

**INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON STUDENTS'  
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-  
COUNTY, KENYA**

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**A Research Thesis Submitted in Partial Fulfillment of the Requirements for the Award of  
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**MAY, 2024**

## DECLARATION


I declare that this research is my original work and has not been presented for a degree at any other university.

Signature 

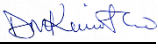
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## **DEDICATION**

This thesis is dedicated to my parents, siblings, and my religious congregation, The Assumption Sisters of Nairobi (ASN).

## **ACKNOWLEDGEMENTS**

I wish to thank the Almighty God for guiding and being with me in the writing of this research thesis. I want to thank my supervisor, Dr. Beatrice Ndiga, Lecturer, School of Education, Tangaza University College, Dr. Michael Kimotho Lecturer, Faculty of education, The Catholic University of Eastern Africa, for their professional advice provided throughout my thesis writing. Special thanks also go to Prof. Br. Paulos Welday, Director, School of Education, Tangaza University College, and Sr. Dr. Kinikonda Okemasisi, Lecturer and M.Ed. Program Leader, Tangaza University College. To all my family members and friends, I say thank you for the support you gave me during the writing of this thesis.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>APA</b>	American Psychological Association
<b>CUEA</b>	The Catholic University of Eastern Africa
<b>MoE</b>	Ministry of Education
<b>TRA</b>	Theory of Reasoned Action
<b>TSC</b>	Teachers Service Commission
<b>USA</b>	United States of America

## ABSTRACT

This study assessed the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The specific objectives were to determine the influence of principals' support of guidance and counseling, parental involvement, students' involvement in decision-making, and principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The study adopted a convergent parallel mixed method design. The quantitative approach used a cross-sectional survey design, while qualitative data used case study design. The target population was 15 public secondary schools, 15 principals, 330 teachers, and 3600 students. Simple random sampling was used to select 12 out of 15 public secondary schools. Criterion purposive sampling was used to include all the 12 principals and their respective 12 deputy principals. The 115 teachers were selected using stratified simple random sampling. Systematic sampling was adopted to select 360 out of 3600 students. Data collection tools included questionnaires and an in-depth interview guide. The research instruments were reviewed for validity by the researcher's supervisors. In addition, Pearson's correlation coefficient was used to assess the reliability of the study instruments, and a coefficient of 0.823 was realized which was considered adequate. Both inferential and descriptive statistics were used to analyze quantitative data which was presented in frequencies, percentages, tables and graphs. Qualitative data was analyzed using a thematic approach and presented in the form of narratives and direct quotations. The study revealed that principal' administrative practices such as support of guidance and counseling, parental involvement, involvement of student councils in decision-making and principals' provision of resources positively and significantly influences students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The study concluded that the administrative practices employed by the principals need to be improved in order to improve students' discipline in public secondary schools in Turkana Central Sub-County. The study recommended that the government should prioritize the recruitment and deployment of qualified and trained counselors in all secondary schools in Turkana Sub County to provide comprehensive and professional support for students' well-being and discipline management. The government should monitor and reinforce a policy that will prohibit the use of corporal punishment in schools, emphasizing alternative disciplinary approaches that prioritize positive reinforcement, counseling, and restorative justice practices that enhance the discipline of learners in schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

When a school principal upholds effective administrative practices, students' discipline is likely to be effectively managed and improved. The actions of the principal form the basis of the overall mood of the school. If they consistently support teachers, fairly implement the discipline plans, and follow through on disciplinary actions, then teachers will follow their lead, and consequently, the discipline of learners will improve. Administrative practices refer to the set of policies, procedures, and actions that are implemented by the school administrators to effectively manage the day-to-day operations of a school (Melissa, 2020).

These practices include activities such as parental engagement in the affairs of the school through effective communication and other stakeholder meetings, resource allocation and management, support of guidance and counseling, and student involvement in the matters that affect them. Effective principals' administrative practices are crucial for creating a positive and productive learning environment where the discipline of learners is highly embraced. For example, they ensure that schools' resources are effectively utilized and that the needs of students, teachers, and other staff members are met (Leithwood & Jantzi (2015).

Principals administrative practices may also include the support of guidance and counseling, parental involvement in the affairs of the school, students' involvement in decision-making, and the provision of resources that enhance learning and learners discipline. Sejtanic (2017) noted that changes within the education process need effective administrative practices. The author further argued that the school administrators have to continually search for effective and efficient ways of running schools for effective performance. Merciniak (2015), Jaelani

(2019), and Kiprop (2016) argued that, as an administrator, the principal plays an important role in maintaining discipline in the school. The principal sets the tone and morale of the school, through which he or she influences the discipline of not only teachers but students as well. Kiprop (2016) further mentioned that even at the classroom level, what the teacher does on matters of discipline is influenced by the standards and expectations of the principal. This clearly shows that discipline in the school is the function of the administration and is dependent upon the principal's administrative practices since they are in charge of all school matters.

A study by Ozdemir (2019) about school managers' communicative skills in schools' atmospheres found that schools are places where social interactions take place most frequently. Thus, teachers, students, and parents are the individuals of the school and school heads must make effort to involve them in the affairs of the school since they constitute this social place. Leithwood and Jantzi (2015) contend that school principals form a very important component of secondary school administration and influence the extent to which students manifest desirable behavior patterns. A large part of any secondary school principal's job is to handle student behavior by adopting a multiplicity of practices. Principals establish disciplinary management measures and practices to mitigate the impact of indiscipline among students. These measures include, but not limited to, guidance and counseling, motivation of peer counselors, use of mentorship programs, parental involvement, student involvement, and ensuring stricter adherence to rules and regulations. The principals are also expected to model behaviors that students can emulate (Woong, 2023).

Discipline plays a key role in ensuring a healthy social life. Since schools play an important role in character development and shaping behavior, discipline in schools is pivotal and of paramount importance. Thus, heads of schools must apply practices that enhance

discipline among the learners. In a study done in the United States of America about principals as key holders to fix students' discipline, Sorensen (2021) established that education leaders grapple with emerging questions about the best approach to student discipline. These questions stem from heightened concerns that disciplinary tools that remove students from school, such as out-of-school suspensions and expulsions, may harm the removed students' future educational achievement and attainment.

Bunijevac (2017) argued that parents and families have a major impact on the success of the education and upbringing of children in terms of discipline and academics. Bunijevac further argued that to comply with the system of integrated support for their students', school heads in the USA need to build partnerships with parents and develop mutual responsibility for children's success in the educational system. In this way, parental involvement is increased, parents' efforts to support schools are encouraged, and they are directly making a positive impact on a successful educational system.

The management of discipline in Dutch schools has been a challenge for school principals (European Commission, 2023). This has resulted in the introduction of guidance and counseling as an important part of a pupil's support system that is provided at all three levels of support (general, intensified, and special). These categories comprise both academic and psychological counseling, which has helped in counseling students regarding their learning difficulties and behaviors that have led to improved discipline and improved academic achievement.

Macky and Johnson (2015), in their research about students' views concerning children's rights in New Zealand, reported that where student leadership was involved in school administration, students were more likely to be involved in a range of discipline management

issues. This gave them a greater sense of school ownership as well as enhancing their problem-solving abilities and improving their behavior. In Sweden, Durrant (2017) asserts that students' discipline challenges manifest themselves in theft, delinquency, murder, assault, truancy, and others. In Australia, the situation is not different, as Brister (2016) asserts that behavior and discipline problems in schools are on the rise, which requires heads of schools to implement effective discipline measures.

Zhang (2022) explored the Chinese school principals' experiences in building a learning community through the Fifth Discipline (shared vision, personal mastery, mental models, team learning, and system thinking) in helping them embrace student engagement, teacher commitment, and parents' involvement for school improvement and student achievement. Findings showed that principals face three challenges, including: testing score limits to create a learning community; saving costs makes it difficult to hire a highly professional teacher; and high expectations cause the high dropout rate. This study also finds three ways to use the Fifth Discipline for student engagement, teacher commitment, and parent involvement: communication, self-improvement, and self-reflection. Findings show that principals use three strategies for nurturing school capacity, including visibility, educational core values, and lifelong learning.

Uplifting students' discipline is a challenge to school administrators in Nigerian schools. Nielsen (2023) conducted a study about school principals' emotionally draining situations and student discipline issues in the context of work intensification. The study established that acts of indiscipline such as truancy, hooliganism, disruptive classroom behaviors, examination malpractices, disrespect of school authority, and drunkenness are on the increase in schools. In most cases, learners that exhibit the aforementioned behavioral traits come from schools whose

principals do not strictly enforce discipline or those that have inadequate rewarding or punitive measures to ensure effective discipline. In many schools in South Africa, levels of student indiscipline are very high. A study in KwaZulu Natal Province by Cicognani (2017) noted that cases of indiscipline amongst students in high school have skyrocketed to unprecedented proportions, which demands effective principals' administrative practices that will help to instill discipline in schools.

A study by Speacioza (2023) about students' discipline in Nyagatare District, Rwanda, indicated that the head teachers' administrative activities are significantly related to students' discipline. Speacioza further mentioned that participatory decision-making, the exercise of control over students, assigning work to students, and students' participation in school leadership result in the timely completion of school projects, following the school dress code, respecting school authorities, and using the right language at school. The study supports the existence of a direct link between how the principals lead and how the learners respond in terms of compliance with the expected behavior and discipline. The study, however, provided limited information regarding how the principal's administrative practices, such as support for guidance and counseling, parental involvement, and the provision of resources and how they influence students' performance hence the need for the current study that looked into administrative practices and students discipline to fill the gap. Harper (2016) observes that in Tanzania, the role of student leadership in the governance of schools is well entrenched, with a provision for student participation in formulating school rules and regulations. Harper further argued that students can become accountable for their responsibilities by practicing direct democracy and learning from their mistakes.

Kiprob (2015) revealed that school administrators should consider students as part of the school's discipline management system in order to maintain discipline in schools. Students may participate in the process by first and foremost reading and understanding the school rules, agreeing to be bound by the rules, and committing to complying with them. Many schools hand out a copy of their rules and regulations to their new students. Kiprob argued that students should be motivated to participate in cultivating right behavior and ensure that deviant students are helped by their colleagues first before the matter escalates to the school administration. Kiprob looked at students' discipline from two perspectives: preventive and corrective. Preventive refers to administrative actions taken to encourage students to follow rules and regulations, which prevent infractions and stimulate students to meet school expectations, while corrective discipline follows an infraction of a rule in order to discourage repeating the same violations.

Kasau (2022) conducted a study to investigate the influence of principals' managerial practices on students' performance in secondary schools in Kitui County, Kenya. The study established that involvement of students by the principals was indicated as one of the measures used to deal with issues of discipline in schools. Students were involved in the critical decisions of the schools, such as crafting the school's mission and vision and matters that affect students, which reduced the reported cases of indiscipline.

In Matungulu Sub-County, the role of the principals is recognized as important for providing an environment where positive students' discipline is maintained and checked. Effective school principals ensure that school policies are far more likely to be successful where they are clearly understood and accepted by all partners, such as parents, teachers, and students, within the school community (Republic of Kenya, 2016). Kiprob (2015) argued that school administrators should involve parents and students in the general school disciplinary

environment. When students effectively participate in the running of the school, they learn the right behaviors and are trained to follow the school code.

The Wangai Task Force Report, also known as the Report of the Task Force on Student Discipline and Unrest in Secondary Schools (Government of Kenya, 2019), emphasized that strengthening guidance and counseling is an intervention for dealing with indiscipline in schools. This recommendation was based on the idea that the ban on corporal punishment by the Ministry of Education, Science, and Technology in 2001 required that authorities look for alternative methods of dealing with indiscipline in schools. Despite the emphasis on guidance and counseling programs as a method of promoting discipline in schools, cases of indiscipline have continued to be reported in Kenyan schools. These include student unrest, arson, theft, smoking, cheating in examinations, drug and substance abuse, bullying, and truancy, some of which have led to widespread destruction of property and loss of lives (Maina, Mukadi, & Kiotoo, 2021).

In a study by Gitonga (2018), common cases of indiscipline in Kenyan secondary schools were highlighted, including sneaking out of the school compound, drug abuse, thefts, and vernacular speaking. The study further found that the main causes of student indiscipline in the schools were inefficient measures put forward by the schools to deal with discipline, such as limited involvement of parents and inconsistency of punishments. The study suggested that the primary stakeholders including school principals devise effective ways of dealing with the issues of indiscipline in schools in order to reverse the trends. Gitonga (2018) did not mention how administrative practices such as students' involvement in decision-making and the provision of adequate resources influence the discipline of the learners, a gap that necessitated this study to fill.

A study by Tikaye (2017) established that secondary schools in Turkana sub-county have been facing challenges due to student unrest. Some schools in the recent past have been closed due to student riots, which have been blamed on students' disagreements with the decisions of the schools. Gitonga (2018) argued that there is an increase in cases of indiscipline among students, which has affected the academic performance of secondary schools in Turkana Sub-County.

The increased cases of indiscipline among secondary school students in Turkana Central Sub-County have become a cause for concern and have raised questions regarding the effectiveness of the principals' administrative practices in dealing with indiscipline among students. There has also been limited literature in Turkana Central Sub-County that explains how principals' administrative practices (support for guidance and counseling, parental involvement, involvement of student councils in decision-making, and principals' provision of resources) influence students' discipline. These factors have prompted the current study to assess principals' administrative practices in relation to students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

## **1.2 Statement of the Problem**

The discipline of students is likely to be effective in schools where the principals use effective administrative practices. Thus, the government of Kenya has made efforts to ensure that the principals apply the best practices that will enable them to improve the discipline of learners in schools. This has occasionally been done through training of the principals and teachers on the discipline management of students (Galgalo, 2023). Despite the efforts of the government, the discipline of students in public secondary schools in Turkana Central Sub-County continued to decline. Gitonga (2018), and Mukadi and Kiotoo (2021) revealed that there is an increase in cases of indiscipline in schools, which has affected the academic performance of learners. Some

schools have been closed due to student riots, which have been blamed on the students' disagreements with the school's decisions.

These increased disciplinary cases in Turkana Central Sub-County have become a cause for concern that if nothing is done about them, they can lead to consequences such as an increased decline in academic performance and weakened school reputations.

The increased cases of indiscipline in the area have raised questions regarding the effectiveness of the principals' administrative practices in dealing disciplinary cases among students. There has also been limited literature in the area that explains how principals' administrative practices influence students' discipline. It is from this understanding that the current study sought to assess the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

### **1.3 General Objective of the Study**

The main objective of this study was to assess the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

#### **1.3.1 Specific Research Objectives**

The study was guided by the following objectives:

- I. To determine the influence of principals' support of guidance and counseling on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.
- II. To find out the influence of parental involvement on students' discipline in public secondary schools in Turkana Central Sub- County, Kenya
- III. To establish the influence of students' involvement in decision making on discipline in public secondary schools in Turkana Central Sub- County, Kenya.

- IV. To find out the influence of principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub- County, Kenya.

### **1.5 Research Questions**

The following research questions guided the study:

- I. How does principals' support of guidance and counseling influence students' discipline in public secondary schools in Turkana Central Sub-County, Kenya?
- II. How do principals' parental involvements influence students' discipline in public secondary schools in Turkana Central Sub-County, Kenya?
- III. How do principals' students' involvement in decision making influence discipline in public secondary schools in Turkana Central Sub-County, Kenya?
- IV. What is the influence of principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya?

### **1.6 Significance of the Study**

The findings of the current study will be beneficial to various school stakeholders. For example, the Ministry of Education (MoE) will benefit from the findings of this study by identifying administrative practices that may need strengthening and improvement so as to improve the discipline of students in schools. The Ministry of Education is responsible for providing the legal framework under which secondary schools should operate. This includes matters of discipline and the formulation of school rules and regulations. This study will therefore help in ensuring that the ministry reviews the existing framework so that it enhances discipline through effective rules and regulations.

The study findings will help school administrators, especially the principals, improve and strengthen administrative practices such as parent and student involvement so as to effectively

improve the discipline of learners. The findings of the current study will help parents effectively understand the importance of their involvement in the decisions of the school regarding the discipline of learners. This will enable them to cooperate with the school administration in improving the discipline of students. Further, a seamless operation of the schools would benefit parents since indiscipline instances would be reduced and student performance would increase. The teachers will benefit when the discipline of students is improved as a result of the current study findings.

The involvement of students in the decisions of the school will enable them to be part of the decisions made, and this will enhance their commitment to school rules, which will consequently improve their performance. Addressing issues of indiscipline in schools as a result of the findings of the current study will enable learners to concentrate on their studies and improve in academics. The community will benefit by having graduates of the schools with discipline. The findings of the current study will add to the body of knowledge by providing information regarding the effectiveness of the principals' administrative practices in dealing with indiscipline of students in school. The researcher will gain knowledge regarding the influence of principals' administrative practices on students' discipline as a result this study.

### **1.7 Scope and Delimitations of the Study**

This study was conducted in public secondary schools in Turkana Central Sub-County, Kenya. The school principal can be engaged in a range of administrative practices that influence students' discipline, but the current study was only focusing on the principals' support of guidance and counseling in schools, parental involvement, involvement of the student councils in decision-making, and the principals' provision of resources. The study was delimited to the school principals, deputy principals, teachers, and students.

The principals were considered because they are in charge of secondary schools, and their administrative practices were studied in relation to how they influence the discipline of students. Students are key stakeholders whose discipline is influenced by the administrative practices of the principals; as a result, they were in position to provide necessary information for the study. The teachers were included in the study because they teach students and are involved in shaping their discipline on a day-to-day basis. They are therefore able to provide relevant information for the study. The study was delimited to the use of questionnaires and interview guides in the collection of data.

### **1.8.1 Theoretical Framework**

This section presents the assertive discipline theory, the application, as well as the strengths and weaknesses of assertive discipline theory.

#### **1.8.1.1 Assertive Discipline Theory**

The current study was anchored on the assertive discipline theory as advocated by Canter and Canter in the 1970s. This theory addresses significant issues with regard to the management of students' discipline (Drew, 2023). According to assertive discipline theory, the educators should design a discipline plan and formulate four to five rules with specific consequences for not following them. The rules and expectations should first be identified and then presented to students, ensuring that they are understood. Additionally, Canter and Canter (2001) opine that the parent must be involved in the discipline of students and should reinforce the rules by using positive repetition instead of punishing the negative ones.

Further, assertive discipline theory recommends a five-step discipline hierarchy of intensifying consequences when infractions of rules happen. A student should be given a warning after the first infraction, while the parent should be called after the fourth infraction. The

fifth sanction requires the involvement of the school administration, where the school principal has to be involved. However, according to the theory, students' awareness and input are emphasized. This theory is relevant for the current study since a school as an organization is governed by rules and regulations that must be observed by all students. The theory acknowledges that in order to secure compliance by students, principals should endeavor to involve parents as well as students in the formulation of both rules and consequences. The theory indicates that through guidance and counseling, student mentorship, and the practice of an open door policy, principals, teachers, and parents can influence the extent to which students manifest desirable behavior patterns.

#### **1.8.1.2 Strengths and Weaknesses of Assertive Discipline Theory**

The strengths of assertive discipline theory are that the school is run as a democracy and the educators show assertiveness and clarity when giving directions to students concerning the rules and regulations to follow. Other strengths of this theory are that the expectations of the teacher are clearly stated and fairly enforced. The rules, corrective actions, and rewards are precisely written and explained to the students and their parents, which helps to avoid any confusion. The principal can ensure that the rules and disciplinary plans are preplanned and meet uniform standards.

The weakness of assertive discipline theory is that rewards and corrective actions enforce the teacher's authority. Positive and negative recognition are better to use than corrective actions. Through positive and negative recognition, the students are able to make their own decisions while learning about themselves and others according to their own standards. Another limitation is that the educator, such as the principal, is in total control, meaning they lack communication

with the students. Teachers and the principals of schools sometimes forget that each individual is different and do not try to understand each student's behavior (Savage & Savage, 2010).

### **1.8.1.3 The Application of Assertive Discipline Theory to the Study**

Assertive Discipline Theory addresses significant ways concerning the management of students' discipline. Canter (1992) contends that an educator who applies assertive discipline must have a clear grasp of how to lay out a plan for dealing with the learner's behavior. The theory allows students to accept responsibility for their behaviors (Savage & Savage, 2010). One of the key ideas of assertive discipline is that educators should serve as role models for desirable behavior among students. Learners' activities are modeled in an environment where educators are consistent, provide positive reinforcement, and encourage good behavior (Canter & Canter 2001).

Students are more likely to behave well when the rules are consistently enforced. Educators have the right to determine what is best for students and to create an efficient and effective learning environment. The educators, such as principals and teachers, act strategically and give firm and clear direction to their students, who need guidance in observing rules. The theory applies to this study because it considers a school as a collaborative enterprise involving teachers, parents, school concealers, and other stakeholder groups that work together to ensure that learners are disciplined. The theory is applicable to the current study as it enables school principals to develop a discipline plan for the school that can be used by the teachers in enforcing discipline.

According to the theory, the learners must be involved in the establishment of the discipline standards that must be followed and the consequences of not adhering to the set standards. For example, the school principal, at the beginning of the academic year, can introduce discipline regulations to learners to make them aware of the rules and regulations.

Such an environment would enable students to be well behaved as they followed the rules that they understood and had participated in establishing. This theory is essential for the current study because it focuses on how educators, such as principals, should ensure discipline among the students.

## **1.9 Conceptual Framework**

A conceptual framework is a diagrammatical representation of the key variables and their assumed relationships (Bryman & Bell, 2015). Figure1 presents the conceptual framework for the current study.

**Figure 1**

*Conceptual Framework Showing the Relationship between Variables*

**Independent Variable**

**Intervening Variable**

**Dependent Variable**

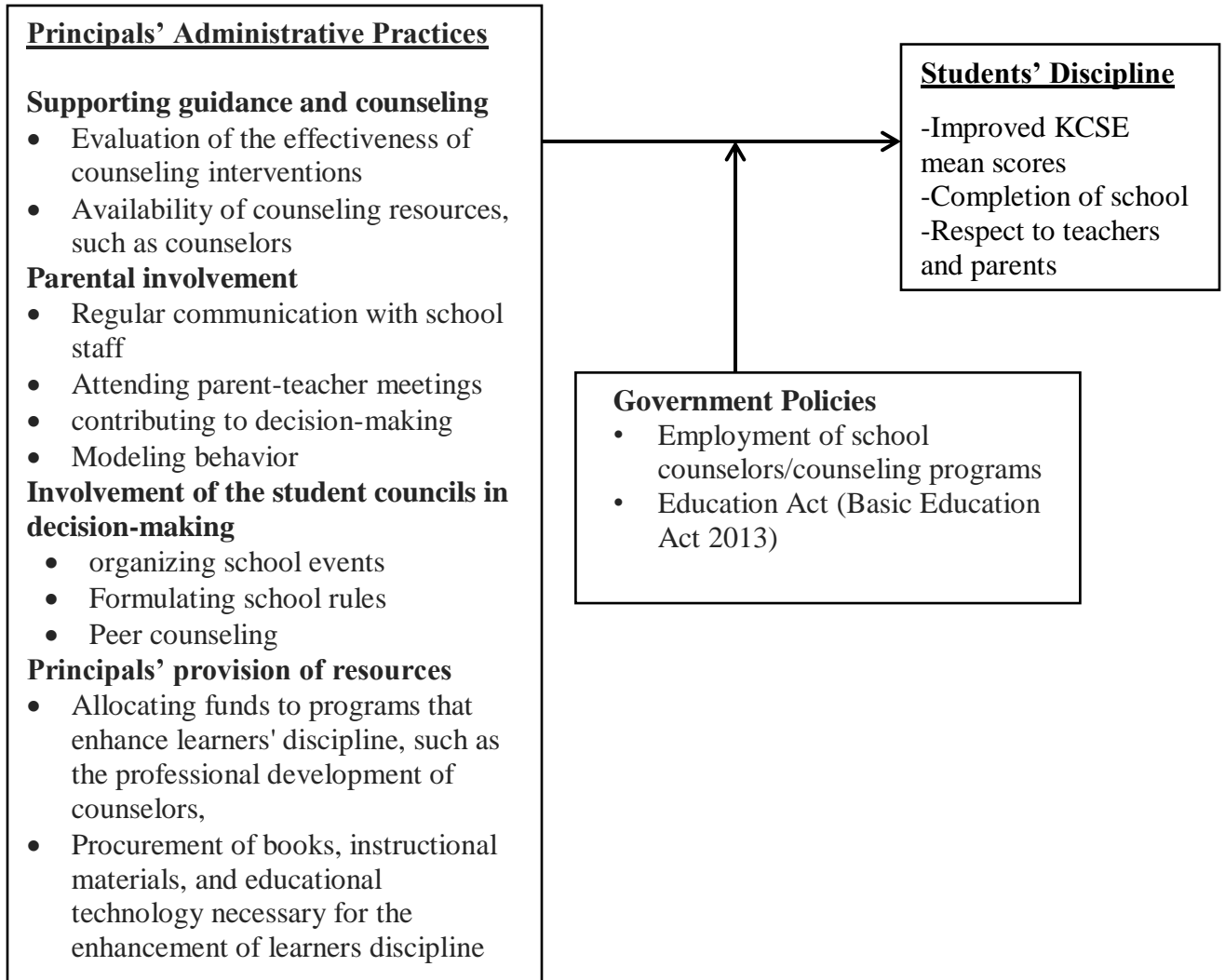


Figure 1 is an illustration of the interconnectedness of the variables. Principals' Administrative Practices is an independent variable that is comprised of the principals' support of guidance and counseling, parental involvement, involvement of the student councils in decision-making, and the principals' provision of resources. The study also considered government policies as an intervening variable.

The study examined how principals in their school settings support guidance and counseling in ways such as ensuring a clear evaluation of the effectiveness of counseling interventions offered to learners and the availability of counseling resources, which may encompass professional counselors and other resources like books that facilitate effective counseling of learners and thus improve learners discipline. Parental involvement was operationalized in terms of how parents regularly communicate with school staff, their attendance at parent-teacher conferences and meetings, their contributions to decision-making, and how they help model student behaviors as examples. All of these aspects contribute to enhancing the discipline of the students in the schools, which is expressed in terms of improved grades, effective completion of school, and respect towards peers, teachers, and parents, and other members in the community. The involvement of student councils in decision-making was measured in terms of their participation in organizing school events, contributing to the formulation of school rules, and providing peer counseling. This assessment considered how these activities influenced student discipline within the school. Principals' provision of resources is expressed in ways such as how they allocate funds to programs that enhance learners' discipline, such as the professional development of counselors, the procurement of books, instructional materials, and educational technology necessary for the enhancement of learners discipline.

Government policies such as the Education Act outline various aspects of student discipline, including the code of conduct, disciplinary measures, and procedures for handling disciplinary cases in schools. The Ministry of Education has established national school rules and regulations that govern student behavior and discipline. These rules cover areas such as dress code, punctuality, respect for teachers and peers, bullying prevention, substance abuse

prevention, and appropriate use of technology. The government has implemented policies to address and prevent bullying in schools. These policies aim to create a safe and inclusive learning environment by raising awareness about bullying, establishing reporting mechanisms, and implementing disciplinary actions against bullies. **Guidance and Counseling Programs:** The Ministry of Education encourages the establishment of guidance and counseling programs in schools. These programs aim to provide support to students facing disciplinary challenges, promote positive behavior, and address emotional and psychological issues that may affect students' discipline. The study will interrogate these variables in terms of how they influence students' discipline in terms of improved grades, completion of school, and respect for teachers and parents.

#### **1.10 Operational Definition of Key Terms**

**Guidance and counseling:** This refers to the practice of helping students discover and develop desirable behaviors. This could be in terms of improvements in academic performance, a reduction in disciplinary issues, increased attendance, or enhanced career readiness.

**Parental involvement:** This refers to the active participation and engagement of parents or caregivers in their child's education, upbringing, and overall well-being. It encompasses a wide range of activities, behaviors, and interactions that parents undertake to support their children's growth and development. In the current study these practices included regular communication with school staff, attending parent-teacher meetings, contributing to decision-making in the school and modeling behavior of the students.

**Principals' Administrative Practices:** This refers to the methods, procedures, and strategies employed by school principals in the administration and management of a school. These

practices encompass a wide range of responsibilities and tasks that school principals undertake to ensure the smooth and effective operation of their schools.

**Student councils:** This is a group of students elected by their peers to address issues of concern to the school administration.

**Student discipline:** This refers to the rules, regulations, and behaviors expected of students in a school. It includes a range of guidelines and practices designed to create a positive learning environment and maintain order within a school. In the current study, student discipline was measured in terms of students' ability to perform academically, completion of school, and respect for teachers and parents.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter presents a review of literature related to the influence of principals' administrative practices on students' discipline. The literature was reviewed based on the research objectives and in the form of global, continental, regional, and contextual studies. Research gaps were identified, which the current study sought to fill.

#### **2.2 Principals' Support of Guidance and Counseling on Students' Discipline**

Guidance and counseling are essential elements in the discipline management of people in societies, including schools (Kipkemboi, 2016). The practice is especially necessary for directing students to exhibit acceptable attitudes and behaviors within and outside the school. Guidance and counseling enjoy a dominant role in the present-day education systems as they help students acquire abilities that promote self-direction and self-realization.

The American School Counselor Association (2021) contends that the idea of guiding and counseling students has long been conceived in the United States of America. The first school counselors in the United States emerged in the late 1800s. School counselors collaborated inside and outside their schools to achieve high college-going rates and strong college-going cultures in schools with large numbers of students. In 2008, the American School Counselor Association released School Counseling Competencies focused on assisting school counseling programs to effectively implement school counseling programs (Dimmitt & Zyromski, 2020). Strategies were created that resulted in reports that demonstrate how school counselors are making a difference in the lives of students. Thus, it can be said that the conception and development of student guidance and counseling in the United States were driven by a

commitment to supporting students' holistic development, helping them make informed decisions, and ensuring their overall well-being throughout their educational journey.

A study by Scott and Donohue (2023) examined the qualitative experiences of school counselors. The authors coded the data through a phenomenological lens and used deductive coding from the National Center for School Mental Health in the United States. The research evidence showed a strong correlation between fully implemented school counseling programs and student academic success. This was critical to showing an evidence base for professional counseling, especially at the high school level. This study showed evidence that counseling programs help students cope with various emotional and mental health challenges, such as stress, anxiety, depression, and low self-esteem. By providing a safe space to discuss their concerns, counselors can help students develop healthy coping mechanisms and improve their overall well-being, leading to better academic performance. The study, however, lacked evidence of how the heads of the schools were supportive of the counseling and guidance. The study also had limited information regarding the discipline of learners, which was the focus of the current study to fill the gaps.

A related study was conducted by Erickson and Abel (2018) in the United States of America about high school counselors' leadership in providing school-wide screenings for depression and enhancing suicide awareness. The study also aimed to find out the prevalence of mental health issues and suicidal thoughts and actions among school-aged children. The focus of the study was on the school counselors who provided counseling to the students. The scope of the problem was nationwide and provided a brief overview of the literature regarding the effectiveness of school-wide screening programs for depression and suicide risk. This article recommended that school counselors interested in implementing a school-wide screening and

prevention program intensify their focus on mental health issues and suicidal thoughts among students since they are serious concerns. The study by Erickson and Abel clearly shows that school counselors are in a unique position to recognize the signs of mental health issues in students and provide early intervention. By actively assessing students' emotional well-being, counselors can identify problems at an early stage and provide necessary support. Timely intervention can prevent issues from escalating and negatively impacting students' discipline. This study, however, though concerned with discipline, did not pay attention to how the principals influence the management of discipline in the schools. The study also revealed a geographic gap since it was done in the United States of America. To cover this gap, the current study will be conducted in public secondary schools in Turkana Central Sub-County, Kenya.

The United Kingdom Department of Education (2016) conducted a study about counseling in schools as a blueprint for the future. The study used both qualitative and quantitative approaches in the collection and analysis of data. The target population was teachers, students, school counselors, and principals. The study revealed that school-based counseling was one of the most prevalent forms of psychological therapy for children and young people in the United Kingdom. The data from the study's survey of teachers suggested that 62% of schools offer counseling services to their pupils (70% of secondary schools and 52% of primary schools).

The study's estimates suggested that the availability of school-based counseling services is increasing over time. The study further noted that in most schools, sharing problems and a willingness to seek help have become a culture among students and teachers. Teachers and counselors speak regularly to pupils about the importance of talking to others through wellbeing lessons and assemblies. The staff in most schools is fully trained to know the benefits of

counseling and the avenues of support on offer to young people. The culture within the schools' staff has been found to be important too; many teachers spoke openly about their use of counseling and the impact it has had on students' lives. This sense of community meant that accessing counseling services was something that students freely did. There is no stigma or shame attached to it. It is just another avenue of support to help students work through issues in their everyday lives. The study recommended that school leaders set up and improve counseling services in primary and secondary schools so as to improve the mental health and wellbeing of learners. It can be noted from this study that school-based counseling can help children develop coping skills, enhance their emotional regulation, improve social skills, and promote overall well-being. Additionally, school-based counseling can involve consultation with teachers to create supportive learning environments and develop strategies for addressing students' psychological needs within the school setting. The study, however, had limited discussion concerning how the heads of schools are involved in enhancing discipline. The current study will build on this study to establish how the principals support of guidance and counseling influences the discipline of learners, thereby closing the gap that existed in the study.

In China, the development of rural children is an important part of the rural revitalization strategy. A study by Luming (2023) was conducted about the psychological counseling and emotional care of left-behind children under the strategy of rural revitalization. The study took 665 junior middle school students as the research object, conducted a survey with the Mental Health Diagnostic Test for Middle School Students questionnaire, compared and analyzed the differences between the mental health of left-behind and non-left-behind children, and described the characteristics of the mental health of left-behind children from different demographic indicators. The study revealed that the psychological difficulties of left-behind children were

very prominent among most students in China. This study paid attention to the mental health of left-behind children. The focus was on junior middle school students and research objects. Different from this study, the current study will focus on public secondary schools, and the focus will be on how the principal's support of guidance and counseling influences the students' discipline. The study also revealed no substantive information regarding how the counseling benefited the students in the sampled schools, a gap that will be filled in the current study.

In Indonesia, discipline is quite often the responsibility of all schools, including both guidance and counseling teachers, assisted by subject teachers, class teachers, staff, and school principals. In light of this understanding, Rahmadani (2023) conducted a study aimed at determining the constraints and strategies of guidance and counseling teachers in increasing students' discipline at Sleman High School. This study was purely qualitative research. The data was collected through interviews. Participants in this study were 15 guidance and counseling teachers from the high school level in Sleman Regency, Yogyakarta, Indonesia. The result of the research showed that the strategy of guidance and counseling had a positive impact on students' disciplinary behavior as well as shaping their character to be better human beings. The study, however, expressed some gaps. For example, it was purely qualitative, which could have limited the data collected, and as a result, the current study will use both qualitative and quantitative approaches so as to benefit from the advantages of both designs. The study also revealed a geographical gap in that it was done in Indonesia, a country with a different geographical background, and cannot be used to explain the situation in Kenya.

In Ghana, a quantitative study was conducted by Kardjo (2023) about the correlates of suicide among middle and high school students. The study used a mixed-methods design and questionnaires to collect data from teachers and students. The study revealed estimates of about

9% of the population having some form of mental health issue, which is largely behavioral health-related, especially among the youth in schools. Ghana has limited capacity in infrastructure, workforce, and resources required to assess, identify, and treat mental health disorders; thus, a large percentage of the mentally ill population does not receive any formal diagnosis or treatment. The study further noted a high prevalence of suicidal behaviors among high school students, with 18.2%, 22.5%, and 22.2% for suicidal ideation, suicidal plan, and suicidal attempt, respectively. This called for an increased need for counselors in schools to help with the counseling of students. The current study will be similar in some ways to the study by Kardjo in that it will also use both qualitative and quantitative approaches. The use of mixed approaches will enable the weakness of one approach to be offset by the strength of another. The use of mixed-methods design will also allow the collection of large quantities of data, especially through the use of questionnaires.

In Egypt, student guidance and counseling are largely based at the university level. A study by Ezzat and Gomaa (2023) was conducted about the effects of counseling-based programs on technical nursing students' perceptions regarding reproductive health. The study involved a purposive sample of 245 female students. Data were collected through two tools. A structured interview questionnaire was divided into two parts to include general characteristics of the study and students' knowledge regarding reproductive health. The second tool was a Likert scale to assess female students' attitudes regarding reproductive health.

The study revealed that at the university level, premarital counseling is a vital element in health sector strategies, and educating university students about premarital issues is a key event needed for reducing the high health hazards in society. This study was based on university students and focused more on reproductive health, but the current study will only focus on

secondary school students and will only focus on how the support of counseling by the principals of schools influences students' discipline.

The mental health of university students in South Africa has attracted the concern of most scholars because of its associations with academic attainment (Bruffaerts *et al.*, 2020). The author conducted a study among university students in South Africa. The target population was freshmen aged 18 years old. The study revealed that student mental health across historically segregated institutions and marginalized groups is a concern and has attracted the need to increase professional guidance and counseling for students. The study, however, did not discuss how counseling influences the behavior and discipline of learners. The study was also concentrated on university students, which makes it difficult to use to explain the secondary school situation in Kenya, hence the need for the current study.

In Tanzania, Ntilisinda (2017) examined the challenges that faced the implementation of guidance and counseling services in schools and then suggested suitable ways for effective delivery of guidance and counseling. The study adopted both a qualitative and quantitative approach with a descriptive case study design. It used questionnaires and interviews for the collection of data. Findings and observations showed that although guidance and counseling services were available in schools, they were not often provided, if provided, were not useful to the students, lacked proper facilities, and lacked qualified and professional personnel. There was inadequate rapport between students and counselors. The study concluded that guidance and counseling services were available, but most of the counselors were not adequately trained in guidance and counseling, and there were insufficient guidance and counseling resources. The study suggested that there should be a clear guidance and counseling policy not only in secondary schools but in all learning institutions, including universities. In addition, the study

discovered that a lack of funding in educational institutions led to the inefficiency of guidance and counseling services. This points to the fact that school heads need to pay attention to the guidance and counseling services in schools in terms of resources. For example, there should be an effective staff of counselors to provide effective guidance and counseling to students.

Although Tanzanian secondary schools offer advice and counseling services, there is little to no evidence on how well those services are really delivered. The current study that will be done in Kenya will build on this study to establish how guidance and counseling of students influence the discipline of learners in Kenya, particularly in Turkana Central Sub-County, Kenya.

In Kenya, guidance and counseling in schools are becoming a key component of student management in schools. This is because schools deal with adolescence, which is a bridge stage where the individual develops physically, socially, and psychologically, also known as the period of self-discovery. Muya and Wambua (2023) conducted a study aimed at examining the outcomes of loss and grief on self-esteem among secondary school students in Langata Sub-County, Nairobi, Kenya. The study also explored the prevailing support systems among secondary school students going through loss and grief in Langata Sub-County, Nairobi, Kenya. The study employed a phenomenological research design. Through purposive sampling, a sample size of 15 participants was selected to participate in the study. The data was collected using an interview guide. The collected data was analyzed using thematic analysis. It was revealed that schools need to strengthen guidance and counseling services in order to adequately be able to help students who are experiencing loss and grief. The study, however, used only a qualitative approach, which could have been limiting in the collection of data. The current study will fill this gap by using both qualitative and quantitative approaches in the collection and analysis of data.

In a related study, Onyango and Oloka (2018) conducted a study aimed at investigating the effectiveness of guidance and counseling in the management of student behavior in secondary schools in Kenya. The study was informed by the assertive discipline model. A mixed-methods approach with concurrent triangulation design was used for the study. The population of the study was composed of 431 teachers, 40 heads of guidance and counseling, and 40 deputy principals. A stratified random sampling technique was used to select teachers, deputy principals, and heads of guidance and counseling. The Krejcie and Morgan sample size determination table was used in the study to determine a sample size of 28 deputy principals, 28 heads of guidance and counseling, and 196 teachers. Data was collected using questionnaires, interview schedules, and document analysis guides. Reliability was ascertained through the split-half method, and a reliability coefficient of 0.871 was realized. Descriptive statistics and correlational analysis were used to analyze quantitative data, while qualitative data was analyzed using a thematic framework. The study established that there was a correlation between guidance and counseling and the management of student behavior. The study also revealed that guidance and services were rarely used in the promotion of discipline among learners, and instead, corporal punishment was commonly used to solve cases of discipline. The study, however, was not clear on how the principals of schools are supportive of guidance and counseling and how that influences the discipline of learners which the current study will incorporate.

### **2.3 Influence of Parental Involvement on Students' Discipline**

Parental involvement refers to parents' participation in their children's education at home and school (Đurišić & Bunijevac, 2017). Partnership with parents enables the building of a mutual responsibility for children's success in the educational system. Mbaluka (2017) conducted a study in the USA about the impact of students' self-discipline and parental

involvement on academic performance. The study sought to determine whether students' self-discipline and parental involvement in their academic activities have any impact on their Test of Basic Skills and Scores. The study was quantitative and cross-sectional, in which multiple regressions were used to investigate the relationship between student self-discipline, parental involvement, and student scores. In order to collect data for the preliminary study, teachers responded to the Self-Control Rating Scale questionnaire to rate their students' level of self-discipline. Results indicated that students' self-discipline and parental involvement are significantly correlated with an increase in their scores. On the other hand, parental involvement showed a higher correlation with parental involvement scales. This study seems to indicate that when parents are actively involved in their child's school, students tend to have fewer disciplinary issues and are more likely to attend school regularly. This study will act as a foundation for the current study that that will establish principals' administrative practices and how they influence the discipline of learners.

In Indonesia, parental involvement is highly valued by schools because of its impact on students' achievement. Most studies have indicated consistent findings that parental involvement in Indonesian schools is a significant factor in predicting students' achievement. Syamsudduha (2017) conducted a focus group discussion with school principals, teachers, and parents of both primary and high school students. The study conducted observations of parental involvement activities in public secondary schools. The study found that parental involvement in Makassar is still low. Parental involvement in the school was limited to the parents' contribution to school finances. This study reveals that parental involvement in Indonesian schools is indeed a significant factor in predicting students' achievement. When parents actively participate in their children's education, it creates a positive and supportive environment that enhances students'

motivation, learning outcomes, and overall academic success. The study by Syamsudduha, however, had limited discussion on how parental involvement influences the discipline of learners and was also silent on how the principals are involved in supporting parental involvement, which the current study intends to incorporate.

Esuabana and Duruamaku (2018) examined family counseling and premarital sexuality among in-school female students in Calabar Metropolis, Cross River State, Nigeria. The study adopted an ex-post facto research design with a population of five thousand, nine hundred and eighteen (5,918) female students. The sample comprised 700 in-school female students drawn from the two local government areas of the metropolis. A questionnaire developed by the researcher titled "Family Counseling and Pre-Marital Sexuality Questionnaire (FCPSQ)" was used for data collection. The data gathered were analyzed with a one-way analysis of variance (ANOVA). The findings revealed that family communication counseling has a significant influence on pre-marital sexuality among in-school female students, family relationship counseling has a significant influence on premarital sexuality among in-school female students, family relationship counseling has a significant influence on premarital sexuality among in-school female students, and there is a significant influence of family structural counseling on premarital sexuality among in-school female students (with the following dimensions: intimacy, romance, and sexual promiscuity). It was recommended, among others, that family counselors intensify efforts at the propagation and reorientation of moral values. School and community leaders should use the family communication approach to address premarital sexuality among in-school female students. The current study will build on the cited study to investigate how parental involvement influences the discipline of students in public secondary schools in Kenya.

Habyarimana (2018) conducted a study entitled parental involvement and students' discipline in twelve-year basic education schools: a case study of Nyarugenge District, Kigali Province, Rwanda. The main purpose of this research was to examine the involvement of parents in student discipline in twelve-year basic education in Rwanda. This study was guided by three specific objectives: to identify cases of indiscipline in twelve years of basic education in Nyarugenge District; to examine areas of parental involvement in students' discipline control in twelve years of basic education in Nyarugenge District; and to establish the relationship between parental involvement and students' discipline in twelve years of basic education in Nyarugenge District. The quantitative data were analyzed using descriptive statistics. It was confirmed by 50% of teachers, 62% of students, and 56% of PTC representatives that parents are not adequately involved in students' discipline control in the areas of effective inter-communication with the teachers and other school authorities, rewarding students for good behaviors, visiting students to discuss their discipline with teachers and other school authorities, and attendance at school meetings on discipline. The study on the third objective found that a low degree of significance exists between parental involvement and students' discipline in 12YBE schools in Rwanda. It was also recommended that government policymakers in the ministry of education set up a special policy arousing parents to participate in their students' discipline improvement and highlighting different areas under which parents should get involved in their students' discipline. This informed the current study to investigate on how parental involvement influences students' discipline in public secondary schools.

In research conducted in Tanzania, Mwakililo (2021) assessed the influence of parents' involvement on students' academic achievements in community secondary schools in Mbeya City, Tanzania. The study used a mixed-methods design, targeting parents, teachers, students,

and principals of schools. The study examined the pattern and extent to which parents' involvement in students' academic achievement. Findings revealed that there was a strong and positive relationship between parents' involvement in school affairs and students' academic achievement. This clearly indicates that when parents are involved, for example, in helping students do homework, students discipline and commitment tend to improve, and consequently, their performance improves. The study, however, did not discuss how parents are involved in the school to enable the effective performance of learners, which the current study intends to address.

The degradation of students discipline is a serious problem in schools in Kenya. Musau (2018) carried out research about family factors that influence parental participation in the management of learners' discipline in public day secondary schools in Kitui County, Kenya. The hypotheses were that there is no relationship between parents' levels of economic status, education, drug and substance abuse, exposure of students to electronic media facilities, and parental involvement in the management of student discipline. The study was based on social learning theory. The sample was obtained by purposive sampling, simple random sampling, and stratified proportionate sampling. It was established that parents of low economic status were less involved in the management of their students' discipline.

The results of Pearson's' correlation coefficient test indicated a strong positive correlation; hence, the hypothesis was rejected and the conclusion was made that the parents with low levels of educational attainment were less involved in the education of their children. The Chi square test results indicated that the hypothesis Ho3 was rejected and the alternative hypothesis that there was a strong association between parents' drug and substance abuse levels and their involvement in the management of students' discipline was accepted. It was thus suggested that

the school board of management should organize workshops to equip parents with parental skills on home supervision; parents should avoid drug and substance abuse in the presence of their children and monitor the use of electronic media facilities by their children. The current study will establish whether similar findings can be found in Turkana Central Sub-County, Kenya.

#### **2.4 Influence of Students' Involvement in Decision Making on Discipline**

In the USA, student participation has proven to have a multitude of effects on the individual, interpersonal, and organizational levels. Barbosa (2020) conducted a study about the new tyranny of student participation, student voice, and the paradox of strategic-active student-citizens. The author argued that student engagement measures have become instruments of quality control, with students expected to take an active role in shaping institutional policy and practice. The study further argued that this ubiquity of demands for student engagement has served to hollow out and depoliticize student voice practices. The study contended that students are expected to be both strategic, instrumental consumers and active citizens of their educational institutions. The study was, however, silent on how students' participation affects their discipline in terms of improved grades, completion of school, and respect for teachers and parents, hence the need for the current study to fill the gap.

Decisions made affect all parts of a school system. For effective decisions to be made, every player in the system needs to participate at one level or another. This has required that students be part of the decision making process in a school setting. In reference to this understanding, Adetoro (2015) conducted a study aimed at examining students' involvement in leadership and decision-making and its impacts on leadership effectiveness in universities in Nigeria. The study uses a descriptive survey conducted among students and staff in all 12 of the public and private universities in south-west Nigeria. The research findings indicate that there is

a significant relationship between student involvement in decision-making and leadership effectiveness. It also reveals that there are significant differences between decision-making with student involvement and decision-making without student involvement. Conversely, no significant difference was found in leadership effectiveness between decision-making in public and private universities. The study finally reveals that there is a significant relationship between the management-student relationship and teaching effectiveness. The results therefore show that, for leadership and teaching effectiveness to be improved in Nigerian universities, provision should be made for the adequate involvement of students in decision-making on important matters relating to their welfare. This study only concentrated on university students in Nigeria, making it necessary for the current study to focus on secondary students in Kenya.

Lumanija (2020) investigated the contribution of the students' council in the management of students' discipline in public secondary schools in Bariadi District, Tanzania. The study employed a mixed-methods research approach with a convergent parallel design. Quantitative data was collected using questionnaires, while interviews and focus group discussions were methods used to collect qualitative data. The quantitative data was descriptively analyzed with the help of SPSS version 20, while thematic analysis was employed in analyzing the qualitative data. The study established that student councils play a significant role in managing students' discipline by promoting healthier leadership, enforcing school rules and behavior, and being role models for positive behavioral change among students. The findings further revealed that the students' council was highly involved in enforcing school rules and regulations while being less involved in decision-making on disciplinary matters and punishing misbehaving students. The study recommended that the government, through the ministry of education, make sure that there

are policy changes to allow school management to involve the students' council in making decisions about student discipline in secondary schools.

From this study, it can be understood that when students are given opportunities to participate in decision-making processes, they feel a sense of ownership and responsibility for the outcomes. This leads to increased engagement and motivation to work towards the success of the schools they are a part of. As leaders, this level of commitment can greatly enhance their discipline and effectiveness. The inclusion of students in the decisions of the schools also boosts their self-confidence and belief in their ability to lead. As they gain experience and see the impact of their contributions, their leadership effectiveness will further enhance their discipline. The current study will build on this study by Lumanija to establish how the involvement of students influences the behavior and discipline of learners in public secondary schools in Kenya.

In Kenya, Nekesa (2018) assessed the role of students' councils in enhancing discipline in public secondary schools in Likoni Sub-county in Mombasa County. The descriptive survey design was used. The target population was 3,012 teachers and students in the six public secondary schools in Likoni Sub-county. The study revealed that there was a combination of attributes, among which 83.3% of the respondents indicated that disciplined students were selected to be leaders and were used to participate in the decision-making processes of the school on behalf of others in public secondary schools in Likoni Sub-county. The study revealed that there was a combination of attributes, among which 83.3% of the respondents indicated that disciplined students were selected to be leaders and were used to participate in the decision-making processes of the school on behalf of others. The study also found that 81.2% of the students agreed that the experience they had gained helped them to maintain discipline, and 80.2% revealed that the students were involved in the planning of school activities and hence

were able to maintain discipline among the students. There is a need for the school administration to involve student leaders in planning school activities, give them adequate support, and hold regular meetings with them. There is a need for training for student councils after they have been elected to help them understand their roles in the school on discipline issues. There is a need for the school administration to give incentives and involve student leaders in decision-making at a certain level on discipline issues in the school. The study looked at student involvement in terms of student councils but did not elaborate on how the principals in schools were supportive of the students' involvement in the decision-making process, which will be the focus of the current study.

## **2.5 Influence of Principals' Provision of Resources on Students' Discipline**

Gazmuri (2015) conducted a study about the extent to which the availability of enough teaching staff and their actions in the classroom influence the school environment and discipline. The assessment was based on a statistical analysis of videotaped classroom observations by 51,329 teachers. The classroom environment was found to have a significant influence on students' discipline and academic performance. The study suggested that to have more improvement in students' discipline and performance, the most effective course of action would be to improve the overall school environment. The study expressed a geographical gap as it was done in Chile. The current study will fill this gap by researching the influence of the provision of resources by school principals on the discipline of learners.

Violations that often occur in school are disciplinary violations committed by students. Discipline problems are problems that, if not resolved quickly, can have an impact on the smoothness of the learning process in the classroom. Some of the personnel who play a role in overcoming discipline problems in schools are employed as counselors in Nigerian schools.

Marjohan and Alizamar (2022) conducted qualitative research using the library research approach. The study aimed to find out about student discipline problems and the role of counselors and school principals in overcoming them. Based on the research results, it was concluded that school counselors and school principals play an important role in overcoming student discipline problems. In addition, cooperation with other school-employed personnel was found to be needed to overcome disciplinary problems that occur. This study, which discussed the role of a school counselor as a school resource, did not look at the discipline of students in terms of academic achievement or student completion rate as aspects of discipline, which the current study will investigate to fill the gaps.

Students' discipline is critical to the attainment of positive school outcomes. Maingi (2017) conducted a study to investigate the influence of school physical facilities on students' discipline in public secondary schools in Makueni County, Kenya. The objectives of the study were to: determine the influence of the adequacy of classrooms on students' discipline; establish the influence of school library facilities on students' discipline; establish the influence of science facilities on students' discipline; and determine the influence of the adequacy of sports grounds on students' discipline. A descriptive survey design was employed. Questionnaire and interview guides were used in the collection of data. From the data analysis, it was found that the adequacy of physical facilities had a significant positive relationship with levels of student discipline in public secondary schools in Makueni County. It can be deduced from the study that a well-designed and organized classroom can contribute to a positive learning atmosphere. Cluttered, cramped, or poorly maintained classrooms may create a more chaotic environment that can make it challenging for students to concentrate and stay focused. A comfortable and visually appealing classroom can promote a sense of calm and encourage students to engage in learning activities.

The study recommended that educational stakeholders should expand school physical facilities in order to enhance students' discipline. However, the study did not address discipline in terms of improved grades, completion of school, or respect for teachers and parents, which are gaps that the current study seeks to fill.

Chewen and Munyua (2020) conducted a study aimed at examining the consequences of physical infrastructure on discipline practices among students in secondary schools in Eldoret East Sub-County, Kenya. This was in light of the concern that an increased number of student indiscipline cases in the nation, which included strikes and setting fire to school facilities, had been reported. The study was guided by social control theory. An ex post facto research design was used, and a sample of 346 students and 54 deputy principals took part in the study. Questionnaires and an interview schedule were used to collect data. Descriptive statistics were evaluated in the form of frequencies, percentages, averages, and standards variation. An ANOVA was used to test the hypotheses. The study findings show that the availability of physical infrastructure had no effect on indiscipline cases in Eldoret East Sub-County. The study recommended that schools look into other factors that may lead to indiscipline among secondary school students and that schools with limited resources should put more emphasis on school regulations to reduce indiscipline.

Important to note from the study is that well-designed and maintained physical infrastructure, including classrooms, libraries, laboratories, and sports facilities, can create a positive learning environment. Schools with adequate facilities are more likely to foster a sense of pride, ownership, and respect among students. Such an environment can contribute to better discipline practices as students feel motivated and engaged in their studies. The study revealed that overcrowded classrooms and insufficient facilities can lead to discomfort and frustration

among students, making it difficult for them to focus and engage in learning. This situation may increase the likelihood of discipline issues, as students may become restless or engage in disruptive behavior. This study, however, had limited discussion of how the principals' provision of resources improved the discipline of learners, which is the gap to be filled by the current study.

Discipline is an important component of the teaching and learning process and, therefore, an important aspect of the school system. It is for this reason that stakeholders in education, including parents, educators, and the government of Kenya, have been committing resources towards enhancing discipline in secondary schools. Muthoni (2013) examined school-based factors and their influence on the discipline of secondary school students in Kiambu East District. The study adopted a descriptive design, used questionnaires and interviews in the collection of data, and targeted principals, teachers, and students. The research findings indicated that school-based factors (teacher demographic characteristics, teaching-learning materials, and physical facilities) have an effect on discipline in secondary schools. The study suggests that adequate provision of teaching and learning materials could help enhance discipline in secondary schools. For example, the availability of libraries and laboratories has an effect on students' discipline. When students have easy access to these resources, they are more likely to engage in self-directed learning and research. This can encourage discipline as students develop the habit of regularly studying and seeking information independently. Schools that lack resources such as textbooks, learning materials, and technological equipment may struggle to provide quality education, leading to decreased student engagement and increased disciplinary issues. Limited access to educational resources can contribute to students' frustration and disinterest in learning, potentially resulting in disciplinary problems. The current study will build on this study by

Muthoni to find out how the principals' provision of resources influences the discipline of learners in public secondary schools in Turkana Central Sub-County.

## **2.6 Summary of the Literature and Research Gaps**

According to the reviewed literature, most studies (Dimmitt & Zyromski, 2020; Scott and Donohue, 2023) revealed that guidance and counseling help enhance the discipline of students in schools. However, some of the studies revealed geographical gaps because they were conducted in other countries. For example, Gazmuri (2015) conducted a study about the extent to which the availability of enough teaching staff and their actions in the classroom influence the school environment and discipline in Chile. Dimmitt and Zyromski (2020) conducted their study in the USA. The current study will fill such gaps by focusing on Kenya, particularly in Turkana Central Sub-County. Other studies showed methodological gaps; for example, Marjohan and Alizamar (2022) conducted qualitative research in Nigeria aimed at finding out about student discipline problems and the role of counselors and school principals in overcoming them. The current study will fill such gaps by using a mixed-methods design that will embrace both qualitative and quantitative approaches in the collection and analysis of data. This will enable the weakness of one approach to be overcome by the strength of another.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, location of the study, target population, sampling techniques, and sample size. It also presents the validity of research instruments, the pilot testing of study instruments, the reliability of study instruments, data collection procedures, data analysis procedures, and ethical considerations.

#### **3.2 Research Design**

Research design is a plan outlining how the necessary data is gathered, processed, and analyzed (Tejinder & Shantanu, 2018). Research design, according to Creswell and Clark (2018), refers to a procedure for collecting, analyzing, interpreting, and reporting data in research. This study adopted a mixed method approach, specifically a concurrent parallel mixed method design. A concurrent parallel mixed method design is selected when the researcher, simultaneously and with equal weight, uses quantitative and qualitative methods in an attempt to confirm cross-validate, or corroborate findings within a single study (Tashakkori & Teddlie, 2006). It is used as a means to offset the weaknesses inherent in one method with the strengths of the other method. In this design, the collection and analysis of quantitative and qualitative data will be undertaken during one phase of the study but separately. A concurrent parallel mixed method design was preferred because it enables the researcher to integrate the results of the two methods during the interpretation phase.

The quantitative approach used a cross-sectional survey design. This was helpful to collect quantitative data from teachers and students. A cross-sectional survey design is a research method that allows researchers to collect data from a sample of participants at a specific point in

time. In this design, the researcher aims to gather information about different characteristics or variables of the participants simultaneously. The data collected can provide a snapshot or cross-section of the population under study, allowing researchers to examine relationships, patterns, or differences among variables of interest. Kothari (2019) argues that cross-sectional surveys are often used because they are efficient in terms of time and resources since data are collected only once.

Regarding the qualitative data that will be collected from principals and deputy principals, the researcher will use a case study design. The design enabled the researcher to collect qualitative data through in-depth interview guides. A case study design allowed the researcher to obtain a detailed understanding of the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County.

### **3.3 Location of the Study.**

The current study was conducted in Turkana Central Sub-County. The county is located in the northwestern part of Kenya, within Turkana County. Turkana County is the largest county in Kenya, covering an area of approximately 77,000 square kilometers. It is one of the sub-counties within this larger administrative division. It shares borders with other sub-counties of Turkana, including Turkana West, Turkana South, and Turkana North. In terms of schools, Turkana Central Sub-County has a number of educational institutions, including primary schools, secondary schools, and some tertiary institutions such as Kenya Medical Training College. As noted by Gitonga (2018) and Tikaye (2017), the discipline of students in public secondary schools in this area has consistently declined. This has become a cause for concern and has raised questions regarding the effectiveness of the principals' administrative practices in dealing with indiscipline among students. Hence the need for the current study in the area.

### **3.4. Target Population**

According to Creswell (2018), a target population is a group of persons or individuals having common characteristics in their natural setting. Kombo and Tromp (2018) defined the target population as the large group from which the sample is taken. In the current study, the target will be 15 public secondary schools in Turkana Central Sub-County, 15 principals, 15 deputy principals, 330 teachers, and 3600 students. The principals will be included in the study because they are leaders of the schools and are concerned with all the practices that concern the discipline of learners. Deputy Principals will be considered in this study because they play a significant role in disciplinary matters. Some of their responsibilities related to discipline may include: Enforcing school policies. Deputy Principals are responsible for ensuring that school rules and policies are implemented effectively and consistently. They work closely with teachers, students, and other staff members to ensure a safe and conducive learning environment. Disciplinary actions: Deputy Principals may handle disciplinary issues such as student misconduct, rule violations, and behavioral problems. They investigate incidents, interview students, and take appropriate disciplinary actions, which may include issuing warnings or assigning punishments. Conflict resolution: Deputy Principals often act as mediators in resolving conflicts among students or between students and staff members. They may conduct meetings with involved parties, listen to their concerns, and work towards finding peaceful resolutions to conflicts. With these responsibilities, they were thus in a position to provide data that could enrich the study.

Teachers are charged with the responsibility of implementing practices meant to enhance learners' discipline. They were therefore in a position to provide data that is beneficial for the study. The Form Two students were only selected to participate in the study because they are

considered more indisciplined than the others (Onsoti, 2018), which can be attributed to several factors related to their adolescent stage of development. Adolescence is a period of significant exploration and self-discovery, which can lead to certain behaviors that may be perceived as indiscipline. During adolescence, individuals undergo various physical, cognitive, and emotional changes. They start seeking independence, questioning authority, and experimenting with new experiences. This period of self-exploration can sometimes manifest as rebelliousness or defiance of rules and regulations. Moreover, social influences and peer pressure also play a significant role in shaping adolescent behavior. Form Two students, who are typically between the ages of 14 and 16, may be more susceptible to peer pressure as they strive to fit in and establish their identity within their social circles. This desire for acceptance and the need to explore different aspects of life can sometimes lead to behavior that appears indisciplined. Considering these factors, they were thus suitable to participate in this study as they provided valuable information that could enrich the study.

### **3.5. Description of Sample Size and Sampling Procedures**

This study employed both probability and non-probability sampling techniques for quantitative and qualitative approaches respectively. Probability sampling technique, simple random sampling, was used to select 12 out of 15 public secondary schools and systematic sampling to select 360 out of 3600 students from the selected schools. Non-probability sampling included the use of criterion purposive sampling to include 12 principals and their respective 12 deputy principals from the sampled schools. The teachers were stratified into males and females, after which random sampling was used to select 115 out of 330 teachers. Stratified random sampling helped to ensure that the sample is representative of the entire population. By dividing the population into males and females and selecting samples from each subgroup, the sample

reflected the diversity and distribution of characteristics present in the population. The samples in this study were chosen based on the argument by Selvam (2017) that 10% of the participants is sufficient for the study.

### **3.5.1 Sampling of Schools and Principals**

There are 15 public secondary schools in Turkana Central Sub-County. The researcher used probability sampling, specifically simple random sampling, to select 12 out of 15 public secondary schools. Non-probability sampling, criterion-purposive sampling was used to include 12 principals from the sampled schools. Criterion sampling was utilized for the selection of principals following the argument that it is appropriate when selecting cases that are rich in information regarding the study at hand (Kombo & Tromp, 2018). The inclusion of the principals in the current study was based on the following reasons:

The first is that principals are responsible for overseeing the overall functioning of a school, including discipline policies and enforcement. They hold a position of authority and are often involved in setting and implementing disciplinary measures. Their experiences and perspectives can shed light on the strategies employed by schools to maintain discipline. The second reason is that principals play a key role in developing and implementing discipline policies within their schools. They are responsible for establishing rules, guidelines, and procedures that govern student behavior. Understanding their perspectives will provide insights into the rationale behind disciplinary policies and their effectiveness. The third reason is that principals are often responsible for allocating resources related to discipline, such as counseling services, disciplinary programs, or additional staff. Their input can help the researcher understand resource allocation priorities and their influence on student discipline. Thus, by involving principals as respondents, the current study gathered firsthand perspectives from key

decision-makers in the educational system. Their insights enhanced the understanding of principals' administrative practices and how they influence the discipline of students.

### **3.5.2 Sampling of the Deputy Principals**

Non-probability sampling, specifically criterion-purposive sampling, was used to include 12 deputy principals from the 12 sampled schools. The researchers' judgment is that the deputy principals are custodians of key information as far as the discipline of students is concerned. Besides, the deputy principals handle discipline problems, including student misconduct, rule infractions, and behavioral issues. They investigate incidents, communicate with students, and implement disciplinary measures. Deputy Principals also serve as mediators in disputes among students or between students and teachers, holding meetings and promoting peaceful resolution. For these reasons, they were included in this study as key informants.

### **3.5.3 Sampling of Teachers**

To select teachers from the sampled schools, the researcher first stratify them in terms of gender. The researcher then used simple random sampling to select teachers from each stratum. Therefore, simple random sampling was used to select 115 out of 330 teachers. The researcher used scorecards with the words "yes" and "no" to conduct simple random sampling. The score cards were placed in a box, and teachers were asked to pick at random until the number is reached. The teachers who select "yes" were considered to take part in the study. The study considered teachers because of their role in the lives of students, especially ensuring that students are disciplined.

### **3.5.4 Sampling of Students**

The study used systematic sampling to select students who participated in the study. Systematic sampling is a method of selecting a random sample from a larger population in a

structured and systematic way (Mostafa, 2019). The sampling technique will be used to select 10% of a sample from a population of 3,600, which will be appropriate according to Mugenda and Mugenda (2013), who argue that in descriptive research, a sample size of 10%–50% is acceptable. The researcher will get a list of students from the selected schools, which will be comprised of 3600 students. To calculate the sampling interval, the researcher divided the total population size by the sample size. 
$$\text{Sampling Interval} = \frac{N}{n} = \frac{3600}{360} = 10$$

The sampling interval will be 10. Thus, to ensure randomness, the researcher will choose a random number between 1 and 10 as the starting point. For example, the researcher will selected the 7th element, then the 17th, 27th, and so on until 360 elements were selected. This systematic sampling approach helped to ensure that the sample was representative of the population.

**Table 1**

*Sampling Technique, Target Population and Sample Size*

Category	Target Population	Sampling Technique	Sample Size
Principals	15	Criterion purposive Sampling	12
Deputy principals	15	Criterion purposive Sampling	12
Teachers	330	Stratified and Simple Random sampling	115
Students	3600	Systematic sampling	360
<b>Total</b>	<b>3960</b>	<b>Sampling Technique</b>	<b>499</b>

### **3.6 Description of the Research Instruments**

Canals (2017) defined data collection instruments as devices used to collect data. In the current study, data collection instruments included questionnaires and structured interview guides. The questionnaires were used to collect quantitative data from teachers and students. Interview guides were used to collect qualitative data from principals and the deputy principals. By using questionnaires and an interview guide, the researcher sought to gather adequate data to answer research questions. According to Creswell (2014), the main reason for using such triangulations is to obtain a variety of information. This helped to gather adequate data about the principal's administrative practices and how they influence students' discipline. Questionnaires were preferred because they help collect more detailed information in a reasonably short amount of time (Abawi, 2017). Questionnaires with closed-ended Likert-scale-type items integrated with some open-ended questions were preferred to facilitate the collection of both quantitative and qualitative data at the same time (Creswell, 2014).

#### **3.6.1 Questionnaire for Teachers**

Rahman (2022) states that the use of a questionnaire is an important method for collecting a wide range of data from research participants. In the current study, the questionnaire for the teachers had both closed-ended and open-ended questions. It had five sections, ranging from A to E. Section A sought to find out demographic information about the teachers concerning their gender, age, educational level, and work experience. Section B sought to find out information regarding the influence of principals' support of guidance and counseling on students' discipline. Section C sought information about the influence of principals' support of

parental involvement on students' discipline. Section D gathered information regarding the influence of principals' support of students' involvement in decision-making on students' discipline. And finally, Section E was used to establish the influence of principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

### **3.6.2 Questionnaire for Students**

The questionnaire for students had both closed-ended and open-ended questions. It had five sections, ranging from A to E. Section A sought demographic information about the students regarding their gender, age, and class. Section B examined the influence of principals' support of guidance and counseling on students' discipline. Section C sought information about the influence of principals' support of parental involvement on students' discipline. Section D gathered information regarding the influence of principals' support of students' involvement in decision-making on students' discipline. And finally, Section E found out information regarding the influence of principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

### **3.6.3 In-depth Interview Guide for the Principals**

An interview guide was used to collect qualitative data by conducting face-to-face interviews with the principals and the deputy principals. Interviews involved interactions between the interviewer and the participants. A face-to-face interview is an individual interview, which is a conversation between the participant and interviewer (McMullin, 2023). An interview guide was preferred because it is a social encounter, and participants are usually more willing to respond or talk than to write, as in the case of questionnaires. It gives a higher response rate in a natural setting, and it allows the researcher to probe participants to freely express their views.

The interview guide was divided into two sections. Section A sought information about the demographic information of the participants, which comprised the level of education and duration of service. Section B contained questions seeking information regarding the influence of principals' support of guidance and counseling on students' discipline, the influence of parental involvement on students' discipline, the influence of students' involvement in decision-making on discipline, and the influence of principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub-County.

### **3.6. In-depth Interview Guide for the Deputy Principals**

An interview guide is a way of gathering data that entails the interrogation of research participants to answer a list of questions through face-to-face exchanges or video conferencing (Mugenda, 2013). The interview guide for the Deputy Principals contained open-ended questions. The guide had questions seeking information about the demographic information of the participants, which will comprise the level of education and duration of service. The questions sought information about the influence of principals' support of guidance and counseling on students' discipline, the influence of parental involvement on students' discipline, the influence of students' involvement in decision-making on discipline, and the influence of principals' provision of resources on students' discipline. The researcher endeavored to keep interview records for the purpose of coding, analyzing, and interpreting qualitative data.

#### **3.6.4 Validity of Quantitative Instruments**

Validity refers to the degree to which an instrument measures what it is intended to measure (Burton & Mazerolle, 2011). The author identified types of validity, including face validity, content validity, and construct validity. Subjecting research instruments to different types of validity tests will facilitate the comparison and replication of findings. These validity tests were

essential for producing valid research results that contributed to the advancement of knowledge in a field. Thus, in this study, the researcher subjected the instruments to face validity, content validity, and construct validity tests. The extent to which items adequately measure or represent the substance of the attributes that the researcher wishes to test is referred to as content validity (Dahlback & Andrell, 2023). After constructing the questionnaire, the researcher sought assistance from experts in research, and education administration from the Catholic University of Eastern Africa and Tangaza University College to validate the research instruments. They were requested to read and judge or determine whether they contained in-depth coverage of the concept being measured. They were expected to scrutinize and give comments, which were incorporated into the questionnaire items.

Construct validity is a measure of the degree to which data obtained from instruments accurately reflects the concepts under study (McDonald et al, 2019). To determine construct validity, experts in research were asked to assist the researcher in critiquing each item constructed by modifying it and giving suggestions, which were implemented where necessary to obtain valid data. Since this is a mixed-methods study, the researcher used data triangulation, specifically methodological triangulation. According to McDonald et al. (2019), methodological triangulation involves the use of multiple qualitative and quantitative methods to study a phenomenon. In the current study, the researcher used results from questionnaires, which was used to get data from teachers and students, and interview guides to get data from principals. The use of the two methods helped to gather a richer understanding of a phenomenon.

### **3.6.5 Pilot Testing of the Research Instruments**

Pilot testing refers to trying out the research tools or instruments, such as questionnaires, before actual use in the field with members of similar populations not included in the main study

(Mugenda & Mugenda, 2019). The researcher conducted a pilot study to test the research instruments in two of the public secondary schools that will not be part of the study. The schools used for the pilot study had similar characteristics to the schools that were used in the actual study. About 20 students in Form Two, 10 teachers, three principals, and three deputy principals were selected to participate in the pilot study. The selected participants in the pilot testing were asked to comment on the clarity of the items or identify any omissions. The responses of the participants allowed the researcher to identify vague questions, ambiguous words, and unclear instructions, which will be corrected before the actual study.

### **3.6.6 Reliability of Quantitative Instruments**

Mugenda and Mugenda (2013) defined reliability as the extent to which the instrument yields the same results over multiple trials. The current study used Cronbach alpha for internal consistency and reliability. Cronbach alpha was used because it measures reliability from a single administration of the research instrument. According to Cohen, Manion, and Morris (2007), Cronbach's alpha reliability coefficient normally ranges between 0 and 1. The value of 0.6–0.7 shows an acceptable level of reliability, while 0.8 or greater indicates a very good level. Cronbach alpha was used because it is an appropriate technique for measuring reliability for survey research that has more than two options, such as a Likert scale and open-ended questions (Kothari & Garg, 2014). In the current study Pearson's correlation coefficient was used to assess the reliability of the study instruments, and a coefficient of 0.823 was realized.

### **3.6.7 Credibility and Dependability of Qualitative Instruments**

According to Creswell (2014), credibility ensures that the study reflects the experiences of those being studied and that the results can be trusted. For these reasons, the researcher ensured the maintenance of an Audit Trail. This was done by keeping a detailed record of the

research process, including data collection procedures and analysis steps. This audit trail helped to ensure transparency, allowing for verification of the research process, and enhanced the credibility of the instrument. Member Checking was also used to involving sharing research findings or interpretations with participants to verify their accuracy and dependability. By involving participants in the analysis process, the researcher enhanced the credibility of the instrument and ensured that their perspectives were accurately represented. Feedback was sought from participants, and their insights were incorporated into the analysis to validate the findings. Time was taken during interviews to ensure that participants had enough time to explain what they wanted to say. This helped to ensure that the information collected reflects what the respondents intended. Regarding consistency, the researcher reviewed the data, which helped to check if there is any inconsistency.

### **3.7 Description of Data Collection Procedure**

After approval by the university collage supervisors, the researcher requested for an introductory letter from the Directorate of Postgraduate Studies and Research at Tangaza University College as a basis to apply for the research permit from the National Commission for Science, Technology, and Innovation (NACOSTI). After obtaining the research permit, the researcher further sought permission from the County Commissioner and the County Director of education to gather data from the Sub-County's public secondary schools. The researcher also requested the permission from the principals and then made arrangements on how and when to administer the instruments. Thereafter, the researcher visited the schools to administer the questionnaires as well as arrange to have interviews with the principals and deputy principals. The researcher informed the participants about the intention of the study and asked them to fill the consent form as a sign that they are freely willing to participate in

the study. The researcher administered questionnaires to teachers and students to collect quantitative data, while qualitative data was collected by interviewing principals and deputy principals.

### **3.8 Description of Data Analysis Procedures**

Data analysis is the process of organizing data into meaningful and useful information that is used to answer research questions (Mvumbi & Ngumbi, 2015). The researcher processed, analyzed, and interpreted the data using both quantitative and qualitative techniques. Through the use of a quantitative approach, the researcher collected the data, cleaned it by removing invalid data, organized it into homogenous groups, then coded and entered the data into the computer. Using the Statistical Package for Social Sciences (SPSS) version 25, the data was analyzed through descriptive statistics. The data was generated into frequencies and percentages and then presented in tables and figures.

Qualitative data obtained from open-ended questions and interviews was analyzed in four successive steps. Cresswell (2018) advocates for four stages in qualitative data analysis: organization of the data; perusal of the entire data several times to get a sense of what it contains as a whole; identification of general categories or themes; and integration and summarization of the data in the form of tables, figures, or diagrams. In the current study, the researcher ensured that tape-recorded interviews are carefully transcribed as soon as they are recorded in the field. The researcher, after collecting the data, carefully listened to the tape recorder over and over again and transcribed each recorded interview. To ensure accuracy in transcription, the researcher requested a colleague to help in checking some interview data. The checking helped to ensure that the transcription corresponds to the participants' intended meanings. After the transcription of the interviews, the data was edited and ambiguities removed. The data was

then paraphrased and organized in a meaningful way to facilitate the analysis. This was realized through a number of steps. First, the transcribed data was printed, and the researcher wrote the themes that emerged on the margins of the excerpts. The identified themes formed the coding categories for the data. The data from the various participants was then pooled into an appropriate category, such that information on the same theme from different respondents was pooled into the same category. This eased the sorting process for the data. Thereafter, the sorted data was analyzed by identifying excerpts that either supported or challenged the researcher's interpretation. The summarized data was then presented in the form of narratives and direct quotations.

### **3.9 Ethical Considerations**

Research ethics refers to the set of moral principles, guidelines, and standards that govern the conduct of research (Mugenda & Mugenda, 2013). Creswell (2014) argues that when conducting the study, the researcher should adhere to a code of ethics. Thus, the researcher in the current study sought a recommendation letter from the Department of Postgraduate Studies at Tangaza University College as well as secure a research permit from NACOSTI. The researcher also requested permission from the Sub County Director of Education office and the principals to conduct research in the public secondary schools in the Turkana Central Sub-County. The researcher sought informed consent from the participants and explained to them that participation in the study is voluntary and that they are free to withdraw from it at any time without facing any consequence. The participants were assured of the anonymity of their identities and the confidentiality of the information gathered, and as such, they were not required to write their names on the questionnaires given to them to fill out.

Given that this research involved some underage respondents (students), the researcher will prioritize their well-being and rights as participants. For example, the researcher will use age-appropriate language to explain the research, ensuring that participants fully comprehend the information provided. Additionally, the researcher ensured that the research was explained in a manner that was understandable to the participants and obtained their consent to participate. Parents were given the assent forms (see appendix 1) and had the opportunity to decide whether their child would participate in the study. The study did not use or mention the names of the students. Additionally, the researcher ensured that the research design was age-appropriate and avoided asking questions that could be too complex or inappropriate for the specified age group, which is between 14 and 20 (22).

To avoid plagiarism, the researcher endeavored to cite all sources of information utilized in the study following the APA 7<sup>th</sup> edition format. The researcher further ensured that the participants' privacy and personal dignity were respected by avoiding the use of any offensive language or doing anything that can anger the participants, as recommended by Kombo and Tromp (2013).

## CHAPTER FOUR

### PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

#### 4.1 Introduction

This chapter presents data analysis, interpretation and discussion of the study findings. The Chapter is divided into sections, including the response rate of the study participants, demographic data, and the presentation, interpretation and discussion of the findings, which are done based on the objectives of the study.

#### 4.2 The Response Rate of the Study Participants

The researcher distributed research instruments to different study participants; questionnaires were distributed to teachers and students. This was beneficial in the collection of quantitative data. Interview guides were used to collect qualitative data from the sampled principals and deputy principals of the various schools that were selected for the study. Table 2 shows the response rates of the study participants.

**Table 1**

*The Response Rate of the Study Participants*

<b>Participants</b>	<b>Sampled Participants</b>	<b>Actual Participants</b>	<b>Response Rate (%)</b>
Teachers	115	107	93
Students	360	310	86
Principals	12	9	75
Deputy principals	12	10	83

The researcher distributed 115 questionnaires to the teachers in public secondary schools in Turkana Central Sub County. Out of the 115 questionnaires that were distributed, 107 were duly completed and returned. This yielded a response rate of 93%, which was considered adequate for data analysis. The researcher also distributed 360 questionnaires to students, but only 310 of them were duly completed and returned, yielding a response rate of 86%. Regarding principals, 9 out of 12 were available for interviews, which yielded a response rate of 75%. The deputy principals who were available for interviews were 10 out of the 12 which yielded a response rate of 83%. A study by Mugenda and Mugenda (2019) suggested that a response rate of 50% is adequate for data analysis and reporting, 60% is considered good, and 70% or more is deemed excellent. Thus, the response rates of 93% for teachers, 86% for students, 75% for principals, and 83% for deputy principals indicate excellent participation levels suitable for data analysis and reporting. The high response rate was attributed to a well-designed questionnaire featuring clear, concise, and easy-to-understand questions. Additionally, the researcher diligently followed up with participants and effectively communicated the purpose of the study, which encouraged their active participation.

However, some questionnaires from students and teachers were not returned, and some principals and deputy principals were unavailable for interviews. Teachers who did not return the questionnaires reported that they lacked time due to their busy schedules. Some students who did not return the questionnaires reported misplacing them and being unable to locate them. Additionally, some principals and deputy principals reported being occupied with school meetings and conferences, which prevented them from being available for interviews.

### **4.3 Demographic Information of the Participants**

The study sought to establish participants' personal characteristics, such as age, gender, years of experience, and levels of professional qualification. The researcher did this to find out how the personal characteristics of the participants are related to the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

#### **4.3.1 Distribution of Study Participants by Gender**

An item of the study sought to find out the gender of the participants in order to establish whether there was a difference between male and female participation in rating how principals' administrative practices influence students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. Therefore, the researcher sought to find out the gender of the teachers, students, principals and the deputy principals. It was found out that the majority of the students (53%) were males, slightly more than half of the teachers (50.5%) were females, and slightly more than half of the principals (55.6%) were males. Most of the deputy principals (66.7%) who participated in the study were females. This shows that both genders (male and females) were represented in the study.

The inclusion of gender in a school setting can impact student discipline. A diverse representation of genders among school staff provides students with varied perspectives and approaches to discipline, fostering a more inclusive and equitable learning environment. Female teachers and administrators may offer nurturing and empathetic approaches to discipline, focusing on understanding students' emotional needs and fostering positive relationships. Meanwhile, male educators may bring authoritative and structured disciplinary methods that emphasize accountability and boundaries. This balance ensures that disciplinary measures are

applied fairly and effectively, catering to the diverse needs and behaviors of students. Moreover, a gender-balanced staff can serve as positive role models for students, showcasing diverse leadership styles and promoting respect for gender equality within the school community. This is shown in Table 3.

**Table 2**  
*Distribution of Gender of the Study Participants*

	Male		Female	
	F	%	F	%
<b>Principals</b>	5	55.6	4	44.4
<b>Deputy principals</b>	3	33.3	6	66.7
<b>Teachers</b>	53	49.5	54	50.5
<b>Students</b>	167	53.9	143	46.1

#### **4.3.2 Distribution of the Study Participants by Age**

The study sought to find out the age range of the participants. This includes the age of the teachers, principals, and deputy principals. The researcher did this to establish whether age had an influence on how principals' administrative practices influence students' discipline. The study findings are presented in Table 4.

**Table 3*****Distribution of the Participants by Age***

<b>Age bracket</b>	<b>Frequencies (f)</b>	<b>Percentages (%)</b>
<b>Principals (n=9)</b>		
31-40 years	2	22.2
41-51years	3	33.3
52 and above years	4	44.4
<b>Deputy principals(n=10)</b>		
25-30 years	2	20.0
30- 35years	1	10
41-51 years	5	50
52 and above	2	20
<b>Teachers (n=107)</b>		
20-29 Years	2	1.9
30-39 Years	40	37.4
40-49 Years	5	4.7
50-59 years	2	1.86

Table 4 shows that majority of principals were in the age bracket 52 and above. Most deputy principals were in the age bracket between 41-51 years. Most of the teachers were in the age bracket of 30-39 years. Principals in the age bracket of 52 and above may bring a wealth of experience and wisdom to disciplinary matters. With years of service, they likely possess a deep understanding of school policies, procedures, and effective disciplinary strategies honed through decades of practice. However, there may be a risk of resistance to change or reluctance to adopt new disciplinary approaches due to entrenched traditions or perspectives shaped by years of experience. As noted by Abonyi (2023) older principals may face challenges in relating to the

evolving needs and behaviors of contemporary students leading to a generational gap in disciplinary understanding and enforcement.

On the other hand, deputy principals in the age bracket of 41–51 years may offer a balance between experience and a more contemporary understanding of student dynamics and disciplinary methods. This age group often possesses a blend of traditional wisdom and modern insights, making them more adaptable to change and open to innovative disciplinary approaches. They may be better equipped to understand and address the unique challenges faced by the students of the current generation, drawing from their own experiences as educators. Further, the presence of female deputy principals as the majority who also act as mothers and responsible for discipline in a school, can have an influence on the management of students' discipline. Their maternal instincts and nurturing qualities may foster a compassionate and empathetic approach to discipline, emphasizing understanding and support for students facing discipline challenges. Their ability to relate to students on a personal level, drawing from their experiences as mothers, could facilitate open communication and trust-building, encouraging students to confide in them about their issues.

However, deputy principals in this bracket (41-51 years) may still encounter difficulties in navigating generational differences with students, necessitating effective communication and collaboration skills to bridge potential gaps in disciplinary understanding and implementation in the schools. The prevalence of teachers aged 30-39 years suggests a significant portion of recently employed teachers who may benefit from guidance and mentorship from school administrators, particularly in matters related to student discipline management. As noted by Welsh (2023), managing discipline within a school environment is a complex task, especially for young and inexperienced teachers who may be navigating disciplinary challenges for the first time. Therefore, the expertise and experience of principals and deputy principals become invaluable resources for supporting these teachers in

developing effective disciplinary strategies and techniques. By providing guidance, mentorship, and professional development opportunities, school leaders can empower teachers to address disciplinary issues confidently and proactively, ultimately contributing to the improvement of student discipline within the schools.

#### **4.3.3: Distribution of Principals and Deputy Principals according to Academic**

##### **Qualifications**

The researcher sought to find out the professional qualifications of the participating principals and the deputy principals. This was done to find out whether principals and deputy principals had the required qualifications that would enable them to manage and improve the discipline of students in their schools. The researcher hoped that qualified principals and deputy principals could bring leadership skills and experience to effectively manage disciplinary issues. They provide guidance to teachers and students, ensuring that disciplinary actions are fair, consistent, and aligned with school policies and regulations. Qualified and skilled principals and deputy principals tend to be equipped to handle conflicts and disputes among students, teachers, and parents in a constructive and impartial manner. They facilitate communication and mediation to resolve issues and maintain a positive school environment that enhances the discipline of students. Table 5 shows the findings.

**Table 4***Distribution of the Study Participants according to Academic Qualifications*

<b>Academic</b>						
<b>Qualifications</b>	<b>Principals(n=9)</b>		<b>Deputy principals(n=10)</b>		<b>Teachers(n=107)</b>	
	<b>F</b>	<b>%</b>	<b>%</b>	<b>F</b>	<b>%</b>	
Diplomas	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>	<b>11.2</b>
Bachelors degree	6	66.7	8	80	94	87.9
Masters degree	3	33.3	2	20	1	0.9

Table 5 shows that 66.7% of the principals had Bachelors degree qualification, while 33.3% had a master's degree qualification. The majority of the deputy principals (80%) held bachelors degree qualifications, with only 20 of them possessing a master's degree qualification. Among the teachers, 11.2% had diploma qualifications, and only 0.9% had master's degree qualifications, with the majority (87%) holding bachelors degree qualifications. These findings indicate that the majority of teachers, principals, and deputy principals in public secondary schools in Turkana Central sub-county have attained bachelor's degree qualifications. This suggests that they have acquired problem solving skills, rationality and creatively in handling school issues including the discipline of students. According to a study by Kiend (2019), school administrators and teachers with higher qualifications are likely to have acquired conflict resolution and mediation skills, enabling them to resolve issues constructively and promote a harmonious school atmosphere that enhances students' discipline.

#### 4.3.4 Distribution of Principals and deputy Principals according to experience

The researcher sought to determine the principals' and deputy principals' years of experience. This was to help find out whether they had acquired more knowledge and skills over the period of their service, which could have helped them, apply various techniques in the management of discipline among the learners. Table 6 shows the summary of the findings.

**Table 5**

*Distribution of Principals and Deputy Principals according to Experience*

	Principals(n=9)		Deputy principals(n=10)	
	F	%	F	%
Less than 5 years	2	22.2	6	60
5-9 years	5	55.6	2	20
10-14	1	11.1	2	20
15-19	1	11.1	-	-

Figure 6 shows that slightly more than half of the principals (55.6%) have been in the leadership position for 5–9 years. The percentage of principals who have been in the leadership position for less than 5 years was 22.2%. These findings could suggest that most principals in public secondary schools in Turkana Central Sub-County have attained sufficient experience to have acquired the skills and expertise needed to effectively manage the discipline of students.

The result of the study revealed that the majority (60%) of the deputy principals had less than 5 years of experience. This experience of the deputy principals could affect the management of student discipline. With limited experience, deputy principals may lack an effective understanding of various disciplinary issues that come with time and exposure. They might

struggle to effectively navigate complex situations, such as student conflicts or behavioral issues, and may find it challenging to implement appropriate disciplinary measures consistently.

Additionally, their ability to mentor and guide less experienced teachers in managing discipline could be compromised. This argument agrees with the assertion of Welsh (2023), who contended that experience comes from practical knowledge gained through working with learners in various situations over time. Therefore, it can be said that deputy principals need a wide range of experience to manage the discipline of students in a school.

#### 4.3.4 Distribution of Teachers according to Teaching Experience

Teachers in the selected public secondary schools were required to indicate their teaching experience measured in terms of years of service. Figure 2 shows the summary of the results.

**Figure 1**

*Distribution of Teachers according to Teaching Experience*

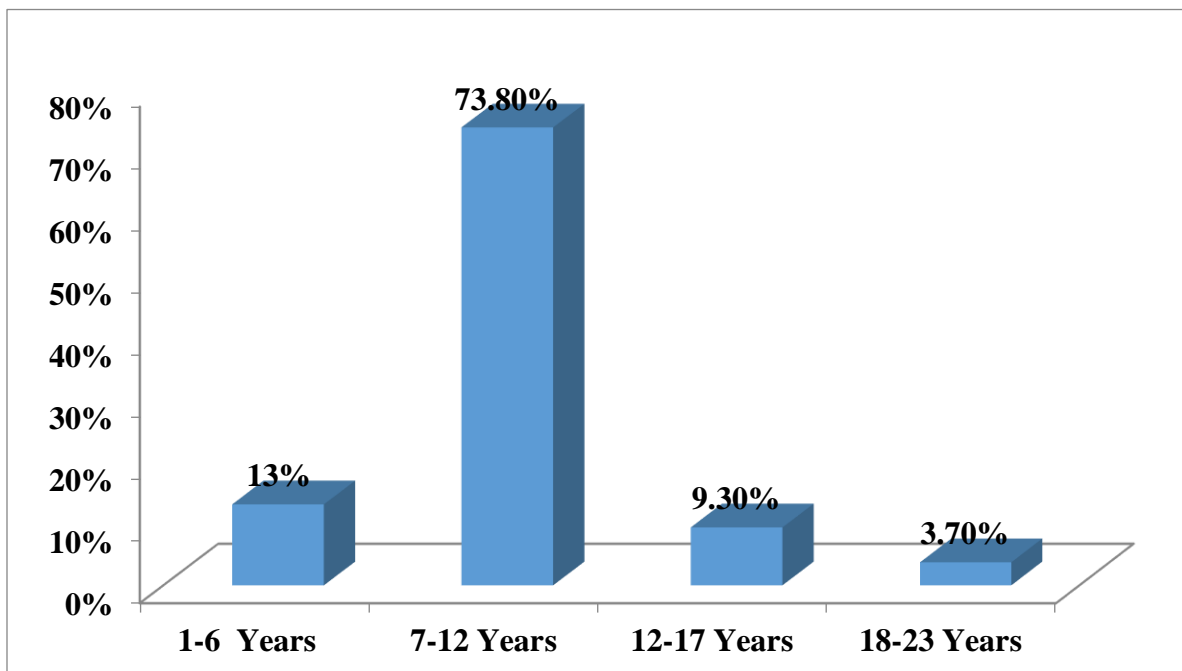


Figure 2 shows that teachers had varied experiences and are in different career growth stages. It indicates that teachers who had experience ranging from 1-6 years were 13%. The teachers with experience ranging from 12-17 were 9.35 and those with experience between 18-23 were 3.7%. The majority of the teachers (73.8%) had the experience ranging between 7-12 years. Having teachers with varying years of experience can influence the management of student discipline in a school in several ways. Teachers with experience ranging between 1-6 may still be in the process of developing their skills and strategies for handling disciplinary issues effectively. They might lack the confidence and assertiveness needed to address behavioral problems promptly and decisively. Conversely, more experienced teachers with over 12 years of experience may have developed a range of effective disciplinary techniques and strategies through years of practice. They may be better equipped to anticipate and resolve potential conflicts, establish clear expectations, and maintain a positive school environment. However, if there is a disproportionate distribution of experienced teachers, such as a majority with intermediate experience levels (7–12 years) and fewer with extensive experience, there could be inconsistencies in disciplinary approaches in school. This imbalance might lead to discrepancies in how discipline is managed, potentially resulting in student dissatisfaction, disengagement, or challenges in maintaining overall school discipline standards.

#### **4.4 Principals' Support of Guidance and Counseling on Students' Discipline**

The first question of this study was to find out whether principals' support of guidance and counseling has an influence on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The teachers and students were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating as presented on

Table 7 was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the Table 7.

**Table 6**

***Principals' Support of Guidance and Counseling on Students' Discipline***

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	f	%
<b>Teachers (n=107)</b>										
The principal is supportive of guidance and counseling.	10	9.3	77	72.0	7	6.5	8	7.5	5	4.7
Guidance and counseling help students acquire self-directed behaviors.	71	66.4	21	19.6	4	3.7	7	6.5	4	3.7
The principal encourages students to seek guidance and counseling.	40	37.4	4	3.7	36	33.6	23	21.5	4	3.7
The principal encourages the use of corporal punishment.	11	10.3	68	63.6	7	6.5	9	8.4	12	11.2
Teachers act as counselors in our school.	58	54.2	12	11.2	24	22.4	11	10.3	2	1.9
<b>Students' data (n=310)</b>										
The principal encourages us to seek guidance and counseling.	2	0.6	43	13.9	30	9.7	161	51.9	74	23.9
Our principal encourages corporal punishment.	197	63.5	39	12.6	48	15.5	23	7.4	3	1.0
Our principal assigns teachers to act as our counselors.	199	64.2	37	11.9	48	15.5	23	7.4	3	1.0

As shown in Table7, the majority of the teachers (72.0%) agreed that the principal is supportive of guidance and counseling. On the other hand, a small number of the teachers (4.7%) strongly disagreed that the principal was supportive of guidance and counseling. When the principal of a school is supportive of guidance and counseling, it often results in a positive

impact on student discipline. A supportive principal recognizes the importance of addressing students' social, emotional, and behavioral needs in addition to academic ones. By prioritizing guidance and counseling services, students have access to resources and support systems that help them navigate challenges, develop coping skills, and build positive relationships. As a result, students may exhibit improved behavior, as they feel heard, understood, and supported in addressing underlying issues that may contribute to disciplinary problems. Proactive interventions and preventive strategies implemented through counseling programs can contribute to a more positive school culture and reduce the incidence of disciplinary issues. In an interview, one of the deputy principals had this to say concerning counseling:

As a school we are aware of how much counseling assists students to improve on their discipline. We have tried to put some initiatives to strengthen guidance and counseling services for students include establishing peer counseling programs where trained student mentors provide support and guidance to their peers, organizing workshops and seminars on topics such as resilience, emotional intelligence, and conflict resolution. These initiatives have helped to reinforce the counseling that is given to student by the teachers in charge of counseling in our school, though discipline is still a challenge (Deputy Principal 8, 19/03/2024).

This finding from the deputy principal reinforces what was revealed by one of the principals in an interview: that through the implementation of proactive approaches such as regular check-ins with students, creating safe spaces for open dialogue, and promoting a positive and inclusive school culture, a school can contribute to strengthening guidance and counseling services for students, which is important in enhancing student behavior, though implanting this has been a challenge in some schools. These findings suggest that while schools are making

efforts to strengthen guidance and counseling services through various initiatives, there may still be challenges in effectively managing discipline issues. Despite the implementation of peer counseling programs and workshops on essential topics like resilience and conflict resolution, discipline remains a persistent challenge. This indicates that counseling alone may not be sufficient to address complex disciplinary issues within schools. It highlights the need for a more comprehensive approach that may include measures to improve school climate, enhance behavior management strategies, and foster a supportive learning environment.

Regarding whether guidance and counseling helps students acquire self-directed behaviors, majority of the teachers (66.4%) strongly agreed with the statement. This shows that most of the teachers are appreciative of guidance and counseling in their schools. Guidance and counseling play a crucial role in helping students acquire self-directed behaviors which enhances their discipline. This observation is in line with that of Chandler and Burhnam (2018) who asserted that Guidance and counseling are important educational tools in shaping a child's orientation away from negative ideas instilled by peers. They assist children in molding their future through counseling therapy. It was further found out that most of the teachers (40 %) strongly agreed with the statement that the principal encourages students to seek guidance and counseling. This could mean that the principal is in support of guidance and counseling in school which enhances discipline.

However, it was noted that, majority of the teachers (63.6%) agreed that their principals encourage the use of corporal punishment. The use of corporal punishment in schools can have detrimental effects on the discipline of learners. As Samarah (2023) noted, corporal punishment, instead of instilling a sense of respect and obedience, can foster fear, resentment, and aggression among students. Rather than promoting positive behavior, it may lead to defiance and rebellion.

Students may become more focused on avoiding punishment than on understanding and internalizing disciplinary principles. Moreover, corporal punishment can damage the relationship between students and teachers, eroding trust and respect.

The study further revealed that the majority of the teacher agreed with the statement that teachers act as counselors in our school. When teachers take on the role of counselors in schools, it can have a significant impact on student discipline. By providing guidance, support, and mentorship, teachers can help students address underlying issues that may be affecting their behavior. This proactive approach to discipline focuses on understanding the root causes of students' actions rather than solely on punitive measures. Teachers acting as counselors can build trusting relationships with students, creating a safe space for them to express their concerns and seek assistance when needed. Additionally, teachers can teach valuable social and emotional skills, such as conflict resolution and self-regulation, which are essential for maintaining positive behavior.

While teachers doubling as counselors can offer valuable support to students, there are potential drawbacks to this arrangement. One concern is the blurring of boundaries between the roles of educator and counselor, which may compromise the effectiveness of both roles. Gachenia (2021) contended that teachers may not have the specialized training or expertise required to address complex psychological issues or provide intensive therapeutic interventions. This could lead to inadequate support for students with significant emotional or behavioral challenges. Further, Madeline (2015) asserted that students may feel uncomfortable discussing personal issues with someone who also evaluates their academic performance, which inhibits open communication that would enhance discipline among students. Moreover, teachers may experience burnout or increased stress from balancing the demands of teaching and counseling

roles simultaneously. Therefore, while teachers can play a supportive role in students' lives, it is essential to ensure that they have access to professional counselors and resources when students require more specialized support. Consenting counseling of students, one of the principals had this to say:

I am aware of the need for professional counselors in this school. However, due to limited funds from the government, we are unable to facilitate the employment of professional counselors. Therefore, we have opted to utilize teachers to double as counselors for students (Principal 2, 24/03/2024).

The current study also sought to gather the opinions of students' regarding whether the principal encourages them to seek guidance and counseling. It was found out that most of the students (51.9%) disagreed that the principal encourages them seek guidance and guidance and counseling. This finding suggests a potential gap in the principals' approaches to fostering a supportive and inclusive school environment. It could indicate that the principals in public secondary schools in Turkana Central Sub-County do not prioritize or actively promote the importance of seeking guidance and counseling among students which has led increased cases of indiscipline among students. Results on Table 7 further revealed that there were 9.7% of the students who were not sure whether principal encourages them to seek guidance and counseling or not. The finding suggests a potential lack of clarity or communication from the principals regarding students' counseling which is important in enhancing discipline. The finding indicates that there may be ambiguity or inconsistency in the messages or actions conveyed by the principal regarding the importance of seeking guidance and counseling. This uncertainty among students could stem from a variety of factors, such as mixed messaging from school staff, limited visibility of guidance and counseling initiatives, or insufficient communication channels for

students to seek clarification. Addressing this uncertainty is essential to ensure that all students feel supported and empowered to access necessary resources essential for enhancing discipline.

The study results further revealed that the majority of the students (63.5%) agreed that their principals encourage corporal punishment. This finding is consistent with the teachers' reports, suggesting that corporal punishment is utilized as a method to enforce discipline. However, this approach may have negative implications, as it worsens disciplinary issues among students rather than effectively addressing them. Most of the students also agreed that their principal assigns teachers to act as our counselors. The findings from students are consistent with the finding from one of the principals who asserted:

In my school, I'm trying to ensure we have alternative ways of disciplining students other than the use of corporal punishment, which has been used by most of our teachers even when we have counseling programs. I have not found it easy to fight against corporal punishment, but somehow, with the efforts of everyone in school, including my deputy principal, we shall succeed (Principal 7, 19/03/2024).

Generally, the influence of principals' support of guidance and counseling on students' discipline does not appear to be yielding significantly positive effects, as it has several loopholes. One of the loopholes is the use of corporal punishment alongside counseling services offered by teachers which may lead to increased cases of indiscipline among students. It is important for the principal of a school to ensure that professional counselors are utilized if schools are to effectively address discipline issues. Additionally, there should be clear policies and procedures in place to guide the implementation of counseling services and disciplinary measures, fostering a safe and supportive learning environment for all students.

#### 4.5 Principals' support of Parental Involvement on Students' Discipline

The second question of this study was to find out whether parental involvement has an influence on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The teachers and students were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating was: Strongly Agree (SA), Agree (A), undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the table below.

**Table 7**

##### *Principals' support of Parental Involvement and Students' Discipline*

Statement	SA		A		UD		D		SD	
	F	%	F	%	F	%	f	%	f	%
<b>Teachers (n=107)</b>										
The principal's communication with parents regarding student discipline enhances students' discipline.	33	30.8	70	65.4	1	0.9	3	2.8	0	0.1
The involvement of parents in the school improves students' discipline.	11	10.3	72	67.3	4	3.7	5	4.7	15	14.0
Our principal collaborates with parents in setting and enforcing discipline policies.	20	18.7	73	68.2	1	0.9	2	1.9	11	10.3
Our principal has a positive attitude towards parental involvement in shaping the students' discipline	1	0.9	56	52.3	39	36.4	10	9.3	1	0.9
Students whose parents are cooperative with the school are disciplined.	9	8.4	80	74.8	3	2.8	4	3.7	11	10.3
<b>Students' data (n=310)</b>										

Involvement of parents in the school improves our discipline.	194	62.6	42	13.5	48	15.5	23	7.4	3	1.0
Parents are invited to attend meeting regarding our discipline.	2	0.6	18	5.8	73	23.5	111	35.8	106	34.2
Our principal asks our parents to pay attention to our discipline.	59	19.0	174	56.1	35	11.3	24	7.7	18	5.8
Students whose parents are cooperative with the school are normally disciplined.	189	61.0	37	11.9	53	17.1	28	9.0	3	1.0

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As presented in Table 8, majority of teachers (65.4%) agreed that the principal's communication with parents regarding student discipline enhances students' discipline. This finding suggests that effective administrative practices play a crucial role in shaping student behavior and maintaining discipline within the school environment. It indicates that when principals actively communicate with parents about disciplinary matters, it fosters a sense of accountability and cooperation between home and school, leading to improved student conduct.

Regarding communication with parents, one of the principals in an interview had this to say:

Active communication between principals and parents plays an important role in enhancing student discipline within a school. As a principal, I normally engage in proactive and consistent communication with parents, and by doing this, I create a supportive and collaborative environment conducive to student success. By regularly updating parents on disciplinary policies, behavioral expectations, and any incidents involving their children, I tend to foster transparency and accountability. This open line of communication enables parents to stay informed about their child's behavior at school and reinforces the school's expectations for positive conduct. Moreover, when I actively involve parents in addressing disciplinary issues and seek their input in developing

strategies for improvement, I cultivate a sense of partnership and shared responsibility in maintaining students' discipline and a safe and conducive learning environment (Principal 4, 19/03/2024).

This finding underscores the importance of transparent and consistent communication channels between school administrators and parents, highlighting the positive impact principals' communication with parents can have on students' disciplinary outcomes. This argument is supported by Beilmann (2023) who contended that effective communication between parents and the school plays a crucial role in fostering a conducive learning environment and promoting positive student behavior.

Concerning whether the involvement of parents in the school improves students' discipline, it was found that 67.3% of the teachers agreed with the statement, while 4.7% of the teachers disagreed. This suggests that principals may be implementing administrative practices that encourage parental engagement in school disciplinary matters. Principals who prioritize and actively support parental involvement likely establish policies and procedures that promote collaboration between parents and the school in addressing student discipline issues, which enhances the discipline of students.

One of the principals commented that:

In my school, I strive to involve parents in students' disciplinary matters. I recognize that involving parents in school disciplinary processes enhances student discipline. I try to establish clear communication channels with parents, ensuring they are informed about their child's behavior and any disciplinary actions taken. I also encourage parents to participate in disciplinary meetings with school administrators, where we discuss

strategies for improving behavior and fostering a positive learning environment (Principal 3, 19/03/2024).

Table 8 further revealed that most of the teachers (68.2%) were in agreement that their principals collaborate with parents in setting and enforcing discipline policies. It's important to note that when teachers and principals collaborate with parents in setting and enforcing discipline policies, several benefits emerge for ensuring the discipline of students. Firstly, such collaboration fosters a sense of shared responsibility and accountability among all stakeholders, including teachers, administrators, and parents, towards maintaining a conducive learning environment. Parents also become more invested in supporting and reinforcing disciplinary expectations at home, thereby complementing the efforts made in school. As noted by Yunus (2018), involving parents in the disciplinary process allows for a more holistic understanding of students' behavior and challenges, leading to more tailored and effective interventions.

The study further found that slightly more than half of the teachers (52.3%) were in agreement that their principals have a positive attitude towards parental involvement in shaping the students' discipline. There were 36.4% of the teachers who were undecided on whether their principals have a positive attitude towards parental involvement in shaping the students' discipline. This finding could be attributed to several factors. Firstly, it may reflect a lack of clear communication from principals regarding their stance on parental involvement in discipline matters. If principals have not explicitly communicated their support or provided opportunities for teachers to witness their engagement with parents in disciplinary issues, teachers may remain uncertain about their principals' attitudes. Further, it could indicate varying perceptions among teachers based on their individual experiences with principals. Some teachers may have observed instances of positive parental involvement, while others may not have had similar experiences,

leading to uncertainty about the overall attitude of the principal. Furthermore, it's possible that teachers feel hesitant to form a definitive opinion due to a lack of comprehensive understanding of their principal's approach to parental involvement in discipline. Therefore, this finding suggests a need for clearer communication and a consistent demonstration of support from principals to alleviate uncertainty among teachers regarding parental involvement in student discipline.

With regards to whether students whose parents are cooperative with the school are disciplined, majority of the teachers agreed with the statement while 10.3% strongly disagreed with the statement. The finding could stem from various factors. Firstly, teachers who agreed may have observed firsthand the positive impact of parental cooperation on student behavior and discipline outcomes. They may have experienced situations where students with supportive and cooperative parents showed better behavior and were more responsive to disciplinary measures. Conversely, the teachers who strongly disagreed may have encountered instances where even with cooperative parents, some students still exhibited challenging behavior, leading to frustration and a perception that parental cooperation does not necessarily guarantee discipline. This discrepancy in responses highlights the complex interplay of factors that contribute to student discipline outcomes and underscores the need for principals in public secondary schools, particularly in Turkana Central, to implement tailored approaches to address behavioral challenges.

The study also sought the opinions of students on whether involvement of parents in the school improves their discipline. This finding indicate that a significant proportion of students (62.6%) in public secondary schools, in Turkana Central sub county perceive parental involvement in their schools as beneficial for improving their discipline. This suggests that

students value the presence and participation of their parents in school affairs which attributes to a positive impact on their behavior. The minimal percentage (1.0%) of students who strongly disagreed with the statement suggests that there is a consensus among the majority of students regarding the positive influence of parental involvement on discipline. These findings underscore the importance of fostering strong partnerships between schools and parents to support students' behavioral development and discipline. A similar view was taken by Mawuli (2022) who argued that parental involvement in a school has a substantial and lasting influence on students' behavior and conduct.

The study findings suggest a concerning lack of parental involvement in disciplinary matters, with a significant majority of students (70%) indicating that their parents are not invited to attend meetings concerning their discipline. This absence of parental engagement in disciplinary discussions may lead to a disconnect between the school and home environments, which may hinder the effectiveness of disciplinary interventions. Furthermore, the extremely low percentage (0.6%) of students who strongly agreed that their parents are invited to such meetings highlights a systemic issue that may contribute to a sense of disempowerment among students and parents. This finding highlights the need for principals in public schools in Turkana Central Sub County to improve their collaboration between schools and parents to ensure effective disciplinary practices that will enhance the discipline of students. This finding is in line with the argument of Arman (2024) that a collaborative approach involving schools, families, and communities is an effective strategy for facing educational challenges, including the management of student discipline in schools.

The results in Table 8 reveal that a majority of students, comprising 75.1%, agreed that their principal encourages parental involvement in monitoring their discipline. However, a small

percentage of students remained undecided about whether their principal solicits parental attention for their discipline. This finding suggests a significant impact on student discipline stemming from the involvement of parents by the principals. The findings indicate a concerted effort by school leadership to foster a collaborative approach where parents are actively involved in monitoring and supporting their children's behavior at school. Such involvement likely contributes to a heightened sense of accountability among students, knowing that their actions are subject to scrutiny not only by school authorities but also by their parents. However, the presence of a small percentage of students who remained undecided suggests potential variations in the extent or effectiveness of parental involvement across different student circumstances. Regarding the involvement of parents, one of the deputy principals had this to say:

Parental involvement in our school is highly encouraged and valued. Our principal actively promotes parents' participation in various initiatives aimed at enhancing student discipline. For instance, parents are encouraged to attend parent-teacher conferences, where they can engage in collaborative problem-solving and goal-setting discussions regarding their child's behavior. Parents are also invited to join school committees focused on disciplinary policies and procedures, offering valuable input and insights from their parental perspective. These initiatives have been instrumental in enhancing the discipline of our students (deputy principal 3, 20/03/2024).

Additionally, 73% of the students concurred with the statement that students whose parents are cooperative with the school are normally disciplined. There were 17.1% of the students who were undecided regarding whether students whose parents are cooperative with the school are normally disciplined. The study findings indicate a strong perception among students that cooperative parental involvement positively impacts student discipline. The findings suggest

that students recognize the correlation between parental support and effective disciplinary measures within the school environment. However, the presence of 17.1% of students who were undecided on this matter indicates a degree of uncertainty or lack of awareness among some students regarding the relationship between parental cooperation and disciplinary outcomes. This finding highlights the importance of enhancing transparency between schools, parents, and students to foster a shared understanding of the role of parental involvement in promoting positive discipline practices. These findings are in line with the results of a study by Motseke (2016) in South Africa, which revealed that parental involvement in discipline matters is essential for enhancing the discipline of students in a school.

#### **4.6 Principals’ Support of Students’ Involvement in Decision Making on Discipline**

The third question of this study was to establish whether students’ involvement in decision making has an influence on students’ discipline in public secondary schools in Turkana Central Sub-County, Kenya. The teachers and students were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the table 9 below.

**Table 8**

***Principals’ Support of Students’ Involvement in Decision Making on Discipline***

<b>Statement</b>	<b>SA</b>		<b>A</b>		<b>UD</b>		<b>D</b>		<b>SD</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Our principal ensures students are part of the decision-making process at our school.	1	0.9	10	9.3	1	0.9	44	41.1	51	47.7

The students are not involved in the policies that enhance discipline.	1	0.9	13	12.1	67	62.6	25	23.4	1	0.9
Involvement of students improves their cooperation and discipline.	85	79.4	15	14.0	1	0.9	1	0.9	5	4.7
The principal ensures that students are informed about school rules.	12	11.2	47	43.9	25	23.4	8	7.5	15	14.0
<b>Students' data(n=310)</b>										
Our principal ensures that we are part of the decision-making process at our school.	22	7.1	27	8.7	1	0.3	239	77.1	21	6.8
Student leaders help enforce discipline in our school.	215	69.4	63	20.3	1	0.3	5	1.6	26	8.4
The principal ensures that we are informed about school rules	87	28.1	198	63.9	3	1.0	9	2.9	13	4.2

The results in Table 9 indicate that 88.8% of the teachers strongly disagreed with the statement that the principal ensures students are part of the decision-making process in their schools. Conversely, only 0.9% of the teachers agreed with this assertion. These results suggest a deficiency in participatory governance within the schools which contradicts the findings from one of the principals who asserted that:

I try as much as I can to engage students in various activities aimed at fostering the discipline of students within the school. One effective approach I have improved in my school is student-led disciplinary committees, where students take an active role in shaping and enforcing behavioral expectations. These committees organize peer mediation sessions, conflict resolution workshops, and awareness campaigns on topics such as respect, empathy, and responsible decision-making. I have also improved restorative justice practices, such as conferences where students engage in dialogue to

address conflicts and repair harm caused by misconduct. By involving students in these proactive disciplinary initiatives, I have managed to empower them to become stakeholders in maintaining a positive school climate and encourage them to take ownership of their behavior.

It must be noted that students are excluded from decision-making processes; it can lead to a lack of ownership and investment in school policies and procedures contributing to disciplinary challenges. Students who feel marginalized or disengaged from the decision-making process may be less inclined to adhere to school rules and regulations. The extremely low agreement percentage (0.9%) highlights a marginal acknowledgment of student involvement by a minority of teachers, possibly indicating isolated instances of student engagement but not a systemic approach. This Lack of student involvement in decision-making processes may hinder effective disciplinary management in schools, as it overlooks valuable perspectives and input from those directly affected by disciplinary policies and practices. This argument is supported by the findings of a study by Alexander (2016), which revealed that students' involvement in key decisions of their educational process promotes motivation, a sense of ownership, and therefore a higher inclination to abide by the set rules that enhance discipline in a school. Regarding the involvement of students in the decision-making process in the school, one of the principals asserted:

In my school, we prioritize student involvement in decision-making processes. We have established a student council where representatives from different grades and classes can voice their opinions and contribute to discussions on disciplinary policies and procedures. These councils convene regularly to address issues related to discipline, propose solutions, and offer feedback to school administrators. This initiative aims to empower

students and ensure their perspectives are considered in shaping disciplinary practices within our school community (Principal 5, 21/03/2024).

The study further shows that the majority (62.6%) of teachers were undecided on whether students are not involved in the policies that enhance discipline, and only a small number of teachers agreed with the statement. This finding suggests a potential disconnect or lack of clarity regarding student involvement in disciplinary policies. This ambiguity could indicate a gap in communication between students and school administrators regarding decision-making processes related to discipline. It may also reflect a need for greater transparency and engagement with students in shaping disciplinary policies to ensure their perspectives are considered and valued. Addressing this uncertainty and fostering a more inclusive approach to decision-making could strengthen discipline management in the schools by promoting a sense of ownership and accountability among students, which will ultimately contribute to the discipline of students in public secondary schools in Turkana Sub County. The findings in Table 4 indicate that the majority of teachers (79.4%) strongly agreed that student involvement improves their cooperation and discipline. This suggests that engaging students in decision-making processes positively influences their behavior and compliance with disciplinary measures, which also concurs with what one of the deputy principals in an interview revealed that:

When students are involved in decisions that directly affect them, such as establishing classroom rules, developing consequences for misbehavior, or participating in conflict resolution discussions, they tend to feel more empowered and invested in the outcomes. This sense of ownership over the decision-making process leads to increased motivation to adhere to established rules and guidelines. Involving students in decision-making fosters a greater sense of responsibility and accountability for their actions, as they

understand the rationale behind disciplinary measures and feel a sense of ownership in maintaining a positive and respectful learning environment (Deputy Principal 10, 21/03/2024).

This alignment between student involvement and enhanced discipline implies that when students feel empowered to contribute to decisions regarding rules, policies, and consequences, they are more likely to understand and accept them. Conversely, the small minority (4.7%) who strongly disagreed with this notion may indicate a divergence of opinion among teachers regarding the effectiveness of student involvement in disciplinary matters. However, the overwhelming majority of teachers endorsing student involvement highlight its perceived importance in fostering cooperation and discipline of students' which aligns with the argument of Odwar (2016) that when students are involved in the creation of disciplinary policies and regulations, they are more likely to understand the reasons behind them and feel a sense of ownership over them.

The statement that the principal ensures that students are informed about school rules was agreed upon by slightly more than half (55.1%) of the teachers, with only 14% of the teachers disagreeing with the statement. This finding suggests that there is a moderate level of agreement among teachers regarding the principal's efforts to inform students about school rules. The majority of teachers acknowledging this aspect imply that there is likely a structured approach in place to communicate and reinforce school rules with students. When students are well-informed about the rules and expectations, they are more likely to understand the boundaries and guidelines set by the school, which can positively impact their behavior and discipline. However, the presence of nonconformist voices among the teachers indicates that there may be areas where

communication could be improved or where some teachers perceive gaps in ensuring students' awareness of school rules.

The study also aimed to determine whether students perceive their principals as ensuring their involvement in the decision-making process at their schools. The findings revealed that the majority of students (77.1%) disagreed with the statement that their principal ensures their participation in decision-making processes. This finding contradicts the assertion of one of the principals who argued that there is student involvement in decision-making in their schools. In an interview with one of the deputy principals, it was revealed that when students are given opportunities to voice their opinions and contribute to the development of disciplinary policies, they are more likely to perceive disciplinary measures as fair and just, leading to greater compliance and reduced instances of misbehavior. This therefore shows that engaging students in decision-making processes can be an effective strategy for promoting positive behavior and fostering a culture of mutual respect and responsibility within the school.

From the findings, it must further be said that when students are involved in decision-making concerning discipline, their sense of ownership and responsibility over the disciplinary policies and procedures increases. This ownership fosters a greater commitment to adhering to the rules, as they feel they have a stake in maintaining order and harmony within the school. As contended by Kathy and Taysum (2016), involving students in decision-making empowers them to voice their opinions and concerns, leading to a more democratic and inclusive school environment where the discipline of students is nurtured.

Table 9 further shows that the majority of the students (69.4) agreed that student leaders help enforce discipline in our school. This finding implies that when students are entrusted with leadership roles and responsibilities, they actively contribute to maintaining discipline within the

school environment. This finding underscores the significance of peer influence and student engagement in fostering a culture of respect for rules and regulations. It also highlights the potential effectiveness of student-led initiatives and interventions in promoting positive behavior and upholding discipline standards among peers.

Most of the students (63.9%) were in agreement that the principals ensure that they are informed about school rules. However, only 2.9% of the students disagreed that the principals ensure that they are informed about school rules. This awareness is crucial for maintaining discipline, as students are more likely to comply with rules they understand and are familiar with. The small percentage (2.9%) of students who disagreed may represent a minority whose awareness of school rules might be lacking which could lead to disciplinary issues stemming from misunderstandings or ignorance of rules.

#### **4.7 Principals' Provision of Resources on Students' Discipline**

The fourth question of this study was to find out the influence of principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. The teachers and students were requested to choose the response that best represented their opinions on a five-point scale. The scale of rating was: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD). The findings are presented in the Table 10 below.

**Table 9*****Principals' Provision of Resources on Students' Discipline***

<b>Statement</b>	<b>SA</b>		<b>A</b>		<b>UD</b>		<b>D</b>		<b>SD</b>	
	F	%	F	%	F	%	F	%	F	%
<b>Teachers (n=107)</b>										
Our principal employs effective personnel, such as counselors, who help to shape the discipline of learners.	5	4.7	8	7.5	38	35.5	48	44.9	8	7.5
Resources such as classrooms are adequate to facilitate smooth learning and discipline.	6	5.6	14	13.1	19	17.8	5	4.7	63	58.9
Adequate classrooms and laboratories have an impact on students' discipline.	47	43.9	51	47.7	2	1.9	2	1.9	5	4.7
My school has a laboratory with apparatus and chemicals.	4	3.7	10	9.3	23	21.5	12	11.2	58	54.2
<b>Students' data(n=310)</b>										
The environment provided in our school enhances discipline	59	19.0	53	17.1	4	1.3	6	1.9	188	60.6
Our school has a library and relevant books.	25	8.1	24	7.7	15	4.8	202	65.2	44	14.2
My school has a laboratory with apparatus and chemicals.	1	0.3	13	4.2	58	18.7	2	0.6	236	76.1

Table 10 shows that most of the teachers disagreed that the principal employs effective personnel, such as counselors, to shape the discipline of learners. There were also 35.5% of the teachers who were undecided regarding whether the principal employs effective personnel, such as counselors, to shape the discipline of learners. The findings from Table 10 suggest a probable challenge in the management of student discipline within the public schools Turkana central sub county. These findings indicate a perception among staff that the current disciplinary support system may be inadequate or lacking. This lack of confidence in the personnel employed to handle disciplinary matters could lead to concerns about the effectiveness of disciplinary interventions and support for students. Additionally, the significant percentage of teachers who were undecided reflects ambiguity or uncertainty about the disciplinary strategies and resources available within the school. These results highlight the importance of having skilled and effective personnel, such as counselors, to support students' discipline and well-being and suggest that there is a need for improvement in the schools' disciplinary management approaches among public secondary schools in Turkana central sub county. In line with these findings, Wamugunda and Gachahi (2019) argued that professional counseling plays a crucial role in the management of students' discipline by providing personalized support and guidance tailored to individual needs.

Regarding whether resources such as classrooms are adequate to facilitate smooth learning and discipline, slightly more than half of the teacher (58.9%) strongly disagreed, this could mean that there is a challenge regarding availability of resources which need to be addressed in public schools in Turkana. The results of the research show that 92% of the teachers agreed with the statement that adequate classrooms and laboratories have an impact on students' discipline. Only a small number of teachers (4.7%) disagreed with the statement that adequate

classrooms and laboratories have an impact on students' discipline. These results show a crucial link between infrastructure and discipline management in schools. Adequate facilities provide a conducive learning environment that fosters engagement, reduces disruptions, and promotes positive behavior among students. In line with these findings, Bartolo (2017) emphasized that when classrooms and laboratories are well-equipped and maintained, students are more likely to feel motivated, comfortable, and focused on their studies, which can lead to better behavior and discipline. The study revealed a disagreement from teachers (65.4%) regarding the presence of laboratories equipped with apparatus and chemicals in their schools. This finding indicates that schools in Turkana face challenges concerning the availability of resources. This result aligns with what one of the principals mentioned in the interview that:

Getting resources for this school is a challenge due to limited funds from the government to procure them. We face difficulties in acquiring resources such as library books, laboratory equipment, and even personnel such as counselors. That is why we use our teachers to act as counselors for students (principal 5, 20 / 03/ 2024).

One of the deputy principals shared the same sentiment with principal 5 that there is scarcity of resources in their school which significantly impact student discipline in various ways. When resources such as teaching materials, facilities, and support staff are limited, it can lead to overcrowded classrooms, inadequate supervision, and a lack of extracurricular activities. These conditions can create an environment where students feel disengaged, frustrated, and undervalued, which may manifest in disruptive behavior, truancy, and a disregard for school rules. Moreover, the absence of essential resources can hinder the implementation of effective disciplinary measures and support systems, making it challenging for teachers to address behavioral issues promptly and comprehensively.

The findings from students, as shown in Table 10, indicate that the majority of students disagreed with the statement that the environment provided in their schools enhances discipline. Additionally, a small percentage of students were undecided on the matter. The findings could imply several challenges in the management of discipline within public secondary schools in Turkana Sub- County. It suggests that there may be shortcomings in the school environment that fail to foster a conducive atmosphere for discipline. This could include issues such as inadequate facilities, a lack of effective disciplinary measures, or a negative school culture that does not prioritize discipline. Further, the presence of a small number of undecided students highlights a potential lack of clarity or inconsistency in the disciplinary practices or environment, further complicating efforts to maintain discipline in schools.

There was a disagreement from students (79.4%) that their schools has a library and relevant books which agrees with the findings from the teachers and the principles regarding the availability of resources in school. Additionally, the deputy principal from one of the schools had this to comment about school resources.

I am aware that effective resource allocation can have a direct impact on improving student discipline. For example, access to well-equipped libraries and laboratories can facilitate research and practical learning experiences that can be helpful in engaging students in constructive academic pursuits, which can help minimize indiscipline cases. However, the school struggles to have all the needed resources (Deputy principal 12, 20 / 03/ 2024).

## 4.8 Correlation Analysis

Correlation analysis examines the degree or extent of connection amongst the variables as well as the direction of such connection. It is based on the assumption of a straight–line linear relationship between the quantitative variables. The findings of the correlation analysis are presented in this part to indicate the strength and nature of the relationship between the studied variables. Pearson provides the results for each variable ( $r$ ). The study results indicate that there is a significant relationship between the variables since the corresponding  $p$ -value were less than 0.05 at a 95% confidence level. Through correlation analysis, the study was able to establish the degree, direction, and strength of the relationship amongst the variables. A correlation coefficient with values ranging from -1 to +1 is depicted in correlation analysis. A value of +1 indicate that two variables are perfectly connected in a favorable (straight) way, -1 indicate that two variables are perfectly related in unfavorable [straight] while 0 indicate that the variables have no linear relationship (Gogtay & Thatte, 2017). In this study, a correlation analysis was done to determine the relationship between principals' administrative practices and students' discipline in public secondary schools in Turkana Central Sub-County, Kenya.

SPSS version 25.0 was used to calculate Pearson correlation for each of the variables, which were then used to see if the independent variables were related to the dependent variable. Heale and Twycross (2015) scholars argued that correlation coefficients greater than 0.5 are strong, 0.3 to 0.5 (moderate), and less than 0.3 (weak). The results of the correlation in the current study are presented in Table 11.

**Table 10*****Correlation Analysis Results***

<b>Principals' Administrative Practices</b>	<b>Sig. (2-tailed)</b>	<b>Pearson Correlation</b>
Supporting guidance and counselling	0.004	0.275**
Parental involvement	0.000	0.410**
Involvement of the student councils in decision-making	0.000	0.370**
Principals' provision of resources	0.003	0.288**

\*\* Correlation is significant at the 0.05 level (2-tailed)

Based on the correlation results in Table 11, there existed a weak but positive and significant association between the principals' support of guidance and counseling in schools and the students' discipline ( $r=0.275$ ,  $p=0.000 < 0.05$ ). The study results also show that there was a moderate, positive and significant association between the principals support of parental involvement and students' discipline ( $r=0.410$ ,  $p=0.004 < 0.05$ ). These findings indicate that the support provided by principals for guidance and counseling, as well as parental involvement in school affairs, are important factors influencing student discipline in public secondary schools in Turkana Central Sub-County.

The study further found out that there was a moderate, positive and significant association between the involvement of the student councils in decision-making and students discipline public secondary schools in Turkana central sub-county ( $r=0.0370$ ,  $p=0.000 < 0.05$ ). Finally, the results revealed that there existed a weak, positive and significant association between principals' provision of resources and the discipline of students in public secondary schools in Turkana sub-county, Kenya ( $r=0.288$ ,  $p=0.003 < 0.05$ ). This implies that as principals

allocate more resources to the schools, there is a slight improvement in student discipline. While the association is weak, it still indicates that resource provision plays a role, albeit modest, in influencing student discipline. Therefore, ensuring adequate provision of resources by principals could contribute positively to maintaining discipline among students in the public secondary schools in Turkana Sub-County. These findings concurs with the findings of a study by Maingi (2017) which investigated the influence of school physical facilities on students' discipline in public secondary schools in Makueni County, Kenya and found that the adequacy of physical facilities had a significant positive relationship with levels of student discipline in public secondary schools in Makueni County.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings and the conclusion of the research study. The chapter finally presents the recommendation based on the findings of the study and suggestions for further studies.

#### **5.2 Summary of the Findings**

The purpose of this study was to assess the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. In this section, the study uses each of the four objectives to summarize the findings. The first objective of this study was to find out whether principals' support of guidance and

counseling has any influence on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. In reference to this objective, it was revealed that the majority of the respondents were in agreement that the principals are supportive of guidance and counseling in schools. It was strongly agreed upon by most respondents that guidance and counseling help students acquire self-directed behaviors, which enhances discipline among students. However, it was noted by the majority of the respondents that their principals encourage the use of corporal punishment, which has detrimental effects on the discipline of students. The study further revealed that teachers are used to act as counselors in the schools. Most principals and deputy principals strongly agreed that most schools have initiatives aimed at improving discipline, despite facing challenges such as a shortage of trained personnel like counselors. The correlation results presented in Table 11 show that there existed a weak but positive and significant association between the principals' support of guidance and counseling and students' discipline ( $r=0.275$ ,  $p=0.000 < 0.05$ ) in public secondary schools in Turkana sub county.

The second objective of this study was to find out whether parental involvement has an influence on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. Under this objective, majority of teachers (65.4%) agreed that the principal's communication with parents regarding student discipline enhances students' discipline. Concerning whether the involvement of parents in the school improves students' discipline, it was found that 67.3% of the teachers agreed with the statement, while 4.7% of the teachers disagreed. Most of the teachers (68.2%) were in agreement that their principals collaborate with parents in setting and enforcing discipline policies. Slightly more than half of the teachers (52.3%) were in agreement that their principals have a positive attitude towards parental involvement in shaping the students' discipline. However, majority of students (70%) indicating

that their parents are not invited to attend meetings concerning their discipline. There was an agreement principals and teachers regarding the efforts made to involve parents though with limited success in most schools. The correlation results indicated that there was a moderate, positive and significant association between the principals support of parental involvement and students' discipline ( $r=0.410$ ,  $p=0.004 < 0.05$ ) in public secondary schools in Turkana sub county.

The third objective of this study was to find out whether students' involvement in decision making has influence on students' discipline in public secondary schools in Turkana Central Sub- County, Kenya. The findings revealed that most teachers strongly disagreed with the statement that the principal ensures students are part of the decision-making process in their schools. The study showed that the majority of teachers (79.4%) strongly agreed that student involvement improves their cooperation and discipline. While principals and deputy principals argued that they involve students in decision making, findings from students revealed that the majority of students (77.1%) disagreed with the statement that their principal ensures their participation in decision-making processes. Correlation results as shown on Table 11 revealed a moderate, positive and significant association between the involvement of the student councils in decision-making and students discipline public secondary schools in Turkana central sub-county ( $r=0.0370$ ,  $p=0.000 < 0.05$ ).

Regarding the influence of principals' provision of resources on students' discipline in public secondary schools in Turkana Central Sub- County, Kenya. It was found out that most of the teachers disagreed that the principal employs effective personnel, such as counselors, to shape the discipline of learners. There were also 35.5% of the teachers who were undecided regarding whether the principal employs effective personnel, such as counselors, to shape the discipline of learners. Regarding whether resources such as classrooms are adequate to facilitate

smooth learning and discipline, slightly more than half of the teacher (58.9%) strongly disagreed, this could mean that there is a challenge regarding availability of resources which need to be addressed in public schools in Turkana. The findings from students indicate that the majority of students disagreed with the statement that the environment provided in their schools enhances discipline. There was disagreement from students (79.4%) that their schools have a library and relevant books which agrees with the findings from the teachers and the principals regarding the availability of resources in school. The correlation results from the study showed that there existed a weak, positive and significant association between principals' provision of resources and the discipline of students in public secondary schools in Turkana sub-county, Kenya ( $r=0.288$ ,  $p=0.003<0.05$ ).

### **5.3 Conclusions of the Study**

This study sought to find out the influence of principals' administrative practices on students' discipline in public secondary schools in Turkana Central Sub-County, Kenya. Based on the findings, the study made various conclusions:

The study concluded that supportive principals who prioritize guidance and counseling in schools can have a positive impact on student discipline. Effective guidance and counseling programs empower students to develop self-directed behaviors, thereby enhancing overall discipline. However, it was noted that some principals favor the use of corporal punishment as a disciplinary measure, despite evidence suggesting its ineffectiveness in promoting discipline. The study further concluded that schools in Turkana Sub County often rely on teachers to fulfill counseling roles, highlighting limitations in dedicated counseling resources within the schools.

Regarding how parental involvement influences students' discipline, the study concluded that the principal's communication with parents regarding student discipline enhances students'

discipline. However, parents are not invited to attend meetings concerning student discipline, which affects the discipline of students.

Regarding the influence of students' involvement in decision-making on discipline, the study concluded that students' involvement improves their cooperation and discipline. However, the findings revealed that students are not effectively involved in decision-making processes.

Regarding the influence of principals' provision of resources on students' discipline in public secondary schools, the study concluded that the principals do not employ effective resources such as counselors to shape the discipline of learners. Additionally, the study found limited resources, such as libraries and laboratories, posing a challenge to many schools. However, correlation results showed a significant association between principals' provision of resources and the discipline of students in public secondary schools in Turkana sub-county, Kenya ( $r=0.288$ ,  $p=0.003<0.05$ ).

## **5.4 Recommendations of the Study**

The study, based on the findings, made several recommendations: recommendations for policy, recommendations for theory, recommendations for practice and the recommendations for further research.

### **5.4.1 Recommendations for Policy**

The findings of the study revealed that teachers are used in secondary schools to act as counselors for students. The identification of teachers assuming counseling roles for students underscores the need for robust policy recommendations to address this issue. First and foremost, the government should prioritize the recruitment and deployment of qualified and trained counselors in all secondary schools in Turkana Sub County to provide comprehensive and professional support for students' well-being and discipline management. This may involve

allocating sufficient resources to ensure adequate staffing levels and training opportunities for counselors. Additionally, the government should develop clear guidelines and standards for counseling services in schools, outlining the qualifications, roles, and responsibilities of counselors, as well as procedures for referral and collaboration with other support services. Moreover, there should be regular monitoring and evaluation mechanisms in place to assess the effectiveness of counseling programs and ensure adherence to professional standards.

The study found that corporal punishment is more commonly used than counseling in school to deal with the discipline of students. Upon this finding, the study recommended that the government should monitor and reinforce a policy that will prohibit the use of corporal punishment in schools, emphasizing alternative disciplinary approaches that prioritize positive reinforcement, counseling, and restorative justice practices. Additionally, comprehensive training programs should be implemented for principals and teachers to familiarize them with effective disciplinary strategies aligned with modern pedagogical principles. The policy should mandate regular monitoring and evaluation mechanisms to ensure compliance with disciplinary guidelines and provide support for schools transitioning away from punitive disciplinary measures towards more nurturing and constructive approaches.

#### **5.4.2 Recommendations for Theory**

According to the assertive discipline theory, educators should design a discipline plan and establish four to five rules with specific consequences for non-compliance. These rules and expectations must be clearly communicated and understood by students. Additionally, the theory emphasizes the importance of parental involvement in student discipline. However, based on the findings of this study, it appears that these principles have not been effectively implemented, as parents are not adequately involved in student discipline processes. Moreover, students are not

engaged in the formulation of school discipline policies. Therefore, the current study recommends that the assertive discipline theory be applied more effectively in Turkana secondary schools to improve discipline management.

### **5.4.3 Recommendations for Practice**

The study recommends that principals in Turkana Sub-County establish clear and consistent discipline policies that are effectively communicated to students and staff. These policies should outline expected behaviors, consequences for misconduct, and disciplinary procedures. Principals should also implement strategies such as recognizing and rewarding students for adherence to school rules and positive behavior to enhance discipline of the students. Improving open communication and collaboration among students, teachers, parents, and other stakeholders is crucial for the proactive resolution of disciplinary issues. Principals should ensure access to qualified counselors to support students' social, emotional, and behavioral well-being. Additionally, promoting a safe and inclusive environment through initiatives to prevent bullying, discrimination, and harassment fosters a positive school climate conducive to learning and discipline.

### **5.4.4 Recommendations for Further Research**

The current study recommends conducting a similar study on the influence of principals' administrative practices on students' discipline in public secondary schools across other counties in Kenya for comparative analysis. This broader research scope would provide additional insights crucial for informing government policymakers and school principals about necessary steps to enhance student discipline in schools.

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## APPENDICES

### APPENDIX I: Cover Letter

TANGAZA UNIVERSITY COLLEGE  
P.O BOX 15055.  
NAIROBI, KENYA  
Dear participant,

#### RE: COLLECTION OF SURVEY DATA

Dear Sir/Madam,

I am a Masters student at Tangaza University College, a *constituent* college of the Catholic University of Eastern Africa (CUEA). I am carrying out a study on ***THE INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY, KENYA***. You have been chosen as one of the participants in this study. I request that you provide the requested information through the questionnaire. Your responses will be treated confidentially.

Thank you.

Yours Sincerely,

**Sr. Mary Wangui Njugia**

### APPENDIX II: Consent Form

I have read and understood the provided information. I have been given the opportunity to ask any questions concerning the research, and they have been promptly and satisfactorily answered. I also understand that I am free to withdraw at any time. Therefore, I voluntarily give my consent to participate in this study.

Participant's signature \_\_\_\_\_

Date \_\_\_\_\_

Researcher's signature: \_\_\_\_\_

Date: \_\_\_\_\_

### CONTACT

You can contact Sr. Mary Wangui Njugia at [marynjugia@gmail.com](mailto:marynjugia@gmail.com) in the event that you have any questions regarding the way the research has been conducted or concerning the person conducting the research.

**APPENDIX III: Assent Form**

Dear Parent/Guardian:

I am a Masters student at Tangaza University College, a *constituent* college of the Catholic University of Eastern Africa (CUEA). I am carrying out a study on ***THE INFLUENCE OF PRINCIPALS’ ADMINISTRATIVE PRACTICES ON STUDENTS’ DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY, KENYA.***

With the approval of the school principal, I am conducting an investigation into how the administrative practices of principals influence students' discipline. Students will be requested to complete questionnaires within the school premises, which will assess the impact of principals' administrative practices on students' discipline.

Once the questionnaire has been submitted, it becomes anonymous. The questionnaires do not include any identifying information about your child. There are no questions that require the naming of individual children. The researcher will neither use your child’s name nor any other identifying information in oral or written reports.

Please sign below to grant your child consent to participate in the brief questionnaire, and ensure that your child returns this form to the school.

Name of the students \_\_\_\_\_ Date \_\_\_\_\_

Parent’s signature \_\_\_\_\_ Date \_\_\_\_\_

**APPENDIX IV: Questionnaire for the Teachers**

**SECTION A: Demographic Information**

Please indicate your responses by ticking (✓) in your appropriate answers.

- 1. Please indicate your gender: Male ( ) Female ( )
- 2. Kindly indicate your age bracket: 20- 29 ( ), 30- 39 ( ), 40 – 49 ( ), 50 - 59 ( ).
- 3 Please indicate your Educational level? Bachelors’ degree ( ), Masters’ degree ( ), Doctoral degree ( ), any other Specify.....
- 4 Please indicate your working experience? 1-6 ( ), 7-12 ( ), 12-17 ( ), 18 - 23 ( ), 24 above years ( ).

**SECTION B: The Influence of Principals' Support of Guidance and Counseling on Students’ Discipline**

- 1. Please rate your agreement with each statement regarding the influence of principals’ support of Guidance and Counseling on students’ discipline. Tick (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	The principal of our school is supportive of guidance and counseling.					
II.	The support of Guidance and counseling in our school enhances the discipline of students.					
III.	Guidance and counseling helps to direct students to acceptable behaviors.					
IV.	Guidance and counseling help students acquire self-directed behaviors.					
V.	The principal encourages students to seek guidance and counseling.					
VI.	The principal encourages the use of corporal punishment other than guidance and counseling to solve cases of indiscipline in our school.					
VII.	Teachers act as counselors in our school.					
VIII.	There is no guidance or counseling in our school.					

2. What are some of the supportive practices your principal puts in place to enhance guidance and counseling in your school.  
.....  
.....
3. Explain how guidance and counseling shapes the discipline of students in your school.  
.....  
.....

**SECTION C: The Influence of principals’ support of parental Involvement on Students’ Discipline**

4. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	The principal's communication with parents regarding student discipline issues in our school enhances students' disciplinary outcomes.					
II.	Our principal encourages the partnership of the school with parents, which enables the					

	building of mutual responsibility for students' discipline.					
III.	The involvement of parents in the school improves students' discipline.					
IV.	The principal invites parents to school meetings regarding the discipline of students.					
V.	Our principal collaborates with parents in setting and enforcing discipline policies.					
VI.	Our principal has a positive attitude towards parental involvement in shaping the students' discipline					
VII.	Our principal has effective communication channels to keep parents informed about students' discipline.					
VIII.	Students whose parents are cooperative with the school are normally disciplined.					

5. Outline ways in which principals' support of parental involvement influence the discipline of students.

.....  
 .....  
 .....

6. How do principals collaborate with parents in setting and enforcing discipline policies?

.....  
 .....  
 .....

7. How does collaboration between principals and parents impact student discipline outcomes?

.....  
 .....  
 .....

**SECTION D: The Influence of Principals' Support of Students' Involvement in Decision Making on Discipline**

8. Please rate your degree of agreement with each statement concerning the influence of students' involvement in decision making on discipline. Tick (✓) in the box next to the statement that expresses your best response. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
--------	-----------	----	---	----	---	----

I.	Our principal ensures students' grievances are respected in disciplinary decision-making processes.					
II.	Our principal ensures students are part of the decision-making process at our school.					
III.	The students are not involved in the policies that enhance discipline.					
IV.	Student leaders help enforce discipline in our school.					
V.	Involving students in matters that affect them improves their cooperation and discipline.					
VI.	Students are involved in planning school activities such as seminars and conferences that enhance discipline among them.					
VII.	The principal ensures that students are informed about school rules and regulations that govern their discipline.					

9. Describe how student involvement in decision making improves student discipline in your school.

.....  
 .....

**SECTION E: The Influence of Principals' Provision of Resources on Students' Discipline**

10. Please rate your degree of agreement with each statement. Tick (✓) in the box next to the statement that expresses your best response. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	Our principal employs effective personnel, such as counselors, who help to shape the discipline of learners.					
II.	Resources such as classrooms are adequate enough to facilitate smooth learning and discipline.					
III.	Through the availability of school facilities such as playing fields, learners are likely to be engaged, which enhances discipline.					
IV.	Our school has a library and relevant books.					
V.	Adequate classrooms and laboratories have an impact on students' discipline.					
VI.	My school has a laboratory with apparatus and chemicals.					
VII.	A school with adequate sports grounds and facilities is likely to promote a positive climate that enhances students' discipline.					

11. Describe how the provisions of school resources by the principal influences students discipline.

.....

.....

**APPENDIX V: Questionnaire for the Students**

**SECTION A: Demographic Information**

Kindly indicate your responses by ticking (✓) your most appropriate answer

1. Please indicate your gender: Male ( ) Female ( )

**SECTION B: The Influence of Principals' Support of Guidance and Counseling on Students' Discipline**

2. Please rate your agreement with each statement regarding the influence of principals' support of Guidance and counseling on students' discipline. Tick (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	Our principal is supportive of guidance and counseling.					
II.	Guidance and counseling enables us to be disciplined					
III.	The principals' support of guidance and counseling in our school help us acquire self-directed behaviors.					
IV.	The principal encourages us to seek guidance and counseling.					
V.	Our principal encourages corporal punishment to be used more than guidance and counseling to solve cases of indiscipline in our school.					
VI.	There is no counselor in our school.					
VII.	Our principal assigns teachers to act as our counselors.					

3. Outline some of the supportive practices your principal puts in place to enhance guidance and counseling in your school.

.....

.....

4. Explain how guidance and counseling helps you to be disciplined.

.....

.....

**SECTION C: The Influence of principals' support of parental Involvement on Students' Discipline**

5. Please rate your degree of agreement with each statement by ticking (✓) in the box next to the statement that expresses your answer. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	Involvement of parents in the school improves our discipline.					
II.	Parents are invited to attend meeting regarding our discipline.					
III.	Our principal asks our parents to pay attention to our discipline.					
IV.	Students whose parents are cooperative with the school are normally disciplined.					
V.	Our parents discuss the discipline of students with teachers.					

6. Outline ways in which parents are involved in the discipline of students.

.....

.....

.....

7. Explain how the principal's involvement of your parents in the school helped improve your discipline.

.....

.....

.....

**SECTION D: The Influence of Principal’s Support of Students’ Involvement in Decision**

**Making on Discipline**

8. Please rate your degree of agreement with each statement concerning the influence of students’ involvement in decision making on discipline. Tick (✓) in the box next to the statement that expresses your best response. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	Our principal ensures our voices are respected in disciplinary decision-making processes.					
II.	Our principal ensures that we are part of the decision-making process at our school.					
III.	We are not involved in the policies that enhance discipline.					
IV.	Student leaders help enforce discipline in our school.					
V.	Involving students in matters that affect us improves their cooperation and discipline.					
VI.	We are involved in planning school activities such as seminars and conferences that enhance discipline among them.					
VII.	The principal ensures that we are informed about school rules and regulations that govern their discipline.					

9. Describe how your involvement in decision making improves discipline in your school.

.....

.....

.....

**SECTION E: The Influence of Principals’ Provision of Resources on Students’ Discipline**

10. Please rate your degree of agreement with each statement. Tick (✓) in the box next to the statement that expresses your best response. Use the scale: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), and Strongly Disagree (SD).

Number	Statement	SA	A	UD	D	SD
I.	The environment provided in our school enhances discipline					
II.	Our principal employs effective personnel, such as counselors, who help to shape our discipline					

III.	Resources such as classrooms are adequate enough to facilitate smooth learning and discipline.					
IV.	Through the availability of school facilities such as playing fields, we are likely to be engaged and disciplined.					
V.	Our school has a library and relevant books.					
VI.	Adequate classrooms and laboratories have an impact on our discipline.					
VII.	My school has a laboratory with apparatus and chemicals.					
VIII.	A school with adequate sports grounds and facilities is likely to promote a positive climate that enhances students' discipline.					

11. Describe how the provisions of school resources by the principal influences students discipline.

.....

.....

**APPENDIX VI: Interview Guide for Principals**

1. What is your highest academic qualification?
2. Please provide specific examples or instances where guidance and counseling have positively impacted student discipline.
3. Could you share some innovative strategies or programs you've implemented to strengthen guidance and counseling services for students?
4. Describe the role of parents in your school's disciplinary process and any initiatives you've introduced to foster parental involvement.
5. Share some outcomes or improvements you've observed in student discipline as a result of increased parental engagement and support.
6. Provide examples of collaborative efforts between the school and parents in shaping and implementing discipline policies.
7. Elaborate on the ways in which students are empowered to participate in decisions related to discipline or school policies.
8. Share instances where student involvement has led to improved discipline and a positive school culture.
9. Provide insights into your school's budget allocation process and how resources are allocated for disciplinary purposes.
10. What types of resources, both human and material, are available to support discipline efforts?

11. Discuss any strategies or procedures you have in place to ensure that allocated resources are utilized efficiently for disciplinary purposes.
12. Share examples of how the availability and effective use of resources have contributed to improved student discipline outcomes.

**APPENDIX VII: Interview Guide for the Deputy Principals**

1. Can you tell me more about your educational background and how it has prepared you for this role?
2. How long have you served as a deputy principal? Could you describe your key responsibilities and achievements during your tenure as a deputy principal?
3. Can you provide specific examples of successful guidance and counseling interventions that have positively impacted student discipline?
4. Can you describe some of the supportive practices your principal has put in place to enhance guidance and counseling in your school? How have these practices contributed to the overall well-being of students and their behavior?
5. Can you elaborate on the extent of parental involvement and the types of activities or initiatives they participate in?
6. Are there any notable instances where principal-led parental involvement has resulted in improved student discipline? Are there specific strategies or approaches you use to ensure effective collaboration with parents in this regard?
7. Have you observed changes in student behavior or attitudes as a result of their involvement in decision-making?
8. Are there specific instances where student input has led to more effective disciplinary measures or a better school environment?
9. Explain how your school ensures the effective provision of resources.
10. Are there examples of resource allocation that have had a direct impact on maintaining or improving student discipline?

**APPENDIX VIII: Reliability Statistics**

**Table 11**

Cronbach's Alpha		N of Items		
.823		13		
Item-Total Statistics				
Statements	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

The principal of our school is supportive of guidance and counseling.	55.6950	137.859	.161	.827
The support of Guidance and counseling in our school enhances the discipline of students.	54.6038	135.760	.299	.822
Guidance and counseling helps to direct students to acceptable behaviors.	55.9025	135.640	.204	.826
Guidance and counseling help students acquire self-directed behaviors.	55.8365	126.232	.493	.812
The principal encourages students to seek guidance and counseling.	53.8208	139.845	.021	.839
The principal encourages the use of corporal punishment other than guidance and counseling to solve cases of indiscipline in our school.	56.1069	131.925	.533	.814
Teachers act as counselors in our school.	54.6006	136.695	.278	.822
There is no guidance or counseling in our school.	55.9560	131.222	.553	.813
The principal's communication with parents regarding student discipline issues in our school enhances students' disciplinary outcomes.	54.1730	117.891	.597	.805
Our principal encourages the partnership of the school with parents, which enables the building of mutual responsibility for students' discipline.	54.5440	140.179	.108	.828
The involvement of parents in the school improves students' discipline.	54.7484	141.640	.041	.829
The principal invites parents to school meetings regarding the discipline of students.	56.1321	130.260	.496	.814
Our principal collaborates with parents in setting and enforcing discipline policies.	54.2799	119.868	.531	.810

## APPENDIX IX: Research Authorization Letter



# TANGAZA UNIVERSITY COLLEGE

The Catholic University of Eastern Africa

REF: DRIE/ISERC2024/01/0004

19<sup>th</sup> February 2024

To: Mary Wangui Njugia  
Reg. No. CMLA2005

Dear Mary,

**RE: INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY, KENYA**

This is to inform you that TUC-ISERC has reviewed and approved your above research proposal. Your application approval number is *TUC-ISERC2024/01/0004*. The approval period is **19<sup>th</sup> February 2024 – 20<sup>th</sup> January 2025**. This approval is subject to compliance with the following requirements;

1. Only approved documents including (informed consents, study instruments, MTA) will be used
2. All changes including (amendments, deviations, and violations) are submitted for review and approval by TUC-ISERC.
3. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to TUC-ISERC within 72 hours of notification.
4. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to TUC-ISERC within 72 hours
5. Clearance for export of biological specimens must be obtained from relevant institutions.
6. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
7. Submission of an executive summary report within 90 days upon completion of the study to TUC-ISERC.

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely

**Dr. Daniel M. Kitonga (Ph.D.)**  
Chair, TUC - ISERC

**TANGAZA COLLEGE**  
Catholic University of Eastern Africa  
P. O. Box 15055 - 00509  
NAIROBI

# APPENDIX X: Research Permit

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **930518** Date of Issue: **26/February/2024**

**RESEARCH LICENSE**



**This is to Certify that Sr.. MARY WANGUI NJUGIA of Tangaza University College, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Turkana on the topic: INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY, KENYA for the period ending : 26/February/2025.**

License No: **NACOSTI/P/24/33467**

**930518**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

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**See overleaf for conditions**

# APPENDIX XI: Plagiarism Report

## Turnitin Originality Report

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**THE INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY, KENYA** By Mary Wangui Njugia

**TANGAZA UNIVERSITY COLLEGE**  
 Catholic University of Eastern Africa,  
 Chief Librarian  
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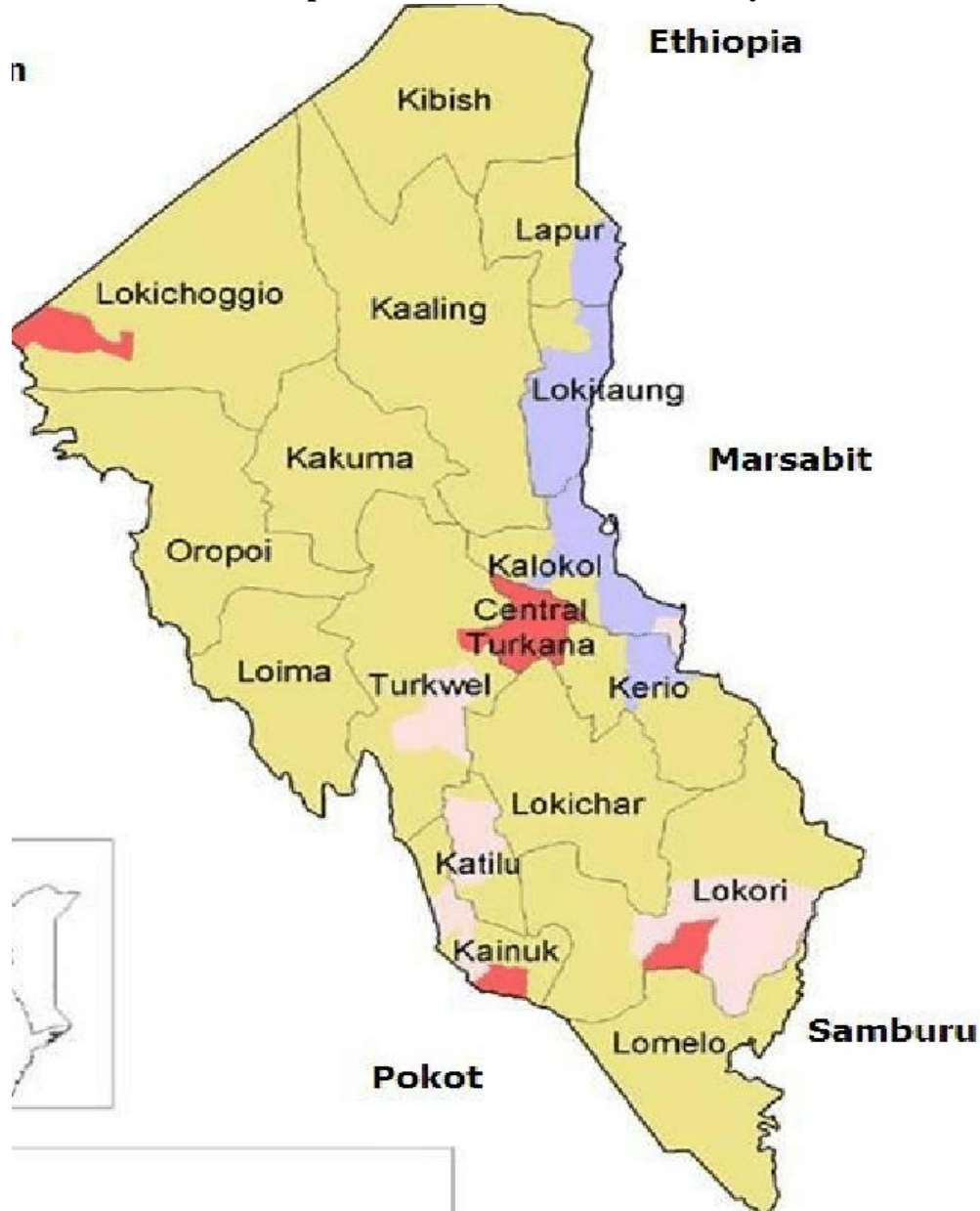
< 1% match ()  
*Mulwa, Janet K., Akala, Winston J., Kalai, Jeremiah M., "Influence of Principals' Use of Collaborative Decision Making on Students' Discipline in Public Secondary Schools in Kenya", African Journals Online (AJOL), 2023*

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**THE INFLUENCE OF PRINCIPALS' ADMINISTRATIVE PRACTICES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TURKANA CENTRAL SUB-COUNTY, KENYA**  
 MARY WANGUI NJUGIA CMLA2005 A Reserch Proposl Submitted in Partal Fulfillmnt of the Requirments for the Awardof the Degree of Mastrs of Educationin Educatinal Leadership an Administration SCHOL OF EDUCATIN TANGZA UNIVERSTY COLLEG THE CATHLIC UNIVERSIT OF EASTRN AFRIC NAIRBI-KENY JULY, 2023 DECLARTION I declre that this researcproposal is myoriginal workand has notbeen presentedfor a degee at any other univerity. Signaure Date 14/07/2023 Sr. Mary Wangui Njugia CMLA2005 This researcproposal has been submtted for examintion wih our approvl as the Univesity supervisors.  
 Signture \_\_\_\_\_ Dr. Beatrice Ndiga Lecturr Schoo of Educaton Tangaz Universty Collge Date \_\_\_\_\_ Sinature \_\_\_\_\_ Dr. Michael Kimotho Lecturr, Faculy of Educaton The Catholic Universty of Easter Afrca Date \_\_\_\_\_ i DEDCATION This resarc proposalis dedicated to my paents, siblings, and my religous congregtion, The Assumption Sistrs of Nairbi (ASN). ii  
 ACKNOWLEDEMENTS I wish to thafnk the Almighty God for guidig and being with me in the

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**APPENDIX XII: Map of Turkana Central Sub-County**



**Source:** <https://www.google.com/search?q=map+of+turkana+central+sub-county>