. (Kothari1990). The instrument obtained information on the causes effects and strategies used in secondary schools in managing student indiscipline in Kilifi district Kenya.
3.7 Piloting of Research Instruments

The researcher piloted the research instruments in order to assess their validity and reliability. The questionnaire was piloted in one of the secondary schools in Kilifi district. This was not part of the sampled research study and was selected randomly. The school principal, four students and three teachers were selected randomly and given the questionnaires to respond to the items in order to gauge their suitability, reliability and applicability to large population. Piloting helped the researcher to detect the ambiguities in the items and made the corrections or changes where necessary.

3.7.1 Instrument validity

Instruments were validated in order to determine the content, language and scope. Validity of the instrument is determined by expert judgments. (Franklin and Thresher1976) Therefore the questionnaire was scrutinized and approved by the lecturer supervising the project to determine whether the items in the questionnaire were valid and representative.

3.7.2 Instrument reliability

Reliability is the degree to which a test consistently measures what it is suppose to measure.(Gay 1976) The researcher applied reliability coefficient index acceptable at 0.56. For instance to score the completed questionnaire during pilot study, the researcher weighed five points on the scale (Likert’s scale) with integers ranging from 1-5 on positively stated items and the total score from each respondent was added up. The split half reliability coefficient was obtained, the total scale was compared using spearman brown formula, and Pearson square root correlation coefficient index of
statistical testing technique was employed. Where the closer to 1(one) coefficient the higher the reliability of the instrument was. (Shiundu 2004).

3.8 Data Collection Procedure

The researcher visited district education office to obtain a research permit before visiting the ten schools under study. The researcher had permission personally from respective secondary schools principals of sampled schools. He presented letter of introduction and permit for the purpose of introduction during pre-research visit. During the second visit arrangement for administering of the questionnaire was done. The actual administering of questionnaire to each of the respondent for the purpose of collecting data was conducted. This inhibited the possibility of respondent discussing amongst them what the appropriate answers (s) to write.

At some point a follow up was conducted by researcher to retrieve the missing questionnaires. The researcher minimized the problem of bias and misinformation by cross checking and verifying the given data through observation, confidence building, trust and through assurance in treating the given information with confidentiality.

3.9 Data Analysis and Presentation

The data collected from the respondents on causes, effects and strategies used in public secondary schools in managing student indiscipline in Kilifi district Kenya were coded and tabulated manually. The data were analyzed manually and using SSP and other computers software. The results were presented in form of descriptive statistical tables showing means, sum totals and percentages were used to present the data collected.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The research project concerned a survey of strategies used by public secondary schools in managing students' indiscipline in Kilifi district Kenya. The data was obtained after administration of questionnaires to students, teachers and head teachers. The findings were presented under the following themes:

- Profile of the respondents.
- The causes of students' indiscipline.
- The effects of students' indiscipline.
- The strategies used to manage student indiscipline.
- The weaknesses of the strategies used in management of students' indiscipline.

4.2 Profile of the Respondents

The profile of the respondent contained background information on the respondent which included category of respondents, sex of the respondent, teaching experience of the teachers, years of service in the current station for both teachers and head teachers and the types of schools included in the study.

4.2.1 Category of the respondents

The respondents were classified as either teachers, head teachers or students, Table 4.1 below represents the categories of the respondents.
Table 4.1: Category of Respondents

<table>
<thead>
<tr>
<th>PERSONS</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Teachers</td>
<td>50</td>
<td>25</td>
</tr>
<tr>
<td>Students</td>
<td>140</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

The total sample of study was 200 persons. 70% of the total sample was students making the majority followed by teacher 25% and the least were head teachers at five 5%. The students formed the primary source of information. The character and behavior of students was under investigation as the affected group. This made the research more relevant and realistic. Students' larger population offered wide range of information. Students as targeted population evaluated teachers and head teachers' performance. Teachers are the implementers of strategies and mediate between administration and students. Head teachers plan and oversee the activities by teachers and students. Therefore varied percentage had been based on source of information and responsibility of those involved. It was also in line with administrative pyramid in strategic management of student indiscipline.

4.2.2 Sex of the respondents

Table 4.2: Shows Sex Distributions of Teachers' Students and Head Teachers

<table>
<thead>
<tr>
<th>Sex</th>
<th>Teachers</th>
<th></th>
<th>Students</th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>35</td>
<td>70</td>
<td>82</td>
<td>58.6</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>30</td>
<td>58</td>
<td>41.4</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100</td>
<td>140</td>
<td>100</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
Majority of respondents were male from the 200 persons interviewed and filled the questionnaires. The 124 out of 200 persons were male represented 62% and 76 persons were female represented 38%. There were more boys than girls in public secondary school. Male teachers are more than female teachers. The district traditional cultural belief that value male against female was in practice. The figures showed gender inequality/disparity in education sector in public secondary school in Kilifi district. This difference revealed power struggle against relation in natural character on male dominancy community. That was culture influence which is external cause of student indiscipline. Female teachers were perceived differently by boys like they take them for granted some trying to seduce them. Female teachers prefer reporting boys to their male counter parts or deputy head teachers. Female teachers were comfortable in dealing with girl child. Such kind of social discrimination is source of student indiscipline.

4.2.3 Teaching experience

Table 4.3 represent the number of years of experience of the teachers.

<table>
<thead>
<tr>
<th>Years of teaching experience</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 5 years</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>5-10 years</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>10-20 years</td>
<td>22</td>
<td>44</td>
</tr>
<tr>
<td>Above 20 years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
This information was required from the teachers to form the background, trend and determine reliability of the data. The study established that majority (44%) had teaching experience of between 10-20 years such teachers had enough experience in profession therefore had detailed data on trend on discipline and strategies used. Their suggestions could be used for policy making on behavior change because they are practical and derived from experience. These teachers had learned more and gave reliable information. 30% had experience between 5-10 years. This was fair group their experience offered ground for comparison, between the oldies experience and theirs. They gave a lot of information on flexibility and collaborative approach unlike their counterpart experienced colleagues who called for skills training for teachers to manage student indiscipline. Their two different ideas or view were very important for monitoring behavior evolution and flexibility of strategies. 20% had experience below 5 years they had little or not experienced student's unrest. Their suggestions were more democratic approach. Only 6% had experience above 20 years in teaching profession in secondary schools in Kilifi district. These were the oldest and very few.

Majority were in administrative post. Their intelligence was full of wisdom and gave lasting solution to student indiscipline. They tend to be conservative and were against democratic approach. They pointed permissiveness and moral decades as the causes of student indiscipline and recommended corporal punishment to be reintroduced to manage student indiscipline. They adopted old strategies and avoid collaborative methods of managing student indiscipline. The experience difference gave factors that had influence strategies in line with time, profession and generation gap. This could be reason why different attitudes and lack of co-operation on various issues affecting students was common in schools within Kilifi district.
4.2.4 Years of service in the current school station

Table 4.4 shows the number of years the head teachers and teachers have served in their current stations.

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Head teacher</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Below 5</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>5-10</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>10-20</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

70% of head teachers stayed in working station less than 5 years; this is too short to fully implement a strategy to cause change on student behavior. 50% of the total number of teachers had served in their then current stations less than 5 years. While 10% of head teachers and 21.9% of total number of teachers had served between 10-20 years in their various stations. This was a clear indication that teachers stay in one working station more than head teacher. This creates inferiority complex. Such teachers may resist change and knows more about the school than head teacher. They have experience with different heads and compares one with the other. They feel ignored and denied chance to be administrators therefore any new head is an enemy or obstacle to their promotion. Therefore they are always uncooperative, sabotage strategies and some incite students. Head will always recommend for their transfer. Teachers overstay in a station is one of the causes of student indiscipline in public secondary schools in secondary schools.
4.2.5 The types of school

Respondents were to tick types of school listed: single sex day, and boarding single sex boarding and mixed and day boarding. Table 4.5 shows the types of schools included in the study.

Table 4.5: Type of School

<table>
<thead>
<tr>
<th>Types of schools</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys day and boarding</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Girls boarding</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Boys boarding</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Mixed day and boarding</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

The 6 out 10 schools in other words 60% of the total numbers of schools sampled were mixed day and boarding followed by girls boarding at 20% while boys day and boarding each at 10%. Mixed day and boarding are too complex to manage. The boy-girl relationship is a challenge control of day scholars and boarders is very difficult drugs peddling in to school and truancy is very common such schools are characterized poor performance student unrest unwanted pregnancies compared to the single sex schools that perform well with limited students unrest. The mixed day and boarding public secondary school were the most common there had led to indiscipline and barrier to strategic management.

4.2.6 Experience of student strike or unrest

The respondents were asked to state whether they had experienced student unrest or strike in their stations then. They answered yes or no to the question in the
questionnaire on whether they had experienced student unrest/strike. Table 4.6 below represents the respondents’ response.

Table 4.6: Experience of Students’ Strike/Unrest

<table>
<thead>
<tr>
<th>Experience of strike</th>
<th>Head teachers</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>YES</td>
<td>8</td>
<td>80</td>
<td>39</td>
</tr>
<tr>
<td>NO</td>
<td>2</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
<td>50</td>
</tr>
</tbody>
</table>

Majority 80% of head teachers, 78% of the total number of teachers’ and 71% of the total number of students affirmed that they had experienced student strike or unrest this means that student indiscipline prevailed in public secondary schools in Kilifi district. Student riots or unrest worst form of indiscipline. The over 70% of respondent confirms that there was a serious problem in public secondary schools in Kilifi district that needs to be solved. The 20% of the total number of head teachers, 22% of teachers and 29% of students recorded No meaning they had not experienced student unrest or riot. With exemption of head teachers the rest were fresher’s like some teacher had less 5 years and students were form ones. Head teacher who had not experienced strike were from single girls boarding schools. They were female principals. This confirms potentiality of women in administrative duties and how easy to manage single sex schools.

4.2.7 Adequacy of teacher training

The head teachers and teachers were asked to fill yes or no on whether they were adequately trained to manage student indiscipline during, teacher education in teachers training colleges. Table 4.7 below show their responses.
Table 4.7: Adequacy of Training for Teachers and Head Teacher

<table>
<thead>
<tr>
<th>Adequacy of training for teachers and head teacher</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>YES</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>NO</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

From the data collected, 60% of the total number of head teachers and 82% of the teachers recorded that the skills acquired during training was inadequate to enable them manage student indiscipline. This could be one of the reasons why indiscipline was wide spread in public secondary schools in Kilifi district teacher education syllabus and curriculum to be improved so that teachers can require skills on management of student indiscipline. 40% of head teachers and 18% of teachers indicated that the training adequately prepared them to manage student indiscipline. Some of these had gone for further studies on guidance and counseling for masters in education, and seminar courses/workshops. Such teachers and head teachers were very few. They acquired skills after college and in-service training. It is important to include such courses during training in college and universities for all teachers and made it compulsory for serving teachers to go for in-service training as strategy to manage students’ indiscipline.

4.3 The Causes of Student Indiscipline

The research established the following major causes of student indiscipline as recorded by teachers; head teachers and student’s questionnaires were administered to them.
Table 4.8: Causes of Student Indiscipline

<table>
<thead>
<tr>
<th>Causes of students indiscipline</th>
<th>Head teachers</th>
<th>teachers</th>
<th>students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Negative western culture</td>
<td>4</td>
<td>40</td>
<td>13</td>
</tr>
<tr>
<td>Local community</td>
<td>5</td>
<td>50</td>
<td>30</td>
</tr>
<tr>
<td>Corporal punishment</td>
<td>2</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Prefects</td>
<td>4</td>
<td>40</td>
<td>22</td>
</tr>
<tr>
<td>Politicians and bog</td>
<td>2</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>The poor school environment</td>
<td>5</td>
<td>50</td>
<td>43</td>
</tr>
<tr>
<td>School administration</td>
<td>4</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>Broad academic curriculum</td>
<td>3</td>
<td>30</td>
<td>38</td>
</tr>
<tr>
<td>Student individual problem</td>
<td>6</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Drugs abuse</td>
<td>7</td>
<td>70</td>
<td>44</td>
</tr>
<tr>
<td>Religious cults</td>
<td>4</td>
<td>40</td>
<td>21</td>
</tr>
<tr>
<td>Irresponsible parents</td>
<td>4</td>
<td>40</td>
<td>25</td>
</tr>
<tr>
<td>Teachers</td>
<td>7</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>Mass media</td>
<td>6</td>
<td>60</td>
<td>22</td>
</tr>
</tbody>
</table>

The 87% of respondent recorded drug abuse as the leading cause of student indiscipline followed 85.5%, poor school administration. Over 70% of students agreed that corporal punishment causes strike whereas only 20% of supported therefore majority of head teacher do not consider corporal punishment as one of the causes of indiscipline over 60% of teachers, head teachers and student accepted students individual problem are leading cause of indiscipline over 50% with strongly believed.
that the poor school environment is one of the leading cause of student indiscipline
over 60% of head teachers, teachers and teachers admitted that teachers were also the
causes of the indiscipline irresponsible parents was leading external causes of student
indiscipline followed by local community, mass media negative western culture and
The minor causes included influence by religion cults 25.13% and politician 5.1%.
The external cause of student indiscipline acceptance level is below 50% while the
internal causes were over 60% by head teachers, teachers and students. Student
individual problem and drugs abuse are both internal and external causes over 80%
identified as the leading causes of student indiscipline in public secondary schools in
Kilifi district.

4.4 Effects of Students' Indiscipline
The table 4.9 below shows the recorded effects of students' indiscipline as recorded
by head- teachers' teachers and students. The respondents were required to strongly
agree or disagree with the effects of student indiscipline. Their responses are
represented in Table 4.9 below
Table 4.9: Effects of Students’ Indiscipline

<table>
<thead>
<tr>
<th>Effects of students indiscipline</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>Students</th>
<th></th>
<th></th>
<th>Head teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
<td>Strongly Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Poor academic results</td>
<td>49</td>
<td>98</td>
<td>1</td>
<td>2</td>
<td>100</td>
<td>71.4</td>
<td>40</td>
<td>28.6</td>
</tr>
<tr>
<td>Sex abuse among student</td>
<td>22</td>
<td>44</td>
<td>28</td>
<td>56</td>
<td>89</td>
<td>63.5</td>
<td>51</td>
<td>36.5</td>
</tr>
<tr>
<td>Destruction of school properties</td>
<td>46</td>
<td>92</td>
<td>4</td>
<td>8</td>
<td>120</td>
<td>85.7</td>
<td>20</td>
<td>14.2</td>
</tr>
<tr>
<td>Insecurity in school</td>
<td>50</td>
<td>100</td>
<td>0</td>
<td>00</td>
<td>111</td>
<td>79.2</td>
<td>29</td>
<td>20.7</td>
</tr>
<tr>
<td>School drop out</td>
<td>45</td>
<td>90</td>
<td>5</td>
<td>10</td>
<td>118</td>
<td>84.2</td>
<td>22</td>
<td>15.7</td>
</tr>
<tr>
<td>Drugs abuse among students</td>
<td>38</td>
<td>76</td>
<td>12</td>
<td>24</td>
<td>79</td>
<td>56.4</td>
<td>61</td>
<td>43.5</td>
</tr>
<tr>
<td>Retard economic development</td>
<td>25</td>
<td>50</td>
<td>25</td>
<td>50</td>
<td>66</td>
<td>47.1</td>
<td>74</td>
<td>52.8</td>
</tr>
</tbody>
</table>
All teachers (100%) strongly agreed that indiscipline was source of insecurity in schools. Insecure school environment instill fear among students, teachers and head teachers therefore creates non-conducive atmosphere for teaching and learning activities. 6.5% of the total number of respondents disagreed that drug abuse as effects of indiscipline. In other words teachers students and head teachers 93.5% strongly agreed it was as a result of indiscipline drug abuse was not only an effect of indiscipline but also external cause of indiscipline. The community and school should be aware of drugs and alcohol abuse and control it.

85% of the total number of respondents strongly agreed on the negative effects of indiscipline. The destruction of school property 99.5%, followed by students’ school dropout 93.5% and the insecurity of head teachers students and teachers 90%, Poor academic performance 89.7% these effects do not comply with the national educational goals. This was a great loss in education and to the society. The hope, bright future in education was diminishing it confirmed why Kilifi district was performing poorly in education and ever among the last in Kenya secondary certificate of education examination national ranking. The response by students teacher and head teacher on the effects of indiscipline and causes of indiscipline indicated the awareness of the problem and immediate need for solution.

4.5 Strategies used by School Heads in Management of Students’ Indiscipline

Respondents were asked whether they had experienced student unrest or strike in their various schools by ticking ‘yes’ or ‘no’ in the space provided in the questionnaire. Table 4.10 below presents their responses to this question
Table 4.10: Strategies used in Student Managing Student Indiscipline

<table>
<thead>
<tr>
<th>Strategies used in managing indiscipline</th>
<th>Teachers</th>
<th>Students</th>
<th>Head teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Democratic decision making</td>
<td>16</td>
<td>32</td>
<td>34</td>
</tr>
<tr>
<td>punishment</td>
<td>49</td>
<td>99</td>
<td>1</td>
</tr>
<tr>
<td>Guidance and counseling</td>
<td>47</td>
<td>94</td>
<td>3</td>
</tr>
<tr>
<td>Partnership with students</td>
<td>2</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>Student welfare</td>
<td>15</td>
<td>30</td>
<td>35</td>
</tr>
<tr>
<td>Improved communication</td>
<td>37</td>
<td>74</td>
<td>13</td>
</tr>
<tr>
<td>Use of prefects</td>
<td>50</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Student teacher teamwork</td>
<td>4</td>
<td>8</td>
<td>46</td>
</tr>
<tr>
<td>Student and finance</td>
<td>1</td>
<td>2</td>
<td>49</td>
</tr>
<tr>
<td>Student barazas</td>
<td>11</td>
<td>22</td>
<td>39</td>
</tr>
</tbody>
</table>
The leading strategies used in managing students' indiscipline in all secondary schools in Kilifi district as recorded by head teacher, students and teachers were; the use of prefects, 100% punishment 99%, guidance and counselling 77%, student welfare 79% of the total number of respondents. These were good strategies as students were represented as prefects. Guidance and counseling very investigative strategy graded as one of the best method. They were used but student indiscipline was still increasing. This research was to find out why such strategies were not controlling student indiscipline in public secondary schools in Kilifi district. Very few schools used student involvement in school finance management, student teacher-teamwork and partnership with students as strategies used for management of student indiscipline. 100% of student reported that partnership was not being used this sidelines from school activities and decision making. They were rendered as observer not participants in school management. over 80% of students denied of the following strategies as being used improved communication, student barazas and democratic decision making while 80% of head teachers insisted to be using democratic decision making 70% improved communication 80 % student baraza this conflicts with what students gave out. Over 60% of teachers concurred with students. The differences raised a lot of questions over strategies. Whether head teachers were aware that the methods they were using were understood by their subjects. This was an indicator of lack of involvement of students and teachers on management of student indiscipline. Over 80% of the respondents that is teachers, students and head teachers disagreed to the use partnership with students in management of student indiscipline. The observation is that non-collaborative strategies such as punishment dominated than collaborative strategies like partnership team work. This was one of the weaknesses as their strategies were not evolving to modern participatory democracy.
4.6 Post-students' strike management by schools' administration

Respondents were asked to comment on the post student strike management of by ticking very well, well and poorly as provided in the questionnaire.

Table 4.11: Post-students' Strike Management by Schools' Administration

| The way problem was solved | Very well | | | | | Poorly handled | | |
|---------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
|                           | n | % | n | % | n | % |
| Students                  | 2 | 1.5 | 8 | 5.7 | 130 | 92.8 |
| Teachers                  | 4 | 8 | 6 | 12 | 40 | 80 |
| Head teachers             | 2 | 20 | 3 | 30 | 5 | 50 |
| Total                     | 8 | 4 | 17 | 8.5 | 175 | 87.5 |

92.8% of students who had experienced strike insisted that return to school formula was poorly managed. In other words they were dissatisfied. This could be main cause of recurrent of riots and continuous indiscipline among students. 80% of teachers concurred with students. Yet teachers were expected to implement the plan to readmission of students. This implied lack of collaboration and consultation between teachers' students and administration. 50% of head teacher agreed that after strike activities were poorly handled and 30% insisted that they were well handled with only 20% recorded that they were very well handled. Therefore 80% are not satisfied by way they carried out return to school activities after strike. This means lack skills to investigate plan and co-ordinate. Further research on this may reveal more. It was therefore clear that 87.5% of the total number of respondents agreed that the after-strike follow-up activities were poorly articulated. Only 8.5% of the total number of respondents agreed that the return-to-school formula had been well handled. This was one of the weaknesses in management of student indiscipline.
4.7 Weaknesses of the Strategies Used

Respondents were to rate their satisfaction of each strategy as provided in scale such strongly agree-rated-5 agree rated-4, undecided rated-3, disagree rated-2, strongly disagree rated-1.

Table 4.12: Weaknesses of the Strategies Used

| Weakness of strategies used in managing | Teachers | | | Students | | | Head teachers | | |
|----------------------------------------|---------|---------|---------|---------|---------|---------|---------|
| student indiscipline                  | Agree   | Disagree| Agree   | Disagree| Agree   | Disagree| Agree   | Disagree|
|                                        | N       | %       | N       | %       | N       | %       | N       | %       |
| Poor formulation                      | 46      | 92      | 4       | 8       | 135     | 96.4    | 5       | 3.6     |
| Poor implementation                   | 18      | 36      | 32      | 64      | 100     | 71.4    | 40      | 28.5    |
| Lack of control evaluation            | 48      | 96      | 2       | 4       | 99      | 70.7    | 41      | 29.3    |
| Limited resources & skilled personnel | 47      | 94      | 3       | 6       | 105     | 75      | 35      | 25      |
| Lack of organization structure        | 44      | 88      | 16      | 12      | 119     | 85      | 21      | 15      |
| Non-involvement of student in formulation | 48      | 96      | 2       | 4       | 131     | 93.6    | 9       | 6.4     |
Over 92% of respondents agreed on poor formulation of strategies used to manage student indiscipline. 100% of total number students agreed on poor implementation of strategies with school head teachers supporting the same, followed by teachers. over 90% of teachers and students agreed on non-involvement of students in formulation of strategies. This implied that students as recipient were not understanding the strategies and therefore do not own them. 60% of head teachers disagreed with them on the students involvement in formulation of strategies. Such conflicts or difference indicate lack of consultation and involvement by both parties during formulation of strategies.

Over 75% of students agreed on lack of skilled manpower to implement, lack of organization structure and control of strategies. 80% of the total number of head teachers agreed on limited resources, lack of control and evaluation. Teachers concurred with head teachers on the same. 98.3% of the total number of respondents agreed that the weaknesses of strategies included; the limited resources, poor formulation of strategies, lack of organization structure lack, of control and evaluation. Only 1.7% disagreed on some of these weaknesses of the strategies. This confirmed that strategies used in managing students indiscipline in public secondary schools in Kilifi district lacked strategic formulation, organization, implementation, supervision, evaluation and control. This contributes towards increase on students' indiscipline.
CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate strategies used by secondary schools in managing student indiscipline in Kilifi district Kilifi County, Kenya. The following research questions guided the study:

(i) What were the causes of student indiscipline?
(ii) What were the effects of student indiscipline?
(iii) What were the strategies used in managing student indiscipline?
(iv) What were the weaknesses of the strategies used in managing student indiscipline?

The descriptive survey was used in conducting the study. The sample for the study included 10 secondary schools which were selected using random sampling, the sample size was 40% of the total population. These included 10 head teachers’ 50 teachers and 140 students. The instruments used for study were questionnaires for head teachers, students and teachers. The instruments were 100% completed. They were collected in form of descriptive statistics that was questions and percentages. The answers were tallied, calculated in percentages, analyzed and presented in form of tabulation.

5.2 Summary of the Findings

The study established the following:
5.2.1 Profile of Respondents

From the total number of the respondents' interviewed 70% were male and 30% female this was manifestation of gender disparity in secondary schools in Kilifi district in education sector. The analysis showed that 44% of the total number of teachers and head teachers had teaching experience of between 10-20 years of teaching. This implied that the information collected was reliable for making informed decision or conclusion.

Over 50% of the total number of teacher interviewed had served in their various stations between 5-10 years compared to head teachers over 70% had served below 5 years. This meant teacher stayed longer in a station than head teachers. This was likely to be a big challenge to head teacher as such teachers are likely to protest or oppose any change to be introduced or were likely to be compromised.

The school types, 60% were boarding day mixed school, 20% girl boarding, 10% boys' boarding and 10% boys' and girls' day schools. Mixed day and boarding is too complex to manage and had a lot of challenges compared to the 40% of the total number of single sex. 98% of the total number of respondents ticked yes to show that they had experienced student unrest or strike. Only 2% had not experienced student unrest by then. This confirmed that almost all schools in Kilifi district had experienced student unrest or riots. Therefore student indiscipline was a major problem in education sector in the district.

Majority, 92%, of the total number of teacher and head teachers agreed that they had limited skills to manage student indiscipline. Only 8% had skills to manage student indiscipline. This was likely to be one of the major causes of indiscipline as teachers
and head teacher could not be proactive and reactive to indiscipline situations in secondary schools in Kilifi District Kilifi County.

5.2.2 The Causes of Student Indiscipline

The following were recorded as the major causes of student indiscipline by student, teachers and head teachers. Drugs abuse among students was one of the major causes of student indiscipline. This was confirmed by 87% of the total number of respondents. Others included poor school administration at 85.5%, students’ individual problems 81.5%, poor school environment at 80%, uncooperative teachers 68%, corporal punishment 62.5%, prefects 62.5%, parents 51% and broad curriculum at 49%.

Mass media, negative western influence, religion board of governors and politicians were not the main causes in some of the schools. This was because below 48% of respondents recorded with influence by politician and 19.5% board of governors as the cause of students indiscipline in public secondary schools in Kilifi District, Kilifi County.

5.2.3 Effects of Indiscipline

The researcher found out the following as the effects of indiscipline in secondary schools in Kilifi district 87.5% of the respondents recorded destruction of school properties, 83.5% insecurity, 78.5% poor academic performance or results, 62.5% drugs abuse, 58.5% and 48% retard economic development. Therefore majority strongly agreed and agreed on these as major negative effects of the strikes while those who strongly disagreed and disagreed in some of the effects were very few.
5.2.4 Strategies used in Managing of Student Indiscipline

Teachers head, teachers and students recorded by ticking yes or no agreed on the following as the as strategies used in managing student indiscipline in secondary schools in Kilifi district Kilifi County. Kenya:

An overwhelming 100% of the total number of the respondents used prefects, 99% punishment, 88% guidance and counseling. 56.5% student welfare, 32% improved communication, 13% student barazas 12.5% student/teacher relationship 10.5% student and finance and 2% partnership with students. From the data or information recorded, most of the schools used non-collaborative methods such as punishment instead of collaborative methods such as partnership with students’ barazas among others.

5.2.5 Weakness of the strategies used in managing student indiscipline

On the weakness of the strategies used, 90% of the total numbers of Teachers, students and head teachers agreed that students were not involved in formulation, implementation, evaluation and control of strategies used in management of student indiscipline.

From the data, 84.5% recorded lack of resources such as facilities and trained personnel to implement strategies, 82.4% lack of organizational structure to implement the strategies, 80% poor control of strategies, 78% poor formulation of strategies, 69% poor implementation. Few disagreed on student involvement i.e. 10% of the total number of respondents disagreed on lack of resources 20% disagreed on lack of organization structure at 15.5% and 22% disagreed on poor control of strategies.
5.3 Suggestions from the Respondents

Teachers, head teacher and students gave the following suggestions during the research to be considered as strategies in managing students’ indiscipline in public secondary schools in Kilifi district, Kilifi County.

5.3.1 Students’ suggestion

The following suggestions were given by students during the study that should be used in managing student indiscipline.

- There should be routine guidance and counseling.
- The relationship between teachers and students should be improved.
- The BOG and PTA should ensure adequate supply of instructional materials and other school facilities.
- Students should be given freedom of expression.
- Students to be punished after being corrected and those with serious cases should be expelled.
- Students should be involved in formulation of school rules and regulations. Each rule to be attached to specific penalties’ whenever it is breached.
- Dictatorship tendencies of teachers and head teacher should stop.
- Students should be involved in budgeting and its implementation.
- Punishing students’ class hours should be abolished.
- Teachers should to some extend consult students on matters affecting them before taking action.
- Educate students on issues concerning discipline and indiscipline, their effects, change their attitude through awareness programmes and engage them on discipline training.
• Take views of students with a lot of concern and pay attention to every action taken to solve them. In other words pay attention to students’ interests and problems.
• Students should respect school rules and regulations.
• Corporal punishment to be abolished and other ways to be adopted like manual work.
• Students should be given spiritual guidance through well established chaplaincy services.
• The head teacher should collaborate with the entire school community and parents to ensure security.

Students’ suggestions high lights some of the weaknesses involved in managing students discipline. Such as not being consulted or involved in formulation of school rules and regulations. If these suggestions could be considered by school administrations then student would not be rebellious against school rules and regulations instead they would own them. There was need to find out why students suggestions were not being considered in managing students indiscipline in Kilifi district, Kilifi County.

5.3.2 Teachers’ suggestions.

The following suggestions were filled in the questionnaires by teachers during the research, which should be used by schools in managing student indiscipline in Kilifi district:
• Spiritual services should be enhanced through chaplaincy.
• Open forums or student barazas should be held routinely.
• There should be weekly class assembly dorm assembly and school assembly
• Foster parenting of students by teachers should be established and enforced.
• There should be constant and continuous dialogue on issues affecting schools with students.
• Students should be used in decision making. There was need to use diplomatic skills in tackling issues or problems facing students in school and at home.
• There should be good and close relationship between students, teachers and school administration
• Teachers should keep to educational policies and the policies be understood by all students.
• Teachers and students prefects should use minor punishment such as manual work. This should be administered immediately school rules were breached.
• Train all teachers on guidance and counseling. Teachers to train students on peer counseling and life skills.
• Teachers to adopt effective teaching methods that were result based as oppose to efficient teaching.
• The school administration, parents and board of governors to improve school infrastructure, provide teaching and learning resources.
• School administration to involve students, parents and teachers in formulation implementation and evaluation of schools rules and regulations.
• Improve teachers’ authority and control through delegations of authority in management and implementation of strategies used in management of indiscipline.
• Teachers should use the school rules as basis when punishing wrong doers. There should be a predetermined, disciplinary measure known by all stakeholders.

• Improve communication and information management.

• Induct teachers on new approaches to student indiscipline in secondary schools.

• The school administration to organize and coordinate in service indiscipline management programs.

Teachers' suggestions were constructive and should be considered because teachers are the primary implementers and coordinators of the strategies. There was need to consider them.

The suggestions confirmed the weaknesses in lack of consultation and involvement in formulation implementation and evaluation of strategies. It very important to find out reasons school administrators had ignored such proactive ideas from teachers.

5.3.3 Head teachers' suggestions

The following suggestions were filled in questionnaire by head teacher during research:

• Improve communication during assemblies and gatherings

• Reintroduce corporal punishment.

• Class teachers to be given more authority over student control.

• Career guidance and counseling should be developed in schools.

• Teachers and students should cooperate in the implementation of school rules and regulations.
• Head teachers to be given more power to expel indiscipline students.
• The ministry should decentralize bureaucratic ways of tackling indiscipline cases.
• Training and induction on managing of students’ indiscipline for head teachers and students.
• Ministry of education to fund more infrastructures in schools and scholarship for needy and bright students.
• Stiffer penalties on student arsonists’, rapists and inciters by Kenyans law courts.
• Parents to be responsible and be charged in court of law for their children gross misconduct resulting from drugs abuse and others due to parental negligence.
• Teachers should be role models to students and teach effectively with passion paying attention to weak students with encouragement.
• Primary school heads to give accurate and reliable report on student behavior for easy management of student behavior as they joined secondary school.
• All stakeholders, surrounding community and local administration should help in monitoring students’ behavior.

Head teachers had very important suggestions. They concurred with students and teachers on what should be done in many aspects expect corporal punishment. All suggested the need to train and cooperation in implementation of strategies. Head teachers had many ways to check the indiscipline but they were not putting in practice. The reasons why they were not considering the students, teachers and their own suggestions should be investigated.
5.4 Conclusions

The following conclusion were based on the findings of the study. Teachers and head teachers agreed that the current training of secondary school teachers did not meet teachers expectations in terms of competence required for effective management of student indiscipline. Teachers stayed longer in their working stations than head teachers. This posed challenge to handle such teachers because they are likely to resist changes or new policies.

Most of schools in the district were mixed day and boarding. This type of school was too complex to manage. It was very hard to manage or control because it was four in one. Each of the four had to be managed in its own way. In trying to integrate the four a lot of challenges came up. These challenges or weakness hindered efficiency and effectiveness in implementation of strategies due to lack of homogeneity of the situation.

The major causes of student indiscipline in Kilifi district were drugs and alcohol abuse among students, poor school administration, students individual problems, poor school environment, uncooperative parents, prefects, teachers, negative western influence mass media and incitement by local community. The results of students’ indiscipline in Kilifi district includes, destruction of school properties, school dropout insecurity; poor academic performance, retard economic growth, school dropouts’ and poor academic results.

Strategies used by public secondary schools in managing students’ indiscipline include; the use of prefects, guidance and counseling, student welfare, improved communication, student baraza. Non-collaborative methods dominated.
Weaknesses of the strategies used in managing students' indiscipline included poor formulation, poor implementation, poor evaluation, poor control of strategies and lack of organization structure of managing the strategies.

Suggestions given by student's teachers and head teachers highlighted weaknesses of strategies being used. They proposed solutions to the problem of students' indiscipline. Head teachers had power to adopt and implement all the suggestions by students' teachers and those suggested by them yet they were unable to use such power they had or bestowed up on them. This confirmed the lack of administrative skills to manage student indiscipline. While students tend to be realistic in their suggestions, teachers distanced themselves from the blames and head teachers had lost touch with the problem. For instance students insisted that corporal punishment should be abolished and head teachers insisted that corporal punishment be reintroduced.

Head teacher did have close relationship with students and teachers. That was why they were not able to access or consider their suggestions. Head teachers lack skills for planning, formulating, organizing, implementing, evaluating and controlling of the strategies used to manage students' indiscipline. Head teachers were using non collaborative methods in school administration. This might have contributed to rise in indiscipline. Head teachers must be retrained in order to acquire skills because they had recommended training for teachers and themselves on management of student indiscipline.
5.5 Recommendations

Researcher categorized recommendations in the following ways;

- General recommendations
- Professional recommendations and
- Recommendation for further study

General recommendations

- When formulating a strategy (ies) to use in managing student indiscipline in secondary schools, the school administration should consider strengths, weakness, opportunities and threats within and outside school situation. This is likely to balance the internal strengths and weaknesses of the school, with opportunities and threats that the external school environment presents. Such as negative western culture influences, mass media, waves of strike from neighboring schools.

- The school administration should move from a representative democracy to participatory democracy. Students and teachers whose life and daily operations are affected by the strategy or decision should be the part of the process of arriving at the strategy(s). The secondary school principals to use group consensus from parents, board of governors teachers on various strategies to be used in managing student indiscipline. He/she should present his/her position clearly and logically at the same time listen to board of governors, teachers' students and parents' reactions.

- Research on the strategy through benchmarking, screening and testing, consult teachers for more information and reformulate the strategy. There should always a room for amendments. Divide or organize strategy into smaller, participatory
units and functional units. Each unit shares ideas, information and resources. This offers horizontal power that brings liberty to students, unlike vertical hierarchy, that brings stress and anxiety. For instance peer counseling, chaplaincy counseling, teacher students parenting, career guidance under department of guidance and counseling.

- Ensure that the appointed or recruited personnel for the key position in managing and implementation of the strategy is professionally competent and has managerial skills, with high level of integrity, experience, good public relations and performance. Provide the infrastructure such as departmental offices chairs, computers and other resources such as files and stationeries.

- Encourage personnel development by sponsoring the teachers in charge short training seminars, and workshops on relevant courses. The Head teachers as finance officers should be empowered on good financial practices through in-service courses on a regular basis. This builds, develops, improves; nurture the skills and distinctive competencies to manage the strategies used to manage student indiscipline.

- There should be few rules, clear policies, procedures, few levels of hierarchy of management and few formal controls. They should be simple to understand and efficient in their functions. Their operations should be effective ways of solving the students’ problems as they come without delays. Empower students in implementation process, encourage team work, participation and commitment.

- Provide all means of communication such as suggestion box, school magazines, student opinion notice board, administer questionnaire on various issues on the strategies, encourage objective based debates, establish student law clubs, private counselors and resource persons. Take them out for benchmarking,
entrust them with organizational tasks and get reports from them. The principal should be sensitive to composition ideas and informal wittings on walls, toilets and be sensitive to non verbal communication. He/she should observe sudden change of habit, attitude, and negative performance in academics. Observe even change in dressing styles, disrespect tendency, deviancy and intentional or provocative noise making.

• Head teacher to give guidance, direction and provide socio-emotional support to the participants in the implementation of the strategy as well as the target group who are students. Be active listener in order to facilitate meaningful interactions with students. Recognize and accept individual differences of all participants. Provide incentives, motivate and monitor the system for evaluation purposes. He/she should this in order to maintain and sustain the strategy being used to manage student indiscipline. Pay attention to the objectives, strategies, measures and controls.

• The degree of authority needed to manage each organization unit for example the power of prefects, deputy head teacher, teacher on duty, class teacher and head of departments should be defined in accordance to education acts policy and checked. In other words delegate the authority and ensure responsibility for the use of the authority delegated.

• Provide specific information, closely supervise the performance, demonstrate and provide opportunity to clarify each and every information or activity. For example the school rules should be based on input from students indicating, what they think the rules should be. The school rules should be stated positively and revised when necessary to fit more appropriately the general welfare of the students. Write the school rules and regulation in large prints and put on the
notice board. They should be consistently enforced by teachers and student council and be reviewed with time.

- Develop the culture, values and attitude of teachers and students toward the strategy (ies). Encourage teamwork; establish good relationship between teachers and students and partnership relationship with students. This is likely to create a group norm, which represents ideas or beliefs about appropriate behavior for the group members. That is very important on group effectiveness in the implementation of the strategy (ies).

- Administrators should be proactive and not reactive when handling indiscipline cases. Deal with rising crisis in a manner that it creates new beliefs, values and reveals underlying strategy assumptions. For instance calling parents for academic clinic to discuss the behavior and performance of his/her child's problems, weaknesses, strengths and the causes of the disruptive behavior are established. The student sets target for himself or herself.

- Monitor every action of participants and determine the effects of their action. Provide a monitoring system through which teachers and students measures the occurrences and rate of the behavior change from the unacceptable to the acceptable

- Every action and change should be observed measured recorded and presented measurement. Techniques that should be adopted include recording events, interval, duration, planned activities, checks and direct measurement. Present the recorded information in form of graphs, pie charts, in order to show the trend of behavior change in relation to the school performance. Once the relationship is established as a result of the strategies activities, the school will
be able to review strategy objectives and reinforce the specification of the strategies objectives.

- After the strike review the strategies in relations to the established causes of the strike. This will enable the principal to discover the deficiencies, constellate the relationships, interpret each cause and individual involved in it. Each individual had his/her own unique way, distinct role and definite feeling about the strike. This disruptive student behavior is always goal driven, therefore focus on the goal of strike and tackle strategically to solve the problem.

- Head teacher should be impartial, fair, calm and approachable to all educational stakeholders. He/she should avoid getting into physical confrontation with students, avoid shouting at students and using sarcasm against students. Avoid using labels like naughty rude, stupid and watch out for loners. Play games with them and create a stable and conducive atmosphere for teaching and learning.

**Recommendation for the professionals**

The scientific, technical formulation, organization, implementation, evaluation and control of the strategies used in managing student discipline approach should be adopted.

Head teacher to use professional code of conduct, bills of rights, children act and read legal notice paragraph1-10 to be able to advise board of governors and deciding on disciplinary measures.

- The ministry of education should Facilitate and enhance professional development of secondary school teachers and head teachers on strategic management of student indiscipline through seminars workshops and conferences.
• The Ministry while promoting teachers to fill vacant administrative posts (on experience, merit, qualification and must attend in-service training) should ensure head teachers stay longer in a station than majority of his teachers. They should not be transferred to other schools before they fully implement strategies used to manage student indiscipline.

• Review education policy on hierarchy or bureaucracy of discipline management. This is because it takes longer time and procedure. The decision makers in the office sometimes make conflicting decision. This challenges the board of governor and head teachers verdict. This undermines the authority or power to manage the students' behavior. The victim emerges victorious. This is likely to create, power struggle as the teachers withdraws and deviant students prevail over them. Sometimes bureaucracy delays verdict which contravenes action and reaction to correct behavior. In other words justice delayed is justice denied. Therefore decentralize discipline management of students.

• Improve on human resource management; invest more on teachers' welfare and motivation. Provide facilities and improve the infrastructure of the public schools like the private schools. The private sector invests heavily on teachers and students welfare. This has controlled student indiscipline. The highly motivated teachers produce better results in Kenya certificate of secondary schools national examination.

• The ministry of education to introduce a course on management of student discipline in teacher training colleges. That trained personnel can be available in education sector to manage student indiscipline in secondary schools and colleges. To students their first term in secondary schools and first semester in
college. They should be inducted on disciplinary behavior create as compulsory-unit.

- Through inspections of schools the ministry should ensure that each school has well definite organizational structures, well established functional departments, various clubs and societies. The quality assurance inspectors to ensure that school routine, school rules and regulations, school vision, missions and motto of every school are displayed at strategic points within the school.

- Transferring indiscipline teacher or student to another school is spreading of indiscipline to such school. They would have not been changed and therefore are likely to continue with indiscipline behavior in their new station. Second they are likely to be perceived in a negative way or attitude by those in their new station.

**Recommendation for further research**

The following are recommendations for further research:

Further research should be carried on challenges facing head teachers in the implementation of strategies used in managing student indiscipline, on the relationship between indiscipline in secondary schools and criminal activities in the society, on the indiscipline and student academic level of performance, on student indiscipline and socio-culture evolution.
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## APPENDICES

### APPENDIX A

## BUDGET

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<tr>
<td>4 Accommodation for researcher</td>
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<td><strong>TOTAL</strong></td>
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APPENDIX B

LETTER OF INTRODUCTION TO THE HEAD TEACHER

The Chairman
Kenyatta University
Department of Educational Management,
Policy and Curriculum
P O Box 43844
Nairobi, Kenya

To the respondent

Dear Sir/Madam

RE: RESPONDENTS TO RESEARCH QUESTIONNAIRES

The bearer of this letter is a student of Kenyatta University. He is researching on strategies used to manage students' indiscipline in public secondary schools in Kilifi district.

We request you to grant him permission to administer questionnaires to you, as well as selected teachers and students in your school.

The purpose of the questionnaires is to investigate and establish strategies used in your school to manage students' indiscipline. The information given will be treated with utmost confidentiality and shall be used solely for the purposes of learning.

We appreciate your co-operation in advance.

Thank you.

Yours faithfully,

Chairman, Department of Educational Management,
Policy and Curriculum Studies
APPENDIX C

LETTER OF INTRODUCTION TO THE TEACHER

Francis Ouma Orek
Kenyatta University
Department of Educational Management
Policy and Curriculum Studies
P O Box 43844
Nairobi, Kenya

To the respondent

Dear Sir/Madam

RE: RESPONDENTS TO RESEARCH QUESTIONNAIRES
I am a student of Kenyatta University, researching on strategies used in managing students’ indiscipline in public secondary schools in Kilifi district. I would like to inform you that I have selected you to participate as a respondent in the study, and kindly request your co-operation.

Attached here is a questionnaire to investigate and establish strategies used by your school to manage students’ indiscipline. The information you shall give will be treated with utmost confidentiality and shall be used solely for purposes of learning. I appreciate your contribution to this study in advance.

Thank you.

Yours faithfully,

Ouma F.
Research student
### APPENDIX D

**TIME FRAME FOR THE STUDY**

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<td>5 Data analysis</td>
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<td>6 Write up</td>
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<td>7 submissions</td>
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</table>
APPENDIX E

QUESTIONNAIRE FOR HEAD TEACHER

This questionnaire is to investigate and establish strategies used in managing student indiscipline in public secondary schools in Kilifi district Kenya. The data collected will be used strictly for the purpose of learning and will be treated with utmost confidentiality. Your cooperation in filling in this questionnaire is highly appreciated. Kindly do not write your name or the name of your school.

Thank you in advance.

PERSONAL DATA

Please tick the choice from the following items.

1. What is your gender?
   Male ( ) Female ( )

2. How long have you served as head teacher?
   Below 5 years ( ) 5-10 years ( )
   10-20 years ( ) Over 20 years ( )

3. How many schools have you served as head teacher? ...........................................

4. What type of school do you head?
   Girls boarding ( ) Boys boarding ( )
   Mixed day ( ) Mixed day & boarding ( )

5. How many teachers does your school have? ..........................................................

..........................................................
6. How many of these teachers are?
   Graduate diploma ( )
   ATS ( )
   BOG ( )
   Others specify

7. How many students do you have?

8. Have you ever experienced students strike/riot in this School?
   Yes ( ) No ( )
   If yes out of the following listed below read through and rate them in order of priority the most common causes to the least causes (please number from 1 for the most causes to 10 for the least causes)
   Broad curriculum ( ) Poor school management ( )
   Students unruly ( ) Local community ( )
   Lack of staff co-operation ( ) Parents ( )
   Mass media ( ) Poor internal environment ( )
   Drugs abuse ( ) Religious and politics ( )

9. How was the problem solved after strike?
   Very well ( ) Well ( )
   Poorly ( )
10. Some of the strategies used by public secondary school to manage student indiscipline are listed below

Tick the ones used by your school

Democratic decision making ( )
Punishment ( )
Guidance and counseling ( )
Partnership with students ( )
Student welfare ( )
Improved communication ( )
Students and finance ( )
Use of prefects ( )
Student/teacher teamwork ( )
Social and religious needs ( )

Others (specify) .................................................................

11. List managerial courses seminars or workshops you have attended in the past five years on student discipline

(i) ..............................................................................................................

(ii) .............................................................................................................

(iii) .............................................................................................................

(iv) .............................................................................................................

Section two

Please rate your satisfaction with each of the following scale

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<td>4</td>
<td>3</td>
<td>2</td>
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</table>
In each item, circle the number that favors your choice.

### Effects of students' indiscipline

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<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>Sex abuse amongst students</td>
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<td>Destruction of school properties</td>
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<td>Drugs abuse</td>
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<tr>
<td>Retard economic development</td>
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### Weaknesses of the strategies used in managing students' indiscipline

#### Guidance and counseling

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<tr>
<td>Poor implementation and supervision</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Poor evaluation and control</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
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<tr>
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<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Others (specify)</td>
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#### Punishment

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<tr>
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### Democratic decision making

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<tr>
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### Improved communication

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<td></td>
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<tr>
<td>Poor formulation and planning</td>
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<tr>
<td>Poor implementation and supervision</td>
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<td>Poor evaluation and control</td>
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<tr>
<td>Inadequate resources</td>
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<td></td>
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<tr>
<td>Lack of well established organization structure</td>
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<td></td>
<td></td>
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<tr>
<td>Others (specify)</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Student welfare

Lack of skilled personnel 1 2 3 4 5
Poor formulation and planning 1 2 3 4 5
Poor implementation and supervision 1 2 3 4 5
Poor evaluation and control 1 2 3 4 5
Inadequate resources 1 2 3 4 5
Lack of well established organization structure 1 2 3 4 5

Others (specify) ........................................................................................................................................

From your points of view suggest ways to improve strategies used in managing student indiscipline in your school
................................................................................................................................................................
................................................................................................................................................................
................................................................................................................................................................

THANK YOU FOR YOUR COOPERATION
APPENDIX E

QUESTIONNAIRE FOR TEACHER

This questionnaire is to investigate and establish strategies used in managing student indiscipline in public secondary schools in Kilifi district Kenya the data collected will be used strictly for the purpose of learning and will be treated with utmost confidentiality. Your cooperation in filling in this questionnaire is highly appreciated

Kindly do not write your name or the name of your school

Thank you in advance

Personal Data

Please tick the choice from the following items

1. What is your gender?
   Male ( )
   Female ( )

2. How long have you been teaching?
   Below 5 years ( ) 5-10 years ( )
   10-20 years ( ) Over 20 years ( )

3. What is your job title?
   Deputy head teacher ( ) Boarding master ( )
   HOD ( ) Class teacher ( )
   Others (specify) ................................................................................................................

4. How long have you stayed in present station?
   Below 5 years ( ) 5-10 years ( )
   10-20 years ( ) Over 20 years ( )
5. Which type of school have you taught?
   Girls boarding ( )
   Boys boarding ( )
   Mixed day ( )
   Mixed day & boarding ( )

6. Are you a trained teacher?
   Yes ( )
   No ( )

7. If yes what is your highest professional grade
   Masters ( )
   Bachelor of education ( )
   ATS ( )
   Others (specify) ..............................................

Section Two

8. Do you think the professional skills you acquired are adequate enough to use in
   managing student indiscipline?
   Yes ( )
   No ( )

9. If yes how have you been applying it to manage student indiscipline?.....
   ........................................................................
   ........................................................................

10. Have you ever experienced student strike or unrest?
    Yes ( )
    No ( )
11. If yes out of the following listed below read through and rate them in order of priority the most common causes to the least causes (please number from 1 for the most causes to 10 for the least causes)

<table>
<thead>
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<th>Cause</th>
<th>Rating</th>
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<tr>
<td>Broad curriculum</td>
<td>( )</td>
</tr>
<tr>
<td>Students unruly</td>
<td>( )</td>
</tr>
<tr>
<td>Local community</td>
<td>( )</td>
</tr>
<tr>
<td>Lack of staff co-operation</td>
<td>( )</td>
</tr>
<tr>
<td>Parents</td>
<td>( )</td>
</tr>
<tr>
<td>Mass media</td>
<td>( )</td>
</tr>
<tr>
<td>Poor internal environment</td>
<td>( )</td>
</tr>
<tr>
<td>Drugs abuse</td>
<td>( )</td>
</tr>
<tr>
<td>Religious and politics</td>
<td>( )</td>
</tr>
</tbody>
</table>

12. How was the problem solved after strike?

Very well ( )

Well ( )

Poorly ( )

13. Some of the strategies used by public secondary school to manage student indiscipline are listed below

Tick the ones used by your school ( )

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Punishment</td>
<td>( )</td>
</tr>
<tr>
<td>Student welfare</td>
<td>( )</td>
</tr>
<tr>
<td>Students and finance</td>
<td>( )</td>
</tr>
<tr>
<td>Use of prefects</td>
<td>( )</td>
</tr>
<tr>
<td>Student barazas/forums</td>
<td>( )</td>
</tr>
<tr>
<td>Social and religious needs</td>
<td>( )</td>
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</table>

Others (specify) .................................
14. List managerial courses seminars or workshops you have attended in the past five years on student discipline

(i) ..............................................................................................................

(ii) ..............................................................................................................

(iii) ..............................................................................................................

(iv) ..............................................................................................................

Section Three

Please rate your satisfaction with each of the following scale

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

In each item circle the number that favor your choice

Effects of students' indiscipline

Poor academic performance
Sex abuse amongst students
Destruction of school properties
Insecurity (teacher head teacher students)
School dropout truancy closure
Drugs abuse
Retard economic development

Others (specify)..................................................................................................................
Weaknesses of the strategies used in managing students' indiscipline

**Guidance and counseling**

<table>
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<td>1</td>
<td>2</td>
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<td>Poor formulation and planning</td>
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<td>Poor implementation and supervision</td>
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<td>Poor evaluation and control</td>
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<td>4</td>
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<tr>
<td>Lack of well established organization structure</td>
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Others (specify) ........................................................................................................

**Punishment**

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Others (specify) ........................................................................................................

**Partnership with students**

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Others (specify) ........................................................................................................
**Democratic decision making**

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**Improved communication**

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**Student welfare**

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From your points of view suggest ways to improve strategies used in managing student indiscipline in your school.

THANK YOU FOR YOUR COOPERATION
APPENDIX F

QUESTIONNAIRE FOR STUDENTS

This questionnaire is to investigate and establish strategies used in managing student indiscipline in public secondary schools in Kilifi district Kenya. The data collected will be used strictly for the purpose of learning and will be treated with utmost confidentiality. Your cooperation in filling in this questionnaire is highly appreciated. Kindly do not write your name or the name of your school.

Thank you in advance

Personal Data

Please tick the choice from the following items

1. What is your gender?
   - Male ( )
   - Female ( )

2. Which form are you
   - One ( )
   - Two ( )
   - Three ( )
   - Four ( )

3. How old are you

4. Which type of school is learning?
   - Girls boarding ( )
   - Boys boarding ( )
   - Mixed day ( )
   - Mixed day & boarding ( )
Section Two

5. Have you ever experienced student strike or unrest?

Yes ( )
No ( )

If yes out of the following listed below read through and rate them in order of priority the most common causes to the least causes (please number from 1 for the most causes to 10 for the least causes)

Broad curriculum ( )
Poor school management ( )
Poor relationship with teachers ( )
Students unruly ( )
Local community ( )
Lack of staff co-operation ( )
Parents ( )
Mass media ( )
Poor internal environment ( )
Drugs abuse ( )
Religious and politics ( )

6. How was the problem solved after strike?

Very well ( )
Well ( )
Poorly ( )
7. Some of the strategies used by public secondary school to manage student indiscipline are listed below

Tick the ones used by your school ( ) Democratic decision making ( )

Punishment ( ) Guidance and counseling ( )

Partnership with students ( ) Student welfare ( )

Improved communication ( ) Students and finance ( )

Use of prefects ( ) Student barazas/forums ( )

Student/teacher teamwork ( ) Social and religious needs ( )

Others (specify) .................................................................

List managerial courses seminars or workshops you have attended in the past five years on student discipline

(i) .............................................................................

(ii) .............................................................................

(iii) .............................................................................

(iv) .............................................................................

Section Three

Please rate your satisfaction with each of the following scale

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<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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In each item circle the number that favor your choice

### Effects of students’ indiscipline

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<td>Sex abuse amongst students</td>
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<td>Drugs abuse</td>
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### Weaknesses of the strategies used in managing students’ indiscipline

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#### Punishment

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Student welfare

Lack of skilled personnel | 1 | 2 | 3 | 4 | 5
Poor formulation and planning | 1 | 2 | 3 | 4 | 5
Poor implementation and supervision | 1 | 2 | 3 | 4 | 5
Poor evaluation and control | 1 | 2 | 3 | 4 | 5
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Lack of well established organization structure | 1 | 2 | 3 | 4 | 5
Others (specify) ........................................................................................................

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THANK YOU FOR YOUR COOPERATION