

**ANALYSIS OF FACTORS AFFECTING THE MANAGEMENT OF
STUDENTS IN MIXED DAY SECONDARY SCHOOLS IN NYAMIRA
NORTH DISTRICT – NYAMIRA COUNTY, KENYA**

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E55/CE/15404/2005

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE FOR
MASTERS OF EDUCATION (EDUCATIONAL ADMINISTRATION)
OF KENYATTA UNIVERSITY**

MAY 2013

DECLARATION

Declaration

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

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DEDICATION

To All Stakeholders in Mixed Day Secondary Schools in Nyamira North District, Nyamira

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ACKNOWLEDGEMENT

I express my very sincere appreciation to my supervisors; Prof. Mse, G.S., Associate professor, Department of Educational Management, Policy and Curriculum Studies and Dr. T.O. Rugar, Department of Educational Management, Policy and Curriculum Studies for their fairly guidance and support given throughout the entire process of project writing.

My special thanks go to Dr. Malusu in whose detailed guidance, corrections and encouragement enabled me to prepare the proposal for the project. I must not forget to appreciate all authors for their stream of knowledge and works from where much of this project is based in one way or the other. I must not also forget all my lecturers who saw me through class work throughout the study.

I also appreciate the cooperation I received from all the respondents in Nyamira North District of Nyamira County with whose information this research has been successfully compiled.

I acknowledge the unwavering support and encouragement that I received from my wife, my children, my father, my mother and my friends.

I thank all the people who have wonderfully supported me, in one way or the other, towards the entire process of acquiring a master's degree.

May the Lord God Bless You All,

Amen.

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LIST OF ACCRONYMS AND ABBREVIATIONS

- BoG - Board of Governors
- CATS - Continuous assessment tests
- EN - Elimu News
- Gok - Government of Kenya
- HT - Head Teacher/s
- KIE - Kenya Institute of Education
- MDSS - Mixed Day Secondary Schools
- MoEST - Ministry of Education Science and Technology
- MoE - Ministry of Education
- NC - Nyamira County
- NND - Nyamira North District
- NND/NC - Nyamira North District, Nyamira County
- RoK - Republic of Kenya
- SPSS - Statistical Package for Social Studies
- TSC - Teachers Service Commission

ABSTRACT

Students are key stakeholders within a school in particular and the entire education establishment in general. However, they cannot be easily managed without a proper identification and implementation of certain necessary strategies. The situation worsens if schools are not aware of the existence of such strategies that would be harnessed in order to be enabled to manage them effectively. The purpose of the study was to analyze the strategies on management of students in mixed day secondary schools in Nyamira North District, Nyamira County. The objectives were to establish the impacts of strategies on management of students, to establish the role of school principals in provision of strategies on the management of students and to analyze the strategies used to manage students in Mixed Day Secondary schools. The study applied Ludwig von Bertalanffy Systems Theoretical Framework. The significance of the study will be to improve on the utilization of the strategies for the management of students in schools; help the school managers, principals, teachers and other school stakeholders to understand the existence and importance of such strategies in the management of students in schools; and finally, provide valuable information to Ministry of Education on the need to initiate new policies on strategies to deal with management of students in schools. The study used *ex-post facto* research design that involved a systematic empirical enquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred and they are not manipulative. It was carried out in Nyamira North District, Nyamira County. The target population was 2016 and involved 901 form three students, 854 form four students, 116 class prefects, 116 class teachers and 29 school principals. Schools were stratified and simple random sampling procedure was used to select a sample of 6 schools. Purposeful sampling was used to select the study sample of 174 respondents which included 120 students, 24 class prefects, 24 class teachers and 6 school principals. In consideration of gender, males and females were proportionally selected. Three different questionnaires were administered to three groups of respondents in the selected schools: that for students and class prefects, for class teachers and for principals (see Appendix III to V). The questionnaires were of Likert type. Reliability for the instruments was established through a pilot study that involved 38 respondents from two non-participating public Mixed Day Secondary Schools within Nyamira North District, Nyamira County. Validity of the instruments was ensured by clarification of ambiguities and the extent the questionnaires provided adequate coverage of the topic under study. Reliability of the questionnaires was determined by use of internal consistence techniques. Descriptive statistics was used to analyze and interpret the data with the help of Statistical Packages for Social Sciences (SPSS). Data was presented in form of tables. The study established impacts of strategies on management of students, the role of school principals in provision of strategies on management of students and, finally, analyzed strategies that can be used to manage students in mixed day secondary schools in Nyamira North District.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter begins by examining the background to the study. Then it is followed by the statement of the problem, the purpose, the objectives, research questions, the assumptions, the significance, the limitations and the scope of the study as well as the theoretical framework and the conceptual framework to the study. Finally, the chapter concludes with the definition of significant terms in the study.

1.1 Background to the Study

Management is the process of planning, organizing, directing and controlling the activities of employees in combination with other resources to accomplish organizational objectives (Steers et al, 1994). To Drucker (1979) management is tasks, a discipline and also people. To Okumbe (1999) the nature of management is variable. Management relates to all activities of the organization and is undertaken at all levels of the organization.

Management is seen best, therefore, as a process common to all other functions carried out within the organization, such as in a school where students have to be managed (Okumbe, 1999). The Ministry of Education (1998) refers to these activities as sub-tasks which, according to Waweru (2005), have to be performed as part of the managers' responsibilities. The sub-tasks include student guidance and counseling, discipline, welfare services, inventory, files and attendance, enrollment and participation as well as appointment of student leadership system.

Additionally, Okumbe (1999) asserts that every school must identify and pursue two types of goals; the outcome or performance goals and the school maintenance goals. When schools strive to appear among the top performers in national examinations they are actually aiming at achieving their performance goal (Griffin, 1996). The maintenance goals refer to those activities which are necessary to sustain it and ensure its survival. Such goals include maintenance of high academic and disciplinary standards, good performance in co-curricular activities, and ensuring the maintenance of an endearing public image.

However, there may be hitches towards achieving organizational goals as Rudyard et al (1961) noted that the secondary school population is comprised of a variety of students who represent a variety of a cross-section of the population. It is open and available to all youth who desire to attend. The pupils come from homes representing all vocations and social strata. They vary in all the ways it is possible to vary, ranging from one extreme to another in all tracts, capabilities, characteristics and personality types. The implication of this is that the management of students in schools calls for a thorough task that will involve the use of a complex of organizational strategies which must work in harmony for the realization of the school goals. It is indeed up to the school management to harness the various known existing student management strategies in order for the individual schools to utilize them and consequently succeed in managing the students. The more the school management knows about the existence of such strategies and maximize their utilization, the more the schools will be enabled to manage the students effectively and consequently help the students develop normally a part from leading to the overall success in the management of schools (Republic of Kenya, 1999).

The researcher was interested in carrying out an analysis of strategies used in the management of students in mixed day secondary schools. This will enable school stakeholders to discover the impacts such strategies play in the management of students in mixed day secondary schools. It will also enable the school principals to appreciate the role they play with relation to the provision of student management strategies in the schools. Nyamira North District, Nyamira County (NND/NC) was convenient for the study because the district is encountering student management related issues (MoE, 2005). Even though students are unique in nature schools still require similar inputs (strategies) which will lead to their effective management. It is the strategies leading to the management of the students at the center of the research.

1.2 Statement of the Problem

The management of students is a difficult and complicated process (Ministry of Education, 1998). Being the key stakeholders in a school and the entire education system, students are to be managed effectively if the educational objectives are to be realized. They are the epicenter of all the school programs and without whom other school organs can not function (Ministry of Education, 1998). An ineffective student management has resulted to some school managers finding themselves in a dilemma as the students take advantage and begin to engage in various acts of indiscipline. This leads to wastage of time and resources (Government of Kenya, 2001). Mixed day secondary schools (MDSS) in Nyamira North District have students with management deficiencies ranging from chronic absenteeism/lateness, unjustified migration from one school to another, improper use of leisure/free time, drug abuse, bullying, boy-girl relationships including pre-marital sex and sex related issues leading to early pregnancies/marriages and school drop outs, failure to

complete tasks and stealing among others (Ministry of Education, Science and Technology, 2005). It was therefore imperative to investigate the strategies used in the management of students in schools with special reference to mixed day secondary schools in Nyamira North District, Nyamira County.

1.3 Purpose of the Study

The purpose of this study was to investigate the strategies that affect the management of students in mixed day secondary schools in Nyamira North District, Nyamira County (NND/NC).

1.4 Objectives of the Study

The study was based on the following objectives:

- a) To establish the impacts of strategies on the management of students in mixed day secondary schools in Nyamira North District, Nyamira County.
- b) To establish the role of school principals in provision of strategies on the management of students in mixed day secondary schools in Nyamira North District, Nyamira County.
- c) To analyze the strategies used to manage students in mixed day secondary schools in Nyamira North District, Nyamira County.

1.5 Research Questions

In order to achieve the stated objectives, the study was guided by the following research questions:

- a) What are the impacts of strategies on the management of students in mixed day secondary schools in Nyamira North District, Nyamira County?

- b) What is the role of school principals on provision of student management strategies in mixed day secondary schools in Nyamira North District, Nyamira County?
- c) What are the strategies used to manage students in mixed day secondary schools in Nyamira North District, Nyamira County?

1.6 Assumptions of the Study

The study was based on the following assumptions:

- a) There exist varied strategies in the management of students in schools
- b) The application of strategies in the management of students vary school to school
- c) There exist various perceptions on the strategies in the management of students among students/prefects, class teachers and school principals
- d) Students can be effectively managed with a proper utilization of certain combined student management strategies

1.7 Significance of the Study

This study was to analyze the strategies used on the management of students in schools. This will be important for the following reasons: First, it will improve on the utilization of the factors for the management of students in schools. Second, it will help the school management, principals, teachers and others to understand the existence and the importance of certain strategies for the management of students in schools. Third, it may provide valuable information to the Ministry of Education (MoE) to initiate policies aimed at strengthening the strategies of managing students in schools. Fourth, the school sponsors and other stakeholders will benefit from the research as they are part and parcel of the management of the students.

1.8 Limitations of the Study

The study was to be narrowed to the district level although similar research is required for the entire country. The study was only to be limited to mixed day secondary schools in Nyamira North District although similar research would have been carried out in all types of schools in the country; thus the findings from the selected schools was not to be generalized to all other schools without caution. Interviewees might have been skeptical in giving information however much the researcher would have briefed them on the importance of the data to be collected as this may have exposed their ignorance or some form of negligence in their duties. Finally, the study was limited to strategies which schools are expected to apply with the aim of managing students in the schools.

1.9 Scope of the Study

This is simply the boundary limitation of the study (Orodho, 2004). The study was to be confined only to head teachers, class teachers, class prefects as well as the form three and form four students (because of their assumed long stay in the schools) in mixed day secondary schools of Nyamira North District, Nyamira County. It was to focus in establishing the impacts of student management on academic performance in mixed day secondary schools in Nyamira North District, Nyamira County. In the study, the researcher was also interested in knowing the role of school principals on the management of students in mixed day secondary schools in Nyamira North District, Nyamira County. Finally, the study was to analyze the strategies used to manage students in mixed day secondary schools in Nyamira North District, Nyamira County.

1.10 Theoretical Framework

The study used the Ludwig von Bertalanffy Systems Theory. Systems Theory was initially developed in the 1940s by the Austrian-born biologist Ludwig von Bertalanffy, as a rigorous method of describing the structure and mechanisms of the complex systems and it was furthered by Ross Ashby (Bertalanffy, 1968).

A system is an organized collection of parts or sub-systems that are highly integrated to accomplish an overall goal. The system has various inputs, which go through certain processes to produce certain outputs, which together, accomplish the overall desired goal for the system. A system is usually made up of many smaller systems or sub-systems. For example, an organization is made up of many administrative and management functions, products, services, groups and individuals. If one part of the system is changed or reduced from the whole, the nature or effectiveness of the overall system is often changed. Systems range from simple to complex. Complex systems, such as social systems, are comprised of numerous subsystems as well. These subsystems are arranged in hierarchies, and integrated to accomplish the overall goal of the overall system. Each subsystem has its own boundaries of sorts, and includes various inputs, processes and outputs geared to accomplish an overall goal for the subsystem. Complex systems usually interact with their environments and, thus, are open systems. A high-functioning system continually exchanges feedback among its various parts to ensure that they remain closely aligned and focused on achieving the goal of the system. Communication in this perspective can be seen as an integrated process; not as an isolated event. If any of the parts or activities in the system seems weakened or misaligned, the system makes necessary adjustments to more effectively achieve its goals (Bertalanffy, 1968).

A school is a system because it has a set of parts which interrelate to make the whole. On the basic roles of a school head teacher, there exist six major management task areas which includes management of curriculum and instruction, management of finance, management of physical and material resources, management of personnel, management of school-community relations and the management of students. Also people in a school system keep on interacting and are dependent on each other for the goal of producing an able child. A school needs the inputs, processes and outputs which are basic elements of a system. Learners are the inputs put in the school and are processed through teaching to come out as educated individuals. The entry behavior of a learner will affect the performance, thus causing either dissatisfaction or contentment among the people in the environment (parents, sponsors, and community).

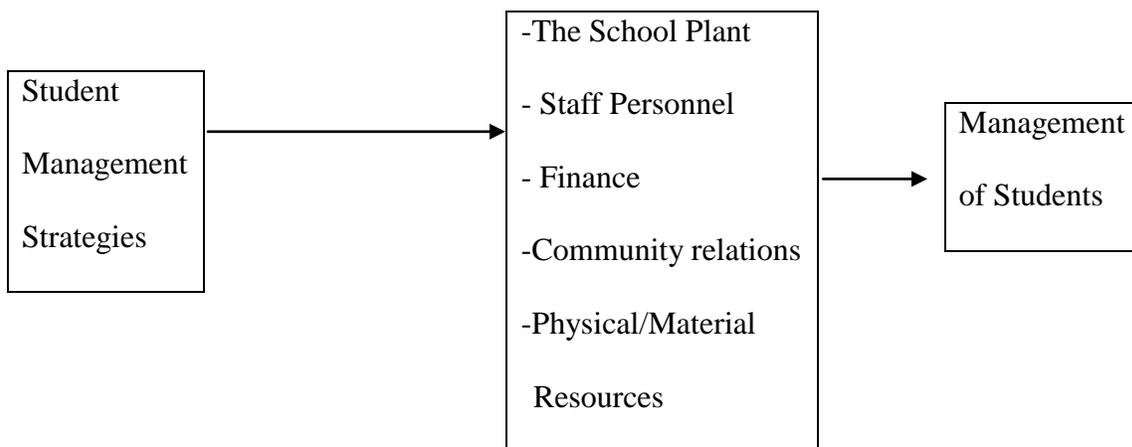
According to Koontz (1988) the inputs are all that come from the external environment and may include students, capital, managerial skills, as well as various groups of people who make demands on the school. The process is when the inputs (students) undergo transformation through teaching and learning (process) in order to produce (outputs) educated citizens. The outputs are the end results of the educational process and these are educated individuals who are well adjusted and ready to satisfy the needs of the society. Students who are termed to be failures from the education system are just as normal as every system has got wastage.

The feedback makes it possible for a school to maintain its expected outcome. It has to be accurate and decisive, and any diversion from the objectives is reported to the elements responsible for rectifying the errors.

1.11 Conceptual framework

A school can be conceived as a system. In its management, a school has administrative tasks that can be conceived as subsystems in the school management. These include the management of the school plant, the management of curriculum and instruction, the management of the staff personnel, the management of the students, the management of finance and, finally, the management of community relations; whose groups of activities regularly interact or inter-relate. Trying to reduce or alter any of these tasks (sub-systems) will reduce or alter the overall management of the school.

Figure 1.1: Relationship between strategies and the management of students



Source: Adapted from Owens, Robert A. Organizational Behaviour in Education, 1981, pg 64.

In figure 1.1 the independent variables are strategies schools use in managing students. They are the strategies affecting the management of students in schools. This study was intended to analyze student management strategies on the management of students in MDSS. From figure 1.1, the utilization of student management strategies may play an important role in the

management of students in MDSS. However, other factors in the school management tasks may be intervening in the management of the students, such as the school plant, staff personnel, finance, physical/material resources and community relations. Therefore, the strategies affecting the management students together with other intervening factors lead to the desired management of students.

1.12 Definition of Significant Terms

Class prefect- A student in charge of a particular class

Class teacher- A teacher in charge of a particular class

Effectiveness- Refers to the extent strategies are used towards the management of students in schools

Strategies - refers to all factors influencing the management of students in schools

Inputs- Refers to all the society puts into schools including students and staff personnel, material resources and finance.

Management- This is the process of planning, organizing, directing and controlling of students' activities in order to achieve school goals

Mixed day secondary school- Refers to secondary schools enrolling both male and female students and operates only during the day

Outputs- Refers to what society gets from schools. These are the end results of the educational process and include educated individuals who are well adjusted and ready to satisfy the needs of the society.

Overall performance- Refers to all that schools achieve in academic and non-academic activities

School- Refers to an organization with at least ten students whose major objective is to receive instruction

School managers – Refers to the Board of Governors, Parents-Teacher Association and sponsors among others

Stakeholders – These refers to parents, students, guardians, teachers, PTA and BoG, sponsors, employers and the general leadership in the area.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provides a review of the related literature to the study problem. It focuses to establish the impacts of student management strategies on the management of students in schools. It also discusses the role of school principals on the provision of student management strategies in schools. Finally, the chapter analyzes the strategies used to manage students in schools.

2.1 The Impacts of Strategies on the Management of Students in Schools

There are various impacts that are associated with the use of student management strategies in schools. This can be either positive or negative.

On the negative side, indiscipline is a major consequence of the management of students whenever there is a lack of the use of strategies in schools. Acts of students' indiscipline in the schools interfere with the smooth running of the institutions towards achieving her stipulated goals including academic performance. When misbehavior takes place, the normal learning programs of the students are either slowed or stopped. Routine activities of attending classes and receiving academic instructions from the teachers are hampered and therefore a big loss on the part of the students as they are not able to cover their programmed course within the stipulated time (Hughes, 1971).

Indiscipline activities of students within the school lead to wastage of valuable time and resources that should have been used in productive work. This arise from the

fact that whenever students express severe inappropriate behaviors such as riots or strikes, the stakeholders and the management of that particular school order its closure and students are sent home hence time that was supposed to be used wisely in school end up being wasted at home.

Mutie et al (1999) observed that indiscipline activities among students in learning institutions lead to poor academic performance. This arise from the fact that students invest much of their time and interest in activities that are incompatible with academic pursuits, they end up scoring very low grades in their class work and examination. Consequently that becomes a source of frustration in their later lives.

Acts of indiscipline among students weaken their mental capacity to withstand challenges of pursuing normal learning processes (Kilonzo, 1984). The students are made to develop a negative attitude towards schooling which they eventually perceive to be uncomfortable leading to uncouth behavior. Eventually the students result to drop-out and go to engage in other delinquent activities. This becomes a big waste of human resources. Regoli & Roy (1995) studies reveal that most drop out ended in crime and delinquency.

Hewitt and Jenkins as cited in Hamacke (1995) observed that students who express inappropriate behavior in school are not very popular with their peers. This is as a result of their disruptive behavior that interferes with the harmonious relations with others. As a result the peers, who may not like to be associated with disruptive tendencies, may decide to isolate themselves. Hence the misbehaving students will undergo psychological stress leading to low self-esteem and social concept (Collins, 1998). In many time indiscipline acts are always followed by punishment corresponding to the magnitude of the misbehavior. For instance

students engaging in moderate misbehavior may be dealt with interventions such as suspensions, expulsions whereas those involved in major misbehavior can be charged in a court of law and finally end in imprisonment.

G.O.K. (2001) observed that students' indiscipline in secondary schools may lead to loss of life of other innocent students. For instance the tasks observed that during the students' unrest at St. Kizito School, Nyeri high school, Kyanguli secondary among others, many lives of students were lost and many others survived with untold injuries.

G.O.K (2001) observed that when students express their inappropriate behavior, they normally end up engaging in destruction of properties that costs valuable sums of financial undertakings. Students' misbehavior breeds violence and leads to poor working relationship with staff members (teachers and sub-ordinates) this finally results to mistrust, suspicion and other patterns of behavior that work against harmony (K.I.E, 2004). Students' indiscipline in school leads to wastage of funds which have been invested in the learning programs and facilitates. This arises as a result of vandalism during the strikes and riots.

Students' indiscipline greatly contributes to poor academic and co-curricula performance of the school both at local and national levels. This is supported by remarks by Alliance girls principal who after her school dropped in National Examination of 2006, blamed students indiscipline during third term (Daily Nation March 2, 2007). In some situations, riots result to invading neighboring villages causing mayhem and damage on innocent people. This leads

to poor relationship between the affected neighborhood and the school. This eventually gives a school a negative image in the society (K.I.E, 2004).

Therefore, an ineffective use of strategies on the management of students may pose uncountable challenges within schools and later on the society into which the students, who have now matured, will in the long run be absorbed. In schools this may be exhibited in behavior related cases such as deviancy including, but not limited to, drug and substance abuse, pre-marital sex related issues, chronic lateness / absenteeism, hooliganism, bullying, rudeness and use of abusive language, cheating in examinations, migrating from one school to another, failure to complete tasks, stealing and improper use of leisure/free time among others (Ministry of Education, 1998).

On the positive side, an effective use of strategies on the management of students often leads to discipline and an excellent academic performance (Griffin, 1996), success in extra-curricular activities and, above all, the production of useful morally upright and acceptable men and women who easily fit into the world of work and the entire society in general (Elimu News, 2007). The management of students in schools like other social institutions gives rise to discipline which serves as a vital element in sustaining and perpetuating the growth of schools. The failure to have discipline among students implies that schools are likely to achieve little. According to Makinde (1984) discipline refers to self restraints of individuals for the welfare of all. This therefore implies that discipline develops from within an individual person who has the capacity to think and make wise decision when dealing with others. Collins (1988) observed discipline to be a process of education designed by those in authority and aimed at improving and perfecting behavior. Discipline promotes

orderliness and smooth running of the school in which an atmosphere of peace and harmony prevails. Ruth, Keneth & Gordon (1990) observed that schools that were disciplined worked systematically to attain order in classroom and school environment as a whole.

Discipline plays a key role in making schools realize good performance in their academic and non academic pursuits (Gragey, 1991). It has been observed that good discipline lead to a collaborative efforts of the stakeholder in investing much of their resources in the school system which finally translates to good grades in class work leading to better results in examinations. Discipline in school provides students with a sense of direction in which case they are able to make good use of their time and engaging in desirable behavior patterns acceptable in society and avoid those that are detrimental to their own personal growth (K.I.E, 2004). Discipline in school systems helps students to develop good behavior, creates a friendly atmosphere where interpersonal interactions take place (Lutomia & Sikolia, 2002). Good behavior enables students to make choice of their future careers at an early stage. This is made possible by the fact that disciplined students have the capacity to decide on the type of career that is suitable for their future prospects (Chandra, 2002).

Discipline in school lays a good recipe for good use of resources (Neville, 1989). It enables utilization of school resources to the maximum level and therefore wastages of time and facilities are avoided. Collins (1988) notes that discipline among students in school promote self-esteem, self concept of the individual members and the school as a whole. This further creates a good public image of the school resulting to many people preferring to identity themselves with the institutions. Discipline within the secondary schools set up help the institutions to advance in terms of increasing infrastructural facilities

(KIE, 2004). Discipline in secondary schools enables students to guard themselves against vices such as cheating and impersonation in the examinations (Mutie & Ndambuki, 1999).

2.2 The Role of School Principals in the Provision of Strategies on Management Students in Schools

The principal / head teacher (HT) has many roles to perform in the provision of strategies in order to create rapport environment on the management of students in their schools. It is the responsibilities of HTs to establish and maintain acceptable pupil behaviour. HTs, in consultation with teachers, should develop plans for promoting good behaviour. He/she should put strategies in place to ensure that proper monitoring of pupil behaviour. The HTs should work closely with the school community and parents to ensure proper behaviour of pupils. It is also the responsibility of HTs as well as teachers to act as parents to ensure the safety and security of pupils within the school (MoE, TSC, 1993).

However, HTs may encounter some challenges in this line of duty such as insecurity especially in areas of clashes as happened in Mount Elgon region, Burnt Forest and Molo among other places; uncooperative parents who may incite their children to rise against HTs or some of the teachers; an inadequate or incompetent role of Guidance and counseling; a negative influence of tourism such as sex tourism and drug abuse as happened at the Coast Province; and cultural tendencies such as pastoralism, fishing and early marriages among others. As such HTs have to accomplish the following roles in provision of strategies in schools with a view of managing students.

2.2.1 Organizing and Accounting for Students

The HT is not only a manager of teachers and the auxiliary staff but also of students. He enrolls the right students using specified criteria as well as ensures that an optimum number of students are admitted in accordance to MoE policy to avoid overcrowding which may cause indiscipline in the school (GoK, 2001). Through delegation the HT manages the pupil sensors and daily attendance in all school activities. The HT is expected to create and maintain accurate and up-to-date records of all students in the school, including the keeping and maintenance of a cumulative record of every individual student in the school bearing their complete and detailed information as this is important in monitoring the child in all aspects in order to ensure a proper learning environment that facilitates and enhances the teaching and learning program (MoE, TSC, 1993).

2.2.2 Provision of Student Services

Student activities are not fully appreciated and understood by some educational stakeholders who do not see that they are related to the curriculum program. However, such activities are accepted as being indispensable and integral components of the total school program (Elimu News, 2007). These include clubs and societies, sports and games, drama, guidance and counseling, lunch, transport and medical services among others. The HT's role is to ensure proper planning, provision, and evaluation of these activities in consultation with his staff.

2.2.3 Managing Student Behavior

Teaching and learning program can only be undertaken where there is discipline. However, this is not true in many schools as there are cases of indiscipline. The role of the HT is to establish and maintain acceptable student behavior. In consultation with the teachers, HT's

should develop plans for promoting good behavior in the school. HT's should put strategies in place to ensure proper monitoring of pupil behavior. They should also work closely with the school community and parents to ensure proper behavior as well as the safety and security of the students in the school (Okumbe, 1999). The HT should also promote the welfare of all the students in the school through appropriate guidance and counseling (GoK, 2005). Each HT should establish a guidance and counseling program and that the school heads can delegate guidance duties to all the subject teachers and appoint a teacher / counselor who will organize and co-ordinate guidance services. Because the teacher / counselor will in all probability not be a specialist in guidance, it is important to select someone who shows interest in this subject and who is mature, stable in character and sympathetic to the problems of pupils (MoE, 1998).

2.2.4 Disciplining Students

Discipline is the process of correcting behavior. The HT provides rules and regulations to guide the conduct of students in order to ensure that there is proper discipline in school (Edwards, 1975). All stakeholders of the school formulate them. School rules and regulations can be derived from the general constitution of the country and there should be clear penalties stipulated whenever a certain offence has been committed (MoE, 1998).

Discipline progresses well when the HT is a role model. He should be morally upright and be a person of integrity, thus being a good example to teachers, students and the community (RoK, 2001). Discipline should be carefully administered (Standard, Thursday 13th May 2004). The HT should exercise disciplinary functions as authorized by the full BoG minutes (RoK, 1986).

For proper management of discipline in the school, the HT should involve the staff, the students and BoG in developing a reasonable code of discipline which should take into consideration the school aim, mission and motto, the psychology of the students, gender, special needs of certain children, the ethos of the local community and the aspirations of the nation among others. Their formulation should also be guided by the existing government policies and principles of management. The rules and regulations should be stated precisely, realistic, brief, simple, consistent, enforceable, few and reflective of the expectations of the society (MoE, 1998).

The HT should also strengthen guidance and counseling services, encourage spiritual guidance, hold open forums, erect suggestion boxes as well as strengthen school fence (MoE 1998). Discipline progresses well when the HT is a role model. Indeed the HT should lead by example. The HT should be morally upright and be a person of integrity and hence a good role model to teachers, students and the community (Republic of Kenya 2001). School heads are still administering torture punishment on students which may cause indiscipline. Therefore discipline should be carefully administered (Standard, Thursday, 13 May, 2004). The HT of an institution should exercise disciplinary functions as authorized by full board minutes (Republic of Kenya, 1986).

2.2.5 As a Link of Communication

The HT links all stakeholders in the school (Eshiwani, 1993 & TSC Image, 2004). He communicates within and without the school to promote the school relations with the outside community. He is the mediator and coordinator of school-community relationships (Olembo, 1992).

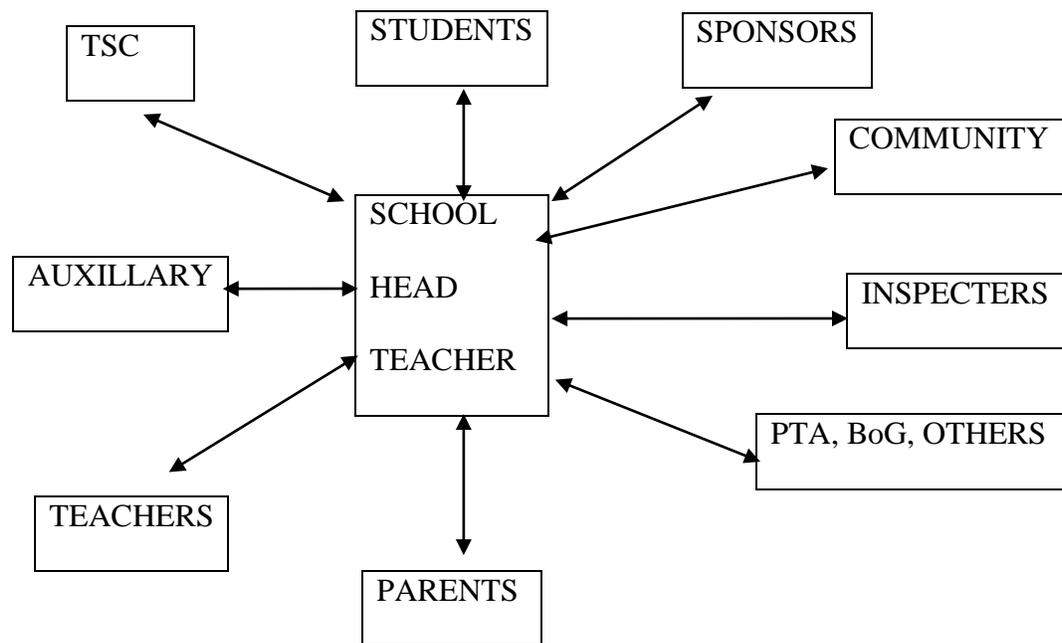
The HT manages students better if he consults them from time to time and keeps them informed about what is going on in the school. He has to communicate with many people including parents and District Education Officers among others (Olembo & Cameron, 1986).

HTs should make adequate consultations on policy changes and make the affected groups understand such changes. Lack of clearly established communication channels in a school and where the freedom to express opinions by students is curtailed, mistrust among them and the administration are created. Such a situation may not arise if the head teacher adequately consults with students (Republic of Kenya, 2001).

For proper relations, the head teacher gives all stakeholders including students in the school opportunity to express their feelings. He / she should cultivate democratic and participatory environment in the school, encourage regular meetings where teachers and students are allowed to air their views as part of grievances and suggestions while the school administration can get the opportunity to expound on her policies (Republic of Kenya, 2001).

HTs are discouraged from using students as spies on other students or teachers but should instead utilize meetings and suggestion boxes for proper communication, hence creating good relations within and without the school. Figure 2.1 illustrates the head teacher as the centre of communication in a school.

Figure 2.1: The head teacher as centre of communication in a school.



Source: Adapted from Eshiwani, G. Education in Kenya since Independence, 1993.

The HT acts as a communication link between various stakeholders and the students in the school. Figure 2.1 demonstrates that the HT is at the center of communication from within and from without the school. He takes advantage of his position to manage the students through and with various school stakeholders.

2.2.6 Provider of Physical Facilities

The physical facilities available in school are provided and maintained by HT in collaboration with school management committees and other stakeholders. Indeed, it is the responsibility of the HT to initiate the provision of such facilities depending on priority. School administrators must be both managers and leaders. As managers they must ensure that fiscal and human resources are used effectively in accomplishing organizational goals

(Kowalski and Reitzug 1993). Therefore, the availability of physical resources is the responsibility of the school managers. These resources should be utilized for the fulfillment of school goals.

Management is typically worker supervision, supervision of resources and resolving conflicts that interfere with the achievement of goals. It is a process of implementing strategies and controlling resources in an effort to achieve organizational objectives. School resources should be acquired carefully with proper planning to avoid wastage (Koointz and Donnell, 1959, in Mwangi, 2003). The success of any HT depends on his ability to manage resources well which includes physical resources such as playfields, classrooms, laboratories, kitchen, dinning halls, swimming pools and human and financial resources (RoK, 1999).

2.2.7 As Controller of School Finances

The HT is mandated to collect and spend school funds with regard to the management of students (Olembo, 1992). The practice of sending children home regularly has been solved with the introduction of free funds especially in day schools (Elimu News, 2007). A lack of transparency and accountability in the collection and expenditure of school funds will lead to poor management of students in the long run as essential provisions such as teaching-learning materials, examination materials and meals among others can not easily obtained (RoK, 2001).

2.2.8 As Manager of Staff Human Resource

The principal is responsible for the management of his staff. He recruits an efficient staff and supervises how they perform their duties. He also motivates staff members for the achievement of academic goals. Besides that, he is also responsible for staff appraisal. He

gives appraisal to the performance of the staff members at the end of every year. He is responsible for day-to day assignment of duties and supervision of staff. For him to be successful he should have proper Curriculum Based Establishment (CBE) for the school. This will enable him to distribute the workload equally among his staff. Teachers are therefore required to obey the directives of the HT for the smooth running of the school (Republic of Kenya, TSC Code 2005). A teacher shall be required to obey the directives given by the commission's agent and the HT. He is mandated as the secretary to the board to institute disciplinary measures against any indiscipline teacher (Republic of Kenya, TSC Code 2005). As a supervisor, the HT needs each member of staff to instill his own effort towards the achievements of the school goals (Shukla in Mbaabu, 1983). Likewise, the HT and his deputy have a central role in the appointment of colleagues to the school. They ensure that the school is well equipped with the staff human resource that is conversant with the current trends in education. This can be achieved through capacity building workshops (Sayer 1987). He plays the role of referee and a coach in school administration. He mobilizes all stakeholders (Fayol in Dublin, 1989). A head must possess a high quality leadership because like a general he cannot win the battle by himself but only by inspiring those with whom he serves. He should therefore delegate his duties properly (Farrant 1980).

2.3.1 As an Instructional Supervisor

Instructional supervision is the process of setting objectives and ensuring that they are effectively achieved in any learning institution. The principal is concerned with the manner in which instructional programs are carried out at school. He supervises how instructions are offered at school. The principal supervises both teachers and pupils as human resource and

organizes materials for learning. He administers the resources toward achieving certain goals as they are formulated in the school objectives (Okumbe 1999).

A good system of supervision is essential to any school system and is particularly important when a large proportion of the teachers are without adequate training or educational standing (Republic of Kenya, Ominde Report, 1964). Principals need to ensure that there are systems in place for curriculum monitoring. Therefore, the HT should closely monitor the implementation of the school curriculum (Fiddler and Alton, 1999).

2.2.9 As a Curriculum Implementer

Any instructional program in a school should be decided upon with greater consultation with the Ministry of education. Once it is agreed, the principal implements the policy at school level. The HT is a teacher and an administrator. He ensures that the school achieves its academic goals. He, in particular must check on the teaching standards by referring to the schemes of work, lesson plans, lesson notes, records of work done by teachers and also pupils' exercise books (Eshiwani 1993).

Many parents want HTs responsibility to be restricted to professional implementation of the academic programs. Effective principals set high standards and create incentives for pupils and transmit the belief that all pupils can achieve at a high level (Williams 1992). For this reason, HTs set targets for everybody in a school. HTs must understand what is meant by the curriculum and its delivery. They should know more about key statutes that provide the framework for education policy and its structure (Republic of Kenya, 1999).

HTs always inspect how teaching is being done (Shukla, in Mbaabu, 1983). HTs need to ensure that there are systems in place for curriculum development and monitoring (Fiddler and Alton 1999). For HTs to succeed they must have knowledge particularly in the teaching profession. They should have expertise superior to that of their teachers. They should therefore lead by example in the teaching-learning process (Cronin and Hailer 1973, in Mbaabu, 1983). A good school has a good principal who is an educator rather than merely a manager (Silver, 1994).

An HT should not expect his staff to reach standards he does not himself maintain (Olembo and Cameron, 1986). An effective principal for the 1970s was to tackle active roles in program development, human resource development and community development. He was a team leader in developing educational programs for his school; he was supposed to demonstrate a high degree of intelligence (Cronin and Hailer, 1973, in Mbaabu, 1983). The HT is expected to demonstrate superior intellectual, moral and mature characteristics in his role as the head of an institution and an educator (Olembo et al 1992). HTs should ensure that schools succeed in their activities and their objectives. They should ensure that the correct syllabus and correct curriculum is taught and covered at the right time (KIE, 1987).

2.3 Strategies Used in Schools to Manage the Students

There exist many different strategies that schools use on the management of students. The research has explored in detail student services as major strategies schools ought to provide with a view of managing the students in schools. The research has also demonstrated the extent to which student services are expected to be provided and the consequent importance.

Student services may be many and varied. They include curriculum and instruction, student attendance and record keeping, evaluation of student progress, guidance and counseling, report of student progress to parents / families, extra-curricular activities' program, classroom welfare, health and sanitation, spiritual welfare, canteen and discipline services among others.

2.3.1 Curriculum and Instruction / Teaching Services

The Education Act (Republic of Kenya, 1968) defines curriculum as all subjects taught and all the activities provided at any school and may include the time devoted to each subject and activity. The secondary school curriculum is divided into forty five to fifty periods per week. It is a five-day-week consisting of nine to ten periods per day. The department of Quality Assurance and Standards in the MoE determines the number of lessons per subject. However, secondary school students must be taught for not fewer than the specified lessons per subject per week (Waweru, 2005). This is made possible by the timetable which should have proper subject balance, allows for changes when the need arises, shows the subject, period and room to be used by each class, has double lessons allocated to practical subjects and it should be made learner-friendly among other factors.

To supplement normal classroom teaching, a preparation timetable may be prepared. This will allocate particular subjects on particular days of the week and should be supervised by the teacher on duty with the help of class prefects. This timetable if well utilized can be quite useful for remedial teaching or for day students to do their private studies. The head teacher has the overall responsibility of ensuring that students in the school are taught the prescribed curriculum and that all lessons are attended to and that the correct syllabuses, proper schemes

of work, records of work and other records are implemented and well maintained (Waweru, 2005). This enables maximum utilization of school resources and avoids wastage of time and other resources (Neville, 1989) and will translate to better results in examinations.

However the absence of a clearly established delivery of curriculum and instruction program in a school leads to loitering, idleness, noise-making, gossip, fighting, stealing, bullying and confusion among students (Waweru, 2005). This may also lead to some of the students shifting to another school with the hope of receiving better curriculum services.

2.3.2 Guidance and Counseling Services

Guidance and counseling prepare students to assume increasing responsibility for their decisions and grow in their ability to understand and accept the results of their choices (Lunenburg et al, 2006, citing Baker, 2004; Cobia, 2002; Sciarra, 2004 & Thompson, 2002). It is the overall responsibility of the school HT to ensure that the school offers guidance services to all students (MoE, 1998). Lunenburg et al (2006) citing Davis (2002), Dollarhide (2002), Hitchner (2002), Parsad (2003), Sandu (2001) and Worzbyt (2004) points out that the aims of guidance and counseling services are similar to the purposes of education in general; that is, to assist the student in fulfilling his basic psychological needs, understanding himself and displaying acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, and providing opportunities to gain independence.

The MoE (1998) has identified six guidance services geared towards the management of students in schools: One, *Educational guidance* which requires that students must develop skills that will assist them as they learn. Its focus is to promote the growth of the individual

by self-direction. Advice must be constantly offered on areas such as choice of subjects, use of libraries, and adjustment of school life to other activities: Two, *Career / vocational guidance* where planning for the future, combating career stereotyping, and analyzing skills and interests are some goals students must develop in school. It includes giving students the perspective of occupational fields; helping students determine their vocational interests; helping students gain information about occupation in which they are especially interested; helping students analyze their abilities, aptitudes, and personal qualifications. It is also imperative for schools to recognize the limitations of vocational choices in the country and advise the students accordingly. This will avoid future frustrations, scarcity of job as well as further educational opportunities that must be brought home to the students before leaving the school. It should be borne in mind that not all students will get their first choices in careers or further education and training. This reality must be brought into focus so that each student will evaluate both his limitations and opportunities: Three, *Counseling service* which is designed to give the students the best opportunity for self-study, decision-making, planning and the resolution of personal problems. The service should provide students with opportunities to look objectively at their problems: Four, *Information service* which includes developing student interests in the world of work and in the many activities used by people for earning a living. It also provides information about the many opportunities open to young people in various institutions among which choice may be made. This stimulates students to give careful consideration to various educational and vocational possibilities open to them: Five, *Appraisal service* where accurate records must be kept on each student and the various dates recorded can be useful to subject and class teachers in deciding subject choices as well as the HT for various administrative purposes: and Six, *Referral services* which is designed

to provide the student with specialist help from outside the school. Such assistance may be obtained from doctors, psychiatrists, social and welfare workers and various religious organizations. The absence of a guidance and counseling program in a school leads to problems among students which may lead to misunderstanding by the school management, thus creating animosity between the two.

2.3.3 Student Attendance and Record Keeping Services

According to Lunenburg et al (2006) student accounting is the oldest area of student services. Its beginnings can be traced to the enforcement of compulsory attendance in Massachusetts Law of 1642 and much later in 1852 when Massachusetts enacted the first compulsory attendance law in the United States. From the beginning, this service was primarily an administrative one aimed at keeping students in school. Student accounting has gradually enlarged its administrative emphasis to one of understanding child behavior.

Lunenburg et al (2006) citing Crone (2003) and Kampwirth (2002) observed that non-attendance is becoming an essential part of personnel work, and its occurrences are viewed as opportunities to discover students who need special help. With the introduction of free secondary education introduced in 2008 in Kenya, students are to stay in school and concentrate on their studies without having to take the previous frequent breaks of sending students home to collect school fees (Elimu News, 2008).

An attendance register must be maintained for each class. Daily attendances must be recorded and regular totals kept. Lateness and sickness must be recorded. The register should preferably be called at the beginning of each morning and afternoon session but this does not preclude other periodic checks which the HT may wish to make. The responsibility for

keeping this important record must lie with a teacher and should never be delegated to a monitor or any other pupil. Daily totals, both morning and afternoon, for each class should be displayed in a prominent place near the head's office, so that easy reference can be made to them. The HT or the deputy should check all attendance registers at the end of each school week (MoE, 1998).

Pupils' records are also of great value. A separate file for these records should be kept for each pupil. A still folder is most suitable for keeping all the documents relating to one pupil together with copies of all his school reports. The personal admission number and the name of the pupil should be clearly marked on the outside of the folder. All documents placed in the folder should be given a serial number. When a class moves out of the school, the contents of their folders can then be transferred to a single larger file and the folders used again for a new class. Two copies of all school reports must be produced; one to go to the parents and the other one to be placed on the pupil's file. These reports must show all curriculum subjects and should include the term's mark and an examination mark when appropriate. Comments should be provided by the subject teacher, the form teacher and the HT (MoE, 1998).

An admissions register must also be opened and maintained in every type of secondary school. Every pupil who is admitted into the school must be given a personal number, even if he stays in the school for only a few days. Only one register should be kept, to include all pupils enrolled in the school. This register will be evidence of a pupil's enrollment in the school and the length of his career there. It will also provide documentary proof for examinations' entry purposes of a pupil having been in attendance for the requisite four

years. Personal numbers in this register must follow on from the previous year and must not start again at number one at the beginning of a new school year. This register should include such minimal information as name, year of birth, sex, date of entry, form of entry, parent, address, and date of leaving and reason for leaving. The form in which the pupil was studying when leaving should be included in the comments column. A pupil from one school should not be accepted by another school unless evidence of appropriate attendance at his previous school is produced. This evidence should be retained by the school until such a time when the pupil leaves the school. HTs must ensure that all their candidates have completed all forms / grades before entering them for the final examination (MoE, 1998).

Cheung et al (2000) and Weckmueller (1998) in Lunenburg et al (2006) recommended the following to be included in the student's cumulative records for effective management of students: One, *Personal data sheet* form which will provide pertinent and up-to-date information about the child. This information, most of which can be utilized by the teacher, should include family history (parents, siblings, and home conditions), health history (diseases, illnesses, injuries), and the child's history (courses, grades, excused and unexcused absences, failures and activities): Two, *Parent's report* record which should contain a brief report from parents. This report might include a bit more information about the child's background, including what his problems in school might be, what sort of person he is at home, and any information that might help the teacher do a better job: Three, *The child's self concept* information which may be in form of answers to standardized tests, such as interests and personality tests. The folder should also contain an autobiographical sketch: Four, *Sociogram* which shows the degree of acceptance of the student by his peers. This provides valuable information to the teacher regarding peer group acceptance or rejection: Five,

Behaviour reports folder which should contain periodic objective reports of his behaviour. In the secondary school they would be compiled by many teachers. These reports should never be used against the child, but instead should always be used for the child's benefit: and Six, *Standardized test data* in which a major part of the cumulative record is data collected as part of the school testing program – intelligence, personality, and adjustment, interests, aptitude, achievement, and the like, and interpretation of test results and recommendations for adjustments and remedial work. Such information may help the teacher to better understand each of his students, and it may alert him to some of the difficulties students may experience in the future.

Weckmueller (1998) in Lunenburg et al (2006) has suggested five outcomes that may be reasonably expected from the use of cumulative records in managing students: One, a clearer understanding that the master teacher is a teacher of students, not merely of subject matter: Two, a more systematic focusing of attention on the needs of the individual students in order to help them to become more self-sufficient and independent: Three, a better adjustment of the school and the curriculum to the needs and capacities of every student: Four, a practical use of the appraisal of children and their needs that may result in the solution of some of their problems in school; and Five, a better intellectual and social development of each child so that he may maximize his potential.

2.3.4 Evaluation of Student Progress Services

Evaluation is the means through which a teacher can establish whether the stated objectives have been achieved or not. It can take different forms such as assignments, continuous assessment tests (CATs) and examinations given at the end of the term, year or course among

others (MoE, 2006). Lunenburg et al (2006) observed that testing, evaluation and measuring student progress is a part of every comprehensive student service program. Few people who work in schools would deny that the modern school could operate effectively without some means of measuring and evaluating student progress.

According to MoE (1998) the subject teachers must set work regularly. This work when completed by the pupils must be properly checked, marked and commented on by the teachers. The comments on all written work will be made in the exercise books. The marks for each assessment will be recorded in the teacher's mark books which will be provided by the school. These assessments are important and should not be made on loose class lists. By keeping continuous assessments, the teachers will be able to arrive at a term mark for each student. This mark will be entered in the pupil's report together with an examination mark when that is appropriate. Heads should ensure that the subject teachers are carrying out continuous assessment of the pupils' work (MoE, 1998).

The following is the importance of evaluation in the management of the students (MoE, 2006): One, to assist the teacher to identify difficult areas of study and respond either by varying their teaching methods or giving remedial teaching: Two, to evaluate the effectiveness of teaching and learning methods used: Three, to help identify learners with special needs and act accordingly; four, to motivate the learner as well as the teacher for better teaching: Four, it is used for promotion of the learner from one level of class/education to another: Five, it helps to gauge quality, hence improving and maintaining the standards of the subject: Six, to measure specific abilities such as intelligent quotient: Seven, to discriminate between children of different abilities; to predict suitability of individual

children for particular courses and careers: and Eight, to encourage consistent effort from the pupils throughout the term.

2.3.5 Report of Student Progress to Parents / Families Services

To Lunenburg et al (2006) school principals must ensure a good-home connection because the educational program of a school is limited by the amount of cooperation received from the home. Students are not educated by removing them from all of their activities for eight hours each day and causing them to study the various disciplines. They are educated as they live. This places a demand on the school to be interested in the whole of the student's life – his interests at home, his interests in the community and his abilities and talents as demonstrated in school and in all of the interrelated activities of the school community.

Miller (2002) is cited by Lunenburg et al (2006) that the more congruent the student's school life, home life, and community life, the more nearly the student will be accomplishing the fulfillment of a true education. Guskey (2003) cited in Lunenburg et al (2006) also contends that school newspapers, monthly newsletters, parent-teacher conferences, and teacher and principal visits to the home are methods used to inform the home of school activities and student progress. To him, the report card is another method of informing parents of the child's progress in school and that the value of such reports is unquestionable.

The time and effort involved in preparing them become one of the biggest clerical tasks the teachers must perform. Guskey (2000) & Hirsch (2000) cited in Lunenburg et al (2006) adds that in addition to recording school grades on the report cards, the teacher must devise a standard rating system that is fair, accurate, and consistent.

2.3.6 Extra-Curricular Activities / Programs Services

According to Lunenburg et al (2006) the terms extra-curricular, co-curricular and non-classroom activities have all been used interchangeably to mean experiences or activities such as debate, athletics, music, drama, school publications, student council, school clubs, contests and various social events. This multitude of experiences forms a third curricular – paralleling the required and elective curriculum – and it is well integrated into the daily school program.

Citing Emmer (2001), Fashola (2001), Klesse, (2004), Larson (2004), and Theobald (2000) Lunenburg et al (2006) contend that extra-curricular activities are generally voluntary, are approved and sponsored by school officials, and carry no academic credit toward graduation. These are out of class activities that should be organized when teaching ends in the afternoon, between 4:00pm and 5:00pm, and that they may also take place on Saturday morning. Different activities should be arranged on different days.

HTs should actively encourage both staff and pupils' participation in all those activities (MoE, 1998). Such school activities will only function well when there is an interested member of staff in charge and also when there are enthusiastic pupil officials. The HT should carefully select those teachers whom he wishes to invite to run such activities. He will be able to do this better if he knows the interests of his staff. He can develop enthusiasm by expressing appreciation of the work done in the activities, by taking an interest in them and by giving them what financial support the school can afford. The actual choice of societies in a school will depend upon the facilities at the school, the particular interests of the staff and pupils and the time available. Some examples of clubs and societies are the Presidential

Award Scheme, Christian Union, art, chess, debating, drama, Red Cross, scientific, wildlife and youth farmers. Societies may derive great benefit from association with such national bodies as the Agricultural Society of Kenya, Historical Association of Kenya, Kenya Red Cross, Kenya Mathematical Society, Kenya Science Teachers Association, Wildlife Society of Kenya, National Association of Religious Education Teachers and Kenya National Society for Education through Art (MoE, 1998).

Patrick Khaemba of Maseno Boys School (Elimu News, 2007) observed that music and drama enable the students to develop artistic talents, positive character traits, eloquence and effective communication besides providing an opportunity for entertainment and better use of leisure time. Sports keeps an individual student physically fit besides making him/her grow up in a healthy way and performing well in academics. The MoE has been spending an enormous amount of money annually on extra-curricular activities, a fact proving that the GoK values the performing arts because the arts and sports all over the world are being integrated into the larger spectrum of economic and social development (Elimu News, 2007). Since 1959, drama festival has remained a unique forum through which students express comments on topical issues in art form (Elimu News, 2008).

Lunenburg et al (2006) identified four distinct functions of extra-curricular activities in the management of students: One, *reinforcing learning* – extra-curricular activities reinforce the required course of studies. An activity is used to enrich and extend the work in the classroom. Clubs associated with a subject-matter discipline have considerable reinforcement value. During the course of club activities, specific lessons are reviewed or extended. Words or names are used in a natural setting and mastery is thus enriched, which is precisely the

objective of the languages for instance: Two, *supplementing coursework* – here the curriculum is supplemented with experiences that are not possible in regular classroom settings. Such activities as school dances, drama, student council, chess, publications and sports add opportunities to the total learning experiences as well as worthwhile leisure-time activities to the total learning progress. These non-subject-related activities add to and enrich even the most innovative programs of required and elective courses: Three, *integrating knowledge* – this is because extra-curricular activities tie together many areas of knowledge and experience. They do not provide abstract and isolated pieces of learning, but rather synthesize many aspects of real life situations, such as a school committee commissioned to select a site for business, home farm, inter alia. Through the student activities program, the student learns to deal with many important aspects of a problem: and Four, *democratization* – a rich program can remove barriers and provide for individual and group interaction in a natural setting. The activities offer students an opportunity to participate in administration through the student council, teacher-advisory groups and organized activities. The student council provides opportunities for administrative experience including planning, organizing, initiating and controlling many aspects of school life. Through teacher-advisory groups, an advisory unit is created that becomes the source from which activities flow.

Citing Emmer (2001), Klesser (2004), Larson (2004) and Theobald (2000) Lunenburg et al (2006) observed that through clubs, athletics and intramural sports that emanate from subject-matter disciplines, students develop teamwork and cooperation – ideas of competitiveness in a democratic society. Thus, the point that schools must encourage co-curricular activities as they give learners a chance to discover and nurture their talents. Most schools that excel in co-curricular activities also perform very well in national examinations.

The schools also exhibit a high sense of discipline. Besides students who do well in extra-curricular activities and examinations also end up excelling in their professions (Elimu News, Issue No. 2007). Past winners at the schools and colleges music and drama festivals like Erick Wainaina and Henry Mutuku, the entire women's' volley ball team that represented Kenya in Japan for the World Volley Ball Championships in 2006 was composed of players who had participated in the Kenya Secondary Schools National Sports championships (Elimu News, Issue No. 2007).

2.3.7 Classroom Welfare Services

According to MoE, (1998) the class teacher is in charge of a class and should be the first person on the teaching staff to whom the pupils of that class turn to for advice and assistance. He is concerned with the welfare of the pupils in his class. He should draw the attention of the HT to any grievances expressed by his pupils. He should maintain the class attendance register and supervise the cleanliness and organization of the classroom. He must keep the class informed of any timetable changes and he is usually responsible for the issue of textbooks and the initial issue of exercise books to his class. He must ensure that the report forms of his class are accurately / properly filled / completed for submission to the HT. He should be noting that certificates and reports have no erasure or alterations whatsoever. He will, in consultation with other relevant teachers, assist in the preparation of school leaving certificates, testimonials or letters of recommendations (MoE, 1998). Failure to perform the above duties in the class leads to misunderstanding of the students and inability of teachers to manage them effectively.

2.3.8 Health and Sanitation Services

The school nurse handles minor cases of sickness in the school. Many schools have a dispensary where minor cases of sickness are attended. Serious cases are reported to the HT and his deputy who should take the appropriate action to ensure the concerned student gets the required medical attention. In schools without a nurse, all teachers particularly the teacher on duty play an important role in attending to cases of sickness among students (Waweru, 2005). The lack of a well managed health and sanitation program leads to chronic absenteeism and migration of students to other schools citing health related problems as well as pregnancies among students that are belatedly noticed when abortions are done or school drop outs have been discovered.

2.3.9 Spiritual Welfare Services

This is a constitutional right which every individual student should enjoy. In secondary schools, the spiritual well being of students is catered for through providing opportunity for the students to access places of worship such as churches or mosques. Within many schools, prayer services are regularly held. These are complemented with activities carried out by religious based associations such as the Catholic Association, Christian Union and Young Muslim Association among others (Waweru, 2005). Spiritual welfare of students leads to self respect of individuals and respect of others, thus creating harmony among all and sundry in the school; hence creating the foundation of managing students effectively.

2.3.10 Canteen Services

A good school canteen can help contain students within the bounds of the school and reduce opportunities for indiscipline provided by visits outside the school to buy provisions. It also

saves on time which students can utilize for studies or other school activities. The canteen services should be closely monitored because some of them may end up being used to peddle drugs and other illicit substances (Waweru, 2005).

2.3.11 Discipline Services

This is a system of training the mind and character so that the individual is guided to make reasonable decisions in a responsible manner (MoE, 1998). Good discipline among the students will lead to obedience, self-control and the development of an attitude of cooperation and being accountable for their behavior and action, thus enabling the HT and his staff to control the students in order to achieve the desirable behavior and results. Lack of discipline among students interferes with the smooth running of the institutions towards achieving the stipulated goals as the normal learning programs are either slowed or stopped (Hughes, 1971). Indiscipline leads to wastage of valuable time and resources as well as poor academic performance (Mutie et al, 1999).

Kilonzo (1984) observed that indiscipline weaken the students' mental capacity to withstand challenges of pursuing normal learning processes, thus leading to school drop outs and delinquent activities (Regoli & Roy, 1995). It also leads to loss of life and destruction of property (GoK, 2001), low self esteem and social concept (Collins, 1998) as well as suspensions and expulsions in schools and judgment in law courts which consequently leads to imprisonment.

2.4 Summary

The literature review was made on the impacts of strategies on the management of students in schools. It also discussed the role of school principals in provision of strategies on the management students in schools. Finally, the chapter analyzed in detail the strategies used to manage students in schools.

The review was based on local, national and international views. The literature review revealed various gaps that the researcher sought to fill. The previous studies collected data on student services in schools but did not look at the services as strategies that can be utilized to manage students in the schools. In this study, the major goal was to analyze strategies that affect the management of students in mixed day secondary schools in Nyamira North District, Nyamira County (NND/NC). Views were collected from form three and form four students, class prefects, class teachers and school principals.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This study was aimed at analyzing strategies on the management of students in mixed day secondary schools. The chapter provides an outline of research design that was used. It provides information about the location of the study, population, sample and sampling procedures, study instrumentation, data collection procedures, and data analysis.

3.1 Research Design

The study was a descriptive survey employing *ex-post facto* design. The choice for this design was because it would assist the researcher in collecting quantifiable information from the existing phenomenon without manipulating the variables (Frankel and Wallen, 1991). To Orodho (2004) descriptive survey design is most relevant in broad subjects under study. The study employed *ex-post facto* research design that involves a systematic empirical enquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred and they are not manipulative. The researcher was not to subject the respondents to any treatment before and after the study (Mugenda and Mugenda, 1999). In this study the strategies on the management of students in schools is already in existence and so is the management of students; thus, there is no manipulation of variables.

3.2 Location of the Study

This study was carried out in Nyamira North district, Nyamira County, Kenya. The district had been chosen because it had mixed day secondary schools that had the characteristics required in the study. The district had 29 mixed day secondary schools and the impacts of the management of students are being experienced.

3.3 Population of the Study

The population of study was all the 29 mixed day secondary schools in Nyamira North district. The target population was 2016 which included 901 form three students, 854 form four students, 116 class prefects, 116 class teachers and 29 head teachers. The distribution of the target population in Nyamira North district is shown in table 3.1.

Table 3.1: The distribution of target population in Nyamira North district

SN	Target Population	Total
1	Form three students	901
2	Form four students	854
3	All class prefects	116
4	All class teachers	116
5	All school principals	29
Total		2016

Source: District Education Office, Nyamira North District, Nyamira County, 2011

3.4 Study Sample Selection

The 29 mixed day secondary schools were selected through simple random sampling. This was to involve giving a number to every school, place them in a container, mix them and then pick any 6 numbers at random. The schools corresponding to the numbers picked were included in the sample. The method was appropriate because it provided equal chance for each school to be selected (Mugenda and Mugenda, 1999). From the six sampled schools, purposeful sampling of 6 head teachers, 24 class teachers and 24 class prefects were included as respondents because they had the information required in the study (Frankel and Wallen, 1991). According to Bell (1993), the minimum sample size should be at least 10 percent of the target population. From a total 1755 form three and form four students, 176 students were considered appropriate for the study. From an equal population of form three and form four students from the six sampled schools, a study sample of 120 students were selected using Kathuri and Pals (1993) table (see Appendix VI). To take care of gender, boys and girls were proportionally selected (Mugenda and Mugenda, 1999) from form three and form four students. See the illustration in table 3.2.

Table 3.2: Selection of schools and sample size

Schools	Form	Form	Form	Form	Class	Class	Head	Total
	Three	Three	Four	Four	Teachers	Prefects	Teachers	
	Girls	Boys	Girls	Boys				
Enkinda	5	5	5	5	4	4	1	29
Kenयोरो	5	5	5	5	4	4	1	29
Eronge	5	5	5	5	4	4	1	29
Biego	5	5	5	5	4	4	1	29
Egentubi	5	5	5	5	4	4	1	29
Matongo	5	5	5	5	4	4	1	29
Total	30	30	30	30	24	24	6	174

3.5 Instrumentation

The researcher used three different questionnaires that were administered to three groups of respondents in the selected schools. They included one to form three students, form four students and class prefects, another to class teachers and the third to school principals (see appendix III – V). The questionnaires were of Likert type where each item was followed by any one of the five responses of ‘Strongly agree’, ‘Agree’, ‘Undecided’, ‘Disagree’ and ‘Strongly disagree’, and self scoring questions. The response questions carried 5, 4, 3, 2 and 1 scores for a favorable statement and the reverse for an unfavorable statement. The three questionnaires administered had sought responses from the students / class prefects, class teachers and school principals about the impacts of student management strategies on the

management of students, the role of school principals on the provision of student management strategies and the strategies used to manage students in mixed day secondary schools in NND/NC. Questionnaires were the most relevant instruments because they were easily administered.

3.6 Piloting

The items of the questionnaire were drafted using simple English language so as to avoid ambiguities. Thirty eight respondents were selected randomly from two non-participatory public mixed day secondary schools within NND/NC to participate in the piloting of the questionnaire. These included ten form three students, ten form four students, eight class prefects, eight class teachers and two principals. The twenty students were selected through simple random sampling. This was to involve giving a number to every student, placed them in a container, mixed them and then picked any twenty numbers at random. The students corresponding to the numbers picked were included in the pilot. From the two schools, purposeful sampling of two principal, eight class teachers and eight class prefects were included as respondents because they had the information required in the study. The instruments were administered during games time / lunch break when the students and teachers had enough time so as not to disrupt the normal school programs. Each of the respondents was administered with the appropriate questionnaire. The questionnaires were collected the same day after the respondents completed filling them.

3.6.1 Validity

Validity refers to the extent to which an instrument measures that which it is supposed to measure (Nkpa, 1997). The instruments used in this study were first tried in a pilot study

which helped clarification of ambiguities and the extent the questionnaires provided adequate coverage of the topic under study. Furthermore, validity was ensured through consulting my supervisors and experts on Educational Administration from the Department of Educational Management, Policy and Curriculum Studies in Kenyatta University. The researcher also ascertained that the instruments responded to the intended research questions.

3.6.2 Reliability

Reliability has to do with the accuracy and precision of a measurement procedure (Mugenda and Mugenda, 1999). The reliability of the questionnaires was determined using internal consistence techniques. The results from the pilot study were measured using Cronbach's Alpha co-efficiency with the help of SPSS. The Cronbach's Alpha co-efficiency was found to be 0.78 which was high enough to be acceptable.

3.7 Data Collection Procedure

The researcher acquired an introductory letter from the Graduate School, in conjunction with the Department of Educational Management, Policy and Curriculum Studies in Kenyatta University, which introduced him to the National Council for Science and Technology. After granting permission to conduct research, the National Council for Science and Technology advised the researcher to first report to the District Education Officer and the District Commissioner in NND/NC for permission before embarking on visiting the selected schools in the district. The researcher then in person visited the selected schools to seek permission from the schools principals. The researcher was assisted to assemble selected students and class prefects in a separate classroom in the sampled schools where he provided instructions on how to go about in the filling of the questionnaires and thereafter administered them.

Questionnaires were also administered to all individual class teachers and school principals in the sampled schools. The researcher thereafter collected all the filled up questionnaires from the various respondents on the same day. The answered questionnaires from the respondents were thereafter arranged in readiness for data analysis.

3.9 Data Analysis

Data collected were arranged systematically, coded and then analyzed using descriptive statistics with the help of Statistical Packages for Social Sciences (SPSS) Computer package version 11.5. Tables were used to present the findings from the study for easy interpretation and understanding of the information.

CHAPTER FOUR

RESEARCH FINDINGS, PRESENTATION AND DISCUSSIONS

4.0 Introduction

This chapter presents the findings of the study, their presentation and their discussion. The chapter is organized in three sections. The first section describes the demographic characteristics of the respondents whereas the second and the third parts present findings and discussions respectively with respect to each research objective that follows:

- a) To establish the impacts of strategies on the management of students in mixed day secondary schools in Nyamira North District, Nyamira County.
- b) To establish the role of school principals in provision of strategies on management students in mixed day secondary schools in Nyamira North District, Nyamira County
- c) To analyze the strategies used to manage students in mixed day secondary schools in Nyamira North District, Nyamira County.

In order to achieve the stated objectives, the study was guided by the following research questions:

- a) What are the impacts of strategies on the management of students in mixed day secondary schools in Nyamira North District, Nyamira County?
- b) What is the role of school principals in provision of strategies on management of students in mixed day secondary schools in Nyamira North District, Nyamira County?
- c) What are the strategies used to manage students in mixed day secondary schools in Nyamira North District, Nyamira County?

4.1 Demographic Data of the Sample

The sample of this study consisted of 120 students, 24 class prefects, 24 class teachers and 6 head teachers. All targeted interviews were successfully accessed. However, only 157 interviewees were successively accessed as 8 students, 6 class prefects and 2 class teachers were not included in the study because the respondents gave more than one answer in their questionnaires, thus rendering them inconsistent. One head teacher had also declined from being interviewed. As such, analysis was done by using data from the remaining 112 students, 18 class prefects, 22 class teachers and 5 head teachers. The distribution of respondents by gender, stay of students and teachers as well as the student enrollments in the schools are presented in table 4.1.

Table 4.1 Distribution of the Respondents by Gender, Stay and Enrollment

S/N	Category	Students	Class Prefects	Class Teachers	School Principals
1	Gender Male	60 (54%)	10(61%)	12 (55%)	3 (60%)
	Female	52 (46%)	8 (39%)	10 (45%)	2 (40%)
	Total	122 (100%)	18 (100%)	22 (100%)	5 (100%)
2	Stay 1 year	39 (35%)	7 (39%)	15 (68%)	-
	2 years	31 (28%)	5 (28%)	5 (23%)	-
	3 years	20 (18%)	3 (17%)	2 (9%)	-
	4 years	16 (14%)	2 (11%)	-	-
	Over 4 years	6 (5%)	1 (5%)	-	-
	Total	112 (100%)	18 (100%)	22 (100%)	-
	1-2 years	-	-	2 (7%)	0 (0%)
	3-4 years	-	-	3 (11%)	1 (20%)
	5-6 years	-	-	8 (41%)	2 (40%)
	7-8 years	-	-	4 (18%)	1 (20%)
	Over 9 years-	-	-	5 (22%)	1 (20%)
	Total	-	-	22 (100%)	5 (100%)
3	Enrollment Old	36 (32%)	18 (100%)	-	-
	New	76 (68%)	0 (0%)	-	-
	Total	112 (100%)	18 (100%)	-	-

4.1.1 Gender Distribution of the Respondents

The student's sample of 54 percent male and 46 percent female indicated fairly even gender representation in the study. This is in addition to class prefects' 61 percent male and 39 percent female. This helped to avoid gender biasness. More male 63 percent than 37 percent class teachers participated in the study. There were 60 percent male and 40 percent female school principals respondents.

4.1.2 Stay of Students and Class Prefects in the Schools

The research sought to know the length of stay by the students and class prefects in the schools. Among the students 35 percent had been in the schools for 1 year, 28 percent for 2 years, 18 percent for 3 years, 14 percent for 4 years whereas 5 percent for over 4 years. And among the prefects 39 percent had been in the schools for 1 year, 28 percent for 2 years, 17 percent for 3 years, 11 percent for 4 years while 5 percent for over 4 years. The implication was that many of the students had not joined the school in form one but either in form two, three or four.

4.1.3 Stay of Class Teachers with One Particular Class and principals in schools

On the stay of class teachers with a particular class, zero percent had been the same class teacher for one particular class since form 1 whereas 68 percent of them were class teachers with particular classes only for one particular year whereas 23 percent for two years and 9 percent for three years. This implied that majority of the class teachers lacked experience in matters pertaining to their particular classes due to their stay with them.

4.1.4 Principals' and Teachers' Stay in the Schools

7 percent of interviewed class teachers had been in the schools for between 1 and 2 years, 11 percent 3-4 years, 41 percent 5-6 years, 18 percent 7-8 years and 22 percent for over 9 years. However, the matter is different among the school principals as zero percent was in the school between 1 and 2 years, 7 percent for 3 to 4 years, 41 percent for 5 to 6 years, 18 percent for 7 to 8 years and 22 percent for over 9 years. This implied that majority of the principals more experienced in matters pertaining to the schools.

4.1.5 Enrollment of Students in the Schools

Of the student interviewees in the study, only 32 percent had enrolled and consistently stayed in the schools since form one while the rest of 68 percent had just joined the school in-between classes, either in form 2, 3 or 4. All class prefects were students who were old members in the school as there was nil percentage of class prefects among the new students in the schools in form 3 or form 4.

4.2 Research Findings

4.2.1 The Impacts of Strategies on the Management of Students in Schools

The first objective of the study sought to establish the impacts of student management strategies on the management of students in mixed day secondary schools in NND/NC. All the respondents were required to indicate their opinion on whether student management strategies had an impact on the management of students in their schools. Their responses are demonstrated on table 4.2.

Table 4.2 Responses on the impacts of strategies on management of students in schools

STATEMENT	SA/A	UD	D/SD
Strategies on Student Management	156 (99%)	-	1 (1%)
Total	156 (99%)	-	1 (1%)

From table 4.2, 99 percent of interviewees had opinion that student management strategies have a direct relationship with the management of students while 1% disagreed with the statement. This implies that the student management strategies impacted directly on the management of students which in turn leads to the students' desired performance in schools. The lack of student management strategies in schools leads to poor management of students.

4.2.2 The Role of School Principals in Provision of Strategies on Management of Student in Schools

The second objective of the study sought to establish the role of school principals on the provision of student management strategies in mixed day secondary schools in NND/NC. Six school principals were purposely selected to give their opinions on whether they applied various strategies in their respective schools on student management. The following include their varied responses.

Table 4.3 Responses on role of school principals on the provision of student management strategies

Category/ Response	SA/A	UD	SD/D
Organizing and Accounting for Students	1 (20%)	1 (20%)	3 (60%)
Provision of Student Services	1 (20%)	3 (60%)	1 (20%)
Managing Student Behavior	0 (0%)	1 (20%)	4 (80%)
Control of School Finances	1 (20%)	0 (0%)	4 (80%)
Provision of Discipline	4 (80%)	1 (20%)	0 (0%)
Communication	0 (0%)	1 (20%)	4 (80%)
Physical Facilities	0 (0%)	0 (0%)	5(100%)
Supervising Instruction	1 (20%)	0 (0%)	4 (80%)
Implementing the Curriculum	2 (40%)	3 (60%)	0 (0%)

From table 4.3 the school principals were asked if they were organizing and accounting for students as a strategy on student management in their schools. 20 percent agreed, another 20 percent were undecided while majority represented by 60 percent were disagreed.

When the school principals were asked if they applied the provision of student services and other special needs as a strategy on student management in their schools, 20 percent agreed, majority represented by 60 percent were undecided whereas 20 percent disagreed.

On if the school principals applied the management of student behavior as a strategy on student management, 0 percent never agreed whereas 20 percent were undecided while 80 percent disagreed.

On whether the school principals applied the control of school finances as a strategy on the management of students in their schools, only 20 percent agreed, 0 percent was undecided while a majority represented by 80 percent disagreed.

The school principals were also asked if they applied discipline as a strategy on the management of students in their schools. Majority representing 80 percent agreed, 20 percent were undecided while zero percent disagreed.

On if the school principals applied communication as a strategy on the management of students in their schools, there was 0 percent records for agreement, 20 percent were undecided whereas majority represented by 80 percent disagreed.

The school principals were also asked if they applied physical facilities as a strategy on the management of students in their schools. There were 0 percent records for agreement and indecision. All the respondents represented by 100 percent disagreed.

When school principals were asked if they applied supervising instruction as a strategy on the management of students in their schools, only 20 percent agreed, zero percent were undecided and a majority represented by 80 percent disagreed.

Finally, the school principals were asked if they implemented curriculum as a strategy on the management of students in their schools. 40 percent agreed while a majority represented by 60 percent was undecided. There was no score record for disagreement.

4.2.3 Strategies Used to manage Students in Schools

The third objective of the study sought to analyze the strategies used to manage students in mixed day secondary schools in NND/NC. Students, class prefects, class teachers and school principals were purposely selected for the study and they were asked to give their opinions. All respondents were asked to state whether the various strategies would be used to manage students in their schools. The following include their varied responses.

Table 4.4: Application of curriculum and instruction / teaching services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	2	3	0	0	0	5
Class teachers	1	21	0	0	0	22
Class prefects	3	15	0	0	0	18
Students	5	107	0	0	0	112
Total number	11	146	0	0	0	157
Total percentage	7	93	0	0	0	100

From table 4.4 all the respondents were asked whether teaching services would be applied as a strategy on the management of students in their schools. They all responded to the affirmative as 100 percent agreed. There was no single respondent neither undecided nor disagreed that teaching services were being applied as a strategy on the management of students in their schools.

Table 4.5: Application of student attendance and record keeping

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	5	0	0	0	5
Class teachers	0	22	0	0	0	22
Class prefects	0	0	5	8	5	18
Students	0	4	24	56	28	112
Total number	0	31	29	64	33	157
Total percentage	0	20	18	41	21	100

Table 4.5 shows the responses from the study on whether student attendance and record keeping services would ever be applied as a strategy on the management of students in their schools. Out of all respondents, 20 percent agreed, 18 percent were undecided while whopping 62 percent disagreed.

Table 4.6 Application of evaluation of students' progress services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	5	0	0	0	5
Class teachers	0	22	0	0	0	22
Class prefects	0	13	5	0	0	18
Students	0	101	11	0	0	112
Total number	0	141	16	0	0	157
Total percentage	0	90	10	0	0	100

Table 4.6 shows the responses from the study on whether evaluation of students' progress services was being applied as a strategy on the management of students in their schools. Out of all interviewees, 90 percent agreed while 10 percent were undecided. No disagreements were recorded from the study.

Table 4.7 Application of students' guidance and counseling services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	5	0	0	0	5
Class teachers	0	22	0	0	0	22
Class prefects	0	0	12	3	3	18
Students	0	0	11	96	5	112
Total number	0	27	23	99	8	157
Total percentage	0	17	15	63	5	100

When all the respondents were asked on whether student guidance and counseling services were being undertaken as a strategy on the management of students in their schools, 17 percent agreed whereas 15 percent were undecided. A whopping majority represented by 68 disagreed as illustrated in table 4.7.

Table 4.8 Report of students' progress to parents/families services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	5	0	0	0	5
Class teachers	0	22	0	0	0	22
Class prefects	0	0	0	1	17	18
Students	0	0	1	18	93	112
Total number	0	27	1	19	110	157
Total percentage	0	17	1	12	70	100

Table 4.8 shows the responses from the study on whether report of students' progress to parents/families services was being applied as a strategy on the management of students in their schools. Out of all respondents, all the class teachers and the head teachers just agreed representing 17 percent. The rest of the respondents' answers varied with 1 percent representing indecision while majority representing 82 percent were disagreed.

Table 4.9 Application of extra-curricular activities' program services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	2	3	0	0	0	5
Class teachers	0	16	6	0	0	22
Class prefects	0	17	1	0	0	18
Students	0	74	38	0	0	112
Total number	2	110	45	0	0	157
Total percentage	6	70	24	0	0	100

The respondents were asked on whether extra-curricular activities' programs were being applied as a strategy on the management of students in their schools. Table 4.9 shows their various responses. Out of all respondents, majority of respondents representing 76 percent agreed while 24 percent were undecided. Disagreement responses recorded zero scores.

Table 4.10 Application of classroom welfare services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	2	3	0	0	5
Class teachers	0	22	0	0	0	22
Class prefects	0	3	10	5	0	18
Students	0	6	52	52	2	112
Total number	0	33	65	57	2	157
Total percentage	0	21	42	36	1	100

Table 4.10 shows the responses on whether classroom welfare services were being applied as a strategy on the management of students in their schools. Out of all respondents, only 21 percent agreed, 42 percent were undecided while 37 percent disagreed.

Table 4.11 Application of health and sanitation services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	0	4	1	0	5
Class teachers	0	0	0	21	1	22
Class prefects	0	0	18	0	0	18
Students	0	0	0	95	17	112
Total number	0	0	22	117	18	157
Total percentage	0	0	14	75	11	100

Table 4.11 summarizes the views of all the respondents on whether health and sanitation services were being applied as a strategy on the management of students in their schools. No scores were recorded on agreement columns while 14 percent of the respondents were undecided and the majority represented by 86 percent disagreed.

Table 4.12 Application of spiritual welfare services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	5	0	0	0	5
Class teachers	0	22	0	0	0	22
Class prefects	0	18	0	0	0	18
Students	0	112	0	0	0	112
Total number	0	157	0	0	0	157
Total percentage	0	100	0	0	0	100

Table 4.12 shows the responses on whether student spiritual welfare services were applied as a strategy on the management of students in their schools. All the respondents agreed. No scores were recorded in the rest of the columns.

Table 4.13 Application of canteen services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	0	0	0	5	5
Class teachers	0	0	0	0	22	22
Class prefects	0	0	0	0	18	18
Students	0	0	0	0	112	112
Total number	0	0	0	0	157	157
Total percentage	0	0	0	0	100	100

All interviewees were asked whether canteen services were applied as a strategy on the management of students in their schools. Table 4.13 shows their responses which demonstrated that all strongly disagreed; a fact which represented 100 percent. All the rest of the columns recorded zero percentages.

Table 4.14 Application of Discipline services

Respondents/Response	SA	A	UD	D	SD	Total
Head teachers	0	0	5	0	0	5
Class teachers	0	0	0	20	2	22
Class prefects	0	0	17	1	0	18
Students	0	0	11	69	32	112
Total number	0	0	33	90	34	157
Total percentage	0	0	21	57	22	100

Table 4.14 shows the responses from the study on whether student discipline services were applied as a strategy on the management of students in their schools. All interviewees never agreed that there existed any form of discipline services worth mentioning in their schools as 21 percent were undecided while majority representing 79 percent disagreed.

4.3 Discussion of the Findings

The purpose of this study was to analyze the strategies on the management of students in mixed day secondary schools as perceived by head teachers, class teachers, class prefects as well students in form three and form four from mixed day secondary schools in the following three areas;

- a) The impacts of strategies on the management of students in schools
- b) The role of school principals in provision of strategies on management of students in schools
- c) The strategies used to manage students in schools

4.3.1 The Impacts of strategies on the management of students

The study has revealed that strategies have direct impacts on management of students in schools in one way or the other. This is represented by the 99 percent response agreeing against a disagreement of 1 percent. This implies that student management strategies impacted directly on the management of students which in turn impacted on the students' performance in schools. The lack of student management strategies in schools leads to poor management of students. As a consequence of poor management of students' indiscipline of various forms creep into the student population.

Acts of students' indiscipline in the schools interfere with the smooth running of the institutions towards achieving her stipulated goals. When misbehavior takes place, the normal learning programs of the students are either slowed or stopped. Routine activities of attending classes and receiving academic instructions from the teachers are hampered and therefore a big loss on the part of the students as they are not able to cover their programmed course within the stipulated time (Hughes, 1971).

Indiscipline activities of students within the school lead to wastage of valuable time and resources that should have been used in productive work. This arise from the fact that whenever students express severe inappropriate behaviors such as riots or strikes, the stakeholders and the management of that particular school order its closure and students are sent home hence time that was supposed to be used wisely in school end up being wasted at home.

Mutie and Ndambuki (1999) observed that indiscipline activities among students in learning institutions lead to poor academic performance. This arise from the fact that students invest

much of their time and interest in activities that are incompatible with academic pursuits, they end up scoring very low grades in their class work and examination. Consequently that becomes a source of frustration in their later lives. Acts of indiscipline among students weaken their mental capacity to withstand challenges of pursuing normal learning processes (Kilonzo, 1984). The students are made to develop a negative attitude towards schooling which they eventually perceive to be uncomfortable leading to uncouth behavior. Eventually the students result to drop-out and go to engage in other delinquent activities. This becomes a big waste of human resources. Regoli et al (1995) studies reveal that most drop out ended in crime and delinquency.

Hewitt et al as cited in Hamacke (1995) observed that students who express inappropriate behavior in school are not very popular with their peers. This is as a result of their disruptive behavior that interferes with the harmonious relations with others. As a result the peers, who may not like to be associated with disruptive tendencies, may decide to isolate themselves. Hence the misbehaving students will undergo psychological stress leading to low self-esteem and social concept (Collins, 1998).

In many times indiscipline acts are always followed by punishment corresponding to the magnitude of the misbehavior. For instance students engaging in moderate misbehavior may be dealt with interventions such as suspensions, expulsions whereas those involved in major misbehavior can be charged in a court of law and finally end in imprisonment. G.O.K. (2001) observed that students' indiscipline in secondary schools may lead to loss of life of other innocent students. For instance the tasks observed that during the students' unrest at St.

Kizito School, Nyeri high school, Kyanguli secondary among others, many lives of students were lost and many others survived with untold injuries.

G.O.K (2001) observed that when students express their inappropriate behavior, they normally end up engaging in destruction of properties that costs valuable sums of financial undertakings. Students' misbehavior breeds violence and leads to poor working relationship with staff members (teachers and sub-ordinates) this finally results to mistrust, suspicion and other patterns of behavior that work against harmony (K.I.E, 2004).

Students' indiscipline in school leads to wastage of funds which have been invested in the learning programs and facilitates. This arises as a result of vandalism during the strikes and riots. Students' indiscipline greatly contributes to poor academic and co-curricula performance of the school both at local and national levels. This is supported by remarks by Alliance girls principal who after her school dropped in National Examination of 2006, blamed students indiscipline during third term (Daily Nation March 2, 2007).

In some situations, riots result to invading neighboring villages causing mayhem and damage on innocent people. This leads to poor relationship between the affected neighborhood and the school. This eventually gives a school a negative image in the society (K.I.E, 2004). Therefore, an ineffective management of students may pose uncountable challenges within schools and later on the society into which the students, who have now matured, will in the long run be absorbed. In schools this may be exhibited in behavior related cases such as deviancy including, but not limited to, drug and substance abuse, pre-marital sex related issues, chronic lateness / absenteeism, hooliganism, bullying, rudeness and use of abusive language, cheating in examinations, migrating from one school to another, failure to

complete tasks, stealing and improper use of leisure/free time among others (Ministry of Education, 1998).

An effective management of students often leads to discipline and an excellent academic performance (Griffin, 1996), success in extra-curricular activities and, above all, the production of useful morally upright and acceptable men and women who easily fit into the world of work and the entire society in general (Elimu News, 2007). The management of students in schools like other social institutions gives rise to discipline which serves as a vital element in sustaining and perpetuating the growth of schools. The failure to have discipline among students implies that schools are likely to achieve little.

According to Makinde (1984) discipline refers to self restraints of individuals for the welfare of all. This therefore implies that discipline develops from within an individual person who has the capacity to think and make wise decision when dealing with others. Collins (1988) observed discipline to be a process of education designed by those in authority and aimed at improving and perfecting behavior. Discipline promotes orderliness and smooth running of the school in which an atmosphere of peace and harmony prevails. Ruth et al (1990) observed that schools that were disciplined worked systematically to attain order in classroom and school environment as a whole. Discipline plays a key role in making schools realize good performance in their academic and non academic pursuits (Gragey, 1991). It has been observed that good discipline lead to a collaborative efforts of the stakeholder in investing much of their resources in the school system which finally translates to good grades in class work leading to better results in examinations. Discipline in school provides students with a sense of direction in which case they are able to make good use of their time and

engaging in desirable behavior patterns acceptable in society and avoid those that are detrimental to their own personal growth (K.I.E, 2004). Discipline in school systems helps students to develop good behavior, creates a friendly atmosphere where interpersonal interactions take place (Lutomia and Sikolia, 2002). Good behavior enables students to make choice of their future careers at an early stage. This is made possible by the fact that disciplined students have the capacity to decide on the type of career that is suitable for their future prospects (Chandra, 2002). Discipline in school lays a good recipe for good use of resources (Neville, 1989). It enables utilization of school resources to the maximum level and therefore wastages of time and facilities are avoided. Collins (1988) notes that discipline among students in school promote self-esteem, self concept of the individual members and the school as a whole. This further creates a good public image of the school resulting to many people preferring to identify themselves with the institutions. Discipline within the secondary schools set up help the institutions to advance in terms of increasing infrastructural facilities (KIE, 2004). Discipline in secondary schools enables students to guard themselves against vices such as cheating and impersonation in the examinations (Mutie and Ndambuki, 1999). This can only achieved if strategies were enhanced for the management of students in schools.

4.3.2 The Role of School Principals in provision of strategies on management of students

The study has revealed that the school principals have many roles to perform in order to provide student management strategies in their schools. This is because it is the responsibilities of principals to establish and maintain acceptable pupil behaviour. Principals, in consultation with teachers, should develop plans for promoting good behaviour.

He/she should put strategies in place to ensure a proper monitoring of pupil behaviour. The principals should work closely with the school community and parents to ensure proper behaviour of pupils. It is also the responsibility of principals as well as teachers to act as parents to ensure the safety and security of pupils within the school (MoE, 1998).

From the study, it was revealed that few school principals organized and accounted for students as a strategy on student management in their schools. This was represented by 20 percent agreeing while 20 percent were undecided and majority represented by 60 percent were disagreed. The principal is not only a manager of teachers and the auxiliary staff but also of students. He enrolls the right students using specified criteria as well as ensures that an optimum number of students are admitted in accordance to MoE policy to avoid overcrowding which may cause indiscipline in the school (GoK, 2001). Through delegation the principal manages the pupil censuses and daily attendance in all school activities. The principal is expected to create and maintain accurate and up-to-date records of all students in the school, including the keeping and maintenance of a cumulative record of every individual student in the school bearing their complete and detailed information as this is important in monitoring the child in all aspects in order to ensure a proper learning environment that facilitates and enhances the teaching and learning program.

From the study it has been revealed that few principals applied the provision of student services and other special needs as a strategy on student management in their schools. This is implied by 20 percent agreeing, majority represented by 60 percent were undecided whereas 20 percent disagreed. Student activities are not fully appreciated and understood by some educational stakeholders who do not see that they are related to the curriculum program.

However, such activities are accepted as being indispensable and integral components of the total school program (Elimu News, 2007). These include clubs and societies, sports and games, drama, guidance and counseling, lunch, transport and medical services among others. The HT's role is to ensure proper planning, provision, and evaluation of these activities in consultation with his staff.

The study revealed that 0 percent of the school principals applied management of student behavior as a strategy on student management whereas 20 percent were undecided while 80 percent disagreed. Teaching and learning program can only be undertaken where there is discipline. However, this is not true in many schools as there are cases of indiscipline. The role of the HT is to establish and maintain acceptable student behavior. In consultation with the teachers, HT's should develop plans for promoting good behavior in the school. HT's should put strategies in place to ensure proper monitoring of pupil behavior. They should also work closely with the school community and parents to ensure proper behavior as well as the safety and security of the students in the school (Okumbe, 1999). The HT should also promote the welfare of all the students in the school through appropriate guidance and counseling (GoK, 2005). Each HT should establish a guidance and counseling program and that the school heads can delegate guidance duties to all the subject teachers and appoint a teacher / counselor who will organize and co-ordinate guidance services. Because the teacher / counselor will in all probability not be a specialist in guidance, it is important to select someone who shows interest in this subject and who is mature, stable in character and sympathetic to the problems of pupils (MoE, 1998).

The study revealed that majority of principals (80%) applied discipline as a strategy on student management. However, few (20%) were undecided as to whether to apply discipline as a strategy on student management. Discipline is the process of correcting behavior. The HT provides rules and regulations to guide the conduct of students in order to ensure that there is proper discipline in school (Edwards, 1975). All stakeholders of the school formulate them. School rules and regulations can be derived from the general constitution of the country and there should be clear penalties stipulated whenever a certain offence has been committed (MoE, 1998). Discipline progresses well when the HT is a role model. He should be morally upright and be a person of integrity, thus being a good example to teachers, students and the community (RoK, 2001). Discipline should be carefully administered (Standard, Thursday 13th May 2004). The HT should exercise disciplinary functions as authorized by the full BoG minutes (RoK, 1986). For proper management of discipline in the school, the HT should involve the staff, the students and BoG in developing a reasonable code of discipline which should take into consideration the school aim, mission and motto, the psychology of the students, gender, special needs of certain children, the ethos of the local community and the aspirations of the nation among others. Their formulation should also be guided by the existing government policies and principles of management. The rules and regulations should be stated precisely, realistic, brief, simple, consistent, enforceable, few and reflective of the expectations of the society. The HT should also strengthen guidance and counseling services, encourage spiritual guidance, hold open forums, erect suggestion boxes as well as strengthen school fence (MoE 1998). Discipline progresses well when the HT is a role model. Indeed the HT should lead by example. The HT should be morally upright and be a person of integrity and hence a good role model to teachers, students and the

community (Republic of Kenya 2001). School heads are still administering torture punishment on students which may cause indiscipline. Therefore discipline should be carefully administered (Standard, Thursday, 13 May, 2004). The HT of an institution should exercise disciplinary functions as authorized by full board minutes (Republic of Kenya, 1986).

The study revealed that principals never applied communication as a strategy on the management of students in their schools as there was 0 percent records for agreement, 20 percent were undecided whereas 80 percent disagreed. The HT links all stakeholders in the school (Eshiwani, 1993 and TSC Image, 2004). He communicates within and without the school to promote the school relations with the outside community. He is the mediator and coordinator of school-community relationships (Olembo, 1992). The HT manages students better if he consults them from time to time and keeps them informed about what is going on in the school. He has to communicate with many people including parents and District Education Officers among others (Olembo and Cameron, 1986). Head teachers should make adequate consultations on policy changes and make the affected groups understand such changes. Lack of clearly established communication channels in a school and where the freedom to express opinions by students is curtailed, mistrust among them and the administration are created. Such a situation may not arise if the head teacher adequately consults with students (Republic of Kenya, 2001). For proper relations, the head teacher gives all stakeholders including students in the school opportunity to express their feelings. He should cultivate democratic and participatory environment in the school, encourage regular meetings where teachers and students are allowed to air their views as part of grievances and suggestions while the school administration can get the opportunity to

expound on her policies (Republic of Kenya, 2001). Head teachers are discouraged from using students as spies on other students or teachers but should instead utilize meetings and suggestion boxes for proper communication, hence creating good relations within and without the school.

The study revealed that majority of principals never applied physical facilities as a strategy on the management of students in their schools as zero percent records for agreed and were not undecided. All the respondents represented by 100 percent disagreed. The physical facilities available in school are provided and maintained by HT in collaboration with school management committees and other stakeholders. Indeed, it is the responsibility of the HT to initiate the provision of such facilities depending on priority. School administrators must be both managers and leaders. As managers they must ensure that fiscal and human resources are used effectively in accomplishing organizational goals (Kowalski and Reitzug 1993). Therefore, the availability of physical resources is the responsibility of the school managers. These resources should be utilized for the fulfillment of school goals. Management is typically worker supervision, supervision of resources and resolving conflicts that interfere with the achievement of goals. It is a process of implementing strategies and controlling resources in an effort to achieve organizational objectives. School resources should be acquired carefully with proper planning to avoid wastage (Koointz and Donnell, 1959 in Mwangi, 2003). The success of any HT depends on his ability to manage resources well which includes physical resources such as playfields, classrooms, laboratories, kitchen, dinning halls, swimming pools and human and financial resources (RoK, 1999).

On if the school principals applied control of school finances as a strategy on management of students in their schools it was revealed from the study that few of them (20%) agreed whereas 0 percent was undecided while a majority represented by 80 percent disagreed. The HT is mandated to collect and spend school funds with regard to the management of students (Olembo, 1992). The practice of sending children home regularly has been solved with the introduction of free funds especially in day schools (Elimu News, 2007). A lack of transparency and accountability in the collection and expenditure of school funds will lead to poor management of students in the long run as essential provisions such as teaching-learning materials, examination materials and meals among others can not easily obtained (RoK, 2001).

The study revealed that few principals (20%) applied instructional supervision as a strategy on the management of students in their schools. However, majority never applied instructional supervision as a strategy on the management of students in their schools. Instructional supervision is the process of setting objectives and ensuring that they are effectively achieved in any learning institution. The principal is concerned with the manner in which instructional program are carried out at school. He supervises how instructions are offered at school. The principal supervises both teachers and pupils as human resource and organizes materials for learning. He administers the resources toward achieving certain goals as they are formulated in the school objectives (Okumbe, 1999). A good system of supervision is essential to any school system and is particularly important when a large proportion of the teachers are without adequate training or educational standing (Republic of Kenya, Ominde Report, 1964). Principals need to ensure that there are systems in place for

curriculum monitoring. Therefore, the HT should closely monitor the implementation of the school curriculum (Fiddler and Alton, 1999).

Finally, the study revealed that quite a number of principals (40%) applied implementation of the curriculum as a strategy on student management in schools. However, majority of principals (60%) were undecided. Any instructional program in a school should be decided upon with greater consultation with the Ministry of education. Once it is agreed, the principal implements the policy at school level. The HT is a teacher and an administrator. He ensures that the school achieves its academic goals. He, in particular must check on the teaching standards by referring to the schemes of work, lesson plans, lesson notes, records of work done by teachers and also pupils' exercise books (Eshiwani, 1993). Many parents want HTs responsibility to be restricted to professional implementation of the academic programs. Effective principals set high standards and create incentives for pupils and transmit the belief that all pupils can achieve at a high level (Williams, 1992). For this reason, HTs set targets for everybody in a school. HTs must understand what is meant by the curriculum and its delivery. They should know more about key statutes that provide the framework for education policy and its structure (Republic of Kenya, 1999). HTs always inspect how teaching is being done (Mbaabu, 1983). HTs need to ensure that there are systems in place for curriculum development and monitoring (Fiddler and Alton 1999). For HTs to succeed they must have knowledge particularly in the teaching profession. They should have expertise superior to that of their teachers. They should therefore lead by example in the teaching-learning process (Cronin and Hailer 1973, in Mbaabu, 1983). A good school has a good principal who is an educator rather than merely a manager (Silver, 1994). A HTs should not expect his staff to reach standards he does not himself maintain (Olembo and Cameron,

1986). An effective principal for the 1970s was to tackle active roles in program development, human resource development and community development. He was a team leader in developing educational programs for his school; he was supposed to demonstrate a high degree of intelligence (Cronin and Hailer, 1973, in Mbaabu, 1983). The HT is expected to demonstrate superior intellectual, moral and mature characteristics in his role as the head of an institution and an educator (Olembo et al, 1992). HTs should ensure that schools succeed in their activities and their objectives. They should ensure that the correct syllabus and correct curriculum is taught and covered at the right time (KIE, 1987)

4.3.3 The Strategies Used to Manage Students in Schools

The following were identified to be strategies used in the management of students in MDSSs in NND/NC.

4.3.3.1 Curriculum and instruction / Teaching services

From the study, it had been revealed that teaching services can be applied as a strategy for the management of students in schools as 100 percent of interviewees agreed. However this may not be the case on the ground as students may be taught for fewer than the specified lessons per subject per week as specified by the MoE; the timetable do not have proper subject balance, do not allow for changes when the need arose, do not show the subject, period and room to be used by each class, have no double lessons allocated to practical subjects and it has not been made learner-friendly among other factors or the fact that the schools do not have preparation timetables to supplement normal classroom teaching (MoE 1998).

This view is supported by Waweru (2005) who contends that the head teacher has the overall responsibility of ensuring that students in the school are to be taught the prescribed curriculum and that all lessons are attended to and that the correct syllabuses, proper schemes of work, records of work and other records are implemented and well maintained. This enables maximum utilization of school resources and avoids wastage of time and other resources (Neville, 1989) and will translate to better results in examinations.

4.3.3.2 Student attendance and record keeping services

The study had also revealed that student attendance and record keeping services is another strategy that can be used to manage students in schools as exhibited from the study whereby 20 percent agreed, 18 percent were undecided while 62 percent disagreed.

The implication of this revelation is that the school censuses had never been undertaken; class attendance registers were administered irregularly; class teachers who had been delegated the responsibility of marking the class registers had re-delegated the same to the class prefects; there was chronic absenteeism among students that sometimes pass unnoticed; the schools had not put up any administrative measures aimed at keeping students in school; the schools had not made any attempt of understanding the individual child behavior with a view of creating opportunities to discover students who needed special help; schools did not make and maintain students' personal files which contain such pertinent minimal information such as name, year of birth, sex, date of entry, form of entry, parent, address, and date of leaving and reason for leaving; that every pupil who was admitted into the schools were not given a personal number even if that student had stayed in the school for only a few days; students from one schools were accepted by another school without the production of appropriate evidence of attendance at his previous school; or the fact that HTs were not ensuring that all

their candidates had completed all forms / grades before entering them for the final examination as recommended by the MoE(1998).

Schools should therefore make and maintain student's cumulative records for effective management of students as this would lead to a clearer understanding that the master teacher is a teacher of students, not merely of subject matter, a more systematic focusing of attention on the needs of the individual students in order to help them to become more self-sufficient and independent, a better adjustment of the school and the curriculum to the needs and capacities of every student, a practical use of the appraisal of children and their needs that may result in the solution of some of their problems in school as well as a better intellectual and social development of each child so that he may maximize his potential (MoE, 1998).

Keeping up-to-date records on students is valuable as this will show the growth and progress of each student. The records on each student should include continuous assessment tests, responsibilities, termly class reports, special incidents and other normal data pertaining to the student. It is important that the schools have clear, well managed systems of maintaining the student records. The principal should therefore ensure that proper record books and documents to record student information are available, assign duties to staff and help them understand how to keep them, avail a secure place to keep the records and that the information/records are accessible when required (MoE, 1998).

Student participation of activities is ensured through the administration of regular censors and attendance registers. This will ensure that there are no reported cases of students either sneaking out of school/class or absenting themselves from school altogether for unspecified reasons. It is very important that the students are engaged in the participation of all the class/

out of class activities as this will consequently lead to improved management and overall performance of the students. The school principals should therefore ensure that proper registers are available, assign duties to staff and help them understand why censors must be taken regularly, expedient the action to be taken on students who do not adhere to them as well as making follow ups on students who regularly absent themselves from school/school activities (MoE, 1998).

4.3.3.3 Evaluation of student progress services

The study had found out that the evaluation of student progress services is carried out in schools as a strategy on student management. This is presented by 90 percent of respondents agreeing whereas 10 percent of respondents were undecided. The implication of this was that teachers in various subjects would not easily establish whether the stated objectives had been achieved or not; subject teachers were not setting work for students regularly; student assignments were not properly checked, marked and commented; and that the head teachers were not ensuring that the subject teachers were carrying out continuous assessment on the pupils' work (MoE, 1998).

Head teachers should therefore ensure that the subject teachers are carrying out continuous assessment of the pupils' work. The subject teachers must set work regularly. This work when completed by the pupils must be properly checked, marked and commented on by the teachers. The comments on all written work will be made in the exercise books. The marks for each assessment will be recorded in the teacher's mark books which will be provided by the school. These assessments are important and should not be made on loose class lists. By keeping continuous assessments, the teachers will be able to arrive at a term mark for each

student. This mark will be entered in the pupil's report together with an examination mark when that is appropriate (MoE, 1998).

4.3.3.4 Guidance and counseling services

The study had revealed that guidance and counseling services can be used to manage students in schools as 17 percent of respondents agreed. A majority 68 percent indicated disagreed whereas 15 percent were undecided.

This implied that the school head teachers had not ensured that their schools offered guidance services to all students; students were not assisted in fulfilling their basic psychological needs, understanding themselves and displaying acceptance of others, developing associations with peers, balancing between permissiveness and controls in the educational setting, and providing opportunities to gain independence; the schools were neither offering educational guidance, career / vocational guidance, counseling service, information service, appraisal service nor referral services; students were not aware of the existence of a G&C services in the schools; no arrangements had been made to meet individual students to give them counseling concerning their individual problems and conflicts with a view of correcting them; and that no parent/guardian of individual students had been asked to visit the school to talk of the undesirable conduct of their children and seek ways to arrest and correct it in good time (MoE, 1998).

It is the responsibility of the school principals to ensure that guidance and counseling services are offered to students. The schools should establish a guidance and counseling committee headed by a teacher appointed by the principal. The committee members should be people of high integrity, mature, responsible, kind, considerate, patient, understanding,

sympathetic and with genuine interest and concern in pupils' problems and welfare. The committee should also be gender sensitive and should embrace sufficient members to make it a tool the school principal can utilize to manage the students effectively. The principal should also encourage the guidance and counseling committee members to go for in-servicing in counseling skills in order not to be rendered obsolete (MoE, 1998).

4.3.3.5 Report of student progress to parents / families services

The study had found out that schools can use reporting student progress to parents/families as a strategy of managing students as exhibited by 17 percent agreeing, 1 percent was undecided while 82 percent disagreed.

The findings imply that there were no proper books & documents for recording such information; the schools had not designed a workable procedure to make and maintain such important documents; the school HT had not delegated such duties to his staff; there was no special room in schools for their safe keeping; school principals had not ensured a good school-home connection and that schools were not interested in the whole of the student's life – his interests at home, his interests in the community and his abilities and talents as demonstrated in school and in all of the interrelated activities of the school community (MoE, 1998). School principals are therefore expected to ensure a good-home connection because the educational program of a school is limited by the amount of cooperation received from the home. Students are not educated by removing them from all of their activities for eight hours each day and causing them to study the various disciplines. They are educated as they live. This places a demand on the school to be interested in the whole of the student's life – his interests at home, his interests in the community and his abilities and talents as

demonstrated in school and in all of the interrelated activities of the school community (Lunenburg & Beverly, 2006). Miller (2002) is cited by Lunenburg & Beverly (2006) that the more congruent the student's school life, home life, and community life, the more nearly the student will be accomplishing the fulfillment of a true education. Guskey (2003) cited in Lunenburg & Beverly (2006) also contends that school newspapers, monthly newsletters, parent-teacher conferences, and teacher and principal visits to the home are methods used to inform the home of school activities and student progress. To him, the report card is another method of informing parents of the child's progress in school and that the value of such reports is unquestionable. The time and effort involved in preparing them become one of the biggest clerical tasks the teachers must perform. Guskey (2000) & Hirsch (2000) cited in Lunenburg & Beverly (2006) adds that in addition to recording school grades on the report cards, the teacher must devise a standard rating system that is fair, accurate, and consistent.

4.3.3.6 Extra-curricular activities' program services

The study revealed that students' extra-curricular activities' program services can also be used to manage students in schools in schools as 76 percent agreed, 24 percent were undecided whereas 0 percent disagreed about it.

This implied that extra-curricular activities' program service was not organized on different days of the week/school days within schools; head teachers were not actively encouraging both staff and pupils' participation in all extra-curricular activities; almost all co-curricular activities were not supervised by teachers and that sports / games had become the preserve of students, safe for games teachers in some of the schools during sports periods in the year (MoE, 1998). Such school activities will only function well when there is an interested

member of staff in charge and also when there are enthusiastic pupil officials. The HT should carefully select those teachers whom he wishes to invite to run such activities. He will be able to do this better if he knows the interests of his staff. He can develop enthusiasm by expressing appreciation of the work done in the activities, by taking an interest in them and by giving them what financial support the school can afford. The actual choice of societies in a school will depend upon the facilities at the school, the particular interests of the staff and pupils and the time available (MoE, 1998). The principal should also encourage/organize friendly matches with neighboring schools and sensitize students on the significance of the extra-curricular activities as well as encouraging/guiding them to join the clubs and societies. Exposing students to extra-curricular activities enables them to exhibit discipline apart from removing idleness/boredom after class work. The out of class programs also reinforces learning, supplements coursework, integrates knowledge as well as enhances democracy among students (MoE, 1998).

4.3.3.7 Classroom welfare services

The findings from the study reveal that classroom service is yet another strategy that can be used to manage students in schools. This is represented by 21 percent agreement whereas 42 percent were undecided and quite a number, 37 percent disagreeing.

The revelations implied that the class teacher was in practice in charge of a class; the class teacher was the first person on the teaching staff to whom the pupils of that class turned to for advice and assistance; the class teacher was concerned with the welfare of the pupils in his/her class; the class teacher drew the attention of the HT to any grievances expressed by his pupils; the class teacher maintained the class attendance register and supervise the

cleanliness/neatness and organization of the classroom; the class teacher was keeping the class informed of any timetable changes; the class teacher was usually responsible for the issue of textbooks and the initial issue of exercise books to his class; the class teacher was ensuring that the report forms of his class were accurately / properly filled / completed for submission to the HT; the class teacher was noting that certificates and reports had no erasure or alterations whatsoever; and that the class teacher was, in consultation with other relevant teachers, assisting in the preparation of school leaving certificates, testimonials or letters of recommendations (MoE, 1998).

The class teacher is in charge of a class and should be the first person on the teaching staff to whom the pupils of that class turn to for advice and assistance. He is concerned with the welfare of the pupils in his class. He should draw the attention of the HT to any grievances expressed by his pupils. He should maintain the class attendance register and supervise the cleanliness and organization of the classroom. He must keep the class informed of any timetable changes and he is usually responsible for the issue of textbooks and the initial issue of exercise books to his class. He must ensure that the report forms of his class are accurately / properly filled / completed for submission to the HT. He should be noting that certificates and reports have no erasure or alterations whatsoever. He will, in consultation with other relevant teachers, assist in the preparation of school leaving certificates, testimonials or letters of recommendations (MoE, 1998).

4.3.3.8 Health and sanitation services

The research findings indicated that schools, represented by 86 percent disagreed and another represented by 14 percent were undecided as to whether health and sanitation can be enhanced to manage students in schools.

The implication of this revelation is that the schools did not have school nurses to handle minor cases of sickness in the school; many of the schools did not have a dispensary where minor cases of sickness were attended; the schools did not take any appropriate action to ensure the concerned sick students got the required serious medical attention; and that all teachers, particularly the teacher on duty, played an important role in attending to cases of sickness among students (MoE, 1998). Schools should have a nurse who handles minor cases of sickness in the school. They should also have a dispensary where minor cases of sickness are attended. Serious cases should be reported to the HT and his deputy who should take the appropriate action to ensure the concerned student gets the required medical attention. In schools without a nurse, all teachers particularly the teacher on duty plays an important role in attending to cases of sickness among students (Waweru, 2005). The lack of a well managed health and sanitation program leads to chronic absenteeism and migration of students to other schools citing health related problems as well as pregnancies among students that are belatedly noticed when abortions are done or school drop outs have been discovered.

4.3.3.9 Spiritual welfare services

The analysis of the responses from the study also found out that all the schools offered spiritual services to their students as a strategy of managing students in the schools.

This implied that some of the schools recognized that spiritual welfare is a constitutional right which every individual student should enjoy; the schools catered for the spiritual well being of students through providing opportunity for the students to access places of worship such as churches or mosques; and that within many of the schools, prayer services were either regularly held or complemented with activities carried out by religious based associations such as the Catholic Association, Christian Union and Young Muslim Association among others (MoE, 1998). This is a constitutional right which every individual student should enjoy.

In secondary schools, the spiritual well being of students should be catered for through providing opportunity for the students to access places of worship such as churches or mosques. Within many schools, prayer services should be regularly held. These are complemented with activities carried out by religious based associations such as the Catholic Association, Christian Union and Young Muslim Association among others (Waweru, 2005). Spiritual welfare of students leads to self respect of individuals and respect of others, thus creating harmony among all and sundry in the school; hence creating the foundation of managing students effectively.

4.3.3.10 Canteen services

The findings from the study also revealed that all the schools did not offer canteen services as a strategy of managing students.

The implication of this was that students had to keep on loitering in the community during school hours with the excuse of buying, sometimes, imaginary and non existent items and services; and that the students were exposed to negative influences including abuse of drugs

even during school hours. A good school canteen can help contain students within the bounds of the school and reduce opportunities for indiscipline provided by visits outside the school to buy provisions. It also saves on time which students can utilize for studies or other school activities. The canteen services should be closely monitored because some of them may end up being used to peddle drugs and other illicit substances (Waweru, 2005).

4.3.3.11 Discipline services

The study had revealed that most of the schools represented by 79 percent did not offer adequate student discipline services as a strategy of managing students. This implied that the students were interfering with the smooth running of the schools; there was existence of indiscipline which as a result led to wastage of valuable time and resources in the schools; there was existence of disobedience, lack of self-control and the non development of an attitude of cooperation and being unaccountable for student behavior and action, thus disabling the HT and his staff in controlling the students in order to achieve the desirable behavior and results; and that most of student deviant behaviors were not dealt with in the schools due to the government ban on any corporal punishment (MoE, 1998).

Kilonzo (1984) had observed that indiscipline weaken the students' mental capacity to withstand challenges of pursuing normal learning processes, thus leading to school drop outs and delinquent activities (Regoli & Roy, 1995). It also leads to loss of life and destruction of property (GoK, 2001), low self esteem and social concept (Collins, 1998) as well as suspensions and expulsions in schools and judgment in law courts which consequently leads to imprisonment.

For proper management of discipline services in the schools, the principals should involve the staff, the students and BoG in developing a reasonable code of discipline which are stated precisely, few as possible, realistic, short and simple, consistent, possible to enforce and reflective of the expectations of the society. The school principals should also adopt other measures in order to improve discipline of students such as strengthening guidance and counseling services, encouraging spiritual guidance, holding open forums, erecting suggestion boxes as well as strengthening the school fence among others (Waweru, 2005).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

The chapter presents the main summary of the study and the conclusions drawn from the study. Finally, recommendations have been made for the Ministry of Education and other relevant authorities which, if implemented, may enhance the management of students in mixed day secondary schools. The chapter ends with suggestions for further research.

5.1 Summary of the Main Findings

The following are the main findings of the study:

5.1.1 Strategies have a direct impact on the management of students as agreed by 99 percent of respondents. Only 1 percent disputed this fact.

5.1.2 The principals have many roles to perform in the provision of strategies on management of students in their schools.

These include organizing and accounting for students which was represented by 20 percent, provision of student services and other special needs represented by 20 percent, managing student behavior which was non-existence (0 percent), control of school finances represented by 20 percent as well as provision of discipline (80 percent), communication (0 percent), physical facilities (0 percent), supervising instruction (20 percent) and implementing curriculum (40 percent).

5.1.3 There exist various strategies used to manage students in schools. They include curriculum and instruction / teaching services which was represented by 100 percent,

student attendance and record keeping (20 percent), evaluation of student progress (90 percent), guidance and counseling (17 percent), report of student progress to parents / families (17 percent), extra-curricular activities' program (70 percent), classroom welfare (21 percent), health and sanitation (0 percent), spiritual welfare (100 percent), canteen (0 percent) and discipline services (0 percent).

5.2 Conclusion

Student management is very imperative to the overall school performance. The study has been able to conclude that strategies have direct impact on the management of students in schools.

The study has also been able to conclude that the school principals should provide physical resources and services as strategies on the management of students. This will immensely contribute towards the management of students in the schools. These include the application of organizing and accounting for students, provision of student services and other special needs, managing student behavior, control of school finances as well as provision of discipline, communication, physical facilities, supervising instruction and implementing curriculum.

Furthermore, the study has identified essential strategies which are detrimental to the management of students in Mixed Day Secondary Schools in Nyamira North District, Nyamira County. Strategies may be many and varied. They include curriculum and instruction/ teaching services, student attendance and record keeping, evaluation of student progress, guidance and counseling, report of student progress to parents / families, extra-

curricular activities' program, classroom welfare, health and sanitation, spiritual welfare, canteen and discipline services among others. As a result, the study calls to attention the schools on the need for new policies on these strategies to deal with the management of students.

5.3 Recommendations

On the basis of the data gathered and analyzed, the following recommendations can be made:

- 5.3.1** It is high time for schools to realize that strategies have a direct impact on the management of students in schools. This calls upon for the identification and use of strategies for an effective management of students.
- 5.3.2** School principals have a very important role to play on the provision physical resources and services as strategies on the management of students in schools. This includes the provision of organizing and accounting for students, provision of student services and other special needs, managing student behavior, control of school finances as well as provision of discipline, communication, physical facilities, supervising instruction and implementing curriculum.
- 5.3.3** Mixed Day Secondary Schools in Nyamira North District, Nyamira County are being called to upon on the need for new policies on strategies to deal with the management of students to include, among other factors, curriculum and instruction/ teaching services, student attendance and record keeping, evaluation of student progress, guidance and counseling, report of student progress to parents / families, extra-curricular activities' program, classroom welfare, health and sanitation, spiritual welfare, canteen and discipline services

5.4 Suggestion for Further Research

- I. A research can be done to establish other strategies other than student services and role of head teachers in provision of services and material resources as strategies for the management of students in mixed day secondary schools and also that in mixed boarding secondary schools
- II. A further research can be done comparing single sex boarding schools and mixed boarding schools to find out if the schools encounter similar challenges in the management of students.

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The following services are offered in my school;

	SA	A	UD	D	SD
6. Teaching	()	()	()	()	()
7. Student attendance and record keeping	()	()	()	()	()
8. Evaluation of student progress	()	()	()	()	()
9. Guidance and counseling	()	()	()	()	()
10. Report of student progress to parents/families	()	()	()	()	()
11. Extra-curricular activities' program	()	()	()	()	()
12. Classroom welfare	()	()	()	()	()
13. Health and sanitation	()	()	()	()	()
14. Spiritual welfare	()	()	()	()	()
15. Canteen	()	()	()	()	()
16. Discipline	()	()	()	()	()

Thanks for your cooperation

The following strategies can be used to manage students in the school;

	SA	A	UD	D	SD
6. Teaching	()	()	()	()	()
7. Student attendance and record keeping	()	()	()	()	()
8. Evaluation of student progress	()	()	()	()	()
9. Guidance and counseling	()	()	()	()	()
10. Report of student progress to parents/families	()	()	()	()	()
11. Extra-curricular activities' program	()	()	()	()	()
12. Classroom welfare	()	()	()	()	()
13. Health and sanitation	()	()	()	()	()
14. Spiritual welfare	()	()	()	()	()
15. Canteen	()	()	()	()	()
16. Discipline	()	()	()	()	()

17. In your own opinion, does the school principal have a role to provide strategies on management of the students? Yes () No ()

18. If **YES**, suggest any five roles the school principal play in order to provide strategies on management of the students.

- i).....
- ii).....
- iii).....
- iv).....
- v).....

Thanks for your cooperation

Appendix III: Head teachers' Questionnaire

Dear respondent,

I am a student at Kenyatta University pursuing a Masters Degree in Educational Administration. For my research study am gathering information on factors for effective management of students in mixed day secondary schools. You have been selected as one of my respondents and the information you provide will sensitize managers in mixed day secondary schools on the importance of an effective management of students over the four year period students are enrolled in the schools. The information you give will be treated with confidentiality. Please, tick in the brackets provided and give responses in the spaces provided. Do not write your name.

Tick appropriately;

1. Gender Male () Female ()

2. How long have you been in this school?

1-2 Years () 3-4 Years () 5-6 Years () 7-8 Years () 9 Years & over ()

For the following statements state whether you Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D) or Strongly Disagree (SD). Tick appropriately.

3. Strategies have a direct impact on the management of students in the school. (*Tick only one*)

SA A UD D SD

() () () () ()

The following strategies can be used to manage students in the school.

(Tick only one)

	SA	A	UD	D	SD
4. Teaching	()	()	()	()	()
5. Student attendance and record keeping	()	()	()	()	()
6. Evaluation of student progress	()	()	()	()	()
7. Guidance and counseling	()	()	()	()	()
8. Report of student progress to parents/families	()	()	()	()	()
9. Extra-curricular activities' program	()	()	()	()	()
10. Classroom welfare	()	()	()	()	()
11. Health and sanitation	()	()	()	()	()
12. Spiritual welfare	()	()	()	()	()
13. Canteen	()	()	()	()	()
14. Discipline	()	()	()	()	()

I have applied the following for purposes of managing students in the school?

(Tick only one)

	SA	A	UD	D	SD
15. Organizing and Accounting for students	()	()	()	()	()
16. Provision of student services	()	()	()	()	()
17. Managing student behaviour	()	()	()	()	()
18. Control of school finances	()	()	()	()	()
19. Provision of discipline	()	()	()	()	()
20. Communication	()	()	()	()	()

- 21. Physical facilities () () () () ()
- 22. Supervising instruction () () () () ()
- 23. Implementing the curriculum () () () () ()
- 24. In your own opinion, do you have a role to play in the provision of strategies on the management of students in your school? Yes () No ()
- 25. If **YES**, suggest any five strategies you can provide in the school in order to manage the students effectively;
 - i).....
 - ii).....
 - iii).....
 - iv).....
 - v).....

Thanks for your cooperation

Appendix IV: Sampling Table

Number	Sample	Number	Sample	Number	Sample
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100,000	384

Source: Kathuri and Pals, (1993)