TRAINING OF SCHOOL MANAGERS AND STUDENT'S DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY, KENYA

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Declaration

Declaration by candidate:

The work of the project is my real and original work which has not been presented for an award of degree in any university. Any person reproducing a part of this work should obtain the authority from the author or Kenyatta University.

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Signature _____ Date_____

Declaration by the supervisor:

I verify that the work in this project was done by the candidate under my supervision as the appointed supervisor.

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Dedication

This work I dedicate it to my family; to my wife Elizabeth for her enduring selfless support and my children- Brendah and Fortunatus for your cheerful presence. May this endeavour bring endless joy and smiles to your lives. And to my beloved parents for from the foundation you gave me, this step has been made. To my sisters and brothers, may this bring new hope and inspiration in your lives. God bless you all.

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Thank you all for making me realize a dream be a better person, researcher and a student. Above all I give to GOD all the glory.

TABLE OF CONTENTS

Declaration ii
Dedication iii
Acknowledgement iv
List of Tables viii
List of Figures ix
Operational Definition of Terms x
Abbreviations and Acronyms xii
Abstract xiii
CHAPTER ONE 1
INTRODUCTION 1
1.1 Background of the study 1
1.1.1 Students' discipline 3
1.1.2 An overview of Embu County 5
1.2 Study Problem 6
Study Objectives 7
1.3.1 General Objective 7
1.3.2 Specific Objectives 7
Research questions 7
1.5 Study Significance. 8
1.6 Study Scope 8
1.7 Study Limitations 9
1.8 Study Organization 9
CHAPTER TWO 10
Review of literature 10
2.1 Introduction 10
2.2 Theoretical literature 10
2.2.1 HR Training Theories 10
2.3 Empirical Literature 12
2.3.1 Preventive discipline strategies and management of discipline 12
2.3.2 Intervention discipline skills and management of discipline 13
2.3.3 Post-vention discipline skills and management of discipline 14

2.3.4 School management training and discipline of schools 14
2.4 Summary of literature review and research gap 16
2.5 Conceptual Framework 17
CHAPTER THREE 18
RESEARCH METHODOLOGY 18
3.1 Introduction 18
3.2Research design 18
3.3 The target population 18
3.4 Sample and Sampling Procedure 19
3.5 Data Collection Instruments 19
3.6 Data Collection Procedures 20
3.7 Research Instruments validity 20
3.8 Research Instrument Reliability 20
3.9 Data analysis techniques 21
3.10 Ethical Issues 23
CHAPTER FOUR 24
FINDINGS AND DATA ANALYSIS 24
4.1 Introduction 24
4.2 Rate of response 24
4.3 Characteristics of Demography 25
4.3.1 Respondents Gender 25
4.3.2 Seniority of the respondents 26
4.3.3 Level of Education 27
4.3.4 Experience of the respondents 28
4.3.5 Type of school 29
4.3.6 Size of the school 29
4.3.7 Population of the school 30
4.4 Descriptive Statistics 31
4.4.1 Preventive discipline strategies 31
4.4.2 Intervention discipline strategies 35
4.4.3 Post-vention strategies 38
4.4.4 Level of discipline of students 40

4.5 Inferential statistics 42
4.5.1 Correlation analysis 42
4.5.2 Regression analysis and hypothesis testing 43
4.5.3 Variance analysis 44
4.5.4 Coefficients of regression 45
CHAPTER FIVE 47
FINDINGS, RECOMMENDATIONS AND CONCLUSION SUMMARY ..... Error! Bookmark not defined.
5.1 Introduction 47
5.2 Summary of findings 47
5.2.1 General information on the respondents 47
5.2.2 Preventive discipline strategies 47
5.2.3 Intervention discipline strategies 48
5.2.4 Post-Vention strategies 48
5.2.5 Level of discipline of students 49
5.3 Conclusion 49
5.4 Recommendations 49
5.5 Further Research Suggestions 50
References 51
APPENDICES 55
Appendix: I: Informed Consent and Advice Form 55
Appendix II: CONSENT FORM 57
Appendix III: Research questionnaires-QUESTIONNAIRE FOR PRINCIPALS 58
Appendix IV: QUESTIONNAIRE FOR DEPUTY PRINCIPALS 62
Appendix V: WORK PLAN 66
Appendix VI: Study Budget 67
Appendix VII: NACOSTIC PERMIT 68
Appendix VIII: APPROVAL LETTER I 69
Appendix IX: APPROVAL LETTER II 70

List of Tables

Table: 3. 1 Sample Size 19

Table 3. 2 Reliability of the research instrument 21

Table 4. 1 Rate of response 24

Table 4. 2 Seniority of the respondents 26

Table 4. 3 Level of education 27

Table 4. 4 Experience of the respondents 28

Table 4. 5 Type of the school 29

Table 4. 6 Knowledge of the Preventive discipline strategies 32

Table 4. 7 Effectiveness of the Preventive discipline strategies 33

Table 4. 8 Knowledge of intervention strategies 35

Table 4. 9 Effectiveness of the intervention strategies 36

Table 4. 10 knowledge of Post-vention discipline strategies 38

Table 4. 11 Effectiveness of the Post-vention discipline strategies 39

Table 4. 12 Level of discipline of students 40

Table 4. 13 Correlation results 42

Table 4. 14 Model Fitness 43

Table 4. 15 Variance analysis 44

Table 4. 16 Coefficients of Regressions 45

List of Figures

Figure 2.1 Conceptual Framework 17

Figure 4.1 Respondents Gender 25

Figure 4.2 Size of the school 30

Figure 4.3 Population of the school 31

Operational Definition of Terms

Debriefing: This strategy involves a teacher, administrator, counsellor, or clinician reviewinga major incident with the student.

Deputy Principal: assistant chief executive officer of a secondary school

FOCUS: teaches the life skills of self-esteem, tolerance, coping, self-discipline, collaboration, communication, responsibility, and conflict resolution

Intervention skills: are those activities or strategies that are used when difficult behaviour has become an issue.

Management: A recess whereby the objectives of an enterprise are met though the efficient and effective use of resources

Planning for re-entry: This strategy involves a meeting of the parents, administration, and student upon the student's return to school from a suspension.

Postvention skills: are those activities that occur after a student has been involved in a major behavioural incident.

Prevention skills: are strategies that are used with students before the behaviour becomes a major issue.

Principal:	chief executive officer of a secondary school
School management:	principals and their deputies.
Training:	any attempt to improve performance by the attainment of specific skills, knowledge and abilities like teamwork and management skills tailored to solving emerging issues.
Students' Discipline	a system consisting code of conduct and strategies to regulate students and keep school and classroom in order. The aim is management and control of students' actions, habits, attitude and behavior in school.
Positive discipline model	R.E.S.P.E.C.T (Responsible Educators, Students, and Parents building Educational Communities that Thrive
Life skills	for example group and team work skills, peer relational skills, conflict resolution skills and academic survival skills
Parent's education	practices embracing the input and participation of the parents in school programs and knowledge in discipline and nurturing of learners
Peer counselling	special program where the students are their own counsellors after training in specific guidance and counselling skills
Building bridges	mediating in major issues involving two or more student

Abbreviations and Acronyms

DQUASO: District Quality Assurance and Standards Officer

ECSSHA: Embu County Secondary schools Heads Association

FOCUS: Focusing on Control and Understanding Self program

HR: Humans Resources

HRM: Humans Resources Management

SPSS: Statistical Package for Social sciences

KSA: knowledge skills and abilities

HCT: Human capital theory

ELT: Experimental Learning Theory

TLT: Transformative Learning Theory

AT: Action Theory

TSC: Teachers Service Commission

NACOSTI: National Commission for Science and Technology and Innovation

Abstract

The problem of students' indiscipline in secondary schools has been of concern. Dating back to the days of the old constitution to the present dispensation, management of discipline in schools has attracted both attention and effort from the Ministry of Education in an endeavour to reduce indiscipline. However in spite of the training, serious students' indiscipline issues have persisted. This research investigated the effect the training of school managers on discipline of students. Generally, the objective was to investigate the relationship between training of school managers and students' discipline in public secondary schools in the sub county. The specific objective entailed investigating the effect of the preventive, intervention and post-vention skills of school managers on students' discipline. The target population wasall the schools in Embu County while the respondents were 26 principals and 27 deputies from across the county making a total of 53 respondents. A descriptive survey research design was adopted to show the relationship between the independent and dependent variables. Data was collected using a structured questionnaire. Descriptive and inferential statistics such as frequency distribution, percentages and frequency tables were used to summarise and relate variables obtained from the questionnaire and the analyses done using the Statistical Package for Social Sciences (SPSS) computer package. Validity of the research instruments was determined by seeking opinions from the experts of the field of study. These were the supervisor and experts in the education sector. The internal consistency reliability was examined by use of Cronbach Alpha coefficient. Convergent validity was assessed at the individual and construct level by examining individual item loading. Pearson's correlation was used to determine the relationship between the discipline skills and management of discipline while multiple regression analysis to determine the effects of training in discipline skills on discipline of students. The findings have been presented using descriptive statistics like percentages, frequencies, bar graphs and pie-charts. The findings of the study prove that post-vention strategies, preventive and intervention strategies have a positive effect on the overall discipline of the students in public secondary schools hence necessary for training of school managers. The research reached a conclusion that training of school managers in intervention strategies, post-vention and preventive strategies is essential tool for maintenance of discipline in secondary public schools. The study recommends further studies to be conducted to find out effects of other factors such as parenting, moral and social environments on the discipline of the students in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Study Background

Training and development is entails process of receiving or assigning capabilities, skills and knowledge (KSA) method essential in carrying out a particular activity or functions; to attain the strategic benefits of training and development in an organization or individual level. Training and development are necessary for achieving the organizations current and future challenges. It provides a wide range of actions accompanied by the knowledge which helps an individual carry out tasks and deliver the best results to an organization. Training and development equip an organization with the knowledge and personal skills to meet future and current demand and challenges occurring in the macro environment. The organization is highly improved by the learning actions provided by the training and knowledge thus enabling employees to share knowledge which helps to improve customer service and organizational horizon. Knowledge enriches career development and focuses on expanding individual career goals thus improving the performance of the organization and its effectiveness (Niazi, 2011).

An organization needs to develop a strategic human resource management system to apply the strategic training. The training of HR helps in the development of all working fields hence sound performance due to effectiveness in an organization. According to Strategic Human Resource Literature (SHRL), strategic training in an organization is viewed as a technique for improving employee efficiency. (Richard et al. 2009). Furthermore, HRM is a necessary approach where organizational goals are connected to the human resource functions to increase productivity, Bratton (2013).

In the education sector, promotions of staff to management positions are on a continuous basis. The newly appointed and those that have served in these positions before require mastering and acquiring administrative skills to manage the institutions of learning (Kesi, 2004). This is in an endeavour to improve performance by the attainment of specific skills. The new constitutional dispensation came with it the children's education act 2013 and the bill of rights (chapter 4) that outlawed corporal punishment as a method of managing discipline in schools. Since then, the vigorous effort has been made to train the principals and deputy principals on alternative methods of managing discipline in schools, (MOE, 2001).

According to the department of education quality and standards, these alternative methods apart from being incorporated in the curricula of most education management training institutions; seminars, workshops, and conferences have been pivotal in imparting these skills to principals and deputies of schools. From 2013, this training has been structured to commence from the sub-county level to the county, regional and finally culminate at the national principals and deputies conferences. Accordingly, resource persons have always facilitated the training ensuring the school management get the best mastery of the alternative discipline management methods. These alternative discipline strategies are interventionist, preventive and post-preventive strategies. Prevention strategies include positive discipline (Jody, 2003), FOCUS programs, and teaching of life skills (Kibui et al., 2014). Intervention strategies include community-based programs, class meetings and house meetings (Ondera et al., 2012), guidance and counselling, team building, peer counselling, and mentorship. Post-vention strategies include debriefing, building bridges, out and in school suspensions and planning for re-entry.

1.1.1 Students' discipline

The issue of indiscipline has been a contemporary issue in Kenya. There have been a lot of indiscipline cases in the whole country. Researchers have been done, and commissions set up to investigate the causes of unrest in schools. The media has reported public concern issues where the conflict in the educational institutions in Kenya has been realized. Lack of management skills in educational institutions has been a significant cause of conflicts among the students, management, and instructors. There are various legislations which have been formed to solve and mitigate disputes in educational institutions but lately, conflicts have been confirmed in tertiary institutions, secondary and primary institutions. Since 1980, battles have been increasing where the policies and guidelines have been still functioning. The results of conflicts in institutions result in riots which lead to a destruction of property and sometimes severe injuries, rape cases, and deaths. For example in the year 1991 July 13th, St Kizito Mixed Secondary boys entered by force into girls dormitory where raping of more than 69 girls and leaving 19 girls dead (Perlez, 1991).

Additionally, on28th March2006, Kangubiri Girls Secondary School in Nyeri County were faced with rape incidence which adversely affected the school(Wanyama, 2006).On 25th March 2001, two students from Kyanguli Secondary school in Machakos County razed down a whole dormitory where 68 students were burnt to death and scores left with severe injuries (Rowan, 2001).

There are other forms of bullying such as bullying. According to Ngigi, (2010), bullying is a form of indiscipline which is characterized by inhuman and slavery actions. In May 2006, a fifteen-year-old student Samuel Gituro from Nyeri High school in Nyeri County was injured by students who bullied him. In June 2006, St Mary's Boys High School in TaitaTaveta County

went on demonstration where they caused major damages as they demanded authority to bully form one students. During the year, another 11 students from Moyale High school bullied their colleagues and were suspended.The school went on closure due to riots from other students demanding the school to cancel the suspension of the 11 students.

On June 27th, 2007, Three High schools were closed following separate riots and damage to property by students. These included Chinga boys in Nyeri and Isuzu secondary in Bungoma. On 5th August 2015, 41 secondary school students were arrested by police officers after finding them in possession of bhang and allegedly having sex in a bus. The students, both male and female were detained at Kiangwachi Police Patrol Base in Kirinyaga County after police intercepted the 33-seater vehicle.The students who had also consumed alcohol and smoked tobacco were on their way home for the August school holidays.Kirinyaga County Director of Education said the students were from several schools; mostly in Nyeri County.

Another bus was also intercepted with drunk students at Makuyu on its way to Nairobi on the same day. On 20thOctober 2015,Police, following a public tip-off, arrested 200 children who were under 18 years of age drinking beer which is contrary to the law. Observers witnessed that some students were drinking beer while others were smoking bhang. On 4th October 2015, more than 500 students were found at Eldoret nightclub engaging in sex and drugs. The investigating revealed that alcohol, bhang, and condom peels were impounded from the students. On July 15th, 2015, five schools from Kilifi County burned dormitories a case which interrupted education programs in the area. Those schools were Dzitsoni Secondary school, Lutsangani, and Chumani Secondary school.

As of August 2015, 10 schools in KilifiCounty, 3 in Meru, 5 in Nyamira and Tharakanithi and 3 in Embu were closed indefinitely owing to a wave of students' unrest and most recently the torching of seven dormitories in Itiero boys. In fact, as of July 22nd, 2016 ninety-one cases of arson in schools had been reported and about a hundred and thirty students charged in connection with the growing arson in schools (daily nation Friday, July 22, 2016). Unfortunately, in spite of the vigorous training that the ministry has undertaken to improve the performance of principals and deputies in the management of discipline by imparting alternative skills to corporal punishment, increasingly growing indiscipline in public secondary schools in the country is alarming.Certainly, bullying has created to many psychological and severe impacts both on victims and students who bully and this has been a global problem. It interferes with rights of students in schools by creation of an atmosphere which is not conducive for the learning process thus students live in fear.

1.1.2 An overview of Embu County

EmbuCounty will be a convenient area for this research study. The county has 126 public secondary schools. It has had major indiscipline issues in the past and even recently. According to DQUASO, yearly statistics reveal an average of five cases of indefinite closure of schools in every of the five sub- counties owing to students' unrest on grounds of indiscipline characterized by arsonist attempts, rampant drug abuse influence, and general teenage delinquency. Some of the schools where these cases have been common in the sub-county areKimangaru, Kithimu, Kevote,Kirimari, Kegonge, Kavutiri, Kamama and Siakago schools. There has also been a high public schools population turn over owing to students' suspensions and expulsions on indiscipline basis. Also, drug abuse-related cases have severally been reported, and appropriate measures to counter the same have been employed. These statistics dates back two years before the introduction of the children's act.

After the introduction of the children's act in 2013, according to DQUASO, the county has had the annual training of the principals and their deputies on alternative methods of managing discipline mainly through workshops, seminars, and conferences. From the sub-county level, the training moves a notch higher to the county, region and culminates at the national training. The theme of discipline has been mainly with emphasis on alternative discipline management techniques.

1.2 Statement of the problem

Since the introduction of the children's act 2013 and the subsequent outlawing of physical punishment as a way of managing discipline in schools. Training of principals and deputies of public secondary schools on alternative methods in EmbuCounty has been going on starting at the sub-county level to the county, the region and finally to the national level. This training is expected to improve the performance of principals and deputies in the management of discipline. However, according to the County Quality Assurance and Standards Office (DQUASO), there have been persistent cases of indiscipline in public secondary schools. Out of the 126 schools, statistics reveal at least every other year 20% of schools have unrests some resulting in the indefinite closure of schools. These unrests accordingly have been associated with growing indiscipline in schools supported by rising cases of planned arsons and attempted arsons, drug abuse cases and school suspensions and expulsions that owe to teenage delinquency. This despite the effort made to impart alternative discipline management skills to the school's management.

Several types of research based on discipline in schools have been done. Researchers have expressed the need to train school managers in alternative discipline skills to adequately equip them with the knowledge to manage discipline in schools in the post-caning era, and in conflict

management, (Kibui et al., 2014). Several studies have shown that there is different degree of success in different schools due to adoption of new discipline strategies. The main challenge, however, has been in the implementation of these alternative strategies (Jody, 2003). As such the accurate measure of their effectiveness in the management of discipline in schools has not been well established. This research intends to fill this gap by establishing the effect of trained discipline strategies on the discipline of students in public secondary schools in Embu-County on their successful implementation in the management of discipline and forthwith give commendations and recommendations from the findings of the study.

Objectives of the study

1.3.1 General Objective

To determine the effect of training of school managers on discipline in public secondary schools in Embu county.

1.3.2 Specific Objectives

i. To investigate result of preventive skills schooling of school managers on discipline of students in public secondary schools in Embu County.

ii. To assess the effect of intervention skills training of school managers on a discipline of students in public secondary schools in EmbuCounty.

iii. To establish the effect of post-vention skills training of school managers on a discipline of students in public secondary schools in Embu County.

Research questions

i. What is the effect of preventive skills training of school managers on discipline of public secondary schoolstudents in EmbuCounty?

ii. What is the effect of intervention skills training of school managers on discipline on discipline of public secondary schoolstudents in EmbuCounty?

iii.

iv. What is the effect of post-vention skills training of school managers on discipline of students in public secondary schools in EmbuCounty?

1.5 Study Significance

This learning is helpful in measuring the achievement on the ground made by school managers in managing discipline in schools resulting from training in alternative discipline methods. The study reveals the strengths and weaknesses of the skills trained hence point at critical areas which can be improved paving way for recommendations in terms of training enrichment, policy formulation and implementation. The study also reveals the extent of the relationship between the adoption of the skills in discipline management and the indiscipline as do presently occur in schools. This in turn could help unearth some root causes of indiscipline in schools. The whole study is helpful to school managers, county and sub-county education boards, the ministry of education and the Teachers Service Commission (TSC).

1.6 Study Scope

The learning has been passed out in EmbuCounty. The target population used in the study is 126 community secondary schools in EmbuCounty. The respondents were the principals and deputies in the county. 26 principals and 27 deputies making a total of 53 respondents were sampled from different schools. The study sought to establish the effect the consistent training school managers have had on discipline of students. Questionnaires were delivered to all respondents. Data was collected using a structured questionnaire. The research adopted a descriptive research design. Both descriptive and inferential statistics were used in analyses of the data.

1.7 Limitations of the study

EmbuCounty is expansive with hilly terrain. Also transport especially during the rainy season is a challenge because of poor road infrastructure. As a result it was necessary to seek the hand of research assistants to be able to cover the entire county at the same time reduce the impact of the challenges. The varied nature of the respondents, refusal by the respondents to fill the questionnaires for fear and unwillingness to provide information that they might consider confidential are some of the issues that hampered the data collection procedure. To mitigate these, the researcher assured the respondents of anonymity and confidentiality as this study is purely academic.

1.8 Organization of the study

This take a look at is organised into five chapters. Chapter one involves the background of the study; outline sincerely the studies hassle, goals of observe, the significance, scope and barriers of the take a look at. The second chapter presents a theoretical history to the research. It explores what literature exposes about alternative area techniques and management of subject in colleges.

It also has the summary of the research gap and the conceptual framework of the study. Chapter three describes the research design and methodology and how data was collected and analysed. Aspects such as sampling, ethical considerations and measures of validity and reliability are dealt with in detail. Chapter fourdiscusses the findings of the study, with particular focus on the relationship between training of school managers on alternative discipline skills and discipline of students in public secondary schools. Chapter five summarizes and conclude the research. It contains conclusions and recommendations based on the relationship found between training of school managers and discipline of students in public resultant schools.

CHAPTER TWO

REVIEW OF THE LITERATURE

2.1 Introduction

This stage reassess theories connected to HR training and empirical review of researches carried out in the field of management of discipline in public secondary schools. The theories covered are the Human Capital Theory(HCT), experimental learning theory(ELT), transformative learning theory (TLT) and action theory(AT). Empirical review on discipline strategies and management of discipline has also been covered in this chapter.

2.2 Theoretical literature

2.2.1 HR Training Theories

Human resource training is based on the improvement in knowledge and skills, productivity and empowering staff in sound decision making as underpinned in the theories discussed below.

2.2.1.1 Human Capital Theory

Neo-classical theories of labour markets, education and economic growth form basis for human capital phenomenon. The theory find out whether well-trained employees are more resourceful than the other staff and emphasises that employees are productive resources, Simon (2008). Human capital training of school managers is such as would incentivise them into the benefits of training. One such way to benefit is in the acquisition of skills to effectively manage the discipline of students in the post –caning era. School managers need to learn essential skills that are effective in management of school discipline(Ondera et al, 2012).

2.2.1.2 Constructivism and Experiential Learning Theory

This learning theory describes that; various dimensions without ordinarily perfect solution can enhance skills and knowledge (Jonassen, 1991). Constructivism is properly suited to the conditioned and scenistic models as it emphasises on real comprehensible global functions in the

firm's environments. In expertise moulding in a certain surrounding, several aspects of functionality ought to be defined, established, and understood fully(Jonassen, 1994). This enables individuals and teams to identify the gaps and inefficiencies in the functionality in a certain skill location. Learning institution's heads face difficulties in implementation of various approaches to discipline. This is due to inadequacy in required skills to maintain because they lack the necessary skills to maintain discipline in the post-caning era (Kiprop, 2012). In the process of ensuring that those chosen as learning institution's heads have the necessary expertise, the recently selected heads should be taken through an induction program on administration ahead of their assumption to office (KESI, 2004).

2.2.1.3 Transformative Learning Theory

The transformative model in collaboration with Scenistic methods encourages and makes the trainees to get involved keenly in determining the content and application of learning actions, thus making many to accept chances of being enlightened and to actively participate in making decisions. Individual job fulfilment and dedication are also essential elements of this empowered education (Devanna, 1986); (Bryman et al., 1996). This theory explains why in-service teaching programmes should assign modules to discipline administration; this is due to school managers many times enter classes without relevant strategies to deal with different situational and behavioural problems, (Odera et al, 2012).

2.2.1.4 Action Theory

According to Michael (2007), this approach focuses to describe how acquisition of knowledge is regulated and how individuals can change their behaviour with dynamism to achieve their set goals in ordinary and/or abnormal conditions. Situated and scenistic learning model entail tale conditions and need trainees to be imaginative to some point divergently, to many cognitive and

information processing models, this theory is related to behaviour and particular working scenarios and results. Action theory is also apprehensive with the processes implicated in the interface between ecological inputs and behaviour and how cognition regulates behaviour and performance (Paul, 2010). This theory suits in the training of school managers in mastery of prerequisite skills required to impart strategies which are interventionist for example parents education, peer mediation, team building and mentorship skills

2.3 Empirical Literature

2.3.1 Preventive discipline strategies and management of discipline

Preventive models are used to develop structures and procedures, which are directed towards minimizing inconvenience and forecasting crisis in the learning institution itself.From the study by Jody, (2003) on positive discipline among American schools, the purpose of which was to establish the effect of selected preventive and interventionist strategies in discipline of high school students, good behaviour is a proper way for school's stakeholders to know life skills and bring a sense of society. This is because a tender aged person's sense of community at both the learning institution and home enhances academic excellence and reduces social ill-discipline. FOCUS programs like sports and other extra-curricular activities increases the students' direction of connectedness to the learning institution. They are defensive and preventive in opposition to health hazard behaviours like drug abuse. Use of life skills for example group and team work reduces aggressive behaviour among students.

Kiprop (2012) in a study on approaches to administration of obedience in post-primary schools in the country observes that a community owning ownership of schools can be enhanced by making of outreach programs. These can be effected through the use of FOCUS programs like

games and community based programs. These reduce antisocial activities for example drug peddling in schools.

Kibui et al (2014), in a study on clash administration as an instrument for bring order and obedience in our post-primary (secondary schools), a study which involved 649 students from four different provinces observes that in order to solve and manage conflicts, most school managers employ guidance and counselling. He also recommends the teaching of life skills to help manage social – emotional problems.

2.3.2 Intervention discipline skills and management of discipline

Intervention activities are the actions or strategies that are used when complicated conduct has become a subject. Jody, (2003), from analysis of a study on a research of school extensive execution of class seminars in sacramental schools of America over a four year period shows that with classroom meetings, suspensions decrease, vandalism decrease and there is a general progress in classroom ambience, behaviour thoughts and intellectual performance. Interventions like class meetings and team building increases the students' sense of community and acceptance of established norms of the school. He observes that the students' also have a lower drug use and delinquency. Class meetings teach students how to handle problems and provide them with a meaningful voice in decision making effectively improving their discipline. He also observes that parent's education or teaching groups of parents experientially makes the parents more effective in managing the discipline of students.

The most often ways of discipline intervention that are used by learning institutions include punishment and guidance and counselling. There is a need to create a sense of community between the head teacher, members of the staff, pupils and students, parents and the society.

Lack of communication is the main source of unrests among students. It can be achieved with house groups, guidance or/and counselling and specific days set for the public, teachers and students (Kiprop, 2012). Community based programs and outreach programs create social togetherness and a sense of possession. They reduce anti-social activities like drug hawking as well as trading of illicit brew and liquor in the school environments, (Kiprop, 2012).

Ondera et al, (2012) in a study of discipline as a tool for effective school management lauds the use of class, house and assembly meetings to enlighten students about the philosophy and principles governing individual expectations of schools. This would caution the students against indiscipline. Parent's participation in decision making help in reducing unrests in schools according toOrodha et al, (2014) in a study on effectiveness of strategies employed students' educational performance in Embu north sub-county.

2.3.3 Post-vention discipline skills and management of discipline

These are activities that arise when a student involves herself or himself in main behavioural confrontation. The post-vention approach enables the learning institution to reinstate associations and attachment with the student. The approaches vary from a short process to a complicated one thus involving several people. These skills include Debriefing; planning for re-entry; Building bridges; out of school and in school suspension as observed byKibui et al (2014) in a study on conflict administration as a means for reinstating discipline in Kenyan secondary schools, a study which involved 649 students from four different provinces.

2.3.4 School management training and discipline of schools

Interventions that build logic of society at learning institution have been found to be efficient. However the implementation of these programs depend much on how the material is taught to

school managers and how the managers implement the programs, Jody McVittie (2003) from analysis of an investigation on a research of school large execution of class meetings in sacramental schools of America. Ill-discipline in our schools is due to poor management skills by school heads. This is attributed to lack of exposure or enough information in management. School managers experience inconveniences in the running of different strategies of discipline. In the process of ensuring that those chosen as learning institution's heads have the necessary expertise, the recently selected heads should be taken through an induction program on administration ahead of their assumption to office (KESI, 2004).

School managers need to learn essential skills which are effective in management of school discipline, Ondera et al, (2012) in a study of discipline as a tool for effective school management. In-service teaching programmes should allocate modules to discipline management as school managers most times enter classes without the required strategies to deal with ill behaviours (Odera et al, 2012). School managers are required to have essential facts and understanding of controlling the student behaviour ahead of commencement of the profession. They need specialist hold up and service and an extremely competent and efficient group of proficient agencies should provide it. Thus, school managers should be taught to know what is obtainable to assist them to administer their classrooms in an effective and efficient manner.

Deficiency in training of principals in conflict management skills explains the much indiscipline observed in schools. For example only a mere 13.6 % of principals were aware of peer counselling skills by 2014. These meant students were equally not directed on how to deal with social and emotional problems associated with adolescence, Kibui et al (2014) in a study on

conflict administration as a device for restoring obedience in our secondary schools, a study which involved 649 students from four different provinces.

2.4 Summary of literature review and research gap

Several researches based on discipline in schools have been done. Researchers have expressed the need to train school managers in alternative discipline skills to adequately equip them with the knowledge to manage discipline in schools in the post-caning era, and in conflict management (Kibui et al., 2014). Several researches have shown that dissimilar schools have changing degrees of accomplishment with new discipline strategies. The main challenge however has been in the implementation of these alternative strategies (Jody, 2003). As such the true measure of their effectiveness in management of discipline in schools has not been well established. This research intends to fill this gap by establishing what would be on successful implementation of discipline strategies in management of regulations in government owned secondary schools in EmbuCounty.

2.5 Conceptual Framework

The model below was used for the purposes of this study to show the connection involving the dependent and the independent variables. The independent variables are the prevention, intervention and post-vention discipline management skills while the dependent variable is the students' discipline.

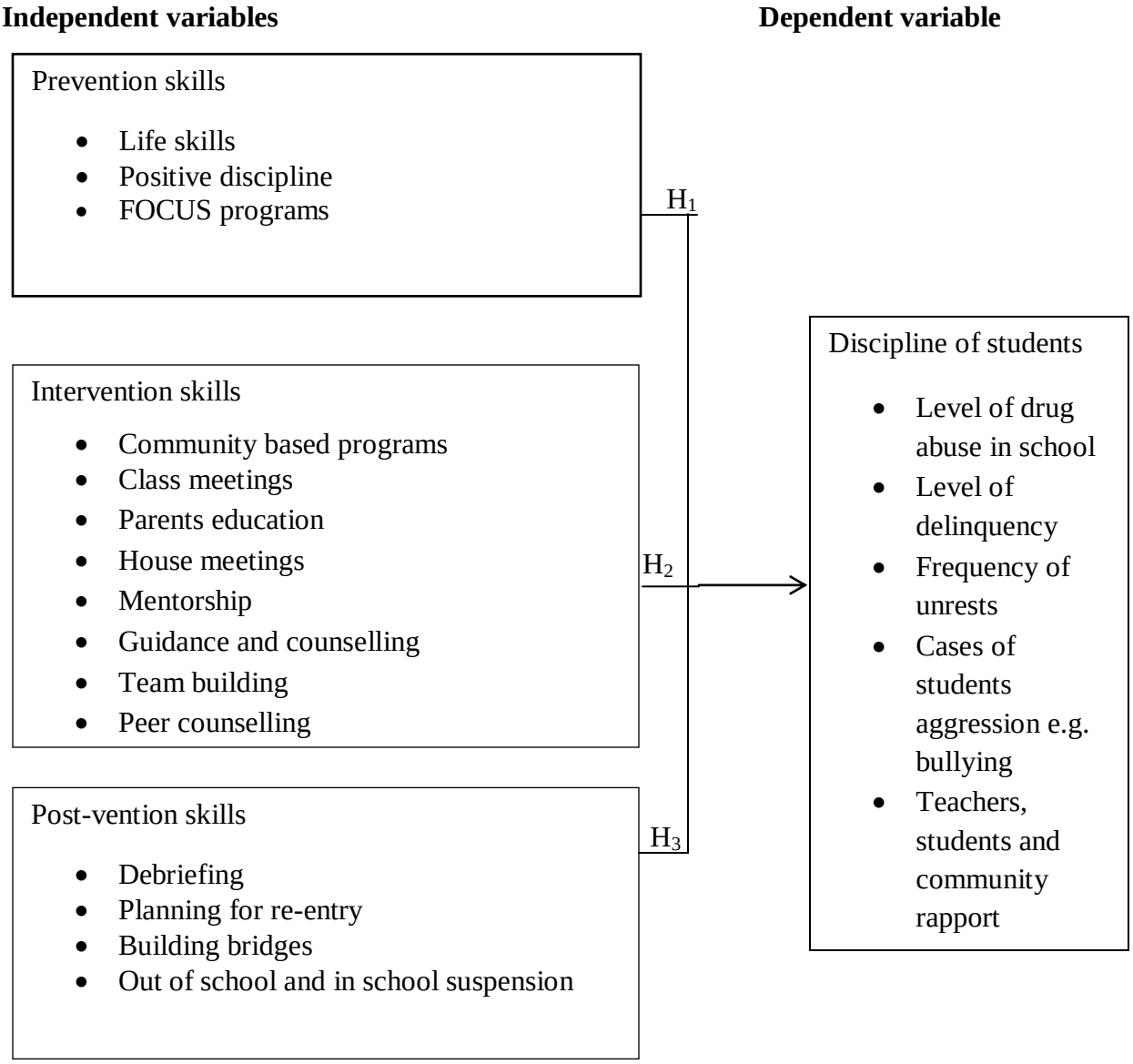

Figure 2.1 Conceptual Framework

Source: Researcher 2016

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 General Introduction

It outlines; design of the study, intent people, sample and plan of sampling, data gathering methods, strength of the instruments data collection instruments, reliability of data, data analysis and presentation techniques to be used in the study.

3.2Research design

To realize the objectives of the study, descriptive research design was used. Data was collected and analysed using qualitative and quantitative techniques. The respondents were randomly selected. The respondents were 27 deputy principals, and the 26 principals from a sample population in the county that was obtained from a population of 126 schools. The study used a structured questionnaire to gather information from the respondents. Structured questionnaire was used since it allowed homogeneity in terms of questions to be asked to all the respondents. Data was analysed using descriptive and inferential statistics methods.

3.3 The objected population

The goal populace is the big organization to which one hopes to relate the findings, (FLrankelWallen, 1993). The learning area was the EmbuCounty. The county has five sub-counties. There are 126 public secondary schools in the county (DQUASO). This makes a total target population of 126 schools. The respondents were26principals and 27 deputy principalsin sampled secondary schools in Embu Countymaking a total of 53 respondents.

3.4 Sampling Procedure

The study used randomsampling technique since the population was homogeneous. From a target population of 126 schools, 26 principals and 27 deputy principals were selected as respondents for the research. The respondents were 53 in total. According to Kothari (2006), the trial size should be as vast as possible to fabricate the significant description of the available inhabitants to a satisfactory extent.

Table: 3. 1 Sample Size

Managerial post	**Respondents**
Principals	26
Deputy principals	27
Total	53

Source (DQUASO – Embu County)

3.5 Data Collection Instruments

This study used self-structured questionnaires as research instruments. They were used to collect primary information from the respondents. Questionnaires were ideal due to their capability to confine respondents' opinions in a planned approach and in written outline for future reference. They also saved resources (time and money); allowed the respondents to provide response generously and confidentially on main issues because they are not necessarily needed to disclose their personality. Questionnaires also presented consistency in proving answers enabling a great extent of similarity because the objects are structured in the identical design. For this research, a structured questionnaire was used. Each questionnaire comprised of two sections: A on personal details and B based on objectives of the study.

3.6 Data Collection Procedures

The researcher looked for consent from appropriate authorities prior to questionnaire administration. An authorisation letter from the university served to assure the respondents that the researcher was permitted to carry out the research. The respondents were advised not to give their personal details such as their names in order to ensure confidentiality with their information. Two assistants helped in distribution and picking of questionnaires from the respondents. This was partly because some of the respondents were busy and could not fill the questionnaire instantly. A follow up in form of a phone call was made to request respondents to fill the questionnaires in case they delayed for at least a week.

3.7 Validity of Research Instruments

Validity means the suitability, meaningfulness and worthiness of inferences the person doing the research comes up with according to the information gathered (Thornbill, 2009). An appropriate inference is one this is appropriate to the intent of the look at while a consequential inference is one that shows something approximately the importance of the information collected by way of the usage of research gear. Validity is the quantity to which an analysis measures what it purports to measures. (Galloway, 1990). For this study, content material validity might be recognized. Content validity is the measure to which the sample of the test items represents the content material that the take a look at is intended to appraise. A pilot study was carried out with two respondents per questionnaire to improve question items and fill the gaps. The results of the pilot study were analysed by industry experts and experimentation zookeeper checked the results to evaluate fluency and unambiguity in order to make a stronger legality.

3.8 Reliability of the Research Instrument

According to Cooper (2006), reliability is the extent to which measures are free from error and consequently produce dependable results. Interior uniformity reliability will be tested using

Cronbach's Alpha coefficient. Cronbach's Alpha is the commonly used gauge of dependability of instruments in the social sciences. It illustrates the degree to which a group of objects can be treated as measuring a particular underlying variable. It is as well more precise and cautious way of coming up with internal reliability than the SpearmanBrown or Kuder-Richardson formula reliability appraises. in adding has the gain of providing a consistency estimate with most effective one administration.

Saunders, et al., (2009) noted the acceptance value for Cronbach'sAlpha is between 0.7 and 0.9. Further, convergent legitimacy come up if a set of indicators are appraising one universal factor. It can be assessed at the personal and construct level by probing individual item loading. A loading of 0.7 means that about one half of the items variance can be attributed to the construct.

Table 3.2 Reliability of the research instrument

Variable	**Respondents**	**α=Alpha**	**Comment**
Prevention strategies	2	0.712	Reliable
Intervention strategies	2	0.787	Reliable
Post-vention strategies	2	0.777	Reliable
Discipline strategies	2	0.758	Reliable

3.9 Data analysis techniques

Explanatory and content analysis techniques were employed because the research is qualitative and quantitative. Prior to the analysis of quantitative data, it wasreviewed for comprehensiveness and uniformity. The composed information was scrutinized for alignment and abridged to eliminate errors consecutively to discover any inconvenience that may have come up due to administration of the questionnaire. The information wasanalysed with the help of the Statistical Packages for Social Sciences (SPSS) software. The SPSS software helped to determine

mean(average), mode, variance and valid percentage of the data and also draw graphs to represent the data. The correlation results of the data, Regression analysis and analysis of the variance were also determined by the use of the SPSS software. The examination wasconducted in three levels. The initial level entailed verifying the data consistency by use of Cronbach's Alpha. Cronbach's alpha tests internal reliability or standard relationship of objects in a study instrument to measure reliability. The coefficient of internal reliability gives an approximate of the reliability of dimension and is based on the hypothesis that objects testing the same construct have to correlate. The other level is the relevance of the Pearson's moment of correlation analysis to determine the magnitude of correlation between independent and dependent variables. The third level involve application of multiple regression analysis and Analysis of diversity (ANOVA) to investigate the relationship of variables with each other and the degree of variance in the dependent variable due to unit change in the independent variable as showed by the coefficient of determination factor. Regression analysis turned into carried out at 95% self assurance level (α = zero.05).

The multiple regression model will be in the form:

$Y=\beta_0+\beta_1X_1+\beta_2X_2+\beta_3X_3+\varepsilon$

Where;

M= students' discipline

β_0= Y intercept

β_1 to β_3 = Regressioncoefficients

X_1= trainedprevention skills

X_2= trained intervention skills

X_3= trained post-vention skills

ε= error term

Diagnostics

For the correct specification of the relationship between x_1 and y, a partial regression plot is created by:

1. Regressing y on x_2 and obtaining fitted values and residuals

   $\hat{y}i(x_2)=\theta_0+\theta_1 x_{i2}$

   $e_i(y/x_2)= y_i-\hat{y}_i(x_2), \quad i=1.....n$

2. Regressing x_1 on x_2 and calculating the residuals

   $\hat{x}_{i1}(x_2)= \hat{\alpha_0} + \hat{\alpha_1} x_{i2}$

3. Plotting the y residuals $e_i(y/x_2)$ against the residuals $e_i(x_1/x_2)$

   The plot will only be used to suggest possible relationships between the predictor and the response.

   The relationship between y_1 and x_2 will be established by regressing y on $x_{3\ as}$ above

3.10 Ethical Issues

The researcher ensured high ethical discipline was maintained during the study. This wasdone by ensuring the questionnaires did not have items that may bring disquiet to the respondents. The design of the questionnaires prioritised confidentiality of the information provided by the respondents. The questionnaires did not provide for the names of individuals and their stations of duty to be revealed in the list of items of study. The researcher observed courtesy and honesty to the respondents. The research was also carried out subject to approval by the University and NACOSTI. There was no opportunity for trickery and the researcher disclosed the ultimate objective of the research to the respondents.

CHAPTER FOUR

PRESENTATION OF DATA FINDINGS AND ANALYSIS

4.1 Introduction

The chapter contains study findings and presentation according to the objectives and variables of the study. The outcomes are in the tables and in the diagrams as presentation. There are various sections according to the questionnaire of the study.

4.2 Rate of response

Table 4.1 Rate of response

Response	**Frequency**	**Percent**
Returned	45	84.91%
Unreturned	8	15.09%
Total	**53**	**100.0%**

Source: Research Data

To the sample, 53 questionnaires were administered. 45 out of 53 were correctly filled and returned successfully. This is 84.91% of the responses rate which is good for the data analysis since Mugenda&Mugenda (2003), indicates that in a descriptive research 75% of the response rate is acceptable. There were only 8 questionnaires which were not filled because some of the respondents were busy and could not get time to fill the questionnaire although this did not affect the research.

4.3 Characteristics of Demography

The research involved teachers who are deputy principals and principals who work in Embu county schools. The graph below shows the description of the basic characteristics of the respondents.

4.3.1 Respondents Gender

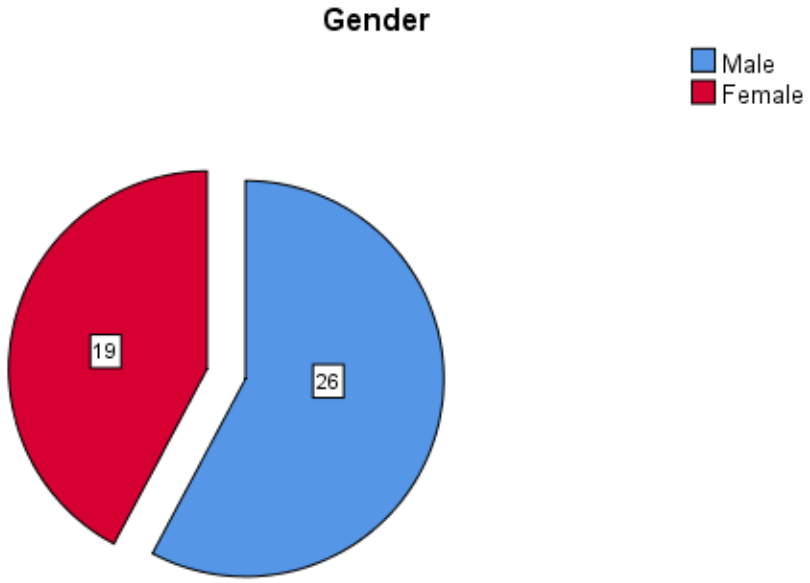

Figure 4.1 Respondents Gender

Source: Research data

The assessment was performed for the gender of the respondents of the study. The result of the research in the figure above illustrated that the male were the majority with a percentage of 57.78% while the female were 42.22% of the respondents. Therefore, the data shows that the secondary schools in Embu County had equal gender opportunity of employment hence no variation in responses. Equality in gender of the respondents who are principals and their deputies is supported by the Matheri et al., 2015, which shows that there should be equality in gender in the administration of schools. This research has shown that there is equality in the gender of deputy and principals in secondary schools hence the research is ethical to other

researches performed by various researchers. It was important to investigate the effect of dependent variable to both genders in order to eliminate biasness of the research. It also shows that training should be carried upon all school principals and deputies regardless of their gender.

4.3.2 Seniority of the respondents

Table 4. 2 Seniority of the respondents

		occurrence	Percent	Valid Percent	Cumulative Percent
Valid	Principal	21	39.6	46.7	46.7
	Deputy Principal	24	45.3	53.3	100.0
	Total	45	84.9	100.0	
Missing	System	8	15.1		
Total		53	100.0		

Source: Research data

The ranks of the respondents were analyzed in the above table. The findings showed that 46.7% were principals while 53.3% were deputy principals. This shows that the research incorporated all the two positions equally hence there are no significant variations in the number of principals and deputy principals involved in the study. This shows that discipline of students is not affected by the seniority of the teachers in various secondary schools in Embu County.

4.3.3 Level of Education

Table 4.3Level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	3	5.7	6.7	6.7
	Degree	25	47.2	55.6	62.2
	Master Degree	14	26.4	31.1	93.3
	Doctorate Degree	3	5.7	6.7	100.0
	Total	45	84.9	100.0	
Missing	System	8	15.1		
Total		53	100.0		

Source: Research data

The highest levels of the respondents were indicated. According to the table above, the respondents who had attained highest level of education of Diploma were 6.7%, Bachelor of Degree were 55.6%, Master Degree were 31.1% while those who had attained Doctorate Degree were 6.7%. The results show that the respondents had enough knowledge to participate in the research since they understand the concept. The training of school managers is therefore not biased on the level of education.

4.3.4 Experience of the respondents

Table 4.4 Experience of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3-5 years	5	9.4	11.1	11.1
	5-10 years	16	30.2	35.6	46.7
	Over 10 years	24	45.3	53.3	100.0
	Total	45	84.9	100.0	
Missing	System	8	15.1		
Total		53	100.0		

Source: Research data

The experience of respondents in their working positions was analyzed. 11.1% of the respondents had worked for 3-5 years, 35.6% had an experience of 5-10 years and 53.3% had an experience of over 10 years. The results show that the majority of the respondents had a long experience and therefore they had thorough knowledge of discipline strategies as well as other ways on how to maintain discipline in secondary schools. According to Zikmund, (2005), relevant experience of the respondent is essential in the field of the research which the researcher intends to conduct.

4.3.5 Type of school

Table 4.5 Type of the school

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Boys school	Boarding	20	37.7	44.4	44.4
	Girls school	Boarding	16	30.2	35.6	80.0
	Mixed day school		9	17.0	20.0	100.0
	Total		45	84.9	100.0	
Missing	System		8	15.1		
Total			53	100.0		

Source: Research data

The information about the type of the school where the respondents administered was collected. Among the 45 secondary schools, 20 which indicate the 44.4% of the respondents were boys' boarding school, 35.6% were girls' secondary school and 20.0% were mixed day secondary school. This shows that there was significant representation of all categories of secondary schools since Embu County is composed of both boys' and girl'spublic boarding schools, girls' public boarding schools and mixedday publicsecondary schools.

4.3.6 Size of the school

The data about the size of the school streams was obtained. Single streams were 17.8%, double streams were 22.2%, triple streams were 22.2%, four streams were 31.1% and five streams were 6.7%. This therefore shows that the majority of the schools had more than double streams hence it needed more management issues regarding discipline. It also shows a large number of students made the schools to have more streams in order to accommodate the students.

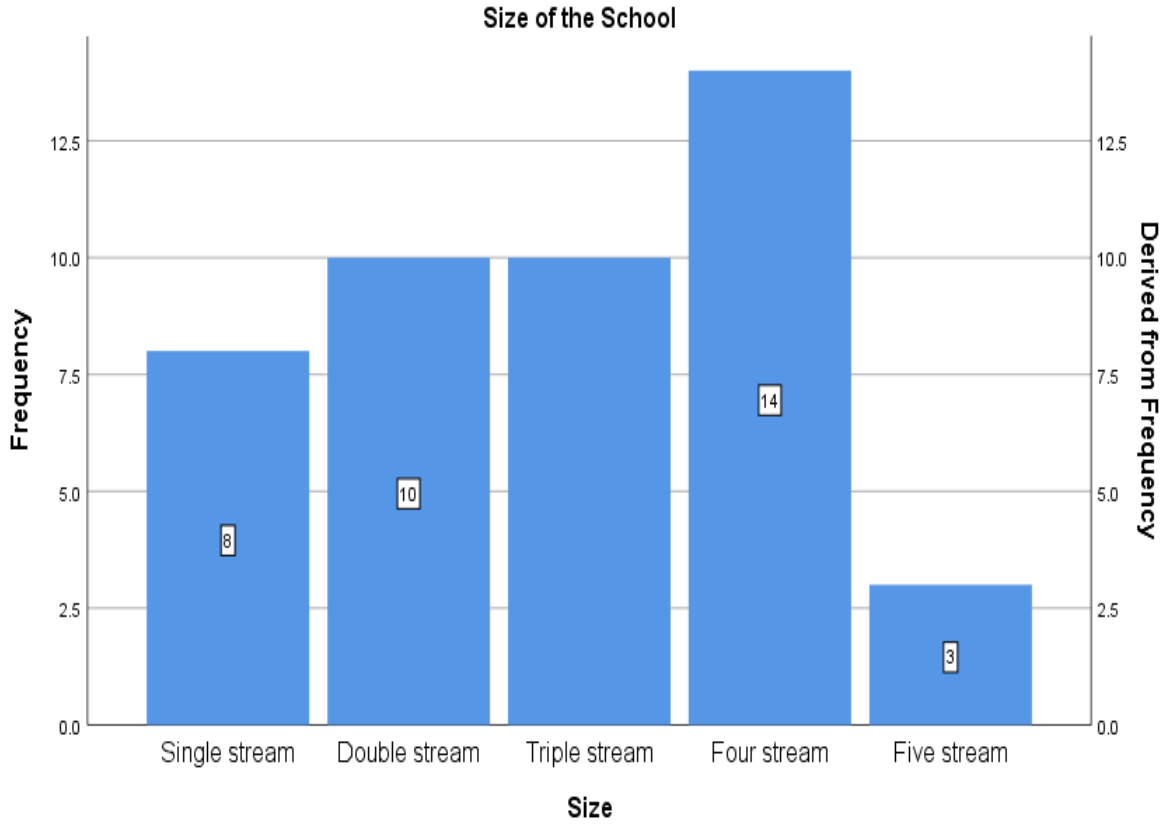

Figure 4.2 Size of the school

Source: Research data

4.3.7 Population of the school

The data about the number of students in the respondent's schools were obtained as shown in the graph above. According to the results, 8.89% of the schools had a population of below 100, 31.11% of the schools had a population of 100-499 students, 33.33% of the respondents schools' had a population of 500-799 and 26.67% had a population of 800 and above. The results showsthat the majority of the schools had a population of more than 500 students which is a larger number and therefore the respondents would have faced various indiscipline cases which have made them to implement most of the discipline strategies in form of post-vention, intervention and prevention strategies.

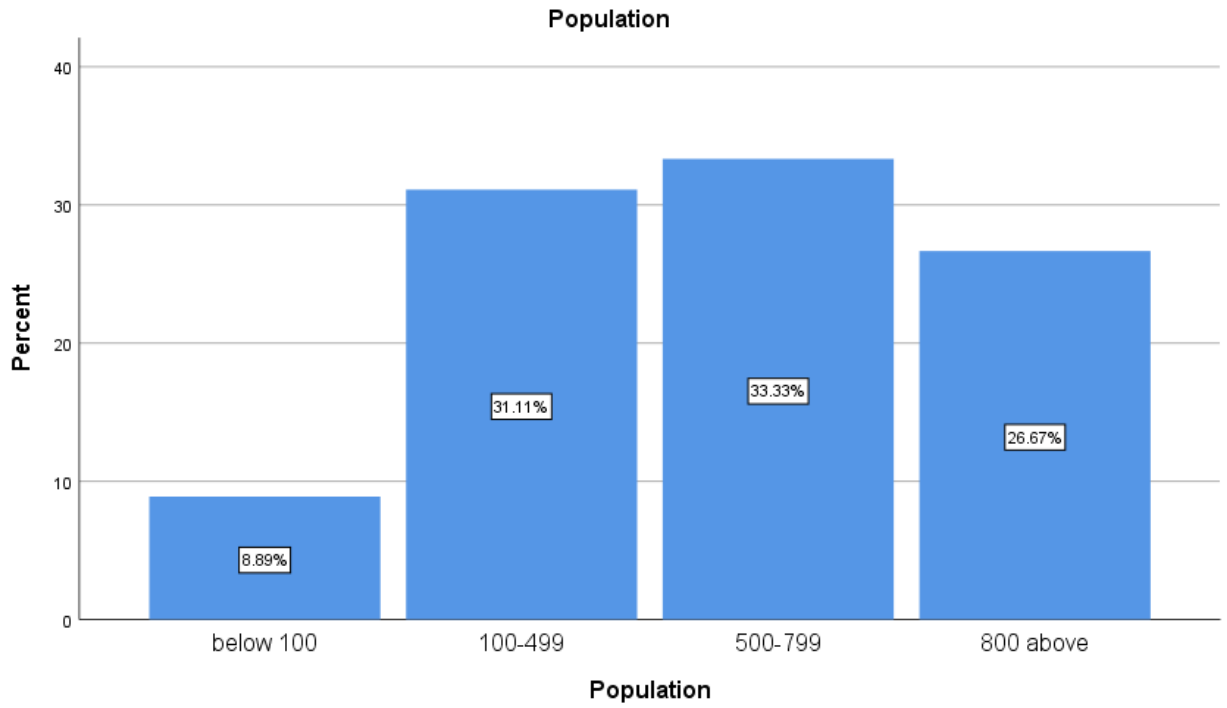

Figure 4.3 Population of the school

Source: Research data

4.4 Descriptive Statistics

Three discipline strategies which are the variables of the study were able to be analyzed through statistical ways. These discipline strategies include: post-vention strategies, intervention strategies and preventive discipline strategies.

4.4.1 Preventive discipline strategies

There are two parts of the preventive discipline strategies. The first part, respondents had to indicate how they rate their knowledge of the preventive strategies while the second part respondents had to indicate effectiveness of the preventive strategies.

4.4.1.1 Knowledge of the Preventive discipline strategies

Table 4.6 Knowledge of the Preventive discipline strategies

	Very Poor	Poor	Fair	Good	Very Good	Mean	Std Dvn
Life skills like conflict resolution skills	0.0%	4.4%	6.7%	66.7%	22.20%	4.0667	0.6875
Positive discipline model-RESPECT(Responsible Educators, Students, and Parents building Educational Communities that Thrive	0.00%	0.00%	6.7%	62.2%	31.1%	4.24	0.570
FOCUS programs like sports	0.00%	6.7%	13.3%	44.4%	35.6%	4.0889	0.8744
Aggregate mean						**4.1318**	**0.7106**

Source: Research data

The respondents indicated their knowledge of the preventive discipline strategies in the questionnaire where the results are represented in the table above. According to the findings in the table 4.6, 89.70% of the respondents had thorough knowledge about the life skills, conflict resolution skills. Similarly, a majority of the respondents, 93.3% had knowledge about the positive discipline strategies which is represented by RESPECT which stands for Responsible Educators, Students, and Parents building Educational Communities that Thrive. 80% of the respondents had had knowhow about the FOCUS programs such as sports and other programs which are part of the discipline resolution strategies. The average mean of the five-likert scale was 4.1318. This shows that the majority of the respondents agreed with theknowledgeof the

preventive discipline strategies and their responses varied as configured by a standard variation of 0.7106. The results back up the research conducted by Eyler, 2014, which found that the discipline of the students is determined by the knowledge of the senior teachers on different approaches of solving indiscipline cases. This leads teachers to employ the right strategy at the right time in order to reduce the extent of occurrence of the indiscipline cases in the school.

4.4.1.2 Effectiveness of the Preventive discipline strategies

Table 4.7 Effectiveness of the Preventive discipline strategies

Discipline strategies Rate

	Very Poor	**Poor**	**Fair**	**Good**	**Very Good**	**Mean**	**Std Dvn**
Life skills like conflict resolution skills	0.0%	0.00%	22.2%	53.3%	24.4%	4.0222	0.69048
Positive discipline model-RESPECT(Responsible Educators, Students, and Parents building Educational Communities that Thrive	0.0%	0.00%	20.0%	55.6%	24.4%	4.0444	0.6727
FOCUS programs like sports	0.0%	0.0%	26.7%	51.1%	22.2%	3.9556	0.7056
Aggregate mean score						**4.0074**	**0.6895**

Source: Research data

Following the effectiveness of the preventive strategies, the respondents were to rate how effectiveness the strategies are in their management. The findings in the table 4.7 shows that the greater part of the respondents, 77.7% admitted that life skills resolution skills are effective in

managing the discipline and solving indiscipline cases in the school.80% of the respondents agreed that Positive discipline model skills which is represented by RESPECT is effective in discipline resolution while 73.3% of the respondents which is a majority agreed that FOCUS programs are essential and effective for discipline resolution in secondary schools. From the five-point likertscale, the standard mean of the answers was 4.0074 which indicated that the majority of the respondents agreed with the effectiveness of the preventive discipline strategies whose responses varied as shown in the standard deviation of 0.6895. These findings are supported by the De Shannon research of the year 2017, which found that positive behavior in the secondary school is created by positive action planning approaches which minimizes bullying among students in secondary school. This majorly refers to preventive strategies which are easy to adapt and therefore are effective for the maintenance of high level of discipline in secondary schools. The research conducted by Rigby, (2014) also shows some ways on how teachers address indiscipline cases such as bullying in their schools. The study of Rigby compared five reactive approaches where life skills strategies were found to be one of the strategies used to address bullying in secondary school. This proves that preventive strategies have higher effects on the discipline of students in secondary schools and with respect to this research in Embu County.

4.4.2 Intervention discipline strategies

4.4.2.1 Knowledge of the Intervention strategies

Table 4.8 Knowledge of intervention strategies

Discipline strategy	1-Very poor	2-Poor	3-Fair	4-Good	5-Very Good	Mean	Std Dev.
Community based programs	0.0%	4.4%	13.3%	55.6%	26.7%	4.0444	0.7673
Class meetings	0.0%	6.7%	15.6%	44.4%	33.3%	4.0444	0.8779
Parents education	0.0%	4.4%	17.8%	55.6%	22.2%	3.9556	0.7674
House meetings	0.0%	4.4%	11.1%	66.7%	17.8%	3.9048	0.6904
Mentorship	0.0%	0.0%	22.2%	44.4%	33.3%	4.1111	0.7453
Team building	2.2%	8.9%	33.3%	33.3%	22.2%	3.6444	1.0035
Guidance and counselling	0.0%	0.0%	15.6%	40.0%	44.4%	4.2889	0.7268
Peer counselling	0.0%	0.0%	11.1%	44.4%	44.4%	4.3333	0.6742
Aggregate mean score						**4.0409**	**0.7816**

Source: Research data

Table 4.8 shows the knowledge of the respondents to the intervention discipline strategies. Following the table, 82.3% of the respondents agreed that they have knowledge about the community based programs as an intervention discipline strategy.77.7% as the majority of the respondents agreed that they had knowledge about the class meetings as a discipline strategy while 77.8% agreed that they had knowledge about parent's education as the intervention discipline strategy. A majority of the respondents with a percentage of 84.5% agreed that they have knowledge of the house meetings as an intervention strategy. Mentorship strategy as an intervention discipline strategy is also common since 77.7% of the respondents agreed to have knowledge about it. A majority of the respondents of 55.5% agreed to have knowledge about the team building as an intervention discipline strategy and 84.4% of the respondents agreed to have good knowledge about the guidance and counseling as an intervention discipline strategy.

Majority of the respondents agreed to have good knowledge of the peer counseling since 88.8% of the respondents agreed to have solid knowledge about it as an intervention discipline strategy. The average mean of the respondents was 4.0409 which indicate that the respondents agreed to have good knowledge of the intervention strategies as indicated on the five-likert scale and the responses varied with a standard deviation of 0.7816 as portrayed in the table above. Similarly, the study of De Los et al., 2017 which studied about the knowledge of ethics in principals found that most of the teachers have knowledge about the ethics to students and how to counsel them and show them good examples. This helps in understanding the discipline of students and how it should be positive.

4.4.2.2 Effectiveness of the intervention strategies

Table 4.9 Effectiveness of the intervention strategies

Discipline strategy	**1-Very poor**	**2-Poor**	**3-Fair**	**4-Good**	**5-Very Good**	**Mean**	**Std Dev.**
Community based programs	0.0%	2.2%	8.9%	66.7%	22.2%	4.0889	0.6332
Class meetings	0.0%	2.2%	17.8%	62.2%	17.8%	3.9556	0.6727
Parents education	0.0%	0.0%	17.8%	71.1%	11.1%	3.9333	0.5393
House meetings	0.0%	0.0%	11.1%	77.8%	11.1%	4.0000	0.4767
Mentorship	0.0%	0.0%	13.3%	64.4%	22.2%	4.0889	0.5962
Team building	0.0%	4.4%	8.9%	71.1%	15.6%	3.9778	0.6567
Guidance and counselling	0.0%	0.0%	22.2%	55.6%	22.2%	4.0000	0.6742
Peer counselling	0.0%	0.0%	4.4%	8.9%	86.7%	4.8222	0.4903
Aggregate mean score						**4.1083**	**0.5924**

Source: Research data

The responses of respondents about effectiveness of the intervention strategies were obtained. Following the table 4.10, 88.9% of the respondents which is the majority agreed that community based programs are effective as intervention strategies in secondary schools. The majority of the respondents 80%, agreed that class meetings were effective as intervention strategies while 82.2% of respondents agreed that parent's education was effective as an intervention strategy. The majority of the respondents with a percentage of 88.9% agreed that house meetings were effective as an intervention strategy. Similarly, majority of the respondents with a percentage of 86.6% agreed that the mentorship was effective and team building strategy was also effective since 86.7% of the respondents agreed which is the majority. 77.8% of the respondents agreed that guidance and counseling is an effective strategy of the intervention strategy while 95.6% of the respondents which is a majority number agreed that peer counseling is the most effective intervention strategy of discipline resolution. From the five-likert scale, the average mean is 4.1083 which shows that majority of the respondents agreed that the intervention strategies are effective as discipline resolution strategies and the responses varied with a standard deviation of 0.5924. According to Ocham&Okoth, (2015), head teachers use motivational practices such as peer counseling and motivational speaking. The research found that principals in the sample schools used to hire people who were detrimental in the changing of the behavior of students. This contributed a lot to the high level of discipline since the factor was significant. Osodo et al., (2016), also carried out a research which found that the peer counselors played a major role in changing the behavior of students in secondary schools in Ugunja Sub County. This research supports the findings of this research that intervention strategies have positive effects in forming the discipline of students in secondary schools.

4.4.3 Post-vention strategies

4.4.3.1 Knowledge of the intervention strategies

Table 4.10 knowledge of Post-vention discipline strategies

Discipline strategy	1-Very Poor	2-Poor	3-Fair	4-Good	5-Very Good	Mean	Std Dev.
Debriefing	0.9%	0.0%	17.8%	55.6%	26.7%	4.0889	0.6681
Planning for re-entry	0.0%	0.0%	11.1%	26.7%	62.2%	4.5111	0.6948
Building bridges	0.0%	31.1%	55.6%	13.3%	0.0%	2.8222	0.6497
Out of school suspension	0.0%	0.0%	11.1%	22.2%	66.7%	4.5556	0.6926
In- school suspension	0.0%	0.0%	13.3%	31.1%	55.6%	4.4222	0.7226
Average						**4.0800**	**0.6856**

Source: Research data

The data about Post-vention discipline strategy was analyzed. Following the table 4.10, 82.3% of the respondents agreed that they have knowledge of the debriefing strategy. The majority of the respondents with the percentage of 88.9% agreed that they had knowledge about planning for re-entry as a discipline strategy. The majority of the respondents were not aware of the building of the bridges by the students since it is can be categorized as a corporal punishment which was abolished by the ministry of education. 55.6% of the respondents had fair average knowledge about building of the bridges.88.9% of the respondents agreed that they had knowledge about the out of school suspension as a discipline strategy. Similarly, the majority of the respondents had good knowledge of the in-school suspension since a percentage of 86.7% agreed to have the knowledge about the strategy. From the five-likert scale, the majority of the respondents with a mean of 4.0800 agreed that they had knowledge about the post-vention discipline strategies and

the responses varied as it is shown in the table by a standard deviation of 0.6856. According to the research of Gunam&Gertruida, (2013), there are various strategies to tackle violence in rural secondary schools. This study supports the findings of this study that teachers have knowledge on how to address student's indiscipline through various post-vention strategies such as out of school suspension.

4.4.3.2 Effectiveness of the Post-Vention strategies

Table 4.11 Effectiveness of the Post-vention discipline strategies

Discipline strategy	**1-Very Poor**	**2-Poor**	**3-Fair**	**4-Good**	**5-Very Good**	**Mean**	**Std Dev.**
Debriefing	0.0%	4.4%	13.3%	44.4%	37.8%	4.1556	0.8245
Planning for re-entry	0.0%	2.2%	22.2%	31.1%	44.4%	4.1778	0.8604
Building bridges	2.2%	11.1%	66.7%	11.1%	8.9%	3.1333	0.8146
Out of school suspension	0.0%	4.4%	17.8%	33.3%	44.4%	4.1778	0.8864
In- school suspension	0.0%	2.2%	13.3%	44.4%	40.0%	4.2222	0.7654
Average						**3.9733**	**0.8303**

Source: Research data

The respondent's data about the effectiveness of the post-vention strategies was analyzed. The table 4.11 shows the respondents responses about the effectiveness of the post-vention strategies as analyzed. The majority of the respondents with 82.2% agreed that debriefing is an effectiveness post-vention strategy. 75.5% which is the majority of the respondents agreed that planning for re-entry is an effective post-vention strategy in discipline resolution. Respondents agreed that building of bridges was fairly effective post-vention strategy because respondents had little knowledge about the strategy. 77.7% of the respondents which is the majority agreed

that out of school suspension is an effective post-vention strategy for discipline resolution. In school suspension was another effective post-vention strategy because a large percentage of 84.4% of the respondents agreed with the statement that the in-school suspension is an effective post-vention strategy. From the five likert scale, the average mean is 3.9733 which show that the post-vention strategies are fairly good as the discipline resolution strategy and the responses varied as it is shown by the standard deviation of 0.8303.

4.4.4 Level of discipline of students

Table 4.12 Level of discipline of students

Indicator	**1- Very low**	**2- Low**	**3- Average**	**4- High**	**5- Very high**	**Mean**	**Std Dev.**
Drug abuse	77.8%	13.3%	8.9%	0.0%	0.0%	1.3111	0.6332
Delinquency	64.4%	22.2%	3.3%	0.0%	0.0%	1.6222	1.0288
Students' unrests	80.0%	13.3%	6.7%	0.0%	0.0%	1.2667	0.5799
Aggressive behavior e.g. Bullying	42.2%	33.3%	24.4%	0.0%	0.0%	1.8222	0.8059
Teachers, students and community rapport	0.0%	0.0%	31.1%	44.4%	24.4%	3.9333	0.7507

Source: Research data

The data about other variables which determines the discipline of the students was analyzed. According to the table 4.12 above, these were drug abuse, delinquency, students' unrests, aggressive behavior e.g. bullying and teachers, students and community rapport. According to the table 4.12, the majority of the respondents with 91.1% agreed that the level of the drug abuse in their schools was low with a mean of 1.3111 which indicates it is very low. The majority of the respondents with 86.6% agreed that level of delinquency was very low in their schools with a

mean of 1.622 which indicates it is low. 93.3% of the respondents agreed that the level of the students' unrests was very low in their schools with a mean of 1.2667. A large percentage of the respondents of 75.5% agreed that the aggressive behavior such as bullying was also very low in their schools with a mean of 1.8222. Finally, the majority of the respondents agreed that the teachers, students and community rapport was very high since 31.1% of the respondents agreed that it was average, 44.4% agreed that it was high and 24.4% agreed it was very high with a mean of 3.9333 which indicates that it is high. The findings of this research are supported by the research conducted by Salgong et al., (2016), which shows that guidance and counseling plays a major role in the discipline of the students. This is one of the variables of the study and therefore it supports the other variables of the whole study. The discipline of the students depends on the strategies which the principals and their deputies use in their schools.

4.5 Inferential statistics

Inferential analysis was performed in order to produce statistics results such as correlation results, model of fitness , analysis of the variance and also regression coefficients of the research data.

4.5.1 Correlation analysis

Table 4.13 Correlation results

		Discipline of students	Intervention strategies	Post-vention strategies	Prevention strategies
Discipline of students	Pearson Correlation	1			
	Sig. (2-tailed)				
Intervention strategies	Pearson Correlation	0.610**	1		
	Sig. (2-tailed)	0.000			
Post-vention strategies	Pearson Correlation	0.627**	0.579**	1	
	Sig. (2-tailed)	0.000	0.000		
Prevention strategies	Pearson Correlation	0.220**	0.718**	0.694**	1
	Sig. (2-tailed)	0.000	0.000	0.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Research Data

The above table 4.13 shows the correlation results. According to the findings of the research, prevention strategies have a positive and significant effect with the overall discipline of the students in secondary schools in Embu County (r=0.222, p=0.000). The results also proved that

intervention strategies had a positive and significant impact on the overall discipline of the students (r=0.610, p=0.000). Likewise, Post-vention strategies had a significant and positive effect on the level of discipline of students in Embu County secondary schools (r=0.627, p=0.000). Furthermore, the study revealed that post-vention strategies had the highest significance as well as effect on the overall discipline of the students in Embu County secondary schools since it has the highest correlation factor of 0.627**. The study correlated with the findings of other researchers such as Taskin, 2014, who found that discipline of the students in secondary school is greatly affected by the discipline strategies used in the school.

4.5.2 Regression analysis and hypothesis testing

Table 4.14 ModelFitness

Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.252[a]	0.635	0.505	0 .43572

a. Predictors: (Constant), Post-vention strategies, Prevention strategies, Intervention strategies

Source: Researchdata

The results in table 4.14 shows the results of the fitness of the model which was used in the regression model which generated the data used to explain the phenomena under the study. The findings revealed that the prevention strategies, post-vention strategies and intervention strategies were satisfactory variables in explaining the level of discipline of students in secondary schools in Embu County. A coefficient of determination known as R square of 63.5% supported the case that the variables of the study were satisfactory in explaining the discipline of the students in secondary schools in Embu County. This showed that prevention strategies, intervention strategies and post-vention strategies explained 63.5% of the variations in the

discipline of the students in secondary schools in Embu County. The model also revealed that the model used in linking the study variables was satisfactory.

4.5.3 Analysis of Variance

Table 4.15 Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.527	3	0.176	0.926	.007[b]
	Residual	7.784	41	0.190		
	Total	8.311	44			

a. Dependent Variable: Discipline of students

b. Predictors: (Constant), Post-vention strategies, Prevention strategies, Intervention strategies

Source: Researchdata

The table 4.15 shows the Analysis of Variance (ANOVA). In statistics, p-value shows the level of relation of the independent variable and dependent variable. It is assumed that the critical value known as probability value (p) should be more than the significance number in order for the model to be significance otherwise the model would be non-significant. If the model significance number is less than the critical value then the model would be significant in explaining the relationship between the dependent and independent variables. ANOVA has been used in various studies such as Howard et al., 2018 to analyze the differences among the groups. In the table 4.15, the model shows that the overall model was significant for the analysis. Furthermore, the independent variables: prevention strategies, post-vention strategies and intervention strategies are good predictors of the level of discipline of students in secondary schools in Embu County. This was supported by the results of the F statistic of 0.92 and p value of (0.007^b) which was less than the conventional probability of 0.05 significance level.

4.5.4 Regression Coefficients

Table 4.16 Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.351	1.455		2.304	0.026
	Prevention strategies	0.189	0.131	0.219	1.443	0.015
	Intervention strategies	0.243	0.319	0.141	0.761	0.045
	Post-vention strategies	0.135	0.199	0.126	0.678	0.005

a. Dependent Variable: Discipline of students in Embu County Secondary schools

Source: Research data

The results in table 4.16 show the regression coefficients of the independent variables and dependent variable. The results show that the prevention strategies had a positive effect on the level of discipline in secondary schools in Embu County (β=0.189, p=0.015). This implied that use of prevention strategies would cause an increase in the level of discipline by 0.189. This automatically led to the rejection of the null hypothesis and conclusion was that the prevention strategies had a significant effect on the discipline of the students in secondary schools in Embu County.

The findings also showed that there is a relationship between the intervention strategies and discipline of students in secondary schools in Embu County since the statistics in the table are showing the relationship which is (β=243, p=0.005). The assumption would be any

implementation and use of the intervention strategies in secondary schools would lead to an increase in the level of discipline of students in secondary schools by 0.243. This also shows that certain skills which form intervention strategies would lead students to have high discipline in their schools. The findings led to the rejection of the null hypothesis and it concluded that the intervention strategies are essential strategies in discipline of the students in secondary schools.

Similarly, the findings also indicated that the post-vention strategies had a positive impact and it was significant in the discipline of the students in secondary in Embu County (β=0.135, p=0.005). If the intervention strategies are effected, the level of discipline of students would increase by 0.243. The results show that any positive discipline in the school should be accompanied by the intervention strategies, post-vention strategies and also prevention strategies. Therefore, the model for this study was;

Discipline of the students in Secondary schools in Embu County= 3.351+0.189 Prevention strategies+ 0.243 Intervention strategies + 0.135 Post-Vention strategies

CHAPTER FIVE

SUMMARY, DATA CONCLUSION AND RECOMMENDATION

5.1 Introduction

This interval addresses the review of the findings, the conclusions and recommendation of the study. This study was carried out with the major purpose of evaluating the effect of discipline strategies on overall discipline of students in secondary school in Embu County in Kenya.

5.2 Summary of the findings

5.2.1 General information on the respondents

According to the research, it was revealed that 57.78% of the respondents were male while that of the female were 43.22%. The respondents were 21 principals and 24 deputy principals of the secondary school which were taken as the sample where the remaining 8 respondents who did not return the questionnaire were 6 principals and 2 deputy principals. There were 3 respondents who had an education level of Diploma which was 6.7%, Degree level were 25 which is 55.6%, Master Degree were 14 which represented 31.1% and finally Doctorate Degree were 3 which was 6.7%. The number of principals who had an experience of 3-5 years was 5 which is 11.1%, 5-10 years of experience were 16 which was 35.6% of the total respondents and those who had over 10 years of experience were 24 which represented 53.3% of the total respondents. The majority of the respondents had an experience of over 10 years of experience. The respondents who were interviewed were found in 20 boy's boarding school, 16 girls boarding school and 9 mixed day schools. The schools where the study was conducted had varying streams.

5.2.2 Preventive discipline strategies

The respondents (deputy principals and principals) were asked about their views on the knowledge and effectiveness of the preventive strategies in their schools. Preventive strategies were life skills like conflict resolution skills, positive discipline skills which were represented by

the RESPECT model and FOCUS programs like sports. The highest number of the respondents with a percentage of 53.3% agreed that life skills resolution strategies are effective as discipline strategies in the secondary schools.55.6% of the teachers responded that RESPECT model is effective strategy of discipline resolution and 51.1% of the respondents agreed that FOCUS programs are effective strategies of discipline resolutions in secondary schools in Embu County.

5.2.3 Intervention discipline strategies

The respondents (Principals and deputy principals) filled their responses about their knowledge and how effective intervention strategies are as discipline resolution strategies. The respondents also agreed that intervention strategies were effective ways of ensuring discipline in secondary schools since 66.7% agreed that community based programs were effective, class meetings were 62.2% which shows has higher effects, parents meetings had a percentage of 71.1%, house meetings had a percentage of 77.8%, mentorship had a percentage of 64.4%, team building had a percentage of 71.1%, guidance and counseling had a percentage of 55.6% while peer counselling had a percentage of 876.7%. The average mean of the intervention strategies were 4.1083 which is very good thus it is an effective discipline resolution strategy.

5.2.4 Post-Vention strategies

The respondents also agreed that post-vention strategies were effective where the majority of the respondents under each variable had the highest percentage which represented acceptance. Debriefing had a majority of 44.4% which represents good, planning for re-entry 44.4% which is very good, building of bridges 66.7% which is fair, out of school suspension was agreed to be effective with a percentage of 44.4% the majority which represents very good and in-school suspension had a percentage of 44.4% which is good representing the majority of respondents. The overall mean was 3.9733 which shows that the post-vention strategy was effective for discipline resolution in secondary schools in Embu County.

5.2.5 Level of discipline of students

The respondents filled their responses about the discipline of the students in secondary schools. The level of drug abuse was very low with the majority being 77.8%. The level of delinquency was also very low since the majority had a percentage of 64.4%. the level of students unrests in the 45 schools was very low with the percentage of 80.0% while the aggressive behaviors such as bullying was also very low with the majority of 75.5%. Teachers, students and community rapport were very high with the majority of the respondents agreeing with a percentage of 68.8%.

5.3 Conclusion

The findings of this study revealed that the intervention strategies, prevention strategies and post-vention strategies had higher effects on the level of discipline of students in Embu County secondary schools. The principals and deputy principals in various schools which were covered by the study showed that they have adequate knowledge of all discipline strategies. They also agreed that such discipline strategies are effective and it would lead to higher level of discipline if they are employed. This answered the research questions that prevention, intervention and post-vention strategies have positive effects on the level of discipline of students if it is employed in secondary schools in Embu County and also in Kenya. The study also revealed that apart from the three discipline strategies, there are also other strategies which may be employed and have positive effects on the level of discipline of students in secondary schools.

5.4 Recommendations

Based on the result of this learning that the discipline strategies used in various secondary schools in Embu County has significance on the overall discipline of the students, the following recommendations on the discipline strategies were made in order to improve the discipline of the students in secondary schools and curb bad behaviors such as strikes and drug abuse.

Principals and deputy principals should work together in order to implement good discipline resolution strategies which are effective for their schools according to the conditions of their schools size as the type of school and population of the school.

Government should plan for education of teachers in order to ensure all teachers have knowledge of the most effective discipline strategies and also ensure that they can employ those strategies in their management roles where necessary in their respective schools.

The board of management of secondary schools should allow principals and deputy principals in their schools to deal with indiscipline cases by the use of the prevention strategies, intervention and also post-vention strategies since they are most effective strategies for discipline resolution in secondary schools in Kenya.

5.5 Suggestions for Further Research

The scope of the study was on the outcome of training of school managers on overall discipline of students in secondary schools in Embu County. This research limited itself to Embu County. Similar studies can be performed in other counties across the country. The research did not cover areas such as the effect of parenting and surrounding society on the discipline of students. The following areas of further research can therefore be studied; Effect of parenting on students discipline in public secondary schools, effect of surrounding society on discipline of students in public secondary schools.

This study also did not involve private schools. A similar study can as well be considered to establish strategies as used in private schools and also compare the kind of training impacted to school managers of private schools to that offered to managers of public secondary schools.

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APPENDICES

Appendix: I: Informed Consent and Advice Form

Title: **"TRAINING OF SCHOOL MANAGERS AND STUDENT'S DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY"**

Investigator(Researcher): MUSEMBI BONIFACE MUTHAMA

Researcher

Tel; 0723645956

Kenyatta University

Email: bonifacemuthama@gmail.com

Introduction: I am a Masters Student at Kenyatta University. I am conducting a study titled: '**TRAINING OF SCHOOL MANAGERS AND STUDENT'S DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY'**I would be very grateful if you would assist me by allowing me to collect data from you.

The purpose of this information is to give you details pertaining to the study that will enable you make an informed decision regarding participation. You are free to ask questions to clarify any of the aspects we will discuss in this information and consent form. I will also ask you questions regarding the study before you sign the consent form to ascertain your comprehension of the information provided.

Background and objective: The purpose of this study is to investigate the effect of discipline strategies on overall discipline of students in secondary schools in Embu County.

Participation: Participation in the study will entail answering questions as asked in the questionnaire. You will not be subjected to any invasive procedure.

Benefits: There is no direct monetary benefit in participating in this study. However, the results of the study will be useful in training principals and their deputies as well as other teachers in

secondary schools in maintaining the highest level of discipline to their students and minimizing indiscipline cases in the secondary schools. The findings will be availed to Kenyatta University, other relevant decision makers and stakeholders such as TSC and regulatory agencies to aid in coming up with strategies to aid in training all teachers in Kenya.

Risks: There are no economic or physical risks to participating in the study.

Confidentiality: Confidentiality will be maintained and the information you provide will only be used for the intended purpose of the study. In addition, your name will not be required on any forms or used during publication of the final report thus ensuring your anonymity. All materials used during the study will be under lock and key and only the personnel involved in this study will have access to them.

Voluntary participation: Participation in this study is voluntary. Refusal to take part will not attract any penalty. You retain the right to withdraw from the study without any consequences. You have the freedom to answer any question at your choice and ability.

Compensation: There is no compensation for participating in the study.

Conflict of interest: The researcher and the supervisors confirm that there is no conflict of interest amongst them.

Appendix II: CONSENT FORM

If you consent to participate in the study, please sign below:

I hereby consent to participate in this study. I have been informed of the nature of the study being undertaken and potential risks explained to me. I also understand that my participation in the study is voluntary and the decision to participate or not to participate will not affect my employment status at this organization in any way whatsoever. I may also choose to discontinue my involvement in the study at any stage without any explanation or consequences. I have also been reassured that my personal details and the information I will relay will be kept confidential.

I confirm that all my concerns about my participation in the study have been adequately addressed by the investigator (researcher) and the investigator have asked me questions to ascertain my comprehension of the information provided.

Signature (or thumbprint) ……Date……

I confirm that I have clearly explained to the participant the nature of the study and the contents of this consent form in detail and the participant has decided to participate voluntarily without any coercion or undue pressure.

Investigator Signature……Date……...

For any Clarification, please contact

Musembi Boniface Muthama

Researcher

Mobile Number: 0723645956

Email: bonifacemuthama@gmail.com

Appendix III: Research questionnaires-QUESTIONNAIRE FOR PRINCIPALS

INSTRUCTIONS

This questionnaire has two parts; A, and B. Please Tick (√) your correct option, or fill as applicable in the blanks provided. The objective of this questionnaire is to evaluate the effect of discipline strategies on overall discipline of students

PART A: Introductory Details

Please indicate

1. Your gender

a) Male ( )

b) Female ( )

2. a. Level of education:

Diploma ( )

Bachelor Degree ( )

Master Degree ( )

Doctorate Degree ( )

b. Period of professional experience as a principal.

i) Under 3 years ( )

ii) 3-5 years ( )

iii) 5-10 years ( )

iv) Over 10 years ( )

3. Your school category

a) boy board Secondary School ( )

b) Girls board Secondary School ( )

c) Mixed day school ( )

4. The volume of your school

a) sole stream

b) dual stream

c) Triple stream

d) Four stream

e) Five stream

f) Over five

5. The number of students in your school.

Boy's _____

Girl's _____

Total _____

PART B.OBJECTIVE QUESTIONS

1. The following are Preventive discipline strategies
    i. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how do you rate your knowledge of the following strategies

Discipline strategies	Rating
Life skills like conflict resolution skills	
Positive discipline model- RESPECT(Responsible Educators, Students, and Parents building Educational Communities that Thrive)	
FOCUS programs like sports	

ii. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good,, how effective are the strategies in your management of discipline;

Discipline strategy	rating
Life skills like conflict resolution skills	
Positive discipline model- R.E.S.P.E.C.T (Responsible Educators, Students, and Parents building Educational Communities that Thrive)	
FOCUS programs like sports	

2. The following are Intervention discipline strategies.
   i. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how do you rate your knowledge of these strategies

Discipline strategy	Rating
Community based programs	
Class meetings	
Parents education	
House meetings	
Mentorship	
Team building	
Guidance and counselling	
Peer counselling	

ii. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how effective are the strategies in your management of discipline;

Discipline strategy	**rating**
Community based programs	
Class meetings	
Parents education	
House meetings	
Mentorship	
Team building	
Guidance and counselling	
Peer counselling	
Community based programs	

3. The following are Post- ventiondiscipline strategies.

i. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how do you rate your knowledge of these strategies

Discipline strategy	**rating**
Debriefing – reviewing a major incident with the student	
Planning for re-entry (meeting of the parent, school management and the student from a suspension)	
Building bridges (mediating in major issues involving two or more students)	
Out of school suspension	
In- school suspension	

ii. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how effective are the strategies in your management of discipline

;

Discipline strategy	**rating**
Debriefing	
Planning for re-entry	
Building bridges	
Out of school suspension	
In- school suspension	

4. On a scale of 1-5 where 1-very low, 2-low, 3-average, 4- high, 5- very high, how do you rate the levels of the following in your school

Indicator	**Level**
Drug abuse	
Delinquency	
Students' unrests	
Aggressive behavior e.g. Bullying	
Teachers, students and community rapport	

5. What reasons if any would you give for lack of knowledge in some strategies. Give examples?

_____
_____
_____

_____
_____
_____
_____
_____

END

Thank you for your time

GOD BLESS YOU.

Appendix IV: QUESTIONNAIRE FOR DEPUTY PRINCIPALS

INSTRUCTIONS

This questionnaire has two parts; A, and B. Please Tick (√) your correct option, or fill as applicable in the blanks provided. The objective of this questionnaire is to evaluate the effect of discipline strategies on overall discipline of students

PART A: Introductory Details

Please indicate

1. Your gender

a) Male ( )

b) Female ( )

2. a. Level of education:

Diploma ( )

Bachelor Degree ( )

Master Degree ( )

Doctorate Degree ( )

b. Period of professional experience as a deputy principal.

i) Under 3 years ( )

ii) 3-5 years ( )

iii) 5-10 years ( )

iv) Over 10 years ( )

3. Your school category

a) boy board Secondary School ( )

b) Girls board Secondary School ( )

c) Mixed day school ( )

4. The volume of your school

a) sole stream

b) dual stream

c) Triple stream

d) Four stream

e) Five stream

f) Over five

5. The number of students in your school.

Boy's _____

Girl's _____

Total _____

PART B.OBJECTIVE QUESTIONS

6. The following are Preventive discipline strategies

iii. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how do you rate your knowledge of the following strategies

Discipline strategies	**Rating**
Life skills like conflict resolution skills	
Positive discipline model- RESPECT(Responsible Educators, Students, and Parents building Educational Communities that Thrive)	
FOCUS programs like sports	

iv. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good,, how effective are the strategies in your management of discipline;

Discipline strategy	**rating**
Life skills like conflict resolution skills	
Positive discipline model- R.E.S.P.E.C.T (Responsible Educators, Students, and Parents building Educational Communities that Thrive)	
FOCUS programs like sports	

7. The following are Intervention discipline strategies.

iii. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how do you rate your knowledge of these strategies

Discipline strategy	**Rating**
Community based programs	
Class meetings	
Parents education	
House meetings	
Mentorship	
Team building	
Guidance and counselling	
Peer counselling	

iv. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how effective are the strategies in your management of discipline;

Discipline strategy	**Rating**
Community based programs	
Class meetings	
Parents education	
House meetings	
Mentorship	
Team building	
Guidance and counselling	
Peer counselling	
Community based programs	

8. The following are Post- ventiondiscipline strategies.

i. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how do you rate your knowledge of these strategies

Discipline strategy	**rating**
Debriefing – reviewing a major incident with the student	
Planning for re-entry (meeting of the parent, school management and the student from a suspension)	
Building bridges (mediating in major issues involving two or more students)	
Out of school suspension	
In- school suspension	

iii. On a scale of 1-5 where 1-very poor, 2- poor, 3- fair, 4- good, 5- very good, how effective are the strategies in your management of discipline;

Discipline strategy	**rating**
Debriefing	
Planning for re-entry	
Building bridges	
Out of school suspension	
In- school suspension	

9. On a scale of 1-5 where 1-very low, 2-low, 3-average, 4- high, 5- very high, how do you rate the levels of the following in your school

Indicator	**Level**
Drug abuse	
Delinquency	
Students' unrests	
Aggressive behavior e.g. Bullying	
Teachers, students and community rapport	

10. What reasons if any would you give for lack of knowledge in some strategies. Give examples?

_____
_____
_____

_____
_____
_____

END
Thank you for your time
GOD BLESS YOU.

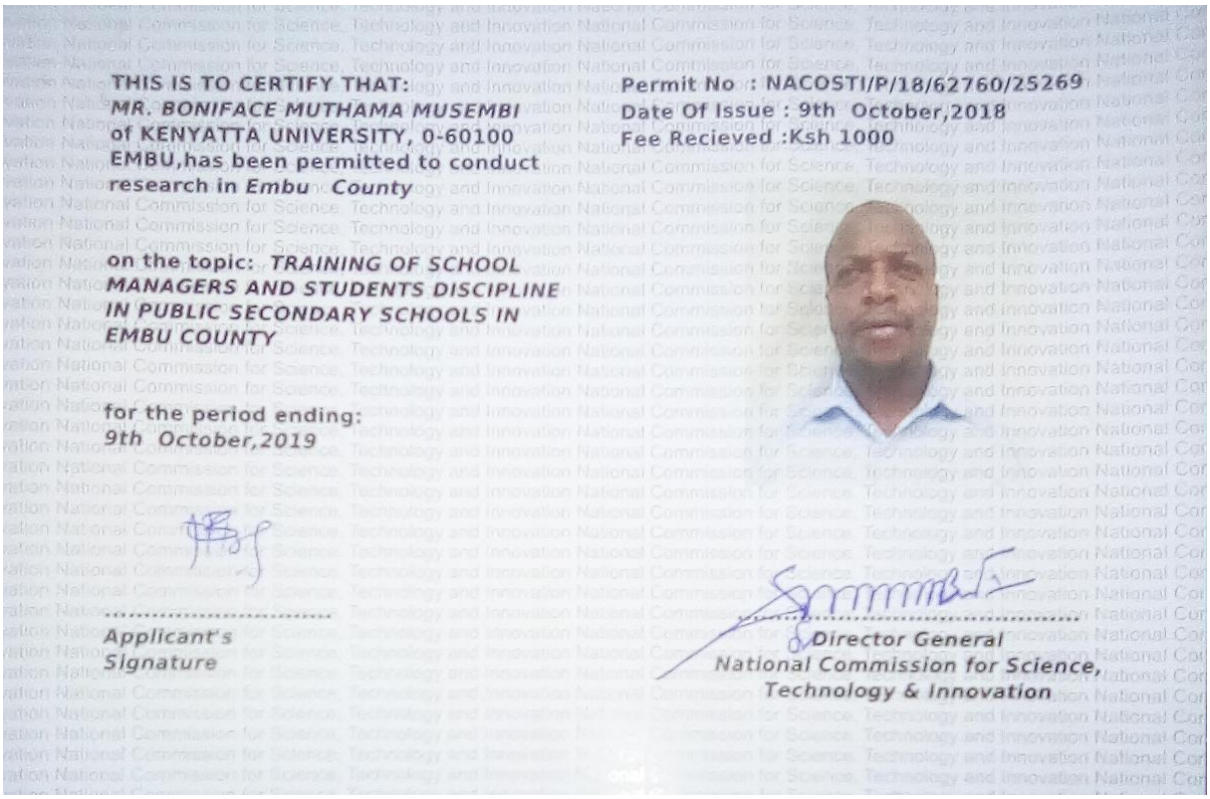
Appendix V: WORK PLAN

Activity/ Time	07/11/2016	15/11/2016	14/03/2018	O4/07/2018	25/07/2018	13/08/2018
Drafting of research Proposal						
proposal defence						
Corrections and submission Of final draft						
Data collection						
Data analysis and report Writing						
Submission of final project						

Appendix VI: RESEARCH BUDGET

ENTITY	DESCRIPTION	ESTIMATED COST(KSH)
Printing	Concepts paper	200
	Draft proposal	4,800
	Defence proposal	3,000
	Questionnaires	10,000
	Final project proposal document	2,400
	Report	15,000
Transport	Proposal stage	25,000
	Data collection stage	20,000
	Report submission stage	5,000
Miscellaneous costs	Typesetting	20,000
	Browsing expenses	4,000
	Data analysis	20,000
	Grand total	**129,400**

Appendix VII: NACOSTIC PERMIT



THIS IS TO CERTIFY THAT:
MR. BONIFACE MUTHAMA MUSEMBI
of KENYATTA UNIVERSITY, 0-60100
EMBU,has been permitted to conduct
research in *Embu County*

on the topic: *TRAINING OF SCHOOL MANAGERS AND STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY*

for the period ending:
9th October,2019

.....
Applicant's Signature

Permit No : NACOSTI/P/18/62760/25269
Date Of Issue : 9th October,2018
Fee Recieved :Ksh 1000

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

Appendix VIII: APPROVAL LETTER I

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 12th July, 2018

TO: Musembi Boniface Muthama
C/o Business Administration Dept.

REF: D53/OL/26772/2013

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

We acknowledge receipt of your revised Project Proposal as per our recommendations raised by the Graduate School Board at its meeting of 4th July, 2018, Entitled, **"Training of School Managers and Students' Discipline in Public Secondary Schools in Embu County".**

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.

ELIJAH MUTUA
FOR: DEAN, GRADUATE SCHOOL

KENYATTA UNIVERSITY OFFICE OF DEAN 13 JUL 2018 GRADUATE SCHOOL P.O. Box 43844-00100 NAIROBI

C.c. Chairman, Department of Business Administration

Supervisors:

1. Mr. Eliud Obere
C/o Department of Management Science
Kenyatta University

EM/nn

Appendix IX: APPROVAL LETTER II

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: D53/OL/26772/2013

DATE: 12th July, 2018

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MUSEMBI BONIFACE MUTHAMA – REG. NO. D53/OL/26772/2013

I write to introduce Mr. Musembi Boniface Muthama who is a Postgraduate Student of this University. He is registered for MBA degree programme in the Department of Business Administration.

Mr. Musembi intends to conduct research for a MBA Project Proposal entitled, "Training of School Managers and Students' Discipline in Public Secondary Schools in Embu County".

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

KENYATTA UNIVERSITY
OFFICE OF DEAN
13 JUL 2018
GRADUATE SCHOOL
P.O. BOX 43844-00100 NAIROBI

EM/nn