

**INFLUENCE OF SCHOOL DISCIPLINARY STRATEGIES ON STUDENTS'
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TANA
NORTH SUB-COUNTY, TANA RIVER
COUNTY, KENYA**

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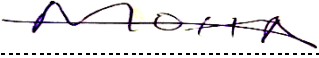
**A THESIS SUBMITTED IN PARTIAL FULFILMENT
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DECLARATION AND APPROVAL

Declaration by the Student

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

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We confirm that the work reported in this research thesis has been carried out by the candidate under our supervision.

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DEDICATION

I dedicate this thesis to my wife, Alia Khalif, and son, Imran Mohamed, for their unwavering support and encouragement throughout my academic journey.



ACKNOWLEDGEMENT

I would like to offer my heartfelt thanks to Dr. Githui Kimamo and Dr. Jane Njuguna for their indispensable contributions and invaluable feedback in the compilation of this thesis. I would also want to express my heartfelt appreciativeness to my friends and other persons who energetically engaged in the debates that eventually affected the creation of this dissertation. In addition, I am grateful to my instructors and colleagues at Mount Kenya University, as I owe a significant amount of gratitude to every one of you.



ABSTRACT

Prevalence of students' indiscipline has been steadily increasing in secondary schools within Tana North Sub-county, resulting in a pressing issue that requires investigation. This investigation sought to evaluate the influence of disciplinary strategies on students' discipline in public secondary schools in Tana North Sub-county, Tana River County, Kenya. The objectives were; to assess the influence of enforcing school rules, engaging stakeholders, providing guidance and counseling services, and implementing school mentorship programs on students' discipline in public secondary schools. The study was based on the systems theory and assertive discipline theory. Employing a mixed-method approach, this research study adopted a concurrent triangulation design. The target population was 291 participants comprising deputy principals (10), teachers (123) as well as student leaders (158). To determine an appropriate sample size, the researchers applied Yamane's Formula, resulting in a total of 168 respondents. Utilizing a stratified sampling technique, the researchers categorized the population into two strata, taking into account the number of zones in Tana North Sub-county. From each zone, a purposive selection was made, with a focus on schools with a history of recurrent student indiscipline incidents. This process led to the selection of three deputy principals and 46 teachers from each zone. Furthermore, to ensure impartiality, 35 student leaders were chosen randomly from each zone. As a result, the final sample size comprised deputy principals (6), teachers (92), and 70 student leaders. Quantitative data from teachers were collected using questionnaires, while qualitative data from deputy principals were gathered through interviews. Qualitative facts from student leaders were obtained using a focus group discussion guide. A pilot investigation was shepherded among 17 participants from secondary educational institutions in the Sub-county of Tana North to ensure the validity, reliability, credibility, and dependability of research tools. Expert judgment was used to establish validity, and the test-retest technique was used to determine reliability. The study used the Cronbach Alpha Method to calculate a reliability coefficient of $r = 0.726$, indicating internal consistency between the two sets of scores. Multiple analysts were involved to ensure credibility, and comprehensive reporting achieved dependability. Qualitative data were thematically scrutinized and presented narratively, while quantitative information was evaluated descriptively and inferentially using SPSS 23. The findings showed a rise in indiscipline among public secondary school students, due to ineffective disciplinary strategies such as rule adherence, stakeholder involvement, counseling, and mentorship programs. Recommendations include stricter rule enforcement, MoE workshops for stakeholder education, access to counseling materials and trained teacher-counselors, continued mentorship programs, and MoE funding for effective mentorship planning.

TABLE OF CONTENT

DECLARATION AND APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	5
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	6
1.6 Rationale of the Study.....	6
1.7 Significance of the Study.....	7
1.8 Scope of the Study.....	7
1.9 Limitations of the Study.....	8
1.10 Delimitations of the Study.....	8
1.11 Assumptions of the Study.....	8
1.12 Operational Definitions of Key Terms.....	9
CHAPTER TWO: LITERATURE REVIEW	10
2.0 Introduction.....	10
2.1 Empirical Literature Review.....	10

2.1.1 The Concept of Students' Discipline.....	10
2.1.2 The Concept of School Disciplinary Strategies.....	12
2.1.3 Enforcement of Rules and Regulations and Students' Discipline.....	13
2.1.4 Involvement of Stakeholders and Students' Discipline.....	15
2.1.5 Guidance and Counseling Practices in Relation to Students' Discipline.....	19
2.1.6 Mentorship Programmes and Students' Discipline.....	23
2.2 Theoretical Literature Review.....	27
2.2.1 The Systems Theory.....	27
2.2.2 The Assertive Discipline Theory.....	29
2.3 The Conceptual Framework.....	31
2.4 Research Gaps.....	32
2.5 Summary of Literature Review.....	32
CHAPTER THREE: RESEARCH METHODOLOGY.....	33
3.0 Introduction.....	33
3.1 Research Methodology.....	33
3.2 Research Design.....	33
3.3 Location of Study.....	34
3.4 Target Population.....	34
3.5 Sampling Procedures and Sample Size.....	35
3.6 Research Instruments.....	36
3.6.1 Questionnaire for Teachers.....	36
3.6.2 Interview Guide for Deputy Principals.....	37
3.6.3 Focus Discussion Guide for Student Leaders.....	37
3.7 Piloting of Research Instruments.....	37
3.7.1 Validity.....	38

3.7.2 Reliability.....	38
3.7.3 Credibility.....	39
3.7.4 Dependability.....	39
3.8 Data Collection Procedures.....	39
3.9 Data Analysis Procedures.....	40
3.10 Ethical Considerations.....	41
CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS.....	43
4.0 Introduction.....	43
4.1 Response Rate.....	43
4.2 Respondents' Demographic Information.....	44
4.2.1 Gender of the Respondents.....	44
4.2.2 Level of Education of Deputy Principals and Teachers.....	44
4.3 Status of Discipline among Students in Public Secondary Schools.....	45
4.4 Enforcement of Rules/Regulations and Students' Discipline in Secondary Schools.....	49
4.5 Stakeholders' Involvement and Students' Discipline in Secondary Schools.....	55
4.6 Guidance/Counseling Practices and Students' Discipline in Secondary Schools....	60
4.7 Mentorship Programmes and Students' Discipline in Secondary Schools.....	65
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	69
5.0 Introduction.....	69
5.1 Summary of Research Findings.....	69
5.1.1 Status of Discipline among Students in Public Secondary Schools.....	69
5.1.2 Enforcement of Rules/Regulations and Students' Discipline in Secondary Schools.....	69

5.1.3 Stakeholders' Involvement and Students' Discipline in Secondary Schools.....	70
5.1.4 Guidance/Counseling Practices and Students' Discipline in Secondary Schools..	70
5.1.5 Mentorship Programmes and Students' Discipline in Secondary Schools.....	71
5.2 Conclusions.....	71
5.3 Recommendations for Practice.....	72
5.3.1 Recommendations for Further Research.....	73
REFERENCES.....	74
APPENDICES.....	79
Appendix I: Letter of Introduction.....	79
Appendix II: Informed Consent Form.....	80
Appendix III: Consent Form for Parents/Guardians.....	81
Appendix IV: Questionnaire for Teachers.....	82
Appendix V: Questionnaire for Student Leaders.....	85
Appendix VI: Interview Guide for Deputy Principals.....	87
Appendix VII: Focus Group Discussion Guide for Student Leaders.....	90
Appendix VIII: Ethical Clearance from Mount Kenya University.....	91
Appendix IX: Introduction Letter from The School of Postgraduate Studies of Mount Kenya University.....	92
Appendix X: Research Authorization from County Commissioner, Tana River.....	93
Appendix XI: Research Authorization from County Director of Education, Tana River.....	94
Appendix XII: The Map of Bura Constituency Showing Tana North Sub-county.....	95

LIST OF TABLES

Table 1: Target Population.....	35
Table 2: Sampling Grid.....	36
Table 3: Response Rates	43
Table 4: Distribution of the Respondents by Gender.....	44
Table 5: Level of Education of Deputy Principals and Teachers.....	45
Table 6: Status of Students' Discipline in Public Secondary Schools.....	46
Table 7: Views of Teachers on the Influence of Enforcement of Rules and Regulations on Students' Discipline in Secondary Schools.....	50
Table 8: Frequency of Punishment of Students who break Rules/Regulations and the Number of Indiscipline Cases in Public Secondary Schools.....	52
Table 9: Relationship between Enforcement of Rules and Regulations and Students' Indiscipline in Public Secondary Schools.....	53
Table 10: Views of Teachers on the Influence of Stakeholders' Involvement on Students' Discipline in Secondary Schools.....	55
Table 11: Frequency of Stakeholders' Involvement and the Number of Indiscipline Cases in Public Secondary Schools.....	57
Table 12: Relationship between Stakeholders' Involvement in Discipline Management and Students' Indiscipline in Public Secondary Schools.....	58
Table 13: Views of Teachers on the Influence of Guidance and Counselling Practices on Students' Discipline in Secondary Schools.....	60
Table 14: Frequency of Guidance and Counseling Activities and the Number of Indiscipline Cases in Public Secondary Schools.....	62
Table 15: Relationship between Guidance and Counseling Practices and Students' Indiscipline in Public Secondary Schools.....	63

Table 16: Views of Teachers on the Influence of Principals' Mentorship
Programmes on Students' Discipline in Secondary Schools.....65

Table 17: Frequency of Mentorship Programmes and the Number of Indiscipline
Cases in Public Secondary Schools.....67

Table 18: Relationship between Mentorship Programmes and Students'
Indiscipline in Public Secondary Schools.....67



LIST OF FIGURES

Figure 1: The Conceptual Framework.....	31
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LIST OF ABBREVIATIONS AND ACRONYMS

ATCP	Alternatives of Corporal Punishment
BOM	Board of Management
KNBS	Kenya National Bureau of Statistics
KSSHA	Kenya Secondary School Heads' Association
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
RoK	Republic of Kenya
SASA	South Africa's Schools' Act
SGBs	School Governing Bodies
SPSS	Statistical Packages for Social Sciences



Mount Kenya University

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter outlines the study background, statement of the problem, purpose, objectives, the research questions, the rationale, significance, scope, delimitations, limitations as well as the assumptions of the study. Additionally, a list of operational definitions of terms is presented.

1.1 Background to the Study

The role of school management in promoting desirable discipline patterns among students is of great significance. Leithwood and Jantzi (2015) argue that the primary responsibility of schools is to effectively address student discipline through the execution of several strategies aimed at improving student performance. Additionally, Leithwood and Jantzi (2015) suggest that disciplinary strategies encompass a range of approaches and practices employed by schools to mitigate the negative effects of student indiscipline. These strategies entail, but are not limited to, guidance and counseling, active involvement of stakeholders, stricter implementation of guidelines and conventions, and the demonstration of discipline patterns that students can emulate.

In India, the role of the principal in shaping the behavior of staff and students within and outside the school microsystem has been emphasized by Kabandize (2016). However, the impression of disciplinary strategies on learners' behavior in secondary schools remains largely unexplored. Myrick (2016) defines disciplinary problems as behaviors that violate the school's instructions and guidelines and are deemed unacceptable. Norwhich (2016) notes that instances of student naughtiness in secondary schools have been on the rise, with negative effects on students' learning.

In Sweden, Durrant (2016) identifies a range of behaviors that constitute smoking, student disobedience, and indiscipline, including vandalism, rape, intimidation, delinquency, truancy, murder, theft, assault, and general violence. These discoveries are consistent with the observations of Torubeli and Omemu (2015) that contemporary students exhibit insubordinate and hostile behaviors both in and out of school, such as disrupting school activities, oppression, drug use, cultism, and noncompliance with school rules and regulations.

The predicament of student indiscipline has risen to the forefront of concerns for educators, policymakers, and the wider community, as noted by Torubeli and Omemu (2015). Their contention centers on the mounting levels of aggression among peers, the prevalence of violence in teacher-student interactions, and incidents of vandalism. In parallel, Brister (2016) underscores that the challenges related to discipline in Australian schools are likewise on the upswing. In conclusion, these perspectives highlight the ongoing debate surrounding student indiscipline in secondary school settings, emphasizing the critical importance of schools adopting effective disciplinary strategies to address these issues.

In Pakistan, educational institutions acknowledge the significance of guidance and counseling, student councils, parental engagement, and role modeling in molding the disciplinary behavior of students (Shafa, 2016). According to a study conducted by Shafa (2016), high schools in Paris that implemented students' councils and actively engaged parents in effective governance witnessed a remarkable decrease of 28.4% in instances of indiscipline. The city of Kuala Lumpur serves as a prime example of the positive impact that the execution of guidance and counseling programs, as well as increased parental involvement, can have on reducing cases of indiscipline among

learners in secondary school. This is evidenced by a notable decrease of 23.1% in such incidents. Conversely, numerous countries within the Sub-Saharan African region continue to grapple with alarmingly high levels of student indiscipline (Bosire, Sang, Kiumi & Mungai, 2014). For instance, Nigeria experienced a distressing situation in 2016, as Borders and Drury (2017) documented multiple instances of student-led arson destroying 13 educational institutions. In South Africa's KwaZulu Natal Province, Cicognani (2017) observes a significant increase in cases of indiscipline among high school students, reaching unprecedented levels. This highlights the urgent need for secondary schools, whether located in rural or urban areas, to address disciplinary issues by implementing a range of administrative strategies, both humans and animals, to fulfill the objectives of education. Cicognani (2017) argues that schools must possess a comprehensive understanding of the complexities associated with human behavior to effectively address any emerging problems.

In essence, effective school leadership entails clear communication of priorities, goals, staff, students and parents' expectations, and the wider community. This further underscores the importance of underscoring the value of academic achievement, creating and preserving a friendly and orderly atmosphere, implementing systems of rewards and incentive programs that encourage superiority, and continually involving parents as well as employees in the preparation, growth, and improvement operations aimed at reducing instances of student indiscipline within schools.

Within the context of Kenya, the concern of learner indiscipline in secondary schools stands as a pervasive and grave concern that has cast a shadow over the landscape of student learning (Njoroge & Nyabuto, 2018). The assertions made by Njoroge and Nyabuto (2018) underscore the multifaceted nature of student indiscipline, which finds

expression in a spectrum of disruptive behaviors, including but not limited to acts of vandalism, truancy, smoking, defiance of authority, bullying, delinquency, assault, murder, rape, theft, and various forms of violence. The impact of student indiscipline is felt acutely in the Sub-county of Tana North, where instances of such disruptive behavior have become alarmingly routine within secondary schools. Data from the Ministry of Education (2019) indicates that public secondary schools in Tana North have observed a substantial surge of 19.7% in reported cases of student indiscipline, as highlighted in the background. A study conducted by Bwana (2019) also supports the notion that there has been a significant increase in instances of student indiscipline in public secondary schools in Tana North Sub-county, reaching as high as 45.1%.

Bwana (2019) further reveals that within Tana North Sub-county, there are reported incidents of drug and substance abuse amongst learners, accounting for 34.9% of the total, teenage pregnancy at 56.1%, bullying and violence among students at 44.3%, and student strikes in secondary schools at 54.3%. These findings indicate a growing trend of student indiscipline. However, despite these alarming statistics, there is a lack of comprehensive empirical studies that have thoroughly examined the impact of disciplinary strategies implemented by schools on students' discipline in public secondary schools. Therefore, this study aimed to address this research gap.

1.2 Statement of the Problem

The role of school management in the socialization process of learners is undeniably crucial, serving as a pivotal platform for students to acquire essential life skills. These skills encompass the ability to self-regulate behavior, exhibit respect for others, responsibly manage their time and ultimately evolve into accountable citizens. However, the up-to-date educational landscape in Tana North Sub-county is marred by

an escalating wave of student indiscipline that has permeated various facets of school life. This surge in indiscipline is manifested through student strikes, acts of bullying, incidents of arson, vandalism of school material goods, a general disregard for established school rules and regulations, and an alarming upswing in alcohol consumption among students. The Ministry of Education's (2019) data underscores the gravity of the situation, revealing a disconcerting 19.7% increase in cases of student indiscipline within public secondary schools in Tana North Sub-county, as highlighted in the background. Moreover, there has been a noticeable increase in incidents of student misconduct of up to 45.1% in public secondary schools in Tana North Sub-county.

Furthermore, the sub-county has been grappling with a prevalence of 34.9% in incidents of substance and drug misuse within learners, 56.1% in incidents of teenaged pregnancies, 44.3% in cases of harassment and violence amongst learners, and 54.3% in incidents of student protests within public secondary schools (Bwana, 2019). Despite earnest exertions made to address these encounters, significant progress has remained elusive. Strikingly, there is a dearth of empirical studies delving into the influence of disciplinary strategies implemented by secondary schools on students' discipline. Hence, this study sought to bridge this research gap and assess the extent to which disciplinary strategies adopted by secondary schools shape students' discipline.

1.3 Purpose of the Study

The purpose of the study was to evaluate the influence of school disciplinary strategies on students' discipline in public secondary schools in Tana North Sub-county, Tana River County, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:

1. To examine the influence of enforcement of rules and regulations on students' discipline in public secondary schools in Tana North Sub-county.
2. To determine the influence of stakeholders' involvement on students' discipline in Tana North Sub-county.
3. To assess the influence of guidance and counseling on students' discipline in public secondary schools in Tana North Sub-county.
4. To establish the influence of school mentorship programmes on students' discipline in public secondary schools in Tana North Sub-county.

1.5 Research Questions

The study was guided by the following research questions:

1. What is the influence of enforcement of rules and regulations on students' discipline in public secondary schools in Tana North Sub-county?
2. To what extent does stakeholders' involvement influence students' discipline in Tana North Sub-county?
3. How does guidance and counseling influence students' discipline in public secondary schools in Tana North Sub-county?
4. To what extent do school mentorship programmes influence students' discipline in public secondary schools in Tana North Sub-county?

1.6 Rationale of the Study

In recent times, there has been a significant surge in cases of student indiscipline within Tana North Sub-county. This issue has affected numerous secondary schools in the area, with a rapid escalation of bullying, strikes, arson cases, Property damage on school grounds, non-compliance with school rules and regulations, and an alarming increase in

alcoholism among students. Consequently, a growing number of secondary educational institutions administrators and educators have reported a wide variety of conceivably disruptive activities both inside and outside of schools and the school premises. Despite the prevalence of this problem, there is a dearth of empirical studies that have examined the impact of disciplinary strategies implemented by principals on learners' discipline within secondary schools.

1.7 Significance of the Study

This investigation offers potential benefits to a range of stakeholders, including principals, school Boards of Management (BoMs), teachers, and parents. Specifically, these individuals may gain new insights into alternate disciplinary methods that can be employed to manage student behavior in schools. The study holds practical, methodological, and theoretical significance, as it sheds light on the efficacy of alternative disciplinary strategies and provides guidance on the selection of appropriate methods for managing student discipline. The findings of the study may contribute to the current body of facts on the effects of alternate disciplinary strategies on student behavior in schools and may provide a foundation for future research in this area.

1.8 Scope of the Study

The investigation was undertaken in government-owned secondary schools in Tana North Sub-county. The major goal of this investigation was to analyze the impact of school-enforced disciplinary measures on learners' conduct in publicly funded secondary schools. A mixed-methods strategy was used to achieve this goal, with a contemporaneous triangulation methodology. Quantitative data were procured from teachers via the dissemination of questionnaires, while qualitative information was gathered from deputy principals and student leaders using an interview guide. The study was undertaken between January and May 2023.

1.9 Limitations of the Study

The investigation encountered the following limitations:

1. The location of the study has a poor road network and many secondary schools are not accessible using motor vehicles. To overcome this, the investigator accessed the sampling area on motorcycles to secondary schools in such secluded areas.
2. Gaining access to documents detailing levels of students' indiscipline in public secondary schools may pose a challenge for fear of discrimination. Hence, the investigator explained to them that the data were purely for educational tenacities and that this study aims at complementing their efforts to reduce cases of indiscipline in public secondary schools.

1.10 Delimitations of the Study

1. In this investigation, statistics were collected from principals, teachers and student leaders in public secondary schools.
2. The study focused on the influence of school disciplinary approaches such as the enforcement of rules and regulations, stakeholders' involvement, guidance and counseling and school mentorship programmes and the level to which they impact students' discipline in public secondary schools.

1.11 Assumptions of the Study

The investigation assumed:

1. That there were numerous cases of students' indiscipline in public secondary schools in Tana North Sub-county.
2. That there is a multiplicity of disciplinary strategies adopted by schools that influence students' indiscipline in public secondary schools.
3. That participants would cooperate to offer data that is reliable.

1.12 Operational Definitions of Key Terms

- Disciplinary Strategies:** This term encompasses a collection of strategies employed by public secondary schools to diminish instances of student indiscipline. These strategies encompass the execution of rules and regulations, engagement of parents, implementation of guidance and counseling practices, and the establishment of mentorship programs.
- Enforcement of Rules and Regulations:** refers to actions undertaken by school authorities to ensure or encourage compliance with rules and regulations.
- Guidance and Counseling:** This refers to the situation or the process that schools engage in to guide students on how to conduct themselves appropriately.
- Mentorship Programmes:** refers to a set of activities designed by schools where a resource person called a mentor is invited to advise students on the essence of good discipline.
- Stakeholders' Involvement:** refers to a situation whereby school management collaborates with different stakeholders to reduce cases of students' indiscipline within public secondary schools.
- Students' Discipline:** This term pertains to how students in public secondary schools conduct themselves per established school rules and regulations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is provided in this chapter about the researcher's area of study. The researcher has examined a range of divergent views expressed by different authors who have explored various aspects of the issues under investigation. The review is grounded in an empirical literature review, which encompasses the concepts of students' discipline, school disciplinary strategies, and the impact of students' adherence to rules, as well as the involvement of stakeholders, guidance and counseling practices, and mentorship programs on students' discipline. Additionally, the chapter provides a theoretical and conceptual framework, along with a summary of the literature, which highlights the gaps in the existing research.

2.1 Empirical Literature Review

The study undertakes a comprehensive review of empirical literature about various aspects of students' discipline. Specifically, it examines the concept of students' discipline, school disciplinary strategies, and the impact of students' adherence to rules. Additionally, it investigates the role of stakeholders' involvement, guidance and counseling practices, and mentorship programs in shaping students' discipline.

2.1.1 The Concept of Students' Discipline

Discipline pertains to the process of educating an individual to acquire the desired level of discipline for remediation and prevention. The quality of discipline exhibited by students in educational institutions is a crucial determinant of the intellectual outcomes of both the students and the schools (Cotton, 2015). Rogers (2015) posits that discipline involves providing guidance and instruction to foster a social mandate that balances rights and tasks.

Squelch (2016) asserts that discipline is concerned with effecting positive changes in behavior and that when teachers discipline learners, they are essentially molding them into disciplined individuals or disciples. Discipline is commonly understood as a form of training that fosters self-control. Oosthuizen (2016) suggests that discipline should adopt a forward-looking approach to nurture responsible future adults. Educational institutions have a plethora of prescribed standards and codes of conduct that students are expected to adhere to accomplish the school's intentions (Okumbe, 2011).

Instances of severe student misconduct, especially those involving violence or criminal behavior, undermine the realization of academic objectives (Gaustad, 2015). The primary goal of school discipline is to form an encouraging learning atmosphere (Gaustad, 2015). Consequently, self-control is a fundamental essential for facilitating effective instruction and learning within schools, and its primary focus should be on regulating the behavior and conduct of students. The administration of school discipline is a collective duty shared by the administrators, educators, and parents. School leaders must establish a democratic managerial atmosphere within educational institutions, thereby empowering teachers and parents to effectively fulfill their respective roles in changing pupils' behavior in the envisioned manner (Bosire, Sang, Kiumi & Mungai, 2014).

This opinion is in line with that of Sheldon and Epstein (2015), who contend that a dynamic relationship involving educators and parents results in major benefits, as parents possess the potential to exert a substantial influence on their children's discipline. Huczynski and Buchanaan (2014) have observed that the management of student discipline necessitates a collaborative effort among the primary stakeholders, namely parents, teachers, and school principals.

This implies that there are multiple actors involved in shaping the disciplinary practices within educational institutions. To achieve effective learning outcomes through the implementation of alternative disciplinary approaches, it is imperative that all relevant stakeholders, including officials from the Ministry of Education, parents, educators, and learners, actively take part in the process of shaping the desired disciplinary framework within schools. This collaborative effort is essential for the attainment of organizational objectives.

Kivulu and Wandai (2015) have identified two distinct approaches to discipline, namely punitive/deterrent methods and normative/preventive methods. The former method entails employing disciplinary measures that may result in physical discomfort or pain, while the latter approach revolves around establishing a framework of disciplinary standards, encompassing norms, values, and beliefs that prioritize the cultivation of relationships, self-regulation, self-determination, commitment and intrinsic control to morals and ethics. The punishing strategy is distinguished by stringent rules, extrinsic control, surveillance, and enforcement, with the intent of penalizing individuals to deter further violations (Mkhatshwa, 2016). Presently, a spectrum of disciplinary strategies is available, spanning from preventive actions undertaken by individual educators to more castigatory procedures like suspension (Stewart, 2017).

2.1.2 The Concept of School Disciplinary Strategies

Preventive disciplinary practices encompass counseling and the utilization of class get-togethers for cooperative decision-making, while corrective alternate punitive practices involve the suspension of unruly learners and the execution of rules and regulations by students themselves. In the context of Kenya, Odundo (2015) notes that schools are experiencing growth, particularly in developing nations, and teachers are increasingly

attaining higher levels of professional qualification. The responsibility for implementing school discipline policies within educational institutions lies with principals, underscoring the crucial role that schools play in discipline management. Kiprop (2015) underscores the pivotal part that educational administrators play in upholding discipline within schools. They achieve this by shaping the overall atmosphere regarding the educational institution's morale, exerting significant power over both educators and learners. In contrast, Bosire, Sang, Kiumi, and Mungai (2014) emphasize the importance of cultivating democratic management environments within schools. This approach enhances the capacity of parents and teachers to fulfill their roles in molding students' discipline in the sought-after direction.

This perspective resonates with Sheldon and Epstein (2015), who argue that lively collaboration between parents and schools yields substantial reimbursements, as parents can exert a profound impact on children's discipline. Bosire et al. (2014) bolster this argument by asserting that the board of school discipline is a collective duty shared by principals, teachers, and parents. Kiprop (2015) concurs with this perspective, asserting that effective management of student discipline necessitates a collaborative effort involving parents, teachers, and school principals, who are the primary actors in this process. Therefore, it is imperative to engage all stakeholders and ensure they are adequately informed about the utilization of alternative disciplinary approaches in schools.

2.1.3 Enforcement of School Rules and Regulations and Students' Discipline

Schools have a crucial role in formulating and enforcing rules and regulations, which encompass aspects such as dress codes and attendance policies. Harris (2015) argues that these regulations have a significant influence on students' disciplinary behavior.

Supporting this perspective, Lupron and Jones (2015) conducted an investigation in the Netherlands, which revealed that schools establish guidelines and regulations to effectively govern the diverse lifestyles of students, outlining both acceptable and unacceptable behaviors. According to Lupron and Jones (2015), regulations are authoritative directives that are established within a legal framework to foster efficiency and organization within an organization.

In their inquiry, Lupron and Jones (2015) also emphasized the importance of effective schools demonstrating inclusive practices, such as prioritizing school collaborative leadership, rules and regulations, and good practices. These rules and regulations serve as guidelines for maintaining discipline among both teachers and students. In line with the findings of Lupron and Jones (2015), Adams (2016) conducted research in Austria, reaffirming that school rules and regulations constitute one of the approaches utilized to foster positive behavior among students. This encompasses the encouragement of self-control, organization, decent conduct, and adherence to school power (Adams, 2016). Moreover, when students are admitted to schools, especially at the secondary level, they are provided with prospectuses that outline the expectations and requirements (Adams, 2016). These rules and regulations typically delineate the actions that school members are expected to undertake and those they should avoid.

In Sub-Saharan African countries, there is a prevalent issue of widespread indiscipline among students, as they continue to disregard rules and regulations. These actions encompass behaviors like school truancy, alcohol consumption, and frequent participation in strikes leading to school closures and suspensions that disrupt students' disciplinary routines (Sithole, 2014). For instance, a research investigation in Nigeria concerning the enforcement of rules and regulations in different schools indicated that

student control is upheld through various methods, such as prefect bodies and councils, disciplinary committees, teacher involvement, and parental participation (Nakpodia, 2015). Nakpodia (2015) further observed that it has become commonplace for students in several secondary educational institutions to openly defy school rules and regulations without facing consequences, displaying a disrespect for the institution's leadership. This behavior includes damaging school property, physically assaulting teachers, inciting riots at the slightest opportunity, and even resorting to using harmful substances like acid for self-defense.

The majority of secondary educational institutions in Kenya exhibit a lack of distinctiveness, and instances of student indiscipline are on the rise (RoK, 2019). This lack of discipline has resulted in disruptions to the instruction and learning progression, as evidenced by various forms of misconduct such as mistreatment, defacement, substance abuse, truancy, and a reluctance or inability to complete homework assignments (RoK, 2019). Additionally, theft has been recognized as a common occurrence among students. This situation is not unique to Tana North Sub-county, where some students have tragically lost their lives. However, Kindiki (2019) has not expounded on the impact of enforcing different school rules and regulations on students' discipline.

2.1.4 Stakeholders' Involvement and Students' Discipline

The establishment of sound discipline and a safe environment serves as the foundation for all aspects of academic life. For teaching and learning to be effective, an exceptionally high standard of controlled behavior must be upheld within each classroom and throughout the entire school. Additionally, learners must be provided with the chance to obtain abilities and knowledge to the best of their abilities within an

organized and secure setting (Hill & Hill, 2016). Engaging stakeholders is deemed essential for the success and enhancement of a school. Engaging the wider school community can facilitate improved communication, promote public understanding, and create a platform for integrating the viewpoints, experiences, and knowledge of community members who participate, thereby enhancing reform proposals.

In the realm of student discipline, a range of shareholders, encompassing parents, educators, and the learners themselves, collectively shoulder the responsibility of fostering and upholding a set of values and standards that underpin the establishment of strong disciplinary structures. These structures, in turn, serve as a cornerstone in guaranteeing the efficient functioning and overall triumph of educational establishments (Mtsweni, 2017). Corresponding to these viewpoints, Castello, Gotzens, Badia, and Genavard (2017) investigated in Spain, affirming that shareholders are tasked with the duty of preserving discipline within the school milieu. As outlined by Castello et al. (2017), past their roles in institution administration and instruction, stakeholders also carry the responsibility of nurturing students' moral development and ensuring their adherence to the law.

Consequently, stakeholders that lie within the educational institution system must respond in a supervisory capacity to transgressions of institutional regulations and behaviors such as theft, bullying, and vandalism, which directly influence the moral dimension. In a parallel vein, Kraft and Shaun (2018) highlight that in the USA, incidents of student insubordination are widespread, and there exists a dearth of parental involvement. Students tend to experience greater security and perform more effectively, both academically and behaviorally, when their parents actively participate in-class activities.

Kraft and Shaun (2018) espouse the notion that students who exhibit disciplinary issues are more likely to perceive a sense of consistency and containment when they are aware of the collaborative efforts of their parents and educators in managing such difficulties. This underscores the significance of fostering positive relationships among stakeholders, as parents, in particular, can exert a profound influence on their children's discipline by ensuring punctuality, appropriate behavior, adherence to dress codes, possession of requisite materials, and timely completion of tasks. To foster a culture of discipline, members of the public must support the preservation of discipline in schools.

To substantiate these contentions, Ojedapo (2018) conducted a research endeavor in the Netherlands, thus confirming that heightened teaching, enriched education outcomes, and improved organizational or educational performance rank among the frequently quoted rationales for embracing joint school methodologies. These practices encompass entities such as collegial instructional leadership, school councils and the engagement of parents and the community. As delineated by Ojedapo (2018), these achievements are accrued because the proximity of the institution to the neighborhood and the consideration of viewpoints from concerned parties generate a synergy marked by interdependence and interconnectedness, cultivating a learning organization. This, in turn, leads to more judicious decisions regarding challenges in students' disciplinary realms.

This underscores the premise that the active involvement of stakeholders like educators and parents in decision-making processes engenders favorable outcomes. In many Sub-Saharan African nations, stakeholders assume pivotal roles in the management of students' discipline. For instance, research conducted in Botswana by Garagae (2015) unveiled that secondary school running actively harnesses the resources at their disposal

through alliances with parents, the local community, and diverse supporting entities. These affiliations are harnessed to elevate the quality of the school's status within the community and to sustain lofty expectations. Consequently, educational institutions should be proactive in forging networks to facilitate the exchange of ideas germane to optimal practices. Garagae (2015) underscores that to ensure the seamless operation of schools and to effectively implement discipline, schools should actively engage parents as partners. Parents need to be made to feel like crucial shareholders in their children's education (Garagae, 2015). To achieve this, schools should establish strong home-school connections through a range of initiatives, including regular activities that involve parents in educational matters. Conversely, stakeholders like parents should perceive the adoption of collaboration between home and schools as a shared duty.

In Kenya's Tana North Sub-county, a similar scenario exists. For instance, Kiumi, Bosire, and Sang (2018) conducted a study in Nyandarua and Laikipia. Based on research conducted in various districts, it became evident that the degree of students' discipline hinges on the principal's capacity to garner the collaboration of both educators and parents in the realm of discipline management. The research posited that an all-encompassing approach to managing discipline is more probable to foster the active involvement of teachers and parents in the discipline management process.

Nevertheless, despite the findings of Kiumi et al. (2018) and other empirical investigations, there remains unexplored territory regarding the specific roles played by different stakeholders in promoting discipline among students in public secondary schools. Therefore, the primary objective of this investigation was to bridge this opening in the existing body of literature.

2.1.5 Guidance and Counseling Practices in Relation to Students' Discipline

The concept of guidance and counseling practices has been interpreted in various manners on an international scale. According to Norwhich (2016), counseling can be defined as a collaborative process that brings together a vulnerable individual seeking assistance, known as the counselee, and a trained and educated professional, known as the counselor. The primary objective of this interaction is to aid the counselee in acquiring more effective coping mechanisms for both personal and environmental challenges. Eddy (2016) further argues that education serves the purpose of providing equal opportunities for all students to achieve their maximum potential in instructive, vocational, personal, emotional, and ethical aspects of expansion.

In a Netherlands investigation conducted, Kauchak (2016) exposed that counseling practices carried out in different schools represent a pivotal element of students' disciplinary strategies, with a primary emphasis on this facet. The delivery of guidance and counseling services is designed to empower learners with the essential skills required to gradually assume accountability for their choices and bolster their ability to grasp and accept the repercussions of their decisions (Kauchak, 2016). The capacity to make informed choosing is not innate but rather requires development, akin to other competencies.

Taking into consideration these claims, Nugent (2017) asserted that, alongside counselors, teachers take a critical part in the effective implementation of a comprehensive guidance program. In essence, teachers assume the pivotal role of adult authority figures within the typical school day. They possess the greatest influence over students, whether it be positively or negatively. Consequently, the absence of teacher support and engagement can significantly impact students' motivation to pursue

education. To corroborate these findings, Othman and Baker (2017) conducted a research endeavor in Malaysia, which illustrated that teacher-counselors wield a pivotal role in recognizing students' distinct requirements, which can exert either favorable or unfavorable influences on their enthusiasm to enroll in and engage with school activities. These individuals serve as the primary advisors to students and offer the greatest potential for personalized learning. Othman and Bakar (2017) further emphasized the importance of collaboration between teachers and counselors for the success of guidance programs. However, contradicting these claims, Myrick (2016) argues that some principals possess misconceptions regarding the responsibilities and functions of counselors.

Providing advice and support, mustn't be limited to maintaining the current state of affairs, but rather is relevant to the students. According to Eddy (2016), it should be determined and tailored to address the precedence needs of the students, with the ultimate goal of enhancing their motivation to enroll in educational institutions. Furthermore, Eddy (2016) argues that these requirements must be met in a highly efficient and successful fashion. The stability of the guidance and counseling program is also crucial, as any loss of personnel can significantly impact its ability to achieve the desired goals and objectives.

Within the context of Moscow, Brammer (2016) and Patterson (2017) have observed that students who encounter difficulties must demonstrate a willingness to seek assistance from a counselor. Failure to do so presents a significant challenge for the teacher-counselor in establishing a productive working relationship. It is important to note that the teacher-counselor cannot instill this enthusiasm in learners; rather, it must originate from within the learner who is experiencing the difficulty.

In many Sub-Saharan African countries, including Nigeria, Kenya and South Africa, it is widely believed that effective school counseling procedures require a reasonable degree of voluntary student participation (Celestine, 2017). Othman and Bakar (2017) have noted that a student's view of counseling may serve as a barricade to the progression in South Africa. The prescribed introduction of counseling and guidance services in Kenyan schools can be traced back to the 1970s, as chronicled by Celestine (2017). This development emerged as a direct response to the recommendations outlined in the careers conference reports of 1967 and 1968. Consequently, in July 1971, the Education Ministry established a dedicated unit for Guidance and Counseling. Before this significant milestone, offering advice and counseling solutions in schools primarily centered on career guidance, relying heavily on the voluntary contributions of teachers who were driven by the motivation to provide such support. However, within the context of secondary school settings, the range of services provided by advice and support expanded to encompass a broader spectrum of issues, including social, personal, psychological, educational, and vocational challenges faced by students (Republic of Kenya, 2019).

In a research investigation conducted in Kisumu District, Jack and Enose (2019) emphasized the pivotal part of counseling and guidance in the realm of school administration and the management of students' discipline in Kenya. This significance has been acknowledged and documented in various government policy documents, tracing back to the era of the country's independence. One such significant document is the Gachathi Report, widely recognized as the "Report of the National Committee on Educational Objectives and Policies of 1976." This report advocated for the integration of guidance and counseling within the secondary school curriculum, incorporating Religious

Education, Social Education, and Ethics are only a few examples. The principal objective of this recommendation was to foster the cultivation of self-discipline among students, as highlighted by Muola and Ileri (2018). Notwithstanding the aforementioned endorsement, the exploitation of counseling and guidance services in Tana North Sub-county remains inadequate as a measure designed to augment student discipline. Despite the Ministry of Education Science and Technology's efforts to mitigate detrimental behaviors in schools through the exercising of the Children's Act in 2001, which instructs that students are eligible for protection from physical and psychosomatic abuse by any individual, instances of poor discipline among students persistently surface in numerous schools (Ramani, 2019).

The implementation of this policy necessitated the development of a novel approach to education, as well as the formulation of a new management strategy and practice aimed at enhancing discipline among the school students. Under the provisions of the Education Act Cap 212 in the legal framework of Kenya (1968), corporal punishment was utilized to be a remedial tool to impart correction to misbehaving learners. Nevertheless, the government's decision to outlaw caning in schools on March 13, 2001, and subsequent endorsement of counseling and guidance as a superior alternative, have been posited as factors that have played a role in enhancing discipline among students across the nation (John, 2019).

According to this legislation, corporal punishment was only administered following a thorough investigation into the offender and offense, and it was carried out by the principal or a teacher authorized by the principal. Furthermore, it was strictly prohibited to administer corporal punishment in the presence of other students. To maintain accurate records, it was required that every instance of corporal punishment be

meticulously documented, including the student's name and age, the offense committed, the number of strikes administered, and the person responsible for administering them. The occurrence of physical altercations and conflicts within educational institutions suggests that learners encounter psychological, social and educational challenges that can be effectually mitigated through the establishment of appropriate guidance and counseling services. According to John (2019), the implementation of school counseling practices should prioritize the students' need to be heard, understood, and guided through their difficult circumstances. However, these claims warrant further examination, as John (2019) and other researchers have not adequately elucidated the specific impact of each counseling practice employed by schools on students' disciplinary outcomes in secondary education.

2.1.6 Mentorship Programmes and Students' Discipline

Mentoring is widely recognized as a pedagogical process in which individuals establish beneficial, personal, and reciprocal relationships to focus on achievement and emotional support. The individuals being mentored, commonly referred to as mentees, procure abilities and values through engaging in conversations with mentors who possess greater experience and knowledge. These advisors impart their expertise and abilities, which can then be integrated into the mentees' thinking, practice, and value systems. Thompson (2016) contends that teachers wield a pivotal role in furnishing students with emotional support, aiding them in navigating feelings of frustration, isolation and anger that can stem from their habitual academic and communal connections. These assertions find validation in a Germany investigation carried out by Grossman and Tierney (2016), which revealed that mentorship programs can be implemented across diverse tiers, with seasoned individuals assuming the role of mentors to steer mentees in charting their life

journeys, drawing extensively upon the wisdom and expertise of their more experienced counterparts. Mentoring has long been recognized as a valuable resource for assisting individuals within organizational settings. Within the business context, formal mentoring programs have been established to enhance employees' performance through the provision of developmental guidance and support from seasoned and senior individuals (Grossman & Tierney, 2016). Individuals who have willingly embraced mentoring roles or have been recipients of mentorship within organizational settings have consistently conveyed a sense of gratification and enlightenment from their experiences, resulting in inherent contentment (Grossman & Tierney, 2016).

In such scenarios, newcomers are matched with seasoned individuals, referred to as mentors, to gain knowledge, observe positive role models, and foster their professional development. Research suggests that new workforces who are matched with mentors are twice as likely to retain their positions compared to those without mentorship. In an educational setting, mentoring encompasses a scenario wherein more experienced students offer various types of assistance to their less experienced counterparts. As posited by Slicker and Palmer (2016), mentoring is centered on addressing the multifaceted requirements of learners, encompassing educational needs, psychological, spiritual, professional and economic.

The primary focal points and elements of mentoring encompass learning talents, peer pressure avoidance regarding drug use, premarital sex, and class skipping while adhering to a specific set of guidelines that include the enforcement of school dress codes, as well as promoting respect and gentleness (Slicker & Palmer, 2016). In certain Irish higher education institutions, mentors are designated to serve as invaluable support resources for learners.

For instance, the Waterford School of Technology has school a mentoring program in its Department of Tourism and Languages, particularly tailored for culinary arts students (Herrera, Sipe, McClanahan, Arbreton & Pepper, 2017). Nonetheless, it is widely acknowledged that there is a scarcity of investigation on the effects of formally established mentoring interactions and the variables that influence them that contribute to the successful facilitation of mentoring endeavors. These findings underscore the essence of mentoring, which involves the transmission of values from mentors to mentees, and its potential to be mutually beneficial, fostering mutual learning within the mentor-mentee relationship.

According to Herrera et al (2017), the transmission of knowledge is a crucial aspect of mentorship, which is facilitated through the establishment of a trusting connection involving the mentor and the protégé. While mentors may employ instruction and teaching techniques as part of their mentorship approach, they do not hold any authoritative power over their mentees. Rather, mentors strive to foster independence in their mentees and provide guidance toward achieving academic or specialized objectives.

According to Lewis and Sugai (2017), a mentorship program in Austria offers numerous advantages to students. One notable benefit is that mentors assist students in identifying and establishing career objectives, subsequently guiding them toward their attainment. This process significantly enhances students' career prospects (Lewis & Sugai, 2017). Consequently, the mentor-mentee relationships foster a sense of belonging within the community, which is particularly valuable for individuals who may otherwise experience feelings of disorientation. School mentors are typically selected based on their academic achievements and their possession of leadership skills, strong

communication and social. As a result, mentors serve as exemplary figures for learners, offering guidance in the direction of both academic and social triumph. In addition to providing support, advice, and encouragement, mentors may also establish meaningful friendships with their mentees. This relationship is mutually beneficial, as mentors derive satisfaction from positively shaping the lives of younger students through their participation in mentoring programs.

Mentorship initiatives are extensively adopted in numerous Sub-Saharan African nations, with the overarching goal of attaining psychosocial, spiritual, professional, and educational objectives (Malone, 2017). Nevertheless, in numerous secondary schools throughout Africa, the full potential of mentorship programs has not been harnessed to offer comprehensive support to students in completing their educational pursuits, fostering their self-assurance, and facilitating their transition to higher education or the professional realm. Peer mentoring, specifically within secondary schools, predominantly concentrates on aiding younger students as they navigate the transition from their homes to the secondary school environment.

As per Malone (2017), students are primarily aided in developing study skills, coping with peer pressure, including pressure to engage in drug use or sexual activities, addressing issues related to turnout and discipline, and resolving typical family problems. According to Emmanuel, Kwame, Paul, and Peter (2018), mentorship programs in Ghanaian schools are intended to cultivate a mentality that is oriented towards work readiness training and the inculcation of essential skills that are necessary for career advancement. In addition to supplementing the core curriculum with instruction on communication, teamwork, leadership, and interpersonal relationships, mentors may also assume the responsibility of assisting students in the development of

these skills and their application to career planning. In the context of Kenya, student mentoring plays a crucial role in assisting schools in achieving their academic and social objectives. The academic objectives primarily encompass the pursuit of academic excellence, promoting student retention, ensuring academic progression, and fostering adherence to social norms and general etiquette (Pepe, 2018). Online resources are utilized to facilitate peer mentoring, recognizing that school-based mentoring programs effectively engross young individuals at their developmental stages and concentrate on their ambitions. This approach enables students to acquire the essential expertise and approaches to effectively navigate life encounters.

The significance of mentorship in secondary schools within Tana North Sub-county cannot be overstated in the accomplishment of learning objectives (Toto, 2018). This is particularly evident in the context of the mentorship role, wherein a seasoned member of the school organization establishes a connection with a less experienced individual, typically a newcomer to the school, to offer information, support, and guidance aimed at improving students' discipline within the school environment. However, it is worth noting that Toto (2018), along with other studies examined, has not adequately addressed the efficacy of various mentorship programs in terms of their impact on students' discipline in secondary schools.

2.2 Theoretical Literature Review

The study was informed by two theoretical frameworks, that is, the systems theory and the assertive discipline theory.

2.2.1 The Systems Theory

This study was guided by the Luhmann's (2004) systems theory, which presents organizations as intricate entities composed of interrelated components, each possessing

distinct functions and interconnected duties. The theory advances the notion that all facets of an organization are intricately intertwined and interdependent and that organizations operate as open systems engaging with their surroundings, consistently evolving and refining themselves. Real systems remain receptive to their environments, engaging in interactions and allowing for the emergence of new properties, leading to ongoing evolution. Any disruption within one segment of the organization has repercussions that ripple through other segments and ultimately impact the organization as a whole.

The systems theory is highly relevant to the context of schools functioning as organizations, given that schools operate as open systems that receive inputs from their surrounding environment (Okumbe, 2011). These inputs encompass students arriving from a diverse external environment, each bringing their own set of beliefs, objectives, and aspirations. Nonetheless, as a result of their educative encounters within the school, gained through interactions with school administrators, educators, and fellow students, these students transform and emerge as changed individuals. This transformative process also encompasses the monitoring and rectification of disciplinary matters among learners.

In summary, the systems theory provides a useful framework for understanding schools as organizations and highlights the importance of considering the interdependence and interconnectedness of different parts of the organization, as well as the impact of external factors on the organization. The dynamic interaction among teachers, students, and various stakeholders encompasses the vital task of monitoring students' discipline and addressing any disciplinary issues that may arise within the student body. This transformative process equips students to become informed citizens capable of making

valuable contributions to societal development. It underscores the necessity for the school, as an organizational entity, to effectively manage school discipline by remaining attentive to shifts in the external environment and proactively adapting to these changes to maintain relevance. Such changes may encompass alterations in policies, shifts in policy requirements, and legislative mandates that necessitate a principal's proper response to external demands and influences. These external factors can exert either a positive or negative impact on students' discipline, underscoring the need for vigilance and adaptability in school management. Numerous factors come into play when considering the impact on students' discipline, including media influence, the ready availability and accessibility of internet resources, students' interactions with community members, technological advancements, and information received from students who have faced suspension or expulsion.

In pursuit of educational objectives, schools employ various alternative methods to instill discipline in students, such as peer counseling, the suspension of unruly students, and the utilization of class gatherings for collaborative decision-making. Consequently, schools exist within an environment that both influences them and is influenced by them. The efficacy of the disciplinary strategies implemented within schools profoundly shapes the character and caliber of students' discipline, thereby exerting a notable influence on the applicability of the theory under scrutiny.

2.2.2 Assertive Discipline Theory

The Assertive Discipline Model was also used to guide this investigation, as postulated by Canter and Canter (2001), to address substantial concerns related to discipline management and its potential influence on students' learning and academic achievements.

Following this theory, the responsibility falls upon the teacher to establish and instruct a discipline plan that encompasses 4-5 rules, accompanied by clear-cut consequences. This process commences with the identification and communication of rules and expectations to students, ensuring their full comprehension. Moreover, the theory underscores the importance of positive reinforcement, primarily through parental involvement, employing repetition to reinforce rules, and emphasizing the adoption of constructive disciplinary measures rather than punitive ones. Furthermore, the theory puts forward a five-step hierarchy of progressively escalating consequences to be deployed in the event of rule violations.

The initial transgression entails issuing a verbal caution to the student; the subsequent violation results in ten minutes of isolation for the student, while in the third instance, the learner is subjected to fifteen minutes of isolation. In the event, the parents of the students are contacted. Ultimately, the fifth disciplinary measure necessitates the student being referred to the office of the deputy headteachers. This theoretical framework aligns with the present study as educational institutions possess established guidelines and principles that all students are expected to comply with.

2.3 The Conceptual Framework

In this investigation, a conceptual framework was adopted with a central focus on the exploration of school disciplinary strategies. These strategies were manifested through three key components: the enforcement of school regulations and rules, the engagement of stakeholders, and the execution of guidance and mentorship programs. These elements were treated as independent variables, while students' discipline served as the dependent variable. Furthermore, governmental and school regulations and regulations were recognized as intervening variables, as in Figure 1.

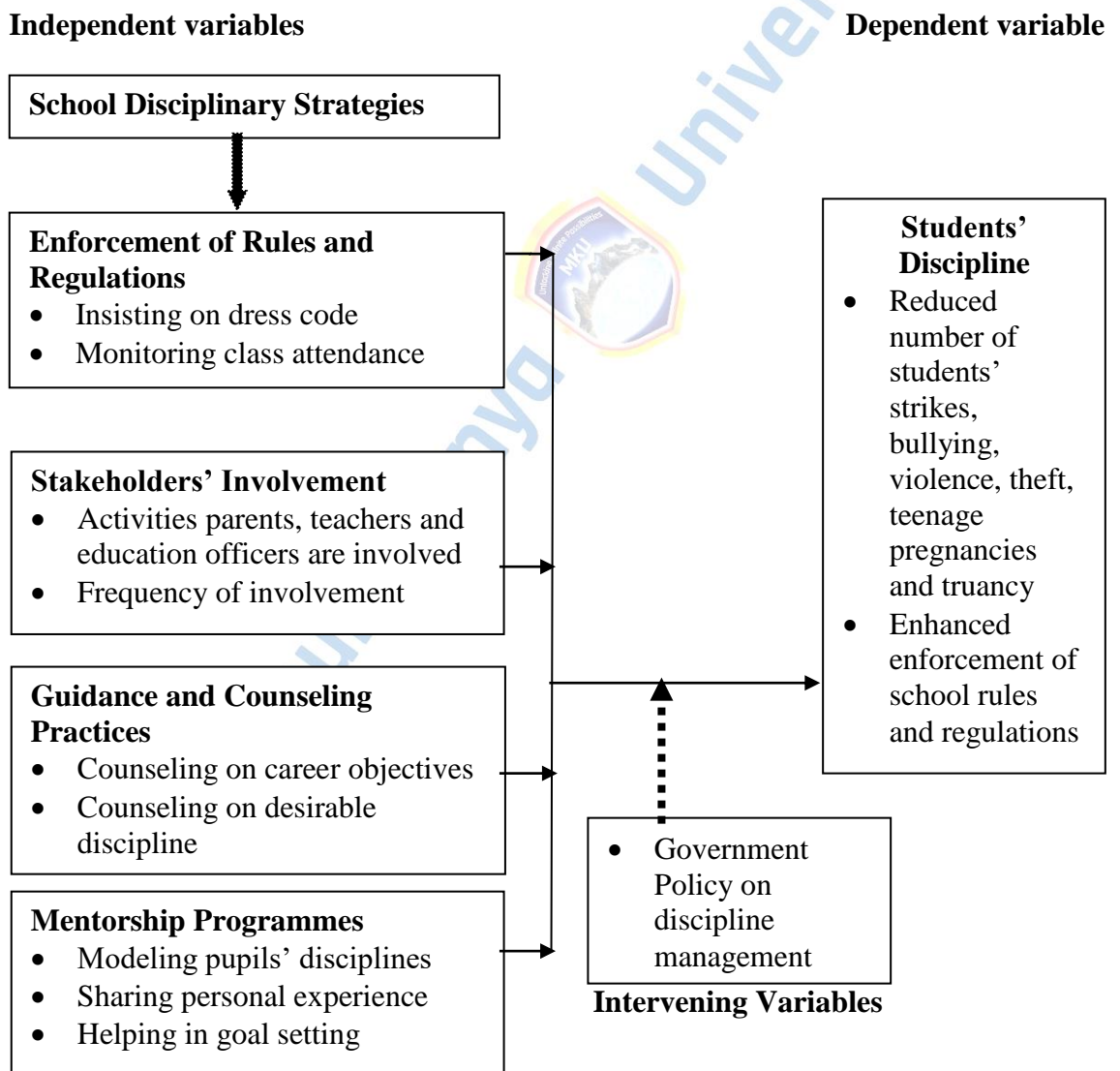


Figure 1: The Conceptual Framework of the Study
Source: Researcher (2024)

2.4 Research Gaps

The review has identified several gaps in research and knowledge. For instance, regarding the enforcement of rules and regulations, Kindiki (2019) has not provided a comprehensive analysis of how the implementation of various school rules and regulations affects students' discipline. Additionally, there is still much to be explored regarding stakeholder involvement, as Kiumi et al (2018) and other empirical studies have not examined the extent to which specific roles played by different stakeholders contribute to promoting discipline among students in public secondary schools. Furthermore, in the area of guidance and counseling practices, John (2019) and other empirical researchers have not adequately explained how each counseling practice adopted by schools influences learners' discipline in secondary schools. The significance of mentorship programs in primary schools for the achievement of educational objectives has been emphasized in scholarly research. Nevertheless, existing studies have failed to elucidate the efficacy of various mentorship programs about students' discipline within primary school settings. These gaps in research and knowledge were the focal points of investigation in this study.

2.5 Summary of Literature Review

This study undertakes a review of the literature about the concept of students' discipline, school disciplinary strategies, and the impact of enforcement of rules and regulations, guidance and counseling, stakeholders' involvement and mentorship programmes on students' discipline. The literature review indicates that the disciplinary practices implemented by secondary schools have resulted in a decrease in student strikes and an improvement in enforcement of school rules and regulations. However, further research was needed to evaluate the degree to which each strategy affects students' discipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter provides a comprehensive overview of the methodology utilized in the investigation. It delves into the research design, study site, target population, sample size, sampling techniques and procedures, data collection instruments, methods employed to evaluate the validity and reliability of these instruments, the research procedure implemented, as well as the data management and analysis techniques utilized throughout the study's implementation.

3.1 Research Methodology

The investigation used a combined methodology, encompassing both qualitative and measurable methods. As per Creswell's (2018) definition, the quantitative approach involves the researcher's selection of the research topic, formulation of specific research questions, and assemblage of quantifiable records from an enormous sample, statistical analysis of the data, and an objective and unbiased inquiry. Quantitative data for this study were acquired via the distribution of questionnaires. In contrast, the qualitative aspect of the research leaned on the viewpoints of participants, as the researcher posed open-ended inquiries, eliciting data predominantly in textual form from the participants. Subsequently, the researcher expounded upon and scrutinized this textual data in alignment with the study's objectives. Qualitative data for this study were gathered through structured interview schedules and facilitated focus group discussions.

3.2 Research Design

The present investigation utilized a concurrent triangulation design, which was deemed appropriate due to its ability to facilitate the simultaneous implementation of quantitative and qualitative methods with equal emphasis.

Typically, this strategy requires collecting and analyzing both data simultaneously. types of data in a separate but concurrent manner, thereby enabling the researcher to gain a comprehensive understanding of the research problem (Creswell, 2018). The researcher integrated the two datasets by combining the distinct findings in the interpretation phase.

3.3 Location of Study

The investigation was undertaken in Tana North Sub-county located in Tana River County. Tana North is home to an estimated population of 82,545 individuals and spans an area of 131,191.5 km², resulting in a populace density of one person per km² (KNBS, 2019). The primary fiscal accomplishments in this region include nomadic pastoralism, subsistence agriculture, and trade. Nonetheless, poverty remains a significant challenge for some of the sub-county's inhabitants, which has resulted in difficulties within the education sector, including limited school accessibility and high dropout rates in slum areas.

Additionally, Tana North Sub-county has recently garnered attention due to an increase in disruptive disciplinary incidents among secondary school students. Despite these concerns, few empirical studies have scrutinized the impact of school disciplinary strategies on student behavior in public secondary schools. Therefore, the present study focused on Tana North Sub-county as the research site to address this gap in the literature.

3.4 Target Population

The investigation's target population consisted of 291 respondents, including 10 deputy principals as well as 123 teachers, as indicated in Table 1.

Table 1: Target Population of the Study

Categories	Target Population
Deputy Principals	10
Teachers	123
Student Leaders	158
Total	291

Source: Tana North Sub-county Education Office (2024)

3.5 Sampling Procedures and Sample Size

The investigator employed Yamane's Formula for the determination of sample size to calculate the appropriate sample size for this study. The technique is outlined as follows:

$$N_0 = \frac{N}{1 + N(e^2)}$$

Based on the objective population, N, and the confidence level of 5% (equal to 0.05 in decimal notation), the needed sample size at a 95% confidence interval, designated as N_0 , is calculated. As a result, the needed sample size may be determined using the formula below:

$$N_0 = \frac{291}{1 + 291(0.05)^2}$$

$$N_0 = 168 \text{ respondents}$$

The present study employed stratified sampling to generate two strata, namely Bura and Madogo, depending on how many zones there are in Tana North Sub-county. Within each geographical zone, a purposive sampling technique was applied to handpick three deputy administrators and 46 teachers from secondary schools who had documented elevated cases of student indiscipline. Nonetheless, to alleviate the possibility of bias, a straightforward random sampling technique was utilized to choose 35 student leaders

from each zone. This sampling strategy facilitated the selection of a total of deputy principals (6), teachers (92), and student leaders (70), as delineated in Table 2.

Table 2: Sampling Grid

Categories	Target Population	Sample Size	Sampling Techniques
Deputy Principals	10	6	Purposive sampling
Teachers	123	92	Purposive sampling
Student Leaders	158	70	Simple random sampling
Total	291	168	

Source: Researcher (2024)

3.6 Research Instruments

The aforementioned research tools were employed to collect data about the targeted research objectives. These instruments were questionnaires, focus group discussions and interview guides.

3.6.1 Questionnaire for Teachers

The investigator employed a custom-designed form that comprised closed-ended items to gather quantitative data regarding the perspectives of educators. Following Creswell's (2018) guidance, questionnaires serve as valuable tools for collecting quantitative data. The form was distributed into several discrete sections. The initial section (A) focused on gathering demographic evidence about the respondents. Meanwhile, sections (B, C, D, E, & F) consisted of questions formulated using a 5-point Likert scale, designed to align with the specific objectives of the study.

3.6.2 Interview Guide for Deputy Principals

The investigator employed well-thought-out cross-examination with open-ended test items to elicit qualitative data from assistant administrators. Interview guides containing a set of queries aligned with the research objectives were utilized.

Before conducting the interviews, permission was sought and respondents were provided with the option to rephrase any questions that they may not have been comfortable with. As Kothari (2018) posits, interviews are a crucial tool for researchers as they enable the posing of probing questions.

3.6.3 Focus Group Discussion Guide for Student Leaders

This inquiry employed the method of Focus Group Discussion to gather qualitative data from student leaders in public secondary schools. A total of 70 student leaders were selected as participants, and they were divided into five groups according to how many secondary educational institutions there are included in the sample. Each group consisted of 14 student leaders. It is essential to remember that the students themselves were the primary focus of the analysis and the primary recipients of the learning's findings.

3.7 Piloting of Research Instruments

The pilot testing of investigation tools was conducted among 17 respondents from a sample of public secondary schools in Tana North Sub-county. These include deputy principals, teachers and student leaders. The determination of this sample size followed Connelly's (2008) counsel, which advises that a pilot sample should school 10% of the entire inquiry cohort, equivalent to 10% of the total 168 participants. The responders were given the test items. The key objectives of the pilot testing encompassed the assessment of the suitability and lucidity of the questions embedded within the research instruments. Furthermore, it sought to appraise the appropriateness and comprehensibility of the gadgets' configuration, the pertinence of the evidence being solicited, and the language employed. In addition, the pilot phase encompassed the validation, reliability assessment, credibility evaluation, and dependability examination of the instruments.

Throughout the piloting process, participants were allowed to seek elucidation on any queries they harbored regarding the items featured in the research instruments. It's imperative to underscore that those who participated in the pilot phase were omitted from the final article to mitigate any potential bias.

3.7.1 Validity

The research inquiries, goals, and literature review served as a framework for the development of questionnaires. This approach was adopted based on Kothari's (2018) assertion that validity refers to A measure of the magnitude to which a tool successfully fulfills its intended function. Consequently, the validity of the study was evaluated about the construct and content of the instruments. To ensure content validity, consultation with experts was conducted to identify and eliminate irrelevant, ambiguous, and inadequate items. Unnecessary items were eliminated, while others were revised and added to enhance the level of instrumentation.

3.7.2 Reliability

To ascertain the reliability of the research tool,s the researcher, in conjunction with the supervisory team, conducted a critical evaluation of the coherence of the responses obtained from the piloted instruments to determine their reliability. This was done following Bland's (2010) definition of reliability as the extent to which an investigation tool contributes consistent or comparable outcomes upon repeated experimentation. The reliability of the restricted questionnaire items was affirmed by employing the test-retest approach, wherein the investigator presented a subset of test items to a group of participants on two distinct occasions. Utilizing the Cronbach Alpha Method, a reliability index of $r = 0.726$ was computed from the scores derived from the two assessments, signifying a substantial level of internal consistency.

3.7.3 Credibility

The establishment of believability in research findings is closely tied to the concept of credibility. This principle emphasizes the importance of quality over quantity, as highlighted by Creswell (2018). Rather than focusing solely on the volume of data collected, the richness of the information gathered holds greater significance. In the present study, the credibility of qualitative statistics was safeguarded through the process of data triangulation, involving numerous analysts. However, it is crucial to note that the ultimate judgment of credibility lies with the participants or readers, who possess the necessary perspective to reasonably evaluate the results.

3.7.4 Dependability

Dependability is a crucial aspect of research, as it ensures the consistency and replicability of the findings. It is evaluated based on the standards employed during the research process, analysis, and presentation (Creswell, 2018). In the present study, meticulous reporting of each qualitative data collection procedure was undertaken to facilitate the replication of the inquiry and the attainment of comparable outcomes. By providing comprehensive details of each step in the study, external researchers were empowered to replicate the investigation and obtain similar results. Furthermore, this transparency in reporting allowed researchers to grasp the employed methodologies and their efficacy.

3.8 Data Collection Procedures

The researcher conducting the investigation obtained a set of crucial documents to support the research project, including an initial communication from Mount Kenya University's School of Graduate Studies. This was accompanied by a Letter of Authorization and Permit for Investigation issued by the National Commission for Science, Technology, and Innovation.

Furthermore, formal letters of approval were procured from both the Commissioner and Director of Education in Tana River County. Armed with the requisite research permits and authorization missives, the researcher proceeded to coordinate appointments with school principals, educators, and student leaders. These meetings were meticulously scheduled to enable the administration of questionnaires, the conduct of interviews, and the facilitation of focus group discussions, all geared towards the acquisition of imperative data for the study. To ensure the efficient delivery of questionnaires, the services of a research assistant who had undergone an exhaustive three-day training regimen were enlisted to provide valuable support in this endeavor. Completed questionnaires were systematically gathered and securely stored for subsequent analysis of data. Concurrently, in-person cross-examinations and concentration group discussions were personally conducted to extract qualitative statistics, adding depth and context to the study's findings.

3.9 Data Analysis Procedures

The data breakdown process commenced by detecting prominent themes. Subsequently, the pertinent data was dissected into individual sentences, each encapsulating an explicit and unique concept. Codes and labels were affixed to the responses derived from the closed-ended questions. Subsequently, the frequency of these responses was computed to produce descriptive statistics relating to the participants and to depict the overarching patterns of findings about the diverse variables under examination. In keeping with the study's aims, the collected qualitative information underwent theme analysis before being put forward in an essay style. In contrast, the quantitative data were subjected to descriptive analysis, involving the computation of frequencies and percentages. Furthermore, inferential analysis was performed through the application of Pearson's

Product Moment Correlation Analysis, utilizing Statistical Packages for Social Science (SPSS 23), with the outcomes displayed via tables and charts.

3.10 Ethical Considerations

Issues of Ethics with experiments encompass delineating the scope and requirements of the study, elucidating the process of obtaining informed consent from participants, and ensuring the preservation of confidentiality.

3.10.1 Confidentiality and Privacy

The examiner committed to maintaining the confidentiality of any personal information disclosed by the participants. The researcher provided reassurance to the participants that their private information would not be disclosed to any external parties and that no identifying details would be disclosed in any written or verbal consent.

3.10.2 Informed Consent

The responders received an explanation from the person conducting the study on the nature and goals of the study. To ensure that those who participated could engage voluntarily, the researcher also described the protocol that would be adopted during the data-gathering process. To ensure their willingness to participate, the respondents were required to complete an informed consent form (Appendix II), affirming their agreement to contribute to the inquiry and provide honest information. In the case of minors under the age of 18 who were students, informed consent was obtained from their parents or guardians, who were required to complete an informed consent form (Appendix III) granting permission for their children to be involved in the investigation. The participants were explicitly notified that their engagement in the study carried neither advantages nor foreseeable risks. Emphasis was placed on the fact that they participated voluntarily, highlighting their prerogative to withdraw from the study at any point before or during its course without incurring any adverse consequences.

3.10.3 Storage of Data Collected

For easy access, the obtained unprocessed information was structured and saved. Following the analysis of the data, hard copies were filed, while digital copies were stored in storage devices such as CDs and flash drives.

3.10.4 Safety of Stored Data

The computer password was devised as a means to safeguard both raw and processed data, thereby restricting unauthorized individuals from gaining access to the stored information.



CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

The present chapter provides the findings of the study based on the study objectives. To ensure coherence and a logical sequence, the initial sections provide demographic data of the participants, as it may be useful to the interpretation of the data they provided.

4.1 Response Rate

This study involved the distribution of 92 questionnaires to teachers, however, 88 were filled and returned. Furthermore, the investigator conducted interviews among five deputy principals and organized focus group discussions with 67 student leaders. The responses are detailed in Table 3.

Table 3: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Deputy Principals	6	5	83.3
Teachers	92	88	95.7
Student Leaders	70	67	95.6
Total	168	160	95.2

Source: Field Data (2022)

Table 3 presents the response rates obtained from Deputy Principals, teachers, and student leaders, revealing participation rates of 83.3%, 95.7%, and 95.6%, respectively. These statistics result in a typical response percentage of 95.2%, aligning with Creswell's (2014) guideline for a response rate considered satisfactory when surpassing the 75.0% threshold. This dataset assumes particular significance as it empowers the researcher to extrapolate the study's discoveries to the specified population.

4.2 Respondents' Demographic Information

The research tools were designed to accumulate demographic evidence from the participants, encompassing their gender and level of education. This step was deemed essential as these variables have the potential to impact the respondents' capacity to provide reliable and trustworthy information about the research objectives.

4.2.1 Gender of the Respondents

Data regarding the dissemination of participants based on their gender were gathered. Results are presented in Table 4.

Table 4: Distribution of the Respondents by Gender

Gender	Deputy Principals		Teachers		Student Leaders	
	f	%	f	%	f	%
Male	4	80.0	54	61.4	47	70.1
Female	1	20.0	34	38.6	26	29.9
Total	5	100.0	88	100.0	67	100.0

Source: Field Data (2022)

Table 4 demonstrates that the majority of Deputy principals, specifically 4 (80.0%), were male, while 1 (20.0%) were female. Similarly, a larger proportion of teachers, 54 (61.4%), were male, while 34 (38.6%) were female. Likewise, the majority of student leaders, 47 (70.1%), were male, while female student leaders accounted for 26 (29.9%) of the sample. These findings indicate that there was a satisfactory level of gender equality across all levels of the study. Furthermore, they highlight the significant concern shared by both male and female stakeholders regarding the bearing of school management practices on students' discipline at the secondary level.

4.2.2 Level of Education of Deputy Principals and Teachers

The investigation tools employed in this study also collected data on the educational attainment of Deputy Principals and teachers. Results are shown in Table 5.

Table 5: Level of Education of Deputy Principals and Teachers

Level of Education	Deputy Principals		Teachers	
	f	%	f	%
Diploma	0	0.0	9	10.2
Bachelors' Degrees	3	60.0	58	65.9
Postgraduate	2	40.0	21	23.9
Total	5	100.0	88	100.0

Source: Field Data (2022)

Table 5 shows that a majority of the Deputy Principals, specifically 3 individuals or 60.0%, held Bachelors' Degrees, while 2 individuals or 40.0% possessed postgraduate qualifications. Similarly, the majority of teachers, 58 individuals or 65.9%, held Bachelors' Degrees, while 21 individuals or 23.9% held postgraduate qualifications, and 9 individuals or 10.2% held Diplomas. These findings suggest that the respondents possessed fundamental training and education, which supports the assumption that they were capable of responding to inquiries regarding the impact of school management practices on students' self-control in public secondary schools.

4.3 Status of Discipline among Students in Public Secondary Schools

The research sought to assess the extent of student discipline in public secondary schools located in Tana North Sub-county. Results are displayed in Table 6.

Table 6: Status of Students' Discipline in Public Secondary Schools

Indicators of Indiscipline in Schools	SA	A	U	D	SD
	%	%	%	%	%
Instances of violence behaviour towards peers	55.8	11.1	5.5	22.1	5.5
Students frequently participate in various instances of strikes and school riots	53.4	10.1	4.0	24.6	7.9
Instances of theft among students are a recurring occurrence	59.3	9.1	3.1	24.1	4.5
The prevalence of adolescent pregnancies is significant	52.3	14.1	5.5	19.6	8.5
Truancy and absenteeism are prevalent issues observed among students enrolled in secondary educational institutions	57.3	9.0	6.5	20.1	7.1
The academic performance of students is observed to be significantly below average	64.8	7.5	6.0	13.6	8.1
Students break school rules and regulations very often	54.8	9.5	6.5	23.1	6.1

Table 6 presents the results of a survey conducted among teachers regarding their perceptions of violence, strikes, school riots, and theft among students. The data indicates that a majority of teachers (55.8%) strongly agreed with the notion that students frequently engage in violent behavior towards their peers, while 11.1% agreed. A small proportion of teachers (5.5%) were undecided, while 22.1% disagreed and 5.5% strongly disagreed with this view.

Similarly, the results indicate that a majority of educators (53.4%) expressed a profound concurrence that students are frequently engaged in strikes and disturbances within the school environment, while 10.1% concurred to some extent. A minority of instructors (4.0%) remained uncertain on this issue, whereas 24.6% held a dissenting viewpoint, and 7.9% vehemently opposed this perspective. Additionally, a substantial portion of teachers (59.3%) firmly attested that students are frequently involved in pilferage from their peers, with 9.1% displaying concurrence.

A smaller percentage of educators (3.1%) exhibited uncertainty, while 24.1% contradicted, and 4.5% strongly contradicted this assertion. Table 6 furnishes supplementary data, demonstrating that a noteworthy portion of educators, precisely 52.3%, conveyed a robust concurrence with the concept that occurrences of teenage pregnancies are widespread. Moreover, 14.1% of teachers concurred with this viewpoint. Nevertheless, a diminutive fraction of instructors, specifically 5.5%, retained an ambivalent stance on this issue, while 19.6% dissented, and 8.5% vehemently dissented.

The data offered in this study portrays a notable proportion of educators, comprising a substantial 57.3%, expressing strong concurrence with the notion that truancy and absenteeism are highly prevalent within the realm of secondary school students. Additionally, 9.0% of instructors aligned their views with this perspective, while a modest 6.5% maintained an equivocal stance, and a significant 20.1% diverged from the opinion, accompanied by an additional 7.1% firmly opposing it. In the same token, a considerable majority of teachers, encompassing an impressive 64.8%, fervently endorsed the assertion that students routinely demonstrate suboptimal academic performance, with 7.5% exhibiting concurrence, 6.0% retaining indecision, 13.6% registering dissent, and 8.1% firmly contesting the idea.

A substantial number of educators, totaling 54.8%, firmly supported the notion that students frequently transgress the established rules and regulations of the school, with 9.5% converging with this viewpoint, 6.5% harboring uncertainty, 23.1% dissenting, and 6.1% staunchly dissenting. Moreover, the research also canvassed the viewpoints of Deputy Principals and student leaders, who echoed congruent sentiments regarding the pervasive nature of indiscipline among the student body.

They cited a multitude of instances of misconduct, underscoring the compelling imperative for intervention. During interviews, Deputy Principal DP1 candidly acknowledged the existence of indiscipline among the students.

In my secondary school, we have encountered instances necessitating the management of disciplinary cases on students' engagement in acts of violence against one another. These incidents primarily involve students engaging in physical altercations or engaging in acts of bullying towards their younger peers. Additionally, there have been instances of truancy, theft, and a noticeable decline in academic performance among the student body.

Throughout the conducted focus group discussions, student leaders acknowledged the prevalence of numerous instances of misconduct within the student body. Additionally, the student leaders made the following observations:

Instances of theft, violence, strikes, arson, and vandalism perpetrated by students have been prevalent in our secondary school.

Notwithstanding, a few Deputy Principals have dismissed the notion that there is a noteworthy prevalence of indiscipline in publicly funded secondary schools. Upon further investigation, DP2 articulated that,

Instances of student indiscipline in public secondary schools exist, although they may not be as extensive as perceived by educators and other concerned parties. Various measures are in place to guarantee consistent and punctual student attendance.

The present findings provide support for the claims made by the Ministry of Education (2011) regarding the prevalence of misbehavior among students in secondary educational institutions within Tana North Sub-county. According to the Ministry of Education (2011), there has been a notable increase of 19.7% in students' disobedience in public secondary schools located in Tana North Sub-county. This finding aligns with the results of a study conducted by Bwana (2015), which indicated a rise of up to 45.1% in instances of student indiscipline within the same schools. Bwana (2015) further disclosed that drug and substance abuse among students accounted for 34.9% of cases,

while teenage pregnancy constituted 56.1% of instances. Additionally, learners who harass and fight each other accounted for 44.3% of cases, and student strikes were reported at a rate of 54.3% in secondary schools within the sub-county. These findings collectively highlight the severity of the indiscipline issue within public secondary schools. The prevalence of disciplinary issues among students has become a matter of national concern for education stakeholders. The emergence of these problems implies that depression in students may have multiple causative factors, including experiences of child abuse or trauma in adults, suppressed reminiscences, familial designs, or an arrangement thereof.

In secondary or high schools, depression linked to substance abuse often manifests as persistent feelings of sadness, diminished energy levels, and a sense of hopelessness. Consequently, numerous students display diminished psychological well-being, a lack of clear life direction, reduced self-esteem, and deficient self-efficacy skills. These factors collectively contribute to incidents of unrest, protests, and other forms of misconduct within the school setting.

4.4 Enforcement of Rules/Regulations and Students' Discipline in Public Secondary Schools

The research sought to examine the influence of enforcing rules and regulations on the discipline of students in public secondary schools. Descriptive data were collected from teachers. Results are shown in Table 7.

Table 7: Views of Teachers on the Influence of Enforcement of Rules and Regulations on Students' Discipline in Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Principals of secondary schools enforce the dress code, which has decreased the learner strikes	51.8	11.2	5.5	5.5	26.0
Students follow the rules and regulations that secondary schools implement	53.8	14.6	5.5	11.1	15.1
In public secondary schools, students are expected to adhere to rules and regulations as a way of improving their discipline	57.3	9.5	7.5	9.5	16.1
Secondary school principals enforce rules against theft and vandalism	61.3	10.1	5.5	13.1	10.1

Table 7 reveals that a majority of teachers, specifically 51.8%, strongly agreed with the notion that principals effectively enforce dress codes, resulting in a decrease in student strikes. Additionally, 11.1% of teachers agreed with this viewpoint. However, a small percentage of teachers, 5.5%, remained undecided on the matter, while another 5.5% disagreed and 26.0% strongly disagreed. Furthermore, the study also examined teachers' perspectives on the adherence of students to school rules and regulations, which are enforced by secondary schools.

The results demonstrate that a little over half of the teachers, precisely 53.8%, held a strong conviction that students adhere to these regulations. In addition, 14.6% of educators shared this perspective. Conversely, a modest 5.5% of teachers remained uncertain, while 11.1% expressed disagreement, and 15.1% vehemently disagreed with this notion. The investigation has unveiled that a majority of educators, specifically 57.3%, firmly endorsed the idea that strict adherence to rules and regulations within public secondary schools stands as a pivotal factor in bolstering student discipline. Moreover, 9.5% of the teaching staff concurred with this perspective, while 7.5% remained uncertain, 9.5% expressed disagreement, and 16.1% vehemently disagreed.

Additionally, the study ascertained that a substantial proportion, 61.3%, of teachers strongly advocated for the significance of secondary school principals rigorously enforcing regulations to combat theft and vandalism, with 10.1% in agreement, 5.5% undecided, 13.1% in disagreement, and 10.1% strongly in disagreement with this standpoint. These findings are consistent with a study conducted in the Netherlands by Lupron and Jones (2015), which highlighted the significance of schools establishing rules and regulations to govern the diverse lifestyles of students, outlining acceptable and unacceptable behaviors.

The authors also noted that regulations are authoritative orders with legal implications, aimed at promoting order and efficiency within an organization. Effective schools, according to Lupron and Jones (2015), demonstrate sound all-encompassing practices, comprising collaborative leadership, stressing school rules and regulations, and good practices. Consequently, school rules and regulations serve as a guide for expected behavior for both teachers and students. These findings provide corroboration for the outcomes of an investigation conducted in Austria by Adams (2016), which demonstrated the efficacy of school rules and regulations as effective strategies for fostering positive behavior in students.

Similarly, a study steered in Nigeria on the management of students' conduct through school rules and regulations, as observed by Nakpodia (2010), underscored the enforcement of these rules and regulations through a variety of mechanisms, including prefects' bodies and councils, disciplinary committees, educators, and engagement with stakeholders. These findings collectively suggest that observance of school rules and regulations, while not universally adhered to, assumes a pivotal role in mitigating instances of student indiscipline. In essence, the enforcement of rules and regulations by

school administration emerges as a paramount factor in curbing incidents of indiscipline among learners in secondary education.

4.4.1 Inferential Analysis

To evaluate the impact of enforcing rules and regulations on student discipline in public secondary schools, information was gathered regarding how frequently school principals administer penalties to students who violate these guidelines in five selected public secondary schools. The frequency of punitive actions was assessed on a scale ranging from Very Often (5) to Never (1). Additionally, the study recorded the total number of disciplinary incidents in public secondary schools over the past five years (2017-2021). The results of this study are detailed in Table 8.

Table 8: Frequency of Punishment of Students who break Rules/Regulations and the Number of Indiscipline Cases in Schools

Frequency of Punishment for Students who break School Rules and Regulations	Number of Strikes	Number of Bullying Cases	Number of Theft Cases
1	3	29	11
1	2	30	32
2	4	22	24
3	1	18	14
5	0	5	7

Source: Field Data (2022)

Table 8 presents empirical evidence demonstrating a decline in instances of indiscipline within public secondary schools, where students who violate rules and regulations are consistently subjected to disciplinary measures. This finding suggests that the frequency of enforcement by secondary school management acts as a deterrent against the escalation of indiscipline among students.

To further validate these findings, Pearson's Product Moment Correlation Analysis was conducted, and the outcomes are presented in Table 9.

Table 9: Relationship between Enforcement of Rules and Regulations and Students' Indiscipline in Public Secondary Schools

		Frequency of Enforcement of School Rules and Regulations	No. of Strikes	No. of Bullying Cases	No. of Theft Cases
Frequency of Enforcement of School Rules and Regulations	Pearson	1	-.601*	-.680*	-.638*
	Correlation				
	Sig. (2-tailed)		.030	.011	.019
	N	5	5	5	5
Number of Strikes	Pearson	-.601*	1	.213	.320
	Correlation				
	Sig. (2-tailed)	.030		.484	.286
	N	5	5	5	5
Number of Bullying Cases	Pearson	-.680*	.213	1	.574*
	Correlation				
	Sig. (2-tailed)	.011	.484		.040
	N	5	5	5	5
Number of Theft Cases	Pearson	-.638*	.320	.574*	1
	Correlation				
	Sig. (2-tailed)	.019	.286	.040	
	N	5	5	5	5

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

Table 9 illustrates a strong correlation between the implementation of guidelines and the incidents of misconduct among students in public secondary schools. Specifically, the data unveils an inverse relationship, suggesting that as the regularity of implementing school regulations and rules intensifies, the frequency of student indiscipline diminishes ($r(5) = -0.601, -0.680, -0.638, p = 0.030, 0.011, 0.019$ at $\alpha = 0.05$). These findings lend credence to the proposition that for a reduction in instances of student indiscipline, secondary school administration should conduct more rigorous enforcement of regulations and rules.

4.4.2 Thematic Analysis

During the interviews, Deputy Principals expressed their belief that the significance of school rules and regulations as a means of deterring learners from engaging in indiscipline cannot be disregarded. One of the Deputy Principals, DP3, made the following observation:

In my school, we have advocated for stricter enforcement of rules to help manage the behaviour patterns of our students. Enforcing enforcement of Rules and regulations among students has seen a reduction in cases of indiscipline in our school.

During the focus group discussions, educational leaders expressed their observation that the enforcement of rules and regulations has effectively prevented students from engaging in inappropriate behavior patterns. The student leaders agreed on this matter.

Our schools enforce stricter enforcement of set rules and regulations as a way of controlling how we behave at all times. Cases of strikes, theft and vandalism, violence, and arson have gone down in our school since the school administration enforced stricter enforcement of set rules and regulations.

The present study provides further support for the assertions made by Lupron and Jones (2015) regarding the role of rules and regulations in governing the behavior patterns of secondary school students. Specifically, the findings suggest that effective schools prioritize inclusive practices that emphasize the significance of observing school regulations and regulations as a means of mitigating instances of student indiscipline. These mixed results underscore the notion that school rules and regulations serve as a fundamental framework for establishing expected standards of behavior for both teachers and students. Despite potential student resistance, the execution of such rules and regulations has been shown to positively impact student conduct and reduce instances of misbehavior within the school environment.

4.5 Stakeholders' Involvement and Students' Discipline in Secondary Schools

This study aimed to investigate the impact of stakeholders' engagement on students' disciplinary behavior in public secondary schools. The findings of this research are presented in Table 10.

Table 10: Views of Teachers on the Influence of Stakeholders' Involvement on Students' Discipline in Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public secondary schools involve teachers in modeling discipline which has condensed students' strikes	59.3	13.1	7.5	9.5	10.6
In public secondary schools, students adhere to rules and regulations since my school involves parents in modeling their discipline	39.2	8.0	5.5	9.5	37.7
Public secondary schools incorporate the involvement of education officers as a means to enhance students' discipline	33.2	7.5	6.5	14.8	38.2

In Table 10, the data underscores a substantial percentage of educators (59.3%) staunchly advocated the concept that public secondary educational institutions actively engage their teaching staff in exemplifying discipline, resulting in a discernible decline in instances of student strikes, with an additional 13.1% expressing concurrence. Nonetheless, a noteworthy 7.5% of respondents retained an uncertain stance on this subject, while 9.5% registered disagreement and a substantial 19.6% vehemently dissented. Furthermore, the study also unveiled that 39.2% of instructors ardently championed the notion that students' steadfast adherence to the established rules and regulations within public secondary schools can be predominantly attributed to parental participation in the process of inculcating disciplinary values, while 8.0% concurred. Nevertheless, 5.5% of respondents remained in a state of indecision, 9.5% conveyed dissent, and a noteworthy 37.7% fervently contested this perspective.

The study also unveiled that a significant proportion of teachers, specifically 33.2%, strongly agreed with the notion that education officers should be involved in secondary institutions that are publicly funded to improve the discipline of the students. Additionally, 7.5% of the teachers agreed with this perspective. Conversely, 6.5% of the teachers remained undecided, while 14.8% disagreed and 38.2% vehemently opposed. These discoveries align with the arguments put forth by Mtsweni (2017), who posited that the improvement of students' discipline necessitates the sharing of responsibility among various stakeholders, including education officers, to foster values and standards that establish a solid foundation for behavioral codes and the successful operation of schools.

Additionally, these findings are in harmony with the results from research conducted in Spain by Castello et al. (2010), which indicated that parents play a crucial role in maintaining controlled behavior in the classroom environment. Per Castello et al. (2010), besides roles in school running and education, they also bear the responsibility of fostering the moral growth of students and ensuring their adherence to legal standards. This indicates that parents are anticipated to act in a supervisory role when it comes to violations of institutional regulations and behaviors that impact the moral dimension, such as theft, bullying, and vandalism.

The above-mentioned findings were substantiated by research carried out in the USA, where Kraft and Shaun (2011) identified a high incidence of disciplinary problems among students, accompanied by a lack of parental engagement. It has been demonstrated that involving parents and other interested parties in school-related activities enhances students' feelings of safety and has a positive impact on their academic and behavioral performance.

Kraft and Shaun (2011) support this viewpoint, asserting that learners facing behavioral issues are more likely to experience a sense of stability and containment when they perceive that their parents and educators are cooperating to address their challenges. The behavior of children is significantly influenced by stakeholders, including parents, who play a crucial role in ensuring their punctuality, adherence to appropriate conduct, appropriate attire, possession of necessary educational materials, and timely completion of tasks. In essence, teachers rely on parental support to effectively uphold discipline within educational institutions.

4.5.1 Inferential Analysis

To examine the impact of stakeholders' engagement on students' discipline within public secondary schools, data was gathered regarding the frequency with which principals involve stakeholders in the control of behavior among learners in a selected sample of public secondary schools. The level of involvement was measured on a scale ranging from "Very Often" (scored as 5) to "Never" (scored as 1). Furthermore, the study recorded the total count of disciplinary incidents in public secondary schools during a five-year timeframe (2017-2021). Table 11 presents the findings of this investigation.

Table 11: Frequency of Stakeholders' Involvement and the Number of Indiscipline Cases

Frequency of Stakeholders' Involvement	Number of Strikes	Number of Bullying Cases	Number of Theft Cases
2	3	29	11
1	2	30	32
2	4	22	24
3	1	18	14
4	0	5	7

Source: Field Data (2022)

Table 11 illustrates a decline in instances of indiscipline in civic secondary schools where shareholders, including parents, are frequently engaged in discipline management. This finding suggests that the extent to which secondary school management involves stakeholders is crucial in addressing the increasing occurrences of student indiscipline. Furthermore, the results underwent Pearson's Product Moment Correlation Analysis, and the corresponding outcomes are presented in Table 12.

Table 12: Relationship between Stakeholders' Involvement in Discipline Management and Students' Indiscipline in Public Secondary Schools

		Frequency of Stakeholders' involvement	No. of Strikes	No. of Bullying Cases	No. of Theft Cases
Frequency of Stakeholders' involvement	Pearson Correlation	1	-.565*	-.610*	-.670*
	Sig. (2-tailed)		.044	.027	.012
	N	5	5	5	5
Number of Strikes	Pearson Correlation	-.565*	1	.213	.320
	Sig. (2-tailed)	.044		.484	.286
	N	5	5	5	5
Number of Bullying Cases	Pearson Correlation	-.610*	.213	1	.574*
	Sig. (2-tailed)	.027	.484		.040
	N	5	5	5	5
Number of Theft Cases	Pearson Correlation	-.670*	.320	.574*	1
	Sig. (2-tailed)	.012	.286	.040	
	N	5	5	5	5

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

Table 12 presents empirical data illustrating a significant correlation between the engagement of shareholders in discipline supervision and the prevalence of student insubordination in public secondary schools. Specifically, the data reveals a substantial inverse relationship between the frequency of stakeholder participation in student discipline management and the occurrence of indiscipline incidents among learners ($r(5) = -0.565, -0.610, -0.670, p = 0.044, 0.027, 0.012$ at $\alpha = 0.05$). These discoveries furnish compelling evidence bolstering the notion that involving stakeholders in student

discipline management is a pivotal element in mitigating the escalating rates of indiscipline in secondary schools. Consequently, disregarding the importance of stakeholder engagement in handling student discipline would be detrimental to endeavors aimed at curbing the frequency of indiscipline cases among students.

4.5.2 Thematic Analysis

Deputy principals also recognized the significance of stakeholders, particularly parents, in the supervision of student discipline within secondary schools. They have affirmed their practice of engaging stakeholders, including parents, in the resolution of disciplinary issues that arise within the school setting. Deputy Principal, DP4, stated;

In our secondary school, it is customary for us to involve parents of students in cases of indiscipline, ensuring their presence during the decision-making process regarding the appropriate mode of punishment. This approach has proven effective in reducing instances of indiscipline within our institution, as it allows for collective decision-making and the implementation of strategies to address challenges that may contribute to disciplinary issues.

In the course of the focus group sessions, the student leaders agreed with the contentions put forth by the teachers and Deputy Principals regarding the involvement of stakeholders, particularly parents, in discussions about instances of significant student indiscipline. The student leaders made observations to this effect.

In our secondary school, stakeholders are regularly engaged in the decision-making process about disciplinary matters, particularly those that may result in the suspension of students. Their valuable input aids in determining the most effective approaches for administering appropriate punishments. As a result, the frequency of parental complaints regarding decisions made concerning their children has significantly decreased.

Similar to the quantitative verdicts, these perspectives further reinforce the assertions made by Mtsweni (2017) that to enhance students' discipline, it is essential to collectively promote values and standards of discipline that contribute to the

establishment of robust behavioral codes for both personal and academic success within educational institutions. Castello et al (2010) also emphasized the part of parents in sustaining discipline within schools, highlighting that in addition to their responsibilities in school administration and teaching, parents also play a crucial role in fostering the moral development of learners and ensuring their adherence to societal laws. These diverse findings indicate that while stakeholders may not be fully immersed in the process, they nonetheless constitute a vital element in the effective management of learners' discipline within educational settings.

4.6 Guidance/Counseling Practices and Students' Discipline

The research aimed to assess the effect of guidance and counseling practices on the discipline of students in public secondary schools. Results are shown in Table 13.

Table 13: Views of Teachers on the Influence of Guidance and Counselling Practices on Students' Discipline in Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Secondary schools adopt student counseling on career objectives which has reduced strikes	68.8	14.6	5.5	7.5	3.6
Since teachers and the principal guide professional goals, learners abide by school policies	52.8	7.0	5.5	22.1	12.6
In public secondary schools, students are counseled on desirable behaviour which has reduced strikes	67.7	9.3	7.4	29.6	13.0
Students adhere to school rules and regulations since secondary schools counsel them on desirable behaviour	68.3	14.8	3.7	9.3	3.7

Table 13 presents the results of a survey conducted among teachers regarding the adoption of student counseling on career objectives in secondary schools and its impact on reducing student strikes. The data signifies that a majority of the educators (68.8%) vehemently concurred with the effectiveness of counseling in diminishing student

protests, while 14.6% expressed concurrence with the statement. A minor fraction of teachers (5.5%) remained uncertain on the matter, while 7.5% voiced disagreement, and 3.6% vehemently dissented. Furthermore, the data illustrates that a substantial portion of teachers (52.8%) wholeheartedly endorsed the concept that students demonstrate increased conformity to school regulations when they receive career-focused counseling from teachers and principals. Conversely, only 7.0% of educators concurred with this assertion, 5.5% remained ambivalent, 22.1% contradicted it, and 12.6% vehemently opposed it. The research also revealed that a majority of the educators (67.8%) expressed strong concurrence with the idea that public secondary schools must offer counseling to students regarding appropriate conduct to mitigate strikes, while 6.0% concurred with this viewpoint.

A minority of teachers (7.5%) remained uncertain on the subject, while 11.1% held a contrasting perspective, and 7.6% firmly dissented from the notion. The investigation also found that a significant majority of teachers, specifically 68.3%, strongly agreed with the notion ensure learners follow the rules and norms at educational institutions due to the guidance provided by secondary schools regarding desirable behavior. Additionally, 12.1% of teachers agreed with this view. Conversely, a small percentage of teachers, 3.5%, were undecided, while 13.1% disagreed and 3.0% strongly disagreed.

These findings align with a Netherlands-based investigation by Kauchak (2011), which demonstrated that counseling initiatives implemented by secondary school principals take a crucial role in preserving the discipline of learners. Kauchak (2011) further asserts that guidance and counseling services equip students with the necessary skills to take on greater responsibility for their decisions and enhance their understanding and acceptance of the consequences of their choices.

These findings provide further support for the results of an inquiry conducted in Malaysia by Othman and Baker (2017), which revealed that teacher-counsellors play a crucial role in identifying students' special needs that may hinder their motivation to enlist and take part in educational activities. Teacher-counsellors serve as primary advisors to students and offer the greatest potential for personalized learning. These findings confirm the importance of implementing school counseling practices that prioritize listening to and understanding students, and guiding them to help them navigate challenging circumstances. Although not currently implemented, secondary schools should consider implementing specific and distinct counseling practices aimed at reducing disciplinary issues among students in public secondary schools.

4.6.1 Inferential Analysis

To assess the impact of guidance and counseling practices on students' discipline in public secondary schools, data was gathered regarding the frequency at which selected public secondary schools engage in guidance and counseling activities for students. The frequency was measured on a scale ranging from "Very Often" (scored as 5) to "Never" (scored as 1). Additionally, information was collected on the number of disciplinary incidents reported in public secondary schools over the past five years (2017-2021). The findings of this study are presented in Table 14.

Table 14: Frequency of Guidance and Counseling Activities and the Number of Indiscipline Cases in Public Secondary Schools

Frequency of Guidance and Counseling Activities	Number of Strikes	Number of Bullying Cases	Number of Theft Cases
1	3	29	11
2	2	30	32
3	4	22	24
4	1	18	14
5	0	5	7

Source: Field Data (2022)

Table 14 presents empirical evidence demonstrating a decline in instances of indiscipline within public secondary schools, where guidance and counseling initiatives for students are frequently implemented. This finding suggests that the frequency at which secondary school administrators arrange and execute counseling activities for students significantly contributes to the mitigation of disciplinary issues. Furthermore, to ascertain the robustness of these findings, Pearson's Product Moment Correlation Analysis was conducted, and the outcomes are presented in Table 15.

Table 15: Relationship between Guidance and Counseling Practices and Students' Indiscipline in Public Secondary Schools

		Frequency of Guidance and Counseling Practices	No. of Strikes	No. of Bullying Cases	No. of Theft Cases
Frequency of Guidance and Counseling Practices	Pearson Correlation	1	-.632*	-.582*	-.636*
	Sig. (2-tailed)		.021	.037	.020
	N	5	5	5	5
Number of Strikes	Pearson Correlation	-.632*	1	.213	.320
	Sig. (2-tailed)	.021		.484	.286
	N	5	5	5	5
Number of Bullying Cases	Pearson Correlation	-.582*	.213	1	.574*
	Sig. (2-tailed)	.037	.484		.040
	N	5	5	5	5
Number of Theft Cases	Pearson Correlation	-.636*	.320	.574*	1
	Sig. (2-tailed)	.020	.286	.040	
	N	5	5	5	5

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

Table 15 demonstrates a significant correlation between counseling practices and instances of indiscipline among learners in secondary public educational institutions. Specifically, there is a negative relationship between the frequency of counseling activities organized for secondary school students and the number of indiscipline cases ($r(5) = -0.632, -0.582, -0.636, p = 0.021, 0.037, 0.020$ at $\alpha = 0.05$). These results confirm that counseling activities implemented by secondary schools effectively reduce

the occurrence of indiscipline. Counseling enables students to develop effective strategies for resolving conflicts that arise from their academic pursuits.

4.6.2 Thematic Analysis

During the interviews, deputy principals emphasized the significant role that guidance and counseling play in mitigating instances of learner indiscipline in secondary schools. They asserted that secondary schools must establish dedicated guidance and counseling units to address the daily challenges faced by students. One Deputy Principal, DP5, specifically highlighted this point.

In my secondary school, we have set up a counseling unit with a substantive teacher-counsellor to cater to students' daily challenges. The teacher-counsellor is expected to organize lifeskills and mentorship programmes for students where students acquire skills and approaches to resolving inter-and intra-personal conflicts without resorting to violence and other unbecoming ways.

In the course of the focus group discussions, student leaders observed that secondary schools possess counseling departments; however, they lack adequate resources and staff to effectively address the multitude of challenges faced by students. These challenges were duly acknowledged by the student leaders.

Despite having counseling departments in our schools, there are inadequate counselling materials and staff to handle the numerous challenges which students go through while at school. Sometimes teacher-counsellors are not even available to handle urgent matters concerning students' welfare

Notwithstanding the aforementioned contradictions, the present findings serve to emphasize the significance of counseling as a means of mitigating the escalating incidents of misbehavior by High school learners. Analogous to the quantitative findings, these perspectives lend support to the contentions posited by Kauchak (2011) that counseling interventions equip students with the necessary skills to assume greater accountability for their actions and enhance their ability to figure out and acknowledge

the penalties of their choices. The divergent nature of these findings suggests that counseling represents a pivotal factor in ameliorating the incidence of student indiscipline within educational institutions. Secondary schools should adopt counseling practices to promote active listening, comprehensive understanding, and effective guidance for students experiencing challenging circumstances.

4.7 Mentorship Programmes and Students' Discipline

This investigation aimed to investigate the impact of mentorship programs implemented by secondary schools on students' discipline. Results are presented in Table 16.

Table 16: Views of Teachers on the Influence of Principals' Mentorship programmes on Students' Discipline in Secondary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Public secondary schools model students' discipline which has reduced students' strikes	53.3	14.6	7.5	11.1	13.6
In public secondary schools, teachers always share personal experiences as former students as a way of motivating students to behave as required	39.8	11.4	5.7	30.6	12.5
Public secondary schools help students in setting their goals as a way of cultivating good discipline	54.8	18.5	7.4	20.4	9.3

Table 16 presents data indicating that a majority of teachers (53.3%) vehemently supported the notion that public secondary schools serve as models for student discipline, leading to a reduction in student strikes, while 14.6% agreed. Conversely, only a small proportion of teachers were undecided (7.5%), disagreed (11.1%), or strongly disagreed (13.6%). These results support Toto's (2018) argument that mentorship is crucial for achieving educational objectives in Tana North Sub-county. The findings suggest that secondary schools that prioritize activities aimed at modeling student behavior have been successful in minimizing instances of student indiscipline. Additionally, the study revealed that teachers who share personal experiences as former

students can motivate students to behave appropriately, with 39.8% of teachers strongly agreeing with this view. Most teachers (54.8%) strongly agreed that public secondary schools help students set goals, which cultivates good discipline and enhances career prospects, supporting the claims of Lewis and Sugai (2017) regarding the benefits of mentorship programs. The present findings provide additional evidence to substantiate the claims made by Emmanuel et al (2018) regarding the design and purpose of mentorship programs in Ghanaian schools. These programs aim to cultivate a mindset focused on work readiness training and the development of essential skills necessary for career advancement. Consequently, the mentor-mentee relationships established through these programs offer a sense of belonging and connection to the community, which may otherwise be lacking for the mentees. Moreover, these findings confirm the significant influence of mentorship activities in secondary schools, albeit not universally, on the formation of students' behavioral patterns.

4.7.1 Inferential Analysis

To examine the impact of mentorship programmes on learners' discipline within secondary communal schools, data was gathered regarding the frequency at which a selection of public secondary schools implements mentorship programmes for their students. The frequency was measured on a scale ranging from "Very Often" (scored as 5) to "Never" (scored as 1). Additionally, the cumulative number of disciplinary incidents reported in public secondary schools over five years (2017-2021) was recorded. The discoveries of this investigation are presented in Table 17.

Table 17: Frequency of Mentorship Programmes and the Number of Indiscipline Cases in Public Secondary Schools

Frequency of Mentorship Programmes	Number of Strikes	Number of Bullying Cases	Number of Theft Cases
1	3	29	11
2	2	30	32
1	4	22	24
2	1	18	14
5	0	5	7

Source: Field Data (2022)

Table 17 presents empirical evidence indicating that the implementation of mentorship programs in publicly funded secondary schools is associated with a notable decrease in reported incidents of indiscipline among students. This suggests that mentorship activities play a crucial role in mitigating instances of student misconduct. To further show the relationship between mentorship programs and disciplinary issues, the obtained results underwent Pearson's Product Moment Correlation Analysis. Results are presented in Table 18.

Table 18: Relationship between Mentorship Programmes and Students' Indiscipline in Public Secondary Schools

		Frequency of Mentorship Programmes	No. of Strikes	No. of Bullying Cases	No. of Theft Cases
Frequency of Mentorship Programmes	Pearson Correlation	1	-.587*	-.635*	-.556*
	Sig. (2-tailed)		.035	.020	.048
	N	5	5	5	5
Number of Strikes	Pearson Correlation	-.587*	1	.213	.320
	Sig. (2-tailed)	.035		.484	.286
	N	5	5	5	5
Number of Bullying Cases	Pearson Correlation	-.635*	.213	1	.574*
	Sig. (2-tailed)	.020	.484		.040
	N	5	5	5	5
Number of Theft Cases	Pearson Correlation	-.556*	.320	.574*	1
	Sig. (2-tailed)	.048	.286	.040	
	N	5	5	5	5

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

Table 18 shows that there is a strong correlation between mentorship programs and diverse incidents of student misconduct within public secondary schools. More specifically, the data suggests that as the frequency of mentorship initiatives rises, there is a notable decrease in the prevalence of disciplinary incidents among students ($r(5) = -0.587, -0.635, -0.556, p = 0.035, 0.020, 0.048$ at $\alpha = 0.05$). These results emphasize the significance of mentorship programs in addressing the growing issue of indiscipline in secondary educational institutions.

4.7.2 Thematic Analysis

During the interviews, deputy principals also acknowledged the significant impact of effective planning and organization of mentorship activities in addressing and reducing incidents of student indiscipline. Deputy Principal, DP6, emphasized this point.

In our secondary school, we always organize mentorship activities for students. We hire a trained mentor every month who is tasked to advise students on careers and the essence of developing desirable behaviour patterns.

The student leaders supported teachers and Deputy Principals and stated comparable viewpoints regarding the prevalence of mentorship programs in schools. They observed;

Despite challenges, our secondary school usually invites a mentor or motivational speaker who advises us on the value of exhibiting desirable behaviour patterns.

Based on the verbatims provided, the respondents emphasize the significance of mentorship activities in influencing the conduct of secondary school students. These perspectives further support the assertions made by Lewis and Sugai (2017) that mentors assist students in identifying and establishing career objectives, while also guiding them towards their attainment. These varied findings provide evidence for the proclamation that mentorship activities serve a critical part in mitigating instances of student indiscipline within secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The present chapter provides a concise overview of the principal exploration outcomes, deductions, proposals, and prospects for future investigation, as deliberated per the investigation aims.

5.1 Summary of Research Findings

This segment presents a comprehensive overview of the investigation objectives, encompassing an evaluation of the discipline levels among students in secondary institutions that are open to everyone. Additionally, it examines the impact of enforcement of rules and regulations, stakeholder engagement, guidance and counseling practices, and mentorship programs on students' discipline in public secondary schools.

5.1.1 Status of Discipline among Students

The investigation has definitively illustrated a concerning surge in incidents of misconduct among students enrolled in public secondary schools. Multiple occurrences of violence committed by students against their peers, along with their involvement in protests, school disturbances, theft, teenage pregnancies, absenteeism, truancy, subpar academic performance, and a lack of adherence to school rules and regulations, have been noted. These findings underscore the gravity of the issue of student indiscipline within the context of secondary schools open to everyone.

5.1.2 Enforcement of Rules/Regulations and Students' Discipline

Based on the conclusions of the inquiry, it is evident that public secondary schools place a significant emphasis on the enforcement of rules and regulations that govern student behavior within the school premises. These regulations encompass various aspects such as adherence to dress codes, as well as prohibitions against theft and vandalism.

The study suggests that while the effectiveness of these measures may be questionable, adherence to school rules and regulations remains crucial in mitigating instances of learner indiscipline. In essence, the enforcement of regulations and rules by school management emerges as a paramount strategy in reducing cases of disobedience amongst learners in secondary educational institutions.

5.1.3 Stakeholders' Involvement and Students' Discipline

The research conducted has determined that public secondary schools lack the comprehensive involvement of stakeholders, particularly parents, in the administration of student discipline. Parents are only engaged in the final stages when disciplinary actions are being implemented and decisions have already been made. However, despite these findings, the study has also revealed that stakeholders collectively bear the responsibility of fostering values and maintaining disciplinary standards, which are crucial for establishing a solid foundation of behavioral codes for both personal development and the effective functioning of educational institutions.

It is anticipated that stakeholders will exert a controlling influence in response to breaches of the institutional regulations of the educational institution, as well as instances of conduct such as theft, bullying, and vandalism that are directly related to the moral sphere. This suggests that stakeholders wield significant sway over the behavior of students by ensuring that they adhere to punctuality, exhibit appropriate conduct, don appropriate attire, possess the requisite materials and equipment, and fulfill their obligations within the designated timeframe.

5.1.4 Guidance/Counseling Practices and Students' Discipline

The investigation has demonstrated that therapy and advising units have been established in secondary schools open to everyone to address the daily challenges faced

by students. Nevertheless, the majority of counseling departments in public secondary schools are inadequately equipped with resources and personnel to effectively manage the multitude of challenges presented by students. Despite the divergence of opinions, these findings underscore the significance of counseling in mitigating instances of learner indiscipline in schools. To promote the students' sense of being heard, comprehended, and effectively guided through challenging circumstances, Secondary educational institutions must implement it to incorporate counseling practices.

5.1.5 Mentorship programmes and Students' Discipline

The discoveries of the inquiry demonstrate that mentorship programmes are implemented and coordinated by public secondary schools, and have significantly contributed to the reduction of disciplinary issues. This suggests that mentorship activities are crucial mechanisms for influencing the conduct of secondary school students. Specifically, mentors assist students in identifying and establishing career objectives, while also guiding to facilitate their attainment. Consequently, this greatly improves the future employment prospects of students. The varied results obtained from the study provide further evidence of the significant role played by mentorship activities in addressing instances of indiscipline among secondary school students.

5.2 Conclusions

Based on the aforementioned verdicts, it is apparent that instances of disorganization among learners in publicly funded secondary institutions are increasing. Numerous cases of violence perpetrated by students against their peers, as well as involvement in truancy, strikes, low academic performance, teenage pregnancies, school riots, theft, absenteeism, and disobedience of rules and regulations in a school have been observed. The study findings also indicate that governmental secondary institutions need to enhance their enforcement of rules and regulations that govern student behavior within

the school premises. This encompasses adherence to dress codes, as well as rules prohibiting theft and vandalism. Secondary schools often fail to fully engage shareholders, for instance, parents, in the supervision of learner's behavior. Additionally, these schools have established guidance and counseling units to address the daily challenges faced by students. However, many of these counseling departments lack sufficient resources and staff to effectively handle the multitude of challenges presented by students. Despite differing opinions on this matter, these findings suggest that counseling plays a crucial role in reducing instances of student indiscipline within schools. Furthermore, public secondary schools implement mentorship programs as part of their planning and organization efforts, which have proven instrumental in mitigating instances of indiscipline.

5.3 Recommendations for Practice

The investigation proposes these recommendations:

1. The investigation suggests that secondary schools should enforce school rules and regulations and associated repercussions for infractions about rule and regulation enforcement and learner discipline. This will go a long way toward making sure that pupils are aware of the repercussions of disobeying the established laws and rules.
2. In the context of stakeholders' participation in secondary schools and its impact on learners' discipline, the investigation suggests that the Ministry of Education (MoE) should arrange workshops to raise awareness among shareholders about their responsibilities in managing learners' discipline in public secondary schools.
3. Regarding guidance and counseling practices in public secondary schools and their impact on students' discipline, the Ministry of Education should take

proactive measures. This includes ensuring that every secondary school employs a qualified teacher-counselor dedicated to conducting counseling sessions and assisting in the transformation of students' behavioral patterns. Furthermore, the Ministry should allocate resources to furnish counseling departments in secondary schools adequately, ensuring they have the necessary materials and facilities to operate effectively.

4. The research on mentoring programs and graduation from high school students' behavior recommends that school administration should continue planning and organizing mentorship programmes for students. The Education Ministry should allocate funds to help school principals organize and plan for effective mentorship programmes aimed at shaping the behaviour patterns of students.

5.3.1 Recommendations for Further Research

1. A study should be done to determine how much principals' management discipline among students in secondary schools.
2. Research ought to be undertaken to look at the impact of principals' attitudes on learner discipline in secondary schools.
3. A study ought to be undertaken to assess how principals' gender affects learner discipline in secondary schools.

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Mount Kenya University

APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

December 2022

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

As a scholar registered in the Master of Education program with a focus on Administration, Leadership, and Management at Mount Kenya University, my investigation topic pertains **Influence of School Disciplinary Strategies on Students' Discipline in Public Secondary Schools in Tana North Sub-county, Tana River County, Kenya**. To attain the desired objective, the present study has designated your educational institution as a participant. It is respectfully requested that the respondents take part in the study. The records elicited will be utilized solely for educational purposes and anonymity will be maintained in the report. The results of the study will be made obtainable to the participants upon wish.

We would greatly appreciate your assistance and cooperation.

Thank you in advance.

Yours faithfully,

Isack Mohammed Shukri

APPENDIX II

INFORMED CONSENT FORM

Dear respondent,

The investigator is a Master of Education in Administration, Leadership, and Management at Mount Kenya University student, conducting a study on the **Influence of School Disciplinary Strategies on Students' Discipline in Public Secondary Schools in Tana North Sub-county, Tana River County, Kenya**. The present investigation requires the allocation of time from participants to respond to a series of questions. The researcher guarantees the preservation of anonymity and discretion regarding the information provided by the participants. The identity of the participants will not be disclosed in any of the materials produced, and access to the information will be restricted to the researcher. It is optional to take part in this investigation, and participants may withdraw their involvement without restriction before or throughout the study. There won't be any rewards or payments offered for taking part. By signing the form supplied, participants can indicate their interest in participating. In the event of any grievances, participants are encouraged to contact the designated authority.

THE CHAIRMAN, ERC, MKU

P. O. Box 342-01000

THIKA

Participant:

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Code of Participant	Signature	Date

Researcher:

-----	-----	-----
Name of Researcher	Signature	Date

APPENDIX IV

QUESTIONNAIRE FOR TEACHERS

Dear interviewee,

The examiner is a Master of Education in Administration, Leadership, and Management student at Mount Kenya University, conducting a study on the **Influence of School disciplinary Strategies on Students' Discipline in Public Secondary Schools in Tana North Sub-county, Tana River County, Kenya.**

Section A: Demographic Information

Guidelines: Kindly tick against your most fitting answer and fill in the gaps provided.

1. Gender: Male Female
2. Highest level of education
Diploma Bachelors' Degrees Postgraduate

Section B: Status of Discipline among Students in Public Secondary Schools

1. What do you think about your level of agreement with the ensuing declarations on the status of discipline in your secondary school?

Key: **SA**-Strongly Agree **A**-Agree **U**-Undecided **D**-Disagree **SD**-Strongly Disagree

Indicators of Students' Indiscipline	SA	A	U	D	SD
	5	4	3	2	1
There are many cases of violence against colleagues					
The students frequently participate in protests and demonstrations					
Students steal from each other regularly					
Cases of teenage pregnancies are high					
Students in secondary educational institutions frequently commit truancy and exhibit excessive absenteeism					
Students' register low academic performance					
Students frequently violate school policies and guidelines					

Section C: Enforcement of Rules and Regulations and Students' Discipline in Schools

- Please indicate the regulations implemented by your educational institution to effectively maintain student discipline.

Students' dress code [] Class attendance []

Others (Specify).....

- Please rate how much you concur with each of the aforementioned assertions on the penalties of enforcing rules and regulations on learners' discipline within your school.

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	Because my school strictly enforces the clothing code, there are fewer cases of strikes					
2	Students follow the policies and guidelines that my school upholds					
3	Students follow the rules because my school is strict about them					
4	In my school, the principal enforces rules against theft and vandalism					

Section D: Stakeholders' Involvement and Students' Discipline in Schools

- Could you please provide your rating of consent with the subsequent statements regarding how your school engages stakeholders to enhance students' discipline?

No.	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My school involves instructors in modeling discipline which has condensed students' strikes					
2	Students adhere to rules and regulations since my school involves parents in modeling their discipline					
3	Education officers are used by my school to help with disciplining students					

Section E: Guidance and Counseling Practices and Students' Discipline in Secondary Schools

1. Please mark or select the most prevalent facets of school guidance and counseling practices.

Career objectives []

Desirable discipline []

2. Please indicate the extent of your agreement with the statement on the influence of guidance and counseling practices on student discipline within your school

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My school has implemented a student counseling program focused on career objectives, resulting in a notable decrease in student strikes					
2	In my school, the principal guide students on career goals as it is the policy of our institution to guide students regarding their career objective					
3	My school provides guidance and counseling to students on maintaining discipline, resulting in a significant decrease in student strikes					
4	Students stick to rules and regulations as my school counsels them on desirable discipline					

Section F: Mentorship Programmes and Students' Discipline in Secondary Schools

1. Provide your rating of settlement with the following statements regarding how mentorship programs impact students' discipline in your secondary school

No	Test Items	SA	A	U	D	SD
		5	4	3	2	1
1	My school's model students' discipline which has reduced students' strikes					
2	In my school, teachers always share personal experiences as a former student as a way of motivating students to behave as required					
3	My school helps students in setting their goals as a way of cultivating good discipline					

Thank you,

Isack Mohammed Shukri

APPENDIX V

INTERVIEW GUIDE FOR DEPUTY PRINCIPALS

Dear interviewee,

The examiner is a Master of Education in Administration, Leadership, and Management graduate student at Mount Kenya University. They are currently investigating the **Influence of School Disciplinary Strategies on Students' Discipline in Public Secondary Schools in Tana North Sub-county, Tana River County, Kenya.**

Section A: Status of Discipline among Students in Public Secondary Schools

1. What is your assessment of the discipline levels within your secondary school?

Section B: Enforcement of Rules and Regulations and Students' Discipline

1. To what extent do students comply with the rules and regulations of the school?.....
2. How does enforcement of rules and regulations at school affect how obedient students are?
.....
.....

Section C: Stakeholders' Involvement and Students' Discipline

1. How often do you involve stakeholders in the administration of learners' discipline in your secondary school?
.....
2. How operative is the stakeholders' involvement in improving learners' discipline in your secondary school?
.....
.....

Section D: Guidance and Counseling Practices and Students' Discipline

1. Please elucidate the predominant area of concentration within your guidance and counseling practices.....
2. How do your guidance and counseling practices have influenced students' discipline?
.....
.....

Section D: Mentorship Programmes and Students' Discipline

1. In what ways do you mentor students in your secondary schools?
.....
.....
2. How do your mentorship programmes influence students' discipline in your school?
.....
.....

Thank you,
Isack Mohammed Shukri

APPENDIX VI

FOCUS GROUP DISCUSSION GUIDE

Dear interviewee,

The surveyor is a Master of Education in Administration, Leadership and Management student at Mount Kenya University doing an investigation into the **Influence of School Disciplinary Strategies on Students' Discipline in Public Secondary Schools in Tana North Sub-county, Tana River County, Kenya.**

Section A: Demographic Information

- 1. Gender:.....
- 2. What is your class?.....

Section B: Status of Discipline among Students in Public Secondary Schools

- 2. What do you think about your level of agreement with the following statements on the status of discipline in your school?.....

Section C: Enforcement of Rules and Regulations and Students' Discipline in Secondary Schools

- 1. What are some of the rules your school enforces to manage discipline?
.....
.....
- 2. To what degree does the application of rules and regulations impact the maintenance of discipline within your secondary school?
.....
.....

Section D: Stakeholders' Involvement and Students' Discipline in Secondary

Schools

1. Name some of the stakeholders who get involved in matters of discipline at the secondary level

.....
.....

2. What is the power of stakeholders' involvement in discipline in your secondary school?

.....

Section E: Guidance and Counseling Practices and Students' Discipline in

Secondary Schools

1. Which are the most common aspects of school guidance and counseling practices?

.....

2. How do therapy and guiding procedures adopted by your school influence discipline at the secondary level?

.....
.....

Section F: Mentorship Programmes and Students' Discipline in Secondary Schools

1. Does your secondary school establish student mentoring initiatives?

.....

2. What are some of the activities undertaken during mentorship programmes in your secondary school?

.....

3. To what extent do mentorship programmes influence discipline in your secondary school?

.....
.....

Thank you,

Isack Mohammed Shukri



APPENDIX VII

CERTIFICATE OF ETHICAL CLEARANCE FROM MOUNT KENYA UNIVERSITY



REF: MKU/ISERC/2546

Date: 19 December 2022

TO: ISACK MOHAMMED SHUKRI

REG: MED/2018/26065

Dear Sir/Madam,

RE: INFLUENCE OF SCHOOL DISCIPLINARY STRATEGIES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TANA NORTH SUB COUNTY, TANA RIVER COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1619**. The approval period is **19/12/2022 - 18/12/2023**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. 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
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

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,
The Chairman
Mount Kenya University
Ethics Review Committee
P. O. Box 342
Thika

Dr. Peter G. Kirira
Chairman, Mount Kenya University ISERC

APPENDIX VIII

INTRODUCTION LETTER FROM THE SCHOOL OF POSTGRADUATE STUDIES OF MOUNT KENYA UNIVERSITY



DIRECTORATE OF GRADUATE STUDIES

MED/2018/26065

19th December, 2022

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

RE: ISACK MOHAMMED SHUKRI – REGISTRATION NO.MED/2018/26065

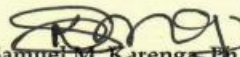
The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the Department of Educational Management and Curriculum Studies in the School of Education..

The title of his research is **“Influence of School Disciplinary Strategies on Students’ Discipline in Public Secondary Schools in Tana North Sub-County, Tana River County, Kenya.”**

He has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for his research between **December 2022 and March 2023.**

Any assistance accorded to him will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, **Ph.D**
Director, Graduate Studies
Enc.

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika. Tel: +254 67 2820 000,

Cell: +254 720 790 796, 0709 153 000


Email: info@mku.ac.ke, Web: www.mku.ac.ke


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APPENDIX IX


AUTHORIZATION LETTER FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION, NACOSTI


REPUBLIC OF KENYA


NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION.

Ref No: **732801** Date of Issue: **04/January/2023**


RESEARCH LICENSE




This is to Certify that Mr.. MOHAMMED SHUKRI ISAK of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Tana river on the topic: INFLUENCE OF SCHOOL DISCIPLINARY STRATEGIES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN TANA NORTH SUB-COUNTY, TANA RIVER COUNTY, KENYA for the period ending : 04/January/2024.

License No: **NACOSTI/P/23/22928**

732801
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

APPENDIX X

**RESEARCH AUTHORIZATION LETTER FROM COUNTY COMMISSIONER,
TANA RIVER**



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND CO-ORDINATION OF
NATIONAL GOVERNMENT**

Telegrams:
Email:countycommissionertanariver@gmail.com
Telephone: HOLA (046)62448 and 6221
When replying please quote

OFFICE OF THE COUNTY COMMISSIONER
TANA RIVER COUNTY
P.O. BOX 1- 70101
HOLA

REF. NO. TCC/ADM.37/186

DATE: 9TH JANUARY, 2023

**MOHAMED SHUKRI ISAK
MT KENYA UNIVERSITY**

RE: RESEARCH AUTHORIZATION

Reference is made to your letter REF NO. 732801, dated 4TH JANUARY, 2023 and License no. NACOSTI/P/23/22928 on the above subject.

This is to inform you that you have been authorized to carry out research in Tana North sub-County, Tana River County, Kenya for a period ending: 04/January 2024. This office wishes to state that, it has no objection in your undertaking research activities as stated in the above letter. We further wish you a good stay and success in your research endeavors.

Thank you.

A handwritten signature in blue ink, appearing to read 'M. J. Lenkarie'.

**M. J LENKARIE
FOR: COUNTY COMMISSIONER
TANA RIVER COUNTY.**

APPENDIX XI

**RESEARCH AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF
EDUCATION, TANA RIVER**



MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION
TANA RIVER COUNTY

Email: cdetanariver@gmail.com

Telephone:

When replying please quote

COUNTY DIRECTOR OF EDUCATION,
TANA RIVER COUNTY,
P.O BOX 13 – 70101,
HOLA.
09th January, 2023

REF NO: TRC/ED/RESEARCH/VOL.1/7

MOHAMED SHUKRI ISAK
MOUNTY KENYA UNIVERSITY

RE: RESEARCH AUTHORIZATION

Reference is made to the **letter Ref No. 732801** dated 4TH January, 2023 on the above subject, for granting you authority to carry out research on “**Influence of School Disciplinary Strategies on Students’ Discipline in Public Secondary Schools in Tana North Sub County Tana River County, Kenya**”.

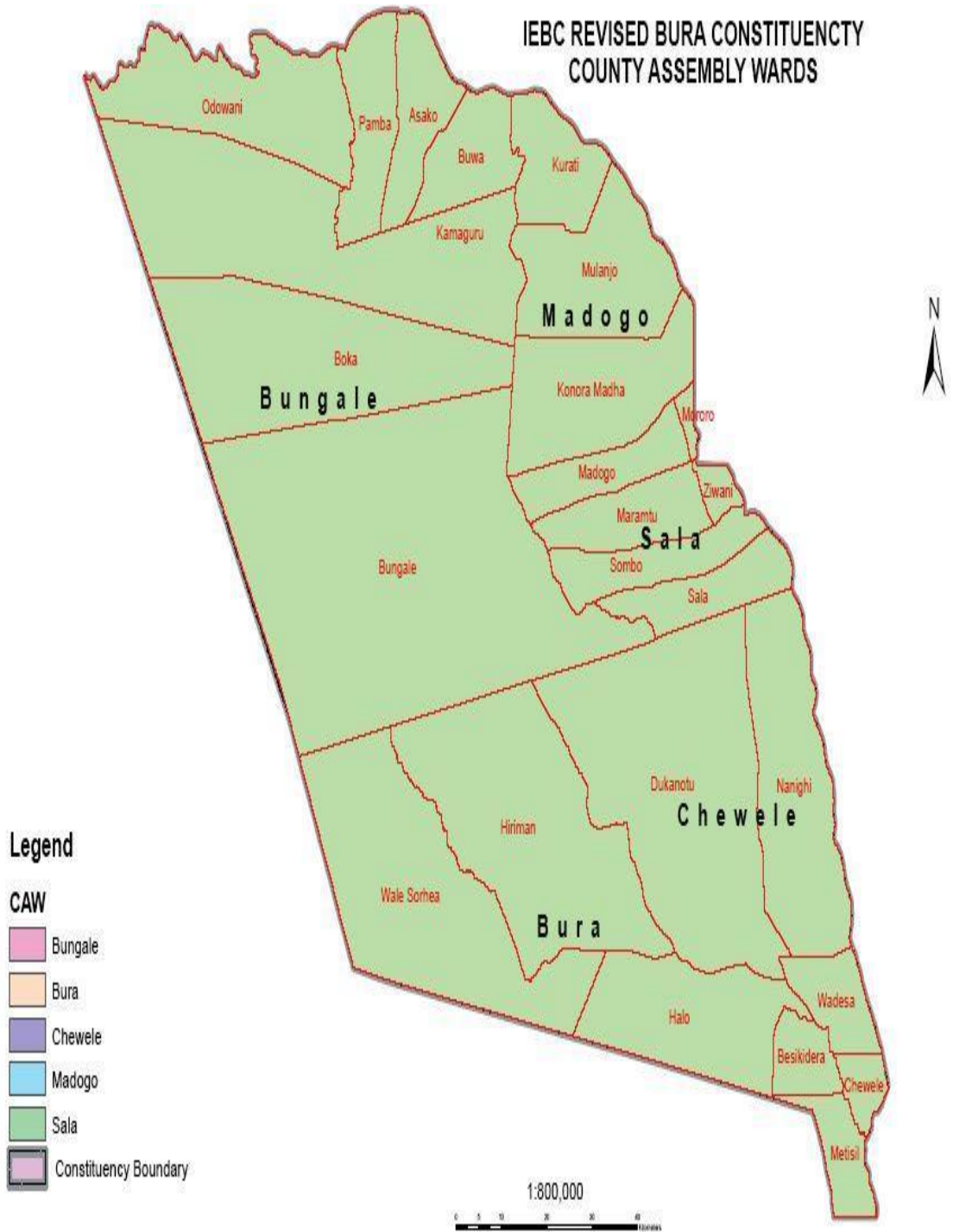
Authority is granted to you to conduct the research in Tana North Sub County..

A handwritten signature in blue ink, appearing to read 'Ddaiddo F. Nkanone', written over a circular stamp that is partially obscured by the signature.

DDAIDDO F. NKANONE
FOR; COUNTY DIRECTOR OF EDUCATION
TANA RIVER COUNTY

APPENDIX XII

THE MAP OF TANA NORTH CONSTITUENCY



Source: Independent Electoral and Boundaries Commission (2012)