

**EFFECTIVENESS OF SCHOOL RULES AND REGULATIONS IN ENHANCING
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KANGUNDO DIVISION,
MACHAKOS COUNTY, KENYA**

BY

SR. NDETO ANNA MARIA

REG. NO. 1019884

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DECLARATION

I, the undersigned, declare that this is my original work and to the best of my knowledge, it has never been submitted to any other college or university by anyone else for an academic credit. All information from other sources has been duly acknowledged.

Signature: _____

Date: _____

Sr. Ndeto Anna Maria

Reg. No. 1019884

This thesis has been submitted for examination with our approval as university supervisors.

Signature: _____

Date: _____

Supervisor: Sr. Dr. Elizabeth Nduku

Signature: _____

Date: _____

Supervisor: Dr. Susan Macharia

ABSTRACT

This research was aimed at studying the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division, Machakos County, Kenya. The study sought to establish the extent to which students were involved in the formulation of school rules and regulations in public secondary schools in Kangundo Division; the extent to which students were involved in the implementation of school rules and regulations to enhance discipline in secondary schools in Kangundo Division; the issues arising from school rules and regulations in secondary schools in Kangundo Division; the attitude of teachers and students towards rules and regulations in secondary schools in Kangundo Division; challenges arising in enforcing the existing school rules and regulations in secondary schools in Kangundo Division and to recommend measures that should be taken to improve on the existing rules and regulations in secondary schools in Kangundo Division. A descriptive survey design was used to examine the effectiveness of school rules in enhancing discipline. The target population for this study consisted of all public secondary schools in Kangundo District. The sample frame included seven (7) public secondary schools, one hundred forty (140) students, twenty one (21) student leaders, twenty one (21) class teachers, seven (7) deputy head teachers and seven (7) head teachers. The study instruments were questionnaires for students, class teachers and Deputy Head Teachers and interview guides for Student leaders and Head Teachers. The research instruments were reviewed for validity by various groups of people who included the researcher's peers and supervisors at the Catholic University of Eastern Africa. Reliability of questionnaires was measured by Pearson's Correlation Coefficient which was computed with the help of Statistical Package for Social Sciences (SPSS). Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive analysis such as frequencies and percentages were used in data presentation. The findings of the study revealed that students were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same. The findings further revealed that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement. The researcher recommends affirmative policy formulation to provide/encourage use of student friendly disciplinary measures like guidance and counseling by expert. The ministry of Education should expand its spheres of coverage to incorporate school principals in addressing the challenges faced in enhancing student discipline. School management should organize seminars and forum for students on the importance of obeying rules and regulations. In such a workshop, teachers and other experts can share with students on real life experience on the obedience of rules and regulations.

DEDICATION

I dedicate this work to my beloved parents Mr and Mrs David Ndeto for their great love, constant support and tireless dedication to my initial formation. I dedicate it to my brothers and sisters who greatly contributed to my life and growth. This work is also dedicated to all The Sisters of the Immaculate Heart of Mary, who are educators and strive to mould young girls and boys, that through effectiveness of school rules and regulations, proper discipline may be enhanced in all Institutions.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Students are key stakeholders and the most essential resources in education. It is absolutely necessary to direct students to exhibit acceptable attitude and behaviour within and outside the school. In an attempt to achieve an organized and peaceful school environment and maintain law and order, school management specifies rules and regulations to guide the activities of members of the educational institution.

Student's discipline is a prerequisite to almost everything a school has to offer students (McGregory, 2006). Seifert and Vornberg further link discipline with both the culture and climate of the school thus according to them in order for a satisfactory climate to exist within a school, a certain level of discipline must exist. In schools where discipline is a serious problem, for example, where students bully others, parents can transfer their children to 'better' schools. Since the well behaved students usually perform well their transfer can affect the overall performance of that school. However punishment can aggravate behaviour instead of curbing it (Rigby, 2000).

The problem of indiscipline in schools is a global issue of great concern, traversing political, economic, geographical, racial and even gender boundaries (Kajubi, 2007). There is a growing concern regarding indiscipline in schools within the United Arab Emirates where teaching methods were blamed for the children's indiscipline (Mukharjee, 2005). The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and

violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline.

According to India Parenting online Ltd (2007) the standards of discipline were reported to be deteriorating in Indian secondary schools. The study pointed out that there was need to find a lasting solution to the problem of indiscipline. The solution to the issue of indiscipline would make students' education and schooling experience more productive. Cases of indiscipline have also been noted in England. There was a case in one school where a student happened to be carrying a gun in direct contravention of school rules which prohibits carrying of any form of weapon to school. He used it to shoot a fellow student. The government then planned a crackdown on school indiscipline by giving schools powers to search pupils for weapons (British Broadcasting Corporation, 2004).

The schools in Botswana had their image marred by acts of student indiscipline. Some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. A survey on a number of previous provincial schools also pointed out that indiscipline had caused deterioration in academic performance (McGregory, 2006).

There has also been a variety of reactions to the rising incidences of indiscipline and unrests in schools in Kenya. Various views have been expressed regarding the cause of the indiscipline and possible solutions to the problems have been proposed. Corporal punishment in Kenyan schools was banned through a Kenya Gazette notice on March 13, 2001 by the then

Education minister, Honorable Kalonzo Musyoka. If there is a topic that has of late generated a lot of heat regarding discipline in schools, it's the issue of the cane. There have been proposals by parents that they be allowed to cane their children to enhance discipline at secondary school in Coast province (Kiprop, 2007). This ban has been blamed for the increase in indiscipline, and naturally, there have been calls to rethink the decision. Kiprop is of the view that parents have a big role to play in instilling discipline into their children in and out of school. This is because a student more often than not reflects the same behaviour at school. However, these views are not in agreement with organizations such as the Kenya Human Rights Commission (KHRC).

Kenya, like any other country in the world has a code of discipline for students in schools found in The Education Act of 2009. This Act has further been elaborated in a manual for Heads of Secondary Schools in Kenya. School administrators are directed to exercise the prescribed methods to the benefit of the student, teacher, parent, government and the whole country at large. This is imperative because discipline is the foundation of schools. In fact educators and government authorities recognize discipline as a precursor of success in all school curricular and co-curricular activities.

Along with academic performance, school discipline ranks as one of the major concerns voiced by the public about schools and the school system in countries worldwide. These concerns are echoed in frequent and often dramatic media reports of disruptive students, student riots, bullying and violence in classrooms and playgrounds across Kenya. There is a continuing and growing perception that behaviour problems are endemic in schools, that teachers are struggling to maintain order, and that school authorities are unable to guarantee the safety of students (Mutua, 2004).

Because of its relationship with student academic performance and moral maturity, school discipline is often viewed as a national concern that is becoming more serious by the day for all societies (Mwangi, 2003). Practicing teachers, educationists, parents and students across the globe must increasingly get concerned with discipline-related problems in schools. In its management efforts, many educationists and researchers have sought to identify the most efficacious methods of enhancing school discipline. The use of rewards and punishments, stemming especially from the psychological research works of Shawcross (2009), have been used by many school educators, although in varying degrees, in managing students' behaviour. Of these methods, the use of corporal punishment has gained much debate, especially on its efficacy and its consequences to students (Adams, 2003).

In the past two decades, concern had been raised to the effect that there was unabated violent incidents of students' unrest in Secondary schools and tertiary institutions that resulted in loss of property, worth millions of shillings and lives in Kenya (Simatwa, 2012). During this time Machakos County was cited as one of the counties in Kenya that were experiencing many cases of student indiscipline in schools.

The methods of managing student discipline that are alleged to be highly breached are suspension and expulsion (Njoku, 2000). The Ministry of Education states that a student may be suspended from attendance at a school by the head teacher of the school or a teacher acting in that capacity, if his language or behaviour is habitually or continually such as to endanger the maintenance of a proper standard of moral and social conduct in the school, or if any single act or series of acts subversive of discipline is committed (Education Act, 2009). On expulsions, the Education Act (2009) states that it is only the Director of Education who is authorized to expel

students from schools after considering his age, progress and the report of the Board of Governors in detail. The Education Act gives authority to the Board of Governors to: make administrative rules appertaining to the discipline of students and prescribe appropriate punishment other than corporal punishment, for a breach of, or non-adherence to, such rules. With this provision, very many types of methods of managing discipline in schools are reported being used. Whereas some methods have been alleged to be effective in managing student discipline in some schools, in some, they have been a cause of indiscipline (Rono, 2006).

In spite of the policies and the various Sessional papers that the Government has set up to ensure quality education, learning institutions in Kenya have been plagued with cases of students' unrest and indiscipline. Students' unrest and indiscipline undermine quality education thereby their academic performance. The government has responded to the unrest in schools in various ways. Concerned stakeholders have aired their views regarding possible causes and also prescribed a number of solutions to the problem. The government has set up committees and commissions to investigate the causes of the problem of unrest in schools and various recommendations have been made. For example, The Shitanda Report (2000) on unrest and indiscipline in secondary schools in Kenya noted that the problem had not been restricted to public secondary schools but that the public universities had also experienced their fair share of student unrest and indiscipline.

Secondary schools in Kenya thus have different rules aimed at regulating students conduct and enhancing discipline. The rules operate in different contexts but students are expected to adhere to them generally. There are academic as well as non-academic rules. Academic rules include examination rules, time management as well as classroom rules. Non-

academic rules refer to rules relating to boarding and good grooming. Since most students at secondary level lack self-drive, it is the effectiveness of these rules that leads to enhancement in discipline.

Incidences of indiscipline have negative effects on academic performance. Rarely will you hear of a school known for indiscipline mentioned among the top performing schools when results are released. On the other hand, schools which are known to perform excellently are equally known for being some of the most disciplined schools.

The maintenance of discipline in a school depends on how effective the set rules and regulations governing are. Students should be aware of the consequences of breach of these rules and teachers should ensure that these are enforced to the letter. Determining rules and consequences, teaching them to students and outlining the benefits of working within them, is a critical up-front investment. If there is a doubt about expectations for behaviour in the classroom, students may develop their own patterns of behaviour. As a wise teacher once said, if you don't have a plan for your students, they will have a plan for you (Sithole, 2008).

This study was carried out in Kangundo division. Indiscipline has been a problem in the country, Kangundo division has not been spared either hence the focus of this study. Like other districts in Kenya, there have been cases of student indiscipline in some secondary schools in this area where students were involved in strikes causing massive damage to school property. A student loitering in the streets during school days is also a common phenomenon in this area. The question therefore begs us to wonder whether the existing school rules are effective in enhancing

discipline among the students. A brief description of Kangundo division is necessary in order to understand the context within which the study will be carried out.

Kangundo division is found in Machakos County, one of the 47 counties established under the new constitution of Kenya 2010. It comprises Kangundo and Kakuyuni locations. It has a population of approximately 100,000 people (Kenya National Bureau of Statistics, KNBS, 2009 Census). It has a surface area of 1548 km². This is one of the most developed divisions in Machakos County. Agriculture is the mainstay of the economy of Kangundo. Crops produced include maize, beans and coffee. There is also livestock rearing in the area.

Population with secondary education stands at 22.1 %. The division has 56 secondary schools and an enrolment rate of 32% for both boys and girls. The secondary school going age group comprises about 9% of the total population. The secondary school dropout rate is estimated to be 4.7% (KNBS, 2009 Census). Many children drop out of primary and secondary school mainly due to inability to afford cost of education and the limited number of schools (Commission for Revenue Allocation, 2012).

1.2 Statement of the Problem

Schools play an important role in the socialization process of the young people from where they learn to regulate their own conduct, respect towards others, manage their time responsibly and thus becoming responsible citizens (Tait, 2003). Though they play such a crucial role, what is being observed in Kenya's secondary schools is a wave of indiscipline among students in form of strikes, bullying, arson cases in schools, and vandalism of school property. That is why Njoku (2000) argued that there has been an increase in wanton destruction of

property and lives lost. This has therefore created a big concern for teachers, head teachers and stakeholders. No wonder the government of Kenya in the year 2008 set a taskforce to deal with the issues and causes of indiscipline. This state of affairs makes one wonder whether the rules and regulations are effective in enhancing discipline.

Many researchers have investigated on the issue of indiscipline in different parts of the world. Sithole (2008) and Jeruto and Kiprop (2011) conducted a study on the extent of student involvement in decision making in South Africa and Kenya respectively and found out that students' views are neglected. Kamau and Njenga (2009) conducted a study on how negative attitude hinders effective implementation of school rules in Kiambaa schools in Kenya and found out the attitude of both teachers and students matters in the implementation of school rules and regulations. Rono (2006) studied on the use of guidance and counseling in managing student discipline in Eldoret Municipality and found out that a school administrator's job in the realm of student discipline is much like the combination of a judge and jury.

Though all these studies have dealt with the issue of discipline, there seem to be limited research on the same issue in Kangundo Division. It is against this background that the researcher sought to ascertain the effectiveness of school rules and regulations in discipline enhancement in both public and private secondary schools at Kangundo Division in Machakos County.

1.3 Research Questions

This study sought to answer the following questions:

- i. To what extent are students involved in the formulation of school rules and regulations in public secondary schools in Kangundo Division?
- ii. In what ways are the school rules and regulations implemented to enhance discipline in public Secondary school in Kangundo Division?
- iii. What issues arise from school rules and regulations in secondary schools in Kangundo Division?
- iv. What is the attitude of students towards rules and regulations in secondary schools in Kangundo Division?
- v. What challenges arise in enforcing the existing school rules and regulations in secondary schools in Kangundo Division?

1.4 Significance of the Study

It is expected that the findings of the study will be beneficial to the following stakeholders: The study will be of significance to curriculum developers in that it will help align the curriculum to address issues of discipline amongst students. The content for secondary education should therefore be designed with a view of equipping the learners with relevant knowledge that emphasizes on maintenance of rules and regulations that enhances discipline so as to produce law abiding citizens.

The Ministry of Education, Science and Technology is responsible for provision of the legal framework under which secondary schools should operate. This includes matters of discipline and formulation of school rules and regulations. This study will therefore help in

ensuring that the ministry reviews the existing framework so that it enhances discipline through effective rules and regulations. This study will help school administrators to come up with rules and regulations that are effective and efficient in discipline enhancement amongst students and the staffs.

The public and the parents have an interest in education having invested heavily in it. The society expects good returns for its investment in terms of good academic performance as well disciplined children. Unrests in schools would, however, jeopardize these returns as parents are often called upon to meet the cost of unrests in schools which is a result of indiscipline by the students. This study will therefore help in addressing issues of student indiscipline and parents as well as the wider society will benefit since the costs associated with student indiscipline will be minimized.

1.5 Scope and Delimitations of the Study

The study focused on the effectiveness of rules and regulations in enhancing discipline in public secondary schools in Kangundo Division, Machakos County. The study was therefore carried out only in one area, Kangundo Division. Indiscipline has been a problem in the country and Kangundo has not been spared either. There have been cases in Kangundo where students were involved in strikes causing massive damage to school property. A student loitering in the streets during the day is a common phenomenon in this area. The researcher has been wondering whether the existing rules are effective in enhancing discipline among students in public schools in Kangundo. The study was conducted in selected public secondary schools in Kangundo Division. The time frame covered by the research was the last five years, from the year 2007 to

2012). This was because a period of five years was adequate to study the effectiveness of school rules in enhancing discipline in public secondary schools found in Kangundo Division (Simatwa, 2012).

The elements of school rules that were considered included conduct within the classroom, examination rules, boarding rules and rules guiding interactions between and among the students. The respondents comprised of students, student leaders, head teachers, deputy head teachers and class teachers all from secondary schools within Kangundo Division. These are the key stakeholders in far as student discipline in schools is concerned.

1.6 Theoretical Framework

This study is based on McGregor's theory X and Y which is an alternative to the classical organization theory of Max Weber. Theory X and Theory Y was an idea devised by Douglas McGregor in his 1960 book *"The Human Side of Enterprise"*. It encapsulated a fundamental distinction between management styles and has formed the basis for much subsequent writing on the subject. Theory X is an authoritarian style where the emphasis is on "productivity, on the concept of a fair day's work, on the evils of feather-bedding and restriction of output, on rewards for performance. It reflects an underlying belief that management must counteract an inherent human tendency to avoid work" (Shawcross, 2009).

Theory Y is a participative style of management which assumes that people have a desire to and should be able to contribute to the decision making process, they will organize themselves and will take responsibility if they are trusted to do so, poor performance is most probably due to boring, repetitive and tedious work or poor management and that they enjoy work, seek

satisfaction from work and have many different and complex needs. It is management's main task in such a system to maximize that commitment (Okumbe, 2008).

Theory X assumes that individuals are lazy, do not like work and are primarily motivated by money, they need to be closely supervised and controlled or they will underperform, they do not care and are not interested in the needs of the business, they lack ambition and that they have no desire or ability to assist in the decision making process or to take on any responsibility. They always have a ready-made excuse for failure - the innate limitations of all human resources (Shawcross, 2009). Theory Y, however, assumes that individuals go to work of their own accord, because work is the only way in which they have a chance of satisfying their (high-level) need for achievement and self-respect. People will work without prodding; it has been their fate since Adam and Eve were banished from the Garden of Eden.

Theory Y gives management no easy excuses for failure. It challenges them “to innovate, to discover new ways of organizing and directing human effort, even though we recognize that the perfect organization, like the perfect vacuum, is practically out of reach”. McGregor urged companies to adopt Theory Y. Only it, he believed, could motivate human beings to the highest levels of achievement. Theory X merely satisfied their lower-level physical needs and could not hope to be as productive. “Man is a wanting animal,” wrote McGregor, “as soon as one of his needs is satisfied another appears in its place.”

Theory Y in its extreme form does not work well. All individuals, however independent and mature, need some form of structure around them and some direction from others. Theory Y can also be criticized for its “inhumanity” to the weak, and to those not capable of a high level of

self-motivation. According to Theory Y, People don't hate work. It's as natural as rest or play. They don't have to be forced or threatened. If they commit themselves to mutual objectives, they'll drive themselves more effectively than you can drive them. But they'll commit themselves only to the extent they can see ways of satisfying their ego and development needs.

In this study, the application of theory X views a school as an organization composed of different categories of people namely teachers, students and non-teaching staff. All these groups of people need discipline as a means of achieving the desired organizational goals and objectives through setting rules and regulations and once broken to be followed by prescribed punishments. Theory Y on the other hand views a school as an organization with a head teacher able to apply leadership skills so as to gain willing cooperation from teachers, students and non-teaching staff through the use of rules and regulations set by management.

In application of McGregor's theory to this study, the main variables are school rules and regulations for efficient management and administration of punishments to students who do not abide by school rules and regulations and time management that refers to the effective utilization of time allocated to individual activities in an education institution. These activities include both classroom and outdoor work such as sports, gardening and cleaning work or house work.

1.7 Conceptual Framework

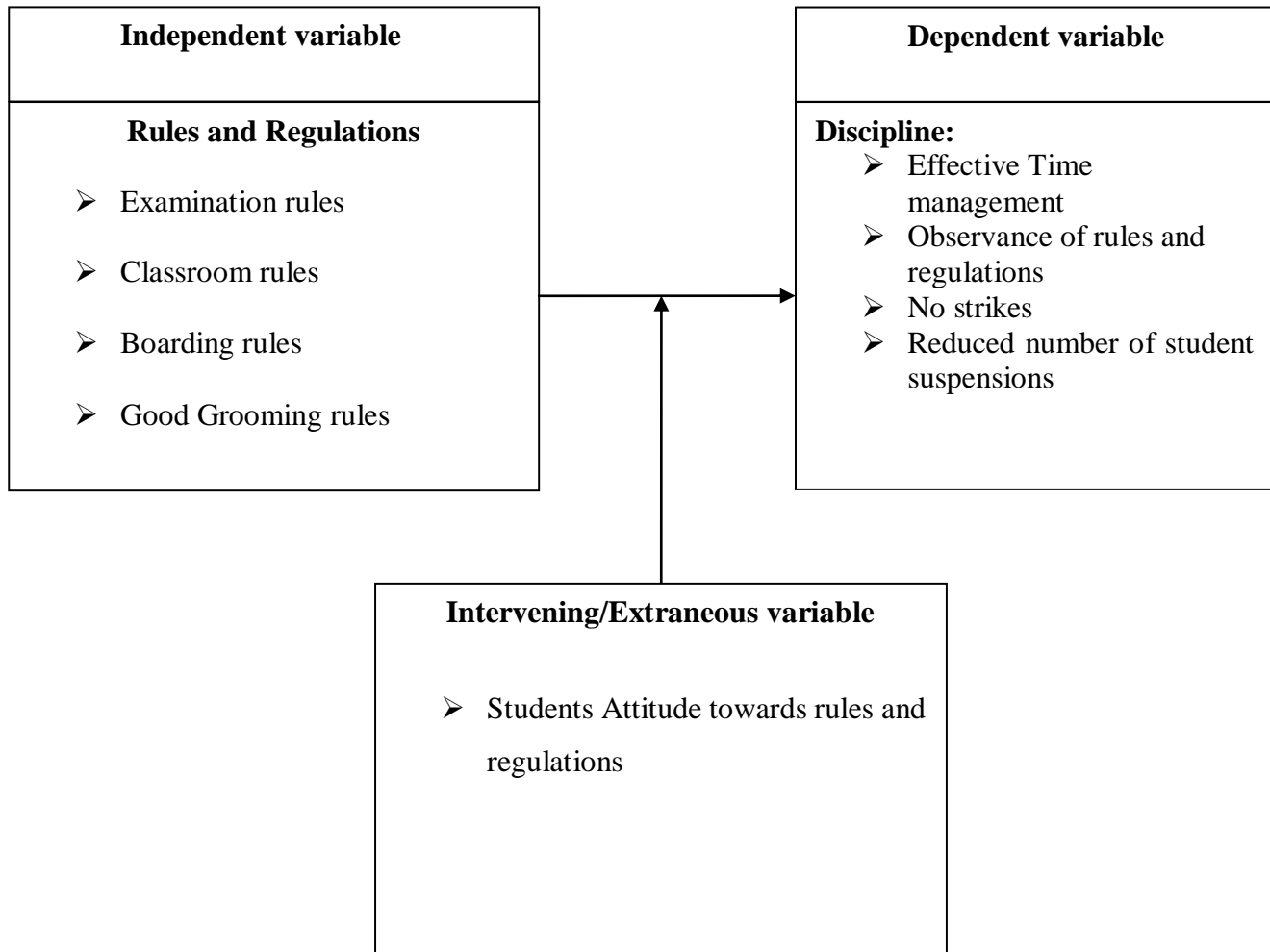


Figure 1.1: Conceptual Framework

Figure 1.1 shows the independent variable as rules and regulations. The dependent variable is discipline and this is reflected through effective time management, observance of rules and regulations, academic performance, absence of strikes and reduced number of student suspensions. This study therefore investigated the relationship between the independent variable on the dependent one. The intervening variable was the attitude that both teachers and students

have towards the general concepts of discipline. Students' adherence to discipline is affected by the perception they have. This regards as to whether they will be punished by their teachers or any other consequences that might follow after incidents of discipline. Students may also adhere to set rules and regulations depending on how they have been brought by their parents as well as the social environment of their upbringing.

1.8 Operational Definition of Key Terms

Challenges - in this study, challenges mean the constraints which secondary schools face when applying disciplinary measures to students who do not follow the set rules and regulations of the school.

Discipline - refers to the means by which school staff maintain order and regulate the behaviours of students, involving rules that govern goal orientation and behaviour inside and outside the institution, including the socialization processes that happen in the school.

Effectiveness - is the capability of producing desired results. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression.

Punishment - refers to the process of intentional infliction of pain, shame and unpleasant statement by a teacher on student or group of students as consequence of the student/groups' breaking of school rules and regulations.

Rules - one of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area, in this context, a school.

Regulations - Regulations are usually more official than rules because they are drawn up by the school board. They are a definite set of standards that must be adhered to at all cost. Standards that cannot change, must not change, and will be followed or else there will be consequences, legal or otherwise. Regulations differ with rules in that rules can be altered from time to time upon complaint and review. Some can be bent or broken without any real consequences to follow.

School climate – Quality of interpersonal relationships between and among students, teachers, and staff which enhance adherence to school rules and regulations. This is affected by attitudes, behaviours and group norms within the school.

1.9 Organization of the Study

Chapter one lays the basis for the study. It contains a background of the study. Other areas covered in the section are; statement of the problem, research questions, significance of the study, scope and delimitations of the study, operational definition of key terms and organization of the study.

Chapter two will begin with the introduction of the chapter, present various literature on the topic based on the research questions and the theoretical framework. Chapter three will describe the research design and methodology that the researcher intends to use in conducting the study. It will also comprise of the target population, description of the sample and sampling procedures. The chapter will have the description of the research instruments, reliability of the research instruments and validity of the research instruments. This chapter will further describe data collection procedure and data analysis procedures that the researcher intends to use.

Chapter four will deal with analysis, interpretation and presentation of data while chapter five will focus on the summary of the findings, conclusions and recommendations based on the major findings of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter deals with related literature on the effectiveness of school rules in enhancing discipline in public secondary schools. The sources of literature include published theses from online journals and web articles. The chapter is organized under the following headings: Issues arising from school rules and regulations in secondary schools; Perception of teachers and students towards rules and regulations in secondary schools; Students involvement in the formulation of school rules and regulations in public secondary schools; Extent to which existing rules and regulations enhance discipline in secondary schools and the challenges arising in enforcing the existing school rules and regulations in secondary schools.

2.1 Students involvement in formulation of school rules and regulations

Student involvement in implementation of school rules refers to the work of student representative bodies - such as school councils, student parliaments and the prefectorial body in formulation of school rules. It is also used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. Student involvement also refers to participation of students in collective decision-making at school or class level and to dialogue between students and other decision-makers, not only consultation or a survey among students (Jeruto and Kiprop, 2011). Student involvement in formulation of school rules is often viewed as problematic to school administrators, parents

and society at large. This is often due to the fact that students are viewed as minors, immature and lacking in the expertise and technical knowledge that is needed in the running of a school. Thus student participation is often confined to issues concerned with student welfare and not in core governance issues such as school rules (Magadla, 2007).

Sithole (2008) conducted a study on the extent of student involvement in decision making in South African secondary schools. Sithole found that student involvement in decision making especially in as far as formulation of school rules is concerned was debatable with often conflicting viewpoints propagated by differing stakeholders depending on their background and world view. Basically, there were three view-points that were found to guide the extent of student involvement in formulation of school rules. The first was that students must remain passive and receive instructions from parents and teachers (Sithole, 2008). This view meant that rules must be designed by teachers and students are to follow them to the letter. The second view-point suggested that students can participate but only to a certain degree. In support of this view, Mutua (2004) suggests that there is a tendency among some teachers and school leaders to define the issues which affect students quite narrowly. Student consultation and decision-making is often limited to aspects of school life that affect students only and which have no immediate relevance to their discipline, e.g., playgrounds, toilets and lockers.

Aggrawal (2004) adds that while student representatives may not participate in matters relating to formulation of school rules and regulations, their participation should be ensured in all other academic and administrative decisions taken by these bodies. Though this view appears to support student participation in decision making, it however confines student involvement in decision making to specific areas of school life leaving out the most crucial aspect of rules and

regulations. Defining the limits of student participation in this way is however not only likely to give students the impression that the school's commitment is tokenistic and therefore not to be taken seriously, but it also severely limits the possibilities for experiential learning (about the nature of schooling and the education system as well as in different forms of public decision-making) (Okumbe, 2008).

The notion is authoritarian and paternalistic, rather than democratic. It not only assumes that secondary school students have a legitimate interest only in student-specific issues, but it also assumes that students have no right to decide for themselves the issues in which they want or do not want to be involved. For this reason, Simatwa (2012) suggested that opportunities for student participation should go beyond specifically student-related issues and extend to wider aspects of school life especially concerning school rules and regulations. Effective involvement, it has been said, would give students a sense of ownership thereby compelling them to adhere to school rules (Fielding, 2002). There are very few aspects of school life and decision-making in which, principle at least, school students cannot be meaningfully involved – depending upon their age and experience hence the need to examine the third level of student involvement in decision making.

The third viewpoint suggests that students should fully participate in decision making which includes the formulation of rules and regulations (Magadla, 2007). This view is supported by Njozela (2008) who points out that principals and other stakeholders should not underestimate the contributions of students especially if they are given the opportunity to develop their skills and their level of maturity. In their support, Huddleston (2007) states that students should be involved in all areas of school life. He adds that the range of activities that make up the work

of a school can be categorized in a number of different ways, but, however it is categorized, one should expect students to have opportunities for involvement in each major area – in particular in a school's: ethos and climate – including rules, rewards and sanctions.

Jeruto and Kiprop (2011) conducted a research on the Extent of Student Participation in Decision Making in Secondary Schools in Kenya. The study was prompted by the recurrent of student unrest in Kenya; often blamed in media and research to unequal decision making opportunities in schools. Data was collected by means of a survey questionnaire distributed among 300 secondary school learners and thirty teachers. The findings were that though there are attempts to include views of students in school policy, such attempts were mainly tokenistic and did not extend to core issues of school rules and regulations. Students were only allowed to participate in student welfare issues but were deemed to be immature and therefore unable to participate in administrative issues such as formulation of rules and regulations. It was thus concluded that student participation in secondary schools was still wanting and needed to be expanded to include issues beyond student welfare issues. Students' views are excluded when making decisions on the formulation of school rules, discipline of students and nature of punishments.

The study by Jeruto and Kiprop (2011) looked at student participation in decision making, which is a wider perspective while the current study specifically focused on the formulation of school rules. Further, this study investigated how student participation in the formulation of school rules enhances discipline, an aspect which the above study fell short of.

2.2 Extent to which rules and regulations enhance discipline in secondary schools

According to Adams (2003), schools rules and regulations are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behaviour and obedience to school authority (Adams, 2003). Also on admission, schools especially at secondary level, students are given prospectuses, which spell out some of the expectations which include compliance with rules and regulations (Adams, 2003).

Kiggudu (2009) conducted a study on how the management of school rules influences students' academic performance in selected private secondary schools of Busiro County in Wakiso District, Uganda. The study employed survey research design particularly cross sectional survey design. Questionnaire was the main instrument of data collection in addition to interview guide and document review. Four private secondary schools were randomly selected in Busiro County of Wakiso District in which the study was conducted. The major findings of the study were; all schools have written rules and regulations but which they don't understand, some rules and regulations require modifications and others lack consistence in their implementation, which raises students' anger leading to violence, strikes and aggression. The researcher found that despite rules and regulations specifying what school members should do and what they should not do, this expectation, in most secondary schools in Busiro County, students broke the rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students.

The study was conducted in Uganda while the current study was conducted in Kenya. The study further used a cross sectional survey design. Data generated from across sectional survey was not systematic for analyzing the characteristics in the specific area of concern. The current study employed a descriptive survey research design that is aimed at gathering systematic information from a specific area. The scope of the study was selected private secondary schools; however the current study was interested in finding out the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division, Machakos County in Kenya.

Kabandize (2004) carried out a study on students control through rules and regulations set by individual schools in Uganda and observed that, rules and regulations are enforced through prefect bodies and councils, disciplinary committees, teachers and involvement of parents. Cotton (2000) also argued that the best results could be obtained through vigilantly reminding students about rules and regulations of the school and monitoring their compliance with them. However it has become normal in many secondary schools for students to break school rules and regulations with impunity, showing lack of respect to school authority, damaging of school property, beating up their teachers, rioting at any slightest opportunity and even inflicting harm on one another to the extent of using acid as a means of defense. The consequences from such undisciplined behaviours may result into poor students academic performance.

According to Matsoga (2003), during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehaviour that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself

in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students. An example was cited in 2003 where students of one of the secondary school in Botswana, broke into a biology lab to steal ethanol (Banda, 2004). Some of these students lost their lives, and others lost their sight. In another secondary school, a 19-year-old boy committed suicide after fighting with another student over a borrowed plate (Maleke, 2003). These were due to students disrespecting the formulated school rules and regulations that could assist them guide their behaviours at school. However, these researchers concentrated on discipline in secondary schools without focusing on how effective the existing rules and regulations were in enhancing discipline.

Cotton (2000) in his study about the modes of students' control in Public Schools in the United States of America shares the same opinion and recommends an open minded approach to effective school rules and regulations as a way of minimizing unwanted students behaviour in schools. However, since most school rules and regulations are set without students' participation (Kabandize, 2001), students tend to resist them and at times break them leading to indiscipline acts that could result into suspension and dismissal of students.

Salzer-Morling (2010), also concurs with Cotton (2000), and believes that, responsiveness to school rules can become a consequence of how teachers view them. Harris (2005), carried out a study on discipline among learners in a state funded secondary school in Oxford, United Kingdom and established that, the collapse of discipline in the classroom order, classroom hooligans was an indication of students disrespecting classroom rules and regulations. Much as Harris (2005) study concentrated on discipline and established that it was declining

among students, it did not focus on how effective the school rules were and hence a need for this study.

The Elton Committee carried out research on the standards of discipline in Scotland and Wales in 2009, and reported that students were cited with violence that involved verbal and physical aggression to teachers. According to Adeyemo (2005), who carried out a study on the level of discipline in secondary schools in Nigeria, established that, there was wide spread violation of school rules and regulations which was capable of obstructing the smooth and orderly functioning of the school system. This argument was also supported by Mukharjee (2005), who carried out a study on the standards of discipline in secondary schools in Mexico and noted that certain changes signaling maturity in the course of growth and development of students in secondary schools tend to make students misbehave by faulting school rules and regulations.

These researchers however only attempted to establish the level of discipline in schools without studying how effective the rules and regulations were in enhancing discipline and this called for this study. The question is how effective are the school rules in enhancing discipline in secondary schools? A critical analysis of the above studies did not provide a clear answer. Much as the researchers had studied the way school rules and regulations control the students' behaviour in schools, a gap remained undiscovered on how the administration of rules and regulations was effective in enhancing discipline. This study therefore investigated the existing relationship between the effectiveness of school rules and regulations and discipline enhancement.

Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 2008). Regulations are authoritative orders with a course of law intended to promote order and efficiency in a school. Lupton and Jones (2002), also concurred with Okumbe (2008), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behaviour expected of the teachers and the students. However these researchers did not say anything on the effect of school rules and regulations on discipline enhancement hence the need for this study.

2.2.1 School rules and time management

In a proper learning situation, a disciplined student is the one expected to do the right thing at the right time (Kajubi, 2007). Bratton and Gold (2003) also shared the same opinion where they argue that, a disciplined student is the one who is in the right place at the right time. However in most schools, students misuse time through loitering in villages and yet time is a factor for achieving success, others arrive very late for classes missing lessons, which seems to affect their academic performance. This can be blamed on the existence of ineffective school rules and regulations especially concerning time management.

According to Byarugaba (2001), time is a scarce resource and therefore requires proper apportioning so as to enable any organization achieve its objectives. Punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution. Many a times, this is usually dependent on effective school rules and

regulations. Mafabi (2003) also agreed with this idea and argued that, in the school environment for success to be achieved, the school head teacher is expected to be an example of good time management. Despite this expectation, the practice in most secondary schools is that, most of the school activities seem not to respect the designed timetable. There is a need therefore to establish the source of this poor time management.

Clifford (2003) noted that discipline should take precedence over other activities and must be enforced. He argued further that, much of time management in schools is guided by school timetables that indicate time for every activity in the school such as teaching, break time, assembly, lunchtime and sports. This usually forms part of the school rules and regulations. Parkes and Thrift (2001) also shared the same opinion with Clifford (2003) during their study on time management in public schools in the United States of America and established that, time is a mental device that gives order to events by identifying them as successive. But in reality, in most secondary schools, for example, assemblies tend to encroach on the time for other activities an indication of poor time management.

Docking (2006) argues that, a disciplined student is the one expected to arrive before lessons start and wait for the teacher. At the same time a disciplined teacher is the one expected to respect all the time allocated to him or her on the timetable. Despite this belief, most teachers in the secondary schools are also reported to attend lessons late and leave classes before the end of lessons. This generally seems to originate from ineffective school rules and regulations.

A critical analysis of the above studies shows that researchers concentrated on time management and its effect on academic performance in a class situation but without looking at

its origin. Also the current time management practices in most secondary schools in Kenya has remained unknown and always raised a big concern. This study will therefore reveal the relationship between time management and school rules and regulations.

2.3 Issues arising from school rules and regulations in secondary schools

Most administrators spend a large portion of their time dealing with school discipline and behaviour. While there is no way to eliminate student behaviour problems, there are steps that can be taken to ensure that discipline programmes are seen as effective and efficient. According to Mafabi (2009), management is the process of working with and through people to accomplish organizational goals. Management deals with the establishment of rules and regulations as well as planning activities that aim at fulfilling the objectives of a particular organization. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behaviour can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behaviour expected of every individual in the group (Harris, 2005). There should be ways of dealing with misconduct at various levels: (1) misconduct inside the classroom; (2) misconduct by breaking school rules; (3) serious misconduct or serious violation of school codes; (4) very serious misconduct or very serious violations of school codes; and (5) criminal acts which not only violate school codes but which breach the law.

Secondary schools have rules and regulations which have common threads. Students are expected to attend every school day, unless they are legally excused, and be in class on time and prepared to learn. They are also to maintain a neat appearance, including adhering to the

requirements of the school's uniform or dress code policy; behave safely, considerately and responsibly, including when travelling to and from school; show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and cooperating with instructions and learning activities; treat one another with dignity and respect; care for property belonging to themselves, the school and others. Behaviour that infringes on the safety of others, such as harassment, bullying and illegal or anti-social behaviour of any kind, is not tolerated as these are acts of indiscipline (Magadla, 2007).

Lack of discipline among students is largely a reflection of attributes, values and practices of their society. This was evident in the conceptual framework where student adherence to school rules and regulations was found to be reliant on parental upbringing and the social environment as intervening variables. If there is no social order in a society, the students will be indisciplined in school (Grossnickle and Frank, 2006). In South Africa, the alarming level of classroom violence and schoolyard crime mirrors a wider problem in a country with some of the world's highest rates of violent crime for instance, a spate of fatal school stabbings involving teenage pupils who were both perpetrators and victims (McGregory, 2006). However, if the family background is not good, different social classes are present, school is located in a socially disadvantaged area and there is bad influence of peer groups it will have a negative effect on discipline so academic achievement will also be negatively affected.

Lack of proper management by teachers results in conflicting rules at home and the school situation. Sometimes, students are ignorant of the rules or want to try the teachers to see which rules are operational and which are not for instance, four students of Murray secondary, Taita-Taveta, left the school without permission after a trip aborted. They were later

suspended. Unqualified school managers are also some of the major causes of crisis in schools (Mwiria, 2004).

In the last few years, secondary schools in Kenya have experienced unprecedented spate of students' unrest. This occurrence has elicited a barrage of attacks directed towards students. Most criticism has been precipitated on the premise that students are indisciplined as a result of ineffective rules and regulations (Kiprop, 2007).

The discipline of students both in school and at home is determined by many factors. Among these factors, parental upbringing lays the most important basis for the discipline of the child. Beyond the home, the social environment plays another fundamental role in shaping the child's character. Corporal punishment has been used for long in our society both at home and outside the precincts of home to instill discipline. Compliance through caning is often mistaken for discipline. However, research has shown that this form of violent approach to discipline is counter - productive in the long run. Corporal punishment dehumanizes the child, is brutal and instills fear in the child which inhibits the child's normal growth and productivity (Kiprop, 2007). Most proponents of corporal punishment are losing sight of the very basic fact that approaches of instilling discipline abound in our midst. Guidance and counseling is yet to be fully embraced in our schools yet it is one of the best methods of reforming children.

In several international treaties that Kenya has ratified, corporal punishment has been regarded as a form of physical violence against children. The World Health Organization (WHO) defines physical abuse as the intentional use of physical force against a child that results in or has likelihood of resulting into harm of the child's health, survival, development or dignity, examples

include hitting, beating, kicking, shaking, biting, strangling, scalding, burning, poisoning and suffocating (WHO, 2010). The Children Act 2001 Laws of Kenya categorizes corporal punishment as a form of violence against children. It is against this understanding that the Act outlaws it.

2.3.1 Discipline and students academic achievements

Rules or standards of behaviour can be defined as the shared expectations of a group of people. These include what the group regards as a socially acceptable pattern of behaviour expected of every individual in the group (Harris, 2005). Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 2008). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization. McGregory (2006) also concurred with Okumbe (2008), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behaviour expected of the teachers and the students. However these researchers did not say anything on the effect of school rules and regulations on students' academic performance and thus a need for this study.

Good discipline at school plays a vital role in the achievement of expectations and goals. Many secondary schools experience ineffective discipline. This lack of discipline has affected the learner's academic performance and their progress in school. Wood, Nicholson and Findley (2005:312) state that good discipline helps to develop desirable student behaviour. If a school

has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. Gawe, Vakalisa and Jacobs (2001:190) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor.

Discipline also plays a vital role in the acquisition of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham (2004:66) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his journey to adulthood. Parents often have no choice but to enroll their children in a school with poor discipline which often leads to poor academic performances.

Effective discipline is needed in school for good academic achievement. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place thus leading to positive academic achievements. Sonn (2009:86) emphasizes that a school without effective discipline is unmanageable and often results in unmotivated and demoralized educators and learners which in turn leads to poor academic performance. Effective discipline results in good academic achievement because self discipline is involved which promotes the focus on the achievement of a learner's goal but indiscipline has negative results such as high failure rates.

Visser (2009) refers to the role of partnership between parents and educators in effective discipline. If discipline [effective] is present at school and the parent at home is also aware of

good discipline at school and it is also applied at home, this is a good recipe for good academic achievement because what is applied at school is also applied at home. There is no difference between the school environment and the home environment.

2.4 Attitude of teachers and students towards rules and regulations in secondary schools

Traditionally, teachers are encouraged to believe that the learning environment must be orderly and quiet. For some principals, a quiet classroom means adherence to classroom rules which prohibit noise making in class. With the growing movement toward cooperative learning, however, more teachers are using activities in which students take an active role. Sharing ideas and information with various activities occurring at the same time can make for noisy classrooms. But it would be a mistake to conclude that in such classrooms students are not learning and that they are violating classroom rules (Carr, 2008).

The classroom management and mastering order inside the classroom are the most important factors in educational process and basic requirements. They are considered the basic problems which face the teacher since teachers complain about mastering the order inside the classroom, and it consumes much effort and time, and they are considered as sensitive, important and critical factors for the teacher's success or failure in his tasks.

Teachers do not generally want to give control to their students especially on matters of discipline. They are instructed that the mark of a good teacher is the teacher who controls the class (Taylor, 2007). The amount of control that teachers have in the class is often seen by the administration as a measurement of the quality of a teacher. Administrators are usually happy if

a teacher never sends a student to the office and interpret this as proof that the teacher is in control and must be doing a good job thus the students are disciplined (Visser, 2009).

Students that practice disruptive behaviour cause disciplinary problems in the classroom and have negative effects on student, it may also lead to low achievement. There are many academic and behavioural problems regarding students that face teachers in the classroom and has a direct impact on the teaching – learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom vandalism, disobedience, aggressiveness, refusal to do tasks and school works. There is no instruction without any problems, as long the classroom has different achievement factors, and different personality (Visser, 2009).

A study carried out in Zimbabwe by Tull and Hawking (2006), on how attitude plays an important role in predicting behaviour among secondary school students showed that the knowledge of how students perceive rules and regulations and their readiness to embrace them can help in determining if they instill discipline in students or not. Tull and Hawking proceed to say that attitudes impel students to react to objects, situations or propositions in ways that can be called favourable or unfavourable. This can also be termed as an atmosphere created by an individual towards another individual, object, subject or even surroundings. The sample study consisted of 10 secondary schools, 50 students randomly sampled and 10 teachers who were purposively sampled according to the subjects they taught.

This study was conducted in Zimbabwe, a different country from Kenya; there is therefore a need to determine the effectiveness of school rules in enhancing discipline within a

Kenyan geographical location. Further, the study focused on how attitude plays an important role in predicting behaviour among secondary school students while the current study will focus on the effectiveness of school rules in enhancing discipline.

In Kenya most students tend to have a negative attitude towards school rules and regulations (Kamau and Njenga, 2009). This is attributed to the fact most students at this level are usually in their adolescent stage where they develop a rebellious attitude towards what is even meant for their benefit. This can have a negative effect over the implementation of school rules and regulations. Kamau and Njenga (2009) conducted a study on how negative attitude hinders effective implementation of school rules and regulations in secondary schools in Kenya, case study of Kiambaa Constituency, Central Province. They stated that right attitude formation is a core part in the implementation of school rules and regulations. Formation of favourable attitude is central to the education process. The study sample consisted of 7 secondary schools in Kiambaa Constituency, fourteen teachers purposively sampled and 150 students randomly sampled. The result of the finding concluded that the attitude of a teacher and students matter a lot in the implementation of school rules and regulations. This study was conducted in Kiambaa which is an urban setting while the present one will be conducted in Kangundo Division which is in a rural area.

2.5 Challenges arising in enforcing rules and regulations in secondary schools

The purpose of discipline and punishment should be constructive and not destructive; educative rather than punitive. The aim of discipline should be to educate and nurture values of tolerance, respect and self-discipline in the learner rather than to victimize, seek revenge or

belittle him/her (Gottfredson, 2009). The major challenge faced in enforcing school rules and regulations is ensuring that these aims are met.

The use of corporal punishment at school is one of the most debated topics in education and it poses a big challenge. Corporal punishment was out-lawed, but there are still a number of schools where it is an acceptable practice. Alston (2008) conducted a study titled *Student Discipline in South Africa: Problems and Solutions*. In his findings, the situation was that many educators face daily struggles in their school environment with issues of discipline. The study revealed that many educators found themselves in a position of not knowing what to do in the absence of corporal punishment. These educators were not alone in their struggle; even those educators who were committed to this change sometimes found themselves in a difficult situation.

Du Plessis (2008) carried out a research titled *Exploring Secondary School Educator Experiences of School Violence in South Africa*. The research found that one of the scariest issues for teachers is dealing with confrontational students in the classroom. While confrontations did not occur every day in every classroom, most secondary school teachers had to deal with a student who was acting belligerent and speaking out in their classroom. This research was carried out in South Africa, a different geographical setting from the one to be used in the current study and this has different implications on the findings.

When Johns Hopkins University researcher Gottfredson (2009) analyzed data from over 600 of the nation's secondary schools, he found that the following school characteristics were associated with discipline problems: Rules were unclear or perceived as unfairly or

inconsistently enforced; students did not believe in the rules; teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct; teacher-administration cooperation was poor or the administration inactive; teachers tended to have punitive attitudes; misconduct was ignored; and schools were large or lacked adequate resources for teaching (Gottfredson, 2009).

After reviewing dozens of studies on student behaviour, McKenzie and Rutto (2008) agreed with many of the Gottfredsons' conclusions. Orderly schools, they noted, usually balance clearly established and communicated rules with a climate of concern for students as individuals, and small alternative schools often maintain order successfully with fewer formal rules and a more flexible approach to infractions than large schools typically have.

Rono (2006) conducted a study on the use of guidance and counseling in managing student discipline in public secondary schools in Eldoret Municipality. The findings revealed that a school administrator's job in the realm of student discipline is much like the combination of judge and jury. A school administrator listens to all the evidence and makes the best possible decision that he or she can make in handing out a reasonable consequence. However, this was found to be very challenging.

Wanja (2010) conducted a study on challenges principals face in enhancing student discipline in secondary schools in Tigania District, Kenya. Her findings revealed that the challenges secondary schools face when enforcing rules and regulations include political interference, parents interference, restriction by law, lack of support by superiors, teachers being

poor role models, inappropriate knowledge on disciplinary actions and drug abuse by students. This implies that effective methods of enforcing rules and regulations in schools are varied.

The attributes, habits and other activities of parents strongly influence their children which in turn influences school discipline (Nyaga, 2004). Due to threats from some influential parents, principals may suspend taking disciplinary measures like suspensions for the fear that the influential parents may have it terminated altogether and the student readmitted unconditionally (Okumbe, 2001). In America, headteachers are ordered to use “suspended expulsion” and he/she has no right to punish or suspend the student before summoning the parents for a conference with the school. A suspended student is even allowed certain rights by the United States Supreme Court and whenever such cases are taken to court, the principal loses.

In Kenya, teachers have been ridiculed, humiliated and fined in courts of law for disciplining students. A case in point is Murray Secondary, Taita Taveta, where form four students who had been suspended for leaving the school without permission sued the headmistress, the chairperson of the board of governors and the Coast provincial director of education (Daily Nation 2006, September 15). The principal is restricted to a few alternative measures and often results to ineffective measures like ignoring the student misconduct altogether. In Njorua secondary, Laikipia district, three teachers were taken to court and accused of failing to stop students from burning the school dormitories (Daily Nation 2003, July 26).

This study will seek to establish whether secondary schools in Kangundo Division face the same challenges in enforcing set rules and regulations and propose a way forward in as far as overcoming these challenges is concerned.

2.6 Knowledge gap

It is evident that a number of studies have been carried on discipline in secondary schools, both local and international. Some of the studies have been carried out on; management of students' discipline in secondary schools, Student Discipline and Motivation and Maintaining discipline in schools. These studies laid much emphasis on the issue of discipline without focusing on rules and regulations yet it is the effectiveness of rules and regulations that may enhance discipline. Another pitfall evident from the studies reviewed above was the failure to focus on the effect of school rules and regulations on students' academic performance. This study therefore attempted at filling this gap.

Some of the studies reviewed above were carried out in different geographical settings. For example, the study by Tull and Hawking (2006) was conducted in Zimbabwe, a different country from Kenya; there is therefore a need to determine the effectiveness of school rules in enhancing discipline within a Kenyan geographical location. Further, the study focused on how attitude plays an important role in predicting behaviour among secondary school students while the current study focused on the effectiveness of school rules in enhancing discipline.

In all the reviewed studies, there appears to be a gap in terms of examining the effectiveness of school rules in enhancing discipline in secondary schools. Thus, there is need to examine the effectiveness of school rules in enhancing discipline in secondary schools.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter discusses the research methodology to be used in the study. The chapter presents details of the research design, target population, sample and sampling procedures, description of research instruments, validity of instruments, data collection procedures, data analysis techniques and ethical considerations.

3.1 Research Design

A descriptive survey design was used to examine the effectiveness of school rules in enhancing discipline. Gall, Borg & Gall (2003) define a survey as an attempt to collect information from members of a population in order to determine its current status with respect to one or more variables. The variables for this study included rules and regulations, discipline and teachers and students perception towards rules and regulations. The design involved describing, recording, analyzing and reporting on the effectiveness of rules and regulations, discipline standards and teacher and student perception towards the rules and regulations. It also determined and reported the way things were. This design was relevant to this study because it was expected to facilitate adequate data collection basically by the use of questionnaires and interview guides (Kajubi, 2007). It enabled to distinguish small differences between diverse samples groups; ease of administering and recording questions and answers; increased capabilities of using advanced statistical analysis; and abilities of tapping into latent factors and relationships.

3.2 Target Population

The target population for this study consisted of all public secondary schools in Kangundo Division. The study targeted head teachers, deputy head teachers, class teachers, students and student leaders. These groups were preferred because they have a direct bearing on the implementation and formulation of school rules and regulations. The study also targeted all secondary school students in Kangundo division.

3.3 Sample and Sampling Procedures

The sample frame included seven (7) public secondary schools, 140 students from this division, (21) student leaders (21) class teachers and seven (7) deputy head teachers and (7) head teachers. According to Borg & Gall (2003), 25% is representative. The current number of public secondary schools in Kangundo division is 28. There are 5 mixed secondary schools, 10 boys' schools and 13 girls' schools. The schools forming part of the sample will be chosen proportionately. For instance, the mixed schools were $5/28 \times 7 = 2$, boys $10/28 \times 7 = 2$ while girls schools were $13/28 \times 7 = 3$. The schools for the study were 2 mixed schools, 2 boys' schools and 3 girls' schools.

Stratified sampling was used to sample students. Stratified sampling involved dividing the population into sub-populations or strata. This increased the samples statistical efficiency and provided adequate data for analyzing the various sub-populations. Students were stratified on the basis of class. Ten students were then selected from each form. The students were selected through simple random sampling. These two classes were selected since they were more exposed to the school rules and

regulations and are better placed in terms of their contribution in answering research questions.

Deputy Head teachers were involved since they were directly in charge of the responsibility of administering discipline. Class teachers were chosen from each school whereby three class teachers in a school were selected by criterion.

3.4 Description of Data Collection Instruments

The study instruments included questionnaires for students, class teachers and Deputy Head Teachers and interview guide for Head Teachers and student leaders. Questionnaires were used as the main instrument of data collection. Gall, Borg & Gall (2003) observed that questionnaires give detailed answers to complex problems and therefore, are most effective. The use of questionnaires is also a popular method for data collection in deduction because of the relative ease and cost-effectiveness with which they are constructed and administered. Questionnaires give a relatively objective data. The questionnaires were structured based on the main research questions except the section I, which covered demographic characteristics of the respondents. The questionnaires solicited information on issues arising from school rules and regulations and the perception of students towards rules and regulations. Other sections included; students' involvement in the formulation of school rules and regulations, extent to which the existing rules and regulations enhance discipline and challenges arising in enforcing school rules and regulations.

Interview guides on the other hand had their strength. They were used in this study since they generally yielded the highest cooperation and lowest refusal rates, offered high response quality and took advantage of interviewer presence. They enabled multi-method data collection in that they combined questioning, cross-examination, and probing techniques (Owens, 2009). These guides collected in-depth data from student leaders and head teachers regarding the effectiveness of school rules and regulations in enhancing discipline.

3.5 Validity of Research Instruments

The term validity indicates the degree to which an instrument measures the construct under investigation. For a data collection instrument to be considered valid, the content selected and included must be relevant to the need or gap established.

The research instruments were reviewed for validity by various groups of people who included the researcher's peers, and supervisors at the Catholic University of Eastern Africa. These groups checked the instruments independently to ascertain whether they could solicit the right information as per expectations according to the research topic. Views on the content and structure were incorporated in the final draft of the instruments. This was procedural in ascertaining the content validity of research instruments so as to ensure the instruments solicited the right information for the given study. Face validity of the research instruments was ensured by seeking advice from the supervisors and the department of research at The Catholic University of Eastern Africa on how they were to be structured.

3.6 Reliability of Research Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the same results over a period of time. However, reliability in research is affected by random errors. The pre-test helped the researcher identify the most likely source of errors and hence respond to them before the actual study. Test re-test method was used to pilot the questionnaires using two public secondary schools in Kangundo division, Machakos County, Kenya which did not form part of the sample of the study. Reliability of questionnaires was measured by Pearson's Correlation Coefficient which was computed with the help of Statistical Package for Social Sciences (SPSS). Students' questionnaire had a correlation coefficient of 0.53 while that of teachers had 0.52. The instruments were accepted as reliable since a correlation coefficient greater or equal to 0.5 is taken as reliable (George & Mallery, 2003).

3.7 Data Collection Procedure

Data was collected mainly by use of questionnaires and interview guides. After the approval of the research proposal by the research supervisors, two approved copies were forwarded to the Ministry of Higher Education, Science and Technology for issuance of research permit. As per the requirements, the researcher reported and gave copies of the permit to the relevant authorities of the area of the study for clearance. A copy of introduction letter was delivered to the head teachers of the selected schools to prepare them in providing the anticipated assistance during the exercise and also familiarize

them by explaining the nature and the purpose of the study. The researcher then paid a visit to the selected schools to personally administer the questionnaires to teachers and students. The interviews were planned and organized by the researcher and the head teachers as agreed.

3.8 Data Analysis Procedures

The collected data was analyzed using both quantitative and qualitative data analysis approaches. Descriptive analysis such as frequencies and percentages were used to present quantitative data collected from Deputy Head teachers, class teachers and students using questionnaires.

Data collected through face to face interview from the student leaders and head teachers was analyzed qualitatively. The key points emerging from the interviews were reported in narrative form based on the research questions. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 20.

3.9 Ethical Considerations

Madges (2006) argues that ethical research is considered as one that “*does not harm*” and gives informed consent and respects the rights of individuals being studied. Ethical issues formed an important component throughout this study. It was vital for the researcher to give a serious thought to ethical aspects in every stage of this study. Therefore in this study the researcher duly informed the respondents in the study that their participation was voluntary and that they were free to omit answers to any particular questions if they so choose. This was in line with Trochim (2006) who argued that voluntary participation requires that respondents in the study are not

coerced into participating in the research. The researcher also protected their confidentiality and identity through use of numbers in line with Punch (2003) who alluded that the participants should remain anonymous throughout the study. The purpose of the study was fully explained to them in advance. Informed consent was obtained from all the respondents in answering the questions. The researcher was open and honest in dealing with them. Those respondents who wanted to withdraw from the study were allowed to do so to avoid involuntary responses. Last but not least, the researcher avoided information plagiarism and fraud through acknowledgement of all sources used in the study.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter presents data analysis, presentation, interpretation and discussion of the findings on the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division. The data was analyzed with the help of a computer program, SPSS version 20. This enabled the research data to be presented in frequencies, percentages, tables and figures.

This section presents the results of the study based on the major research questions that guided the study. These include; to what extent are students involved in the formulation of school rules and regulations in public secondary schools in Kangundo Division? In what ways are the school rules and regulations implemented to enhance discipline in public Secondary school in Kangundo Division? What issues arise from school rules and regulations in secondary schools in Kangundo Division? What is the attitude of students towards rules and regulations in secondary schools in Kangundo Division? What challenges arise in enforcing the existing school rules and regulations in secondary schools in Kangundo Division?

4.1 Response Rate

The study sought to establish the distribution of respondents and their response rates.

Table 4.1: Distribution of Respondents by Response rate

Category	Sample Size	Respondents	Percentage
Students	140	123	87.9
Student Leaders	21	21	100.0
Class Teachers	21	20	95.2
Deputy Head teachers	7	5	71.4
Head Teachers	7	6	85.7
Total	196	175	89.3

A total of 140 students, 21 student leaders, 21 class teachers, 7 deputy head teachers and 7 head teachers were selected from each secondary school. During the study period, a total of 168 questionnaires were sent out to respondents, comprising of 140 students, 21 class teachers and 7 deputy head teachers. A total of 21 student leaders and 7 head teachers were subsequently interviewed. Out of the questionnaires administered, 148 were returned in addition to the 27 interview guides. This brought the total study responses to 175, an overall response rate of 89.3%. As indicated in table 4.1 above, the respondents for the study were therefore, 123 students, 21 student leaders, 20 class teachers, 5 deputy head teachers and 6 head teachers. This represented 87.9% response rate from the students, 100% response rate from the student leaders, 95.2% response rate from class teachers, 71.4% response rate from deputy head teachers and 85.7% response rate from the head teachers.

4.2 Demographic information of respondents

This section describes the general background information of the five categories of the respondents: Head teachers, Deputy Head teachers, class teachers, student leaders

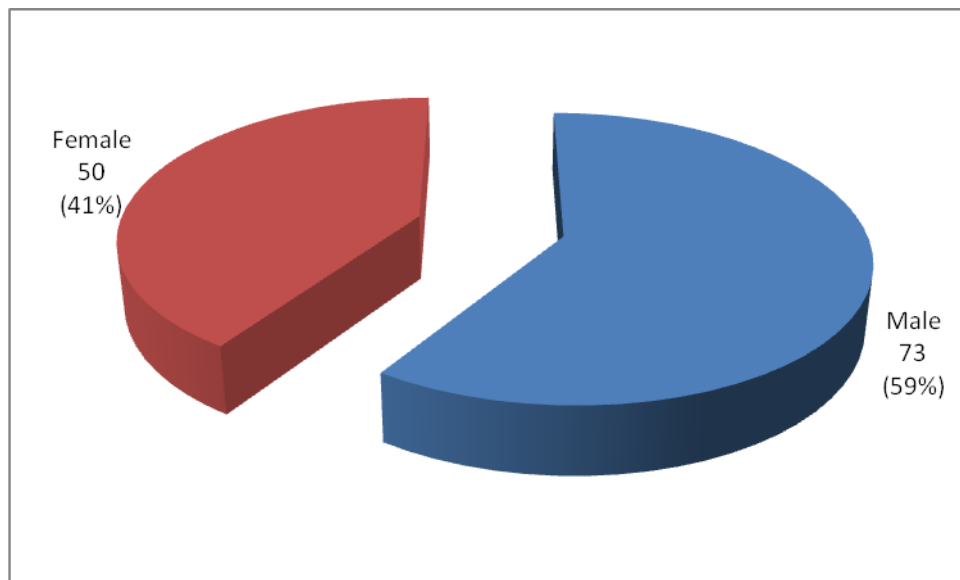
and students. The background characteristics of students included type of school, gender and class; for Deputy Head teachers and class teachers were gender and years of experience while for head teachers and student leaders it was only gender.

The students' demographic characteristics consisted of type of school, their gender and class. These are presented in table 4.2, figure 4.1 and figure 4.2 respectively.

Table 4.2: Distribution of Types of School

Type of school	Frequency	Percentage
Boys' school	48	39.02
Girls' school	42	34.15
Mixed	33	26.83
Total	123	100.0

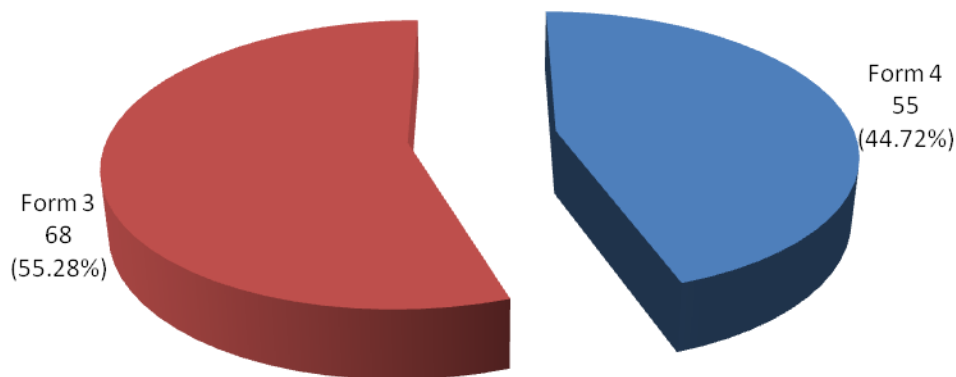
Figure 4.1: Distribution of Students by Gender



Out of 123 students who participated in the study, 59% were male while the remaining 41% were female. The gender distribution in the study serves also as a

pointer of gender disparities in the Kenyan education system where there are more male students than female (Jeruto and Kiprop, 2011). Males normally dominate females in secondary schools according to enrollments by Ministry of Education and Sports Report (2010).

Figure 4.2: Distribution of Students by Class



Class distribution of the students who took part in this study was also established. The study only involved form 3 and 4 students. This was to ensure that only students who were more conversant (based on their level of understanding) with the effectiveness of school rules in enhancing discipline took part in the study.

Slightly more than half, 55.28 % of students who took part in the study were from form three while the remaining, 44.72% belonged to form four. The almost equal distribution between the two classes reflects the sampling trend where the researcher targeted the same number of students from the respective classes.

The researcher sought to establish the gender of the student leaders and the findings were summarized and presented in table 4.3. Information regarding gender was relevant in establishing the participation of both male and female student leaders in the formulation and implementation of rules and regulations.

Table 4.3: Distribution of Student Leaders by Gender

Gender	Frequency	Percentage
Male	13	61.9
Female	8	38.1
Total	21	100.0

Out of 21 student leaders who participated in the study, 61.9% were male while the remaining 38.1% were female. This means that there were more male student leaders as compared to female student leaders in secondary schools in Kangundo Division. The gender distribution in the study reflects male dominance in leadership positions (Okumbe, 2008).

The researcher sought to establish the gender of the teachers and the findings were summarized and presented in table 4.4.

Table 4.4: Distribution of teachers by gender

	Head Teachers		Deputy Head Teachers		Class Teachers	
Gender	F	%	F	%	F	%
Male	4	66.7	4	80	8	40.0
Female	2	33.3	1	20	12	60.0
Total	6	100.0	5	100.0	20	100.0

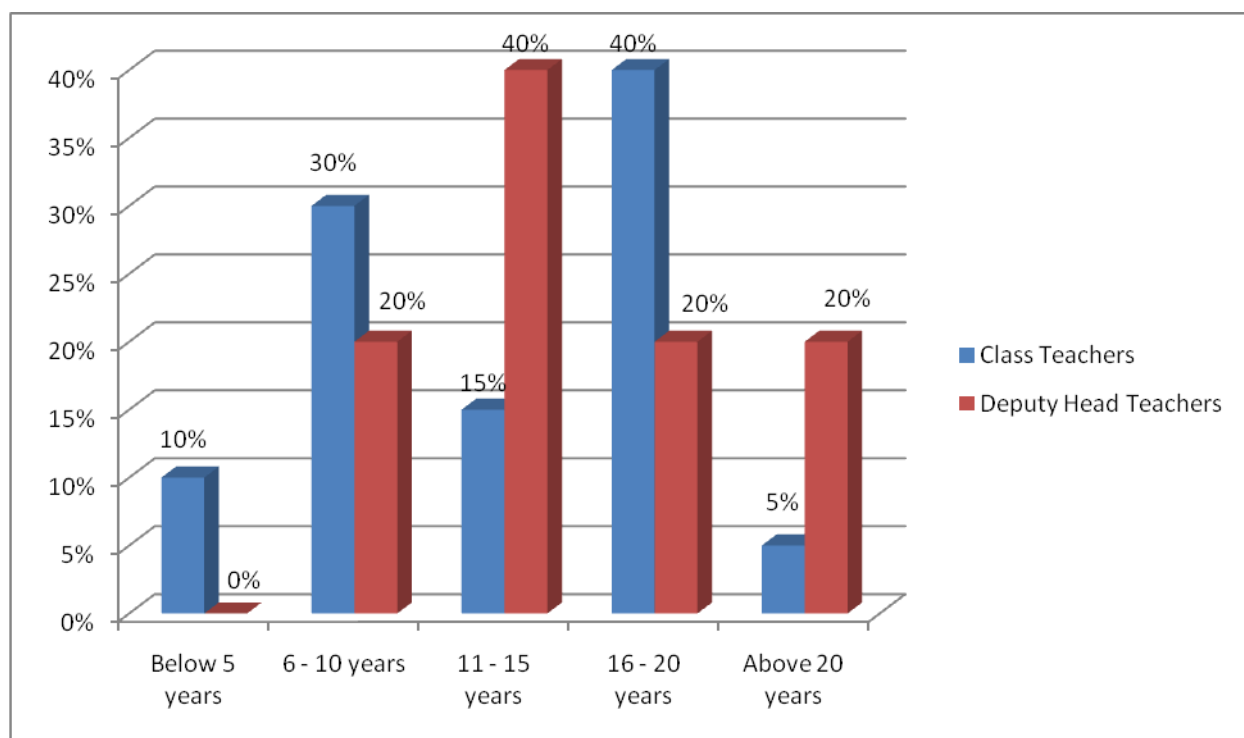
Out of the 6 head teachers who participated in the study as shown from table 4.4 above, 66.7% were males while 33.3% were females. This was an indication that male head teachers dominated relatively in the study.

The researcher sought to establish the gender of the deputy head teachers and as shown by table 4.4, the findings revealed that the majority of the respondents among the deputy head teachers who participated in the study were male at 80%. The female deputy head teachers stood at 20%. This showed that there were more male deputy head teachers than the female deputy head teachers.

From table 4.4, it can be observed that the majority of the respondents among the class teachers were female at 60%. The male class teachers who participated in the study stood at 40%. There were therefore more female class teachers than male class teachers. This showed that female teachers were preferred to be class teachers in secondary schools in Kangundo division. According to Kiprop (2007), female teachers are usually better suited to handle and groom students as compared to male teachers. This is because of the motherly touch that they possess (Kiprop, 2007).

Information concerning the working experience of class teachers revealed the following findings. The number of years that one has worked as a teacher is relevant in as far as understanding of students and their response to certain rules and regulations is concerned (Banda, 2004).

Figure 4.3: Class teachers and Deputy Head Teachers Experience in Discipline Management



With reference to teaching experience of the class teachers, the majority of the class teachers, 40%, had experience of between 16 – 20 years, 30% had taught for a period of between 6 – 10 years, 15% had taught for between 11 – 15 years, 10% had taught for a period not exceeding 5 years, whereas only 5% of the class teachers had taught for 20 years and above. This could perhaps imply that the class teachers had had enough experience to handle student disciplinary issues and were well conversant with school rules and regulations in enhancing discipline in Kenyan secondary schools.

The majority of the deputy head teachers, 40%, had experience of between 11 – 15 years, 20% had taught for a period of between 6 – 10 years, 20% had taught for

between 16 – 20 years, whereas 20% had taught for a period of more than 20 years. Majority of deputy head teachers had therefore teaching experience of 11 to 15 years. Based on the above premise, it can therefore be concluded that the deputy head teachers have had enough experience to handle student disciplinary issues and were well conversant with the effectiveness of school rules and regulations in enhancing discipline in Kenyan secondary schools.

4.3 Students involvement in the formulation of school rules and regulations

Student involvement in implementation of school rules refers to the work of student representative bodies - such as school councils, student parliaments and the prefectorial body in formulation of school rules. It is also used to encompass all aspects of school life and decision-making where students may make a contribution, informally through individual negotiation as well as formally through purposely-created structures and mechanisms. It was of paramount importance that the students' involvement in the formulation of school rules and regulations as effective implementation of school rules and regulations requires that students should have been involved in the formulation of the same. The table below contains statements about the involvement of students in the formulation of rules and regulations in public secondary schools in Kangundo Division. Students were asked to choose a statement that indicated the extent to which they were involved in the formulation of school rules and regulations.

Table 4.5: Distribution of Participants' response on whether students gave suggestions on rules and regulations

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Very high extent	9	7.3	5	25.0	2	40.0
High extent	23	18.7	10	50.0	2	40.0
Uncertain	36	29.3	2	10.0	0	0
Low extent	20	16.3	2	10.0	1	20.0
Very low extent	35	28.5	1	5.0	0	0
Total	123	100.0	20	100.0	5	100.0

On whether students gave suggestions on rules and regulations, 29.3% of the students were uncertain while 28.5% felt that their level of involvement was very low. At the same time, 18.7% of the student respondents felt that they gave suggestions to a high extent while 7.3% were of the opinion that they gave suggestions to a very high extent. Class teachers were also asked whether students gave suggestions on the formulation of rules and regulations, 50% of the class teachers were of the opinion that students were involved to a greater extent while 25% felt that their level of involvement was to a very greater extent. On the deputy head teachers side, 40% were of the opinion that students were involved to a great extent while an equal percentage of 40 felt that their level of involvement was to a greater extent.

Table 4.6: Distribution of Participants' response on the students' contribution in implementation of rules

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Very high extent	29	23.6	6	30.0	2	40.0
High extent	49	39.8	7	35.0	2	60.0
Uncertain	14	11.4	0	0.0	0	0.0
Low extent	16	13.0	4	20.0	1	0.0
Very low extent	15	12.2	3	15.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Asked whether the student body contributed in ensuring that rules in schools were followed, 39.8% of the student respondents pointed out that this was to a high extent while 23.6% felt that their contribution was to a very high extent. This implies that the student body through the prefects contributed immensely in ensuring that rules and regulations were followed in school. Class teachers when asked whether the student's body contributed in ensuring that rules in schools were followed, 35% of them class pointed out that at great extent while 30% felt that their contribution was to at greater extent. According to the class teachers' views, students contributed in ensuring that rules and regulations were followed in school. The deputy head teachers, at 40%, pointed out that the student body greatly contributed in ensuring that rules in schools were followed. While 60% felt that the students' contribution was to a greater extent observed. Students therefore contributed in ensuring that rules and regulations were followed in school as per the deputy head teachers' views.

Table 4.7: Distribution of Participants' response on students' involvement in formulation of rules and regulations

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Very high extent	3	2.4	1	5.0	1	20.0
High extent	19	15.5	9	45.0	1	20.0
Uncertain	27	21.9	3	15.0	0	0.0
Low extent	44	35.7	4	20.0	3	60.0
Very low extent	30	24.4	3	15.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Students were asked to state to what extent they did feel were part of the body that is involved in the formulation of school rules and regulations. Majority of the students at 35.7%, felt that they were at less extent involved while 24.4% felt that they were at lesser extent

involved in the formulation and implementation of rules and regulations. This implies that students were not adequately involved in the process of formulation of school rules and regulations and hence found it hard to comply with such rules and regulations. This agrees with Aggrawal (2004), whose findings revealed that students were not aware of certain rules in their schools as they never participated in the formulation process and such rules were easily broken and did not meet the ultimate purpose.

Class teachers were asked to state to what extent students were part of the body that was involved in the formulation of school rules and regulations. Forty five percent of the class teachers felt that to a greater extent students were involved 5% to a greater extent while 20% felt that they were involved to a great extent and 15% to a less extent. Fifteen percent were uncertain as to the degree of student involvement in the formulation of school rules. This implies that according to the class teachers, students were adequately involved in the process of formulation of school rules and regulations.

Deputy Head teachers were asked to state to what extent students were part of the body that was involved in the formulation of school rules and regulations and 60% felt that students were involved to a less extent, 20% to a very greater extent and an equal percentage also felt that they were involved to a very great extent. Deputy Head teachers were therefore of the opinion that students were not adequately involved in the process of formulation of school rules and regulations.

Table 4.8: Distribution of Participants’ response on Students’ views concerning exam time table

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Very high extent	2	1.6	3	15.0	1	20.0
High extent	6	4.9	5	25.0	3	60.0
Uncertain	22	17.9	8	40.0	0	0.0
Low extent	57	46.3	2	10.0	1	20.0
Very low extent	36	29.3	2	10.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Students were further asked whether their views concerning exam time table were taken seriously and majority at 46.3%, felt that this was to a low extent compared with the 29.3% who felt that it was to a very low extent. Therefore students’ views concerning the exam time table are not taken seriously by the teachers. Class teachers were further asked whether students’ views concerning exam time table were taken seriously and 40% were uncertain while 25% felt that this was to a great extent compared with the 15% who felt that it was to a very greater extent. The deputy head teachers were further asked whether students’ views concerning exam time table were taken seriously and 20% were of the opinion that this was to great extent compared to 60% who felt that this was to a greater extent. This implies that according to the deputy head teachers’ views, the student body contributed highly in ensuring that rules and regulations are followed in school.

In the interview with student leaders, majority of them stated that they were part of the body that was involved in the formulation of school rules and regulations though not to a greater extent. Their views were limited to giving suggestions which were either implemented or ignored. These findings are in line with Sithole (2008) who found that students participated in

the formulation of school rules to a very limited extent. However, they were greatly involved in the implementation of school rules and regulations. They were responsible for reporting errant students and ensuring that students abide by the school rules and regulations.

The head teachers were in agreement with the views of the student leaders. One head teacher was quoted as saying;

“Though students are not heavily involved in the making of school rules and regulations, the student leaders play a bigger role in the implementation of the school rules and regulations. They ensure that silence is maintained in classrooms, that students obey the bell and that students do not sneak out of school without permission among other things.”

In the interview with head teachers, it was obvious that they limited student involvement in the formulation of school rules and regulations but highly relied on student leaders in the implementation of the same. One head teacher was quoted as saying;

“We cannot allow students to make rules for themselves as they are not mature enough to understand what is expected of them. Most secondary school students are usually in the adolescence stage where they develop a rebellious attitude towards that which is meant for their own good and therefore cannot be entrusted with the responsibility of coming up with school rules and regulations.”

Student participation in the formulation of rules and regulations was therefore limited to only non-sensitive issues. The findings were in line with Sithole (2008) who was of the opinion that students must remain passive and receive instructions from teachers. This view meant that rules must be designed by teachers and students were to follow them to the latter. The second

view-point suggested that students can participate but only to a certain degree. In support of this view, Mutua (2004) found that there was a tendency among some teachers and school leaders to define the issues which affected students quite narrowly. Student consultation and decision-making was often limited to aspects of school life that affected students only and which had no immediate relevance to their discipline, e.g., playgrounds, toilets and lockers.

4.4 The implementation of school rules and regulations in enhancing discipline

Despite rules and regulations specifying what students should do and what they should not do, students break the rules and regulations with wide spread indiscipline acts. This is usually a pointer to ineffective implementation of the rules and regulations in schools. The researcher sought to establish the extent to which the implementation of school rules and regulations enhance discipline in the schools under study. Students were asked to choose or tick the right alternative that fit their opinion on the implementation of school rules. The findings were as illustrated in the table below.

Table 4.9: Distribution of Participants' response on whether the schools provided a written copy of rules to all students on admission

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	73	59.3	4	20.0	3	60.0
Agree	19	15.4	11	55.0	2	40.0
Uncertain	16	13.0	2	10.0	0	0.0
Disagree	8	6.5	1	5.0	0	0.0
Strongly disagree	7	5.7	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Students were asked whether the school provided a written copy of rules to all students on admission and majority, 59.3%, strongly agreed compared with 15.4% who agreed.

Therefore, students were of the opinion that the school provided a written copy of rules to all students on admission. Class teachers were asked whether the school provided a written copy of rules and regulations to all students on admission and majority, 55%, agreed compared with 20% who strongly agreed. This implied that in most schools, students were issued with a written copy of rules and regulations to ensure that they were aware of such rules and consequences that follow upon breach. Deputy Head teachers were also asked whether the school provided a written copy of rules and regulations to all students on admission and majority, 60%, strongly agreed compared with 40% who simply agreed. Students were therefore issued with a written copy of rules and regulations to ensure that they were aware of such rules and consequences that follow upon breach.

Table 4.10: Distribution of Participants’ response on whether the school is strict on students’ dressing code

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	44	35.8	9	45.0	2	40.0
Agree	47	38.2	7	35.0	2	40.0
Uncertain	16	13.0	3	15.0	0	0.0
Disagree	13	10.6	1	5.0	1	20.0
Strongly disagree	3	2.4	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Students were also asked whether the school administration was strict on students’ dress code. Majority of the students with 38.2% and 35.8% both agreed and strongly agreed respectively. Class teachers were also asked whether the school was strict on students’ dress code. Majority of the students, 45%, strongly agreed while 35% agreed that the school was strict on students’ dress code.

Deputy Head teachers were also asked whether the school was strict on students' dress code. Forty percent strongly agreed, an equal percentage agreed while 20% disagreed that the school was strict on students' dress code. When asked whether the disciplinary committee handles students' discipline in the school, majority of the deputy head teachers, 80% strongly agreed while 20% agreed. This illustrates that most secondary schools in Kangundo Division were strict on students' dress code as students were required to put on appropriate uniform.

Table 4.11: Distribution of Participants' response on whether there are consequences faced when school rules and regulations are broken

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	41	33.3	4	20.0	4	80.0
Agree	43	35.0	12	60.0	1	20.0
Uncertain	18	14.6	3	15.0	0	0.0
Disagree	13	10.6	1	5.0	0	0.0
Strongly disagree	8	6.5	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Students were asked whether they were aware of the consequences of breaking school rules and regulations. Thirty five percent agreed with the statement compared to 33.3% who strongly agreed with the statement. On whether there are consequences faced when school rules and regulations are broken, 60% of the class teachers participating in the study agreed while 20% strongly agreed as compared to 15% who were uncertain and 5% who disagreed. On whether there are consequences faced when school rules and regulations are broken, 80% of the deputy head teachers participating in the study strongly agreed while 20% agreed. The consequences for breaking rules and regulations were therefore clearly spelt out and the students were aware of such consequences that included expulsion and suspension.

Table 4.12: Distribution of Participants' response on whether the school ensures that students serve the given punishment

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	111	90.2	12	60.0	0	0.0
Agree	12	9.8	6	30.0	2	40.0
Uncertain	0	0.0	1	5.0	1	20.0
Disagree	0	0.0	1	5.0	1	20.0
Strongly disagree	0	0.0	0	0.0	1	20.0
Total	123	100.0	20	100.0	5	100.0

Students were asked whether the school ensured that students serve the given punishment. Majority of the students (90.2%) strongly agreed compared with 9.8% who simply agreed with the view. This went to show that non-compliance to rules and regulations was punishable, and the punishment was mandatory failure to which more grave consequences followed. Class teachers were asked whether the school ensured that students serve the given punishment. Majority of the class teachers, 60%, strongly agreed compared to 30% who simply agreed with the view. An equal percentage of 5% either were undecided or disagreed. This showed that students served the given punishment because failure to do so would lead to more dire consequences. Deputy Head teachers were asked whether the school ensured that students serve the given punishment. Forty percent agreed as compared to 20% who were uncertain and a similar percentage that either disagreed or strongly disagreed with the view.

Table 4.13: Distribution of Participants’ response on whether the disciplinary committee handles students’ discipline

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	39	31.7	3	60.0	1	20.0
Agree	45	36.6	5	30.0	4	80.0
Uncertain	21	17.1	6	5.0	0	0.0
Disagree	10	8.1	6	5.0	0	0.0
Strongly disagree	8	6.5	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

When asked whether the disciplinary committee handles students’ discipline in the school, majority of the students 36.6% and 31.7% agreed and strongly agreed respectively. Class teachers responded in the following way, 60% strongly agreed, 30% agreed while 5% were uncertain and an equal percentage disagreed. At the same time, 20% of the deputy head teachers strongly agreed compared to 80% who agreed with the same statement.

Table 14: Distribution of Participants’ response on whether the school was keen on students attending classes

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	46	37.4	5	25.0	2	10.0
Agree	45	36.6	13	65.0	3	15.0
Uncertain	15	12.2	2	10.0	0	0.0
Disagree	14	11.4	0	0.0	0	0.0
Strongly disagree	3	2.4	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Subsequently, students were asked whether the school administration was too keen on students attending classes and 37.4% strongly agreed compared with the 36.6% who agreed. Therefore, students who entered their classes late ended up missing some of the academic work or lessons, which affected their performance in class tests, midterm exams, and also final exams

and hence general academic performance. This therefore called for stiff rules and regulations that ensured students attended classes. These findings are in agreement with Kajubi (2007) who found that a disciplined student is the one expected to do the right thing at the right time. Bratton and Gold (2003) shared the same opinion where they argued that, a disciplined student was one who was in the right place at the right time. However in most schools, students misused time through loitering in villages and yet time was a factor for achieving success, others arrived very late for classes missing lessons, which seemed to affect their academic performance (Kajubi, 2007). This can be blamed on the existence of ineffective school rules and regulations especially concerning time management.

Moreover, class teachers were asked whether the school was too keen on students attending classes and 65% agreed while 25% strongly agreed. Only 10% were uncertain about the issue. Deputy Head teachers were further asked whether the school was too keen on students attending classes and 60% agreed while 40% strongly agreed.

While interviewing the student leaders, most of them were of the opinion that the school maintained that students get permission before leaving the school and that their schools were strict on students' dress code. To quote one of the student leaders;

“As students, even us the prefects included, we are not supposed to leave the school compound without the written permission of the teacher on duty. Any student caught outside the school compound must produce a leave-out chit failure to which it becomes a disciplinary case. The students must also be in official school uniform at all times and no civilian clothes are allowed in school.”

The Student leaders were also in agreement that the students knew the consequences of breaking school rules and regulations. This was through reading the student handbook and also because they had seen the punishment given to fellow students who violated school rules. These were the views of one of the prefects interviewed;

“Students are aware of the consequences of violating school rules because they witness on a day to day basis the punishment given to fellow students. They know that if you are caught sneaking you will automatically be suspended for two weeks because they have seen their colleagues being suspended for such offences.”

During the interview with the Head teachers, there was an overwhelming consensus that the school provided a written copy of rules and regulations to all students on admission. These were the words of one of the head teachers;

“As a school policy, every student that is admitted in this school must get a student handbook detailing the consequences for violation of the school rules. The student must sign and acknowledge that he/she has read and understood all the rules and will abide by them. For instance, the penalty for a student caught sneaking out of school is two weeks suspension and on return, the student must come with five poles for fencing the school compound and one roll of barbed wire.”

On whether the school empowered prefects to punish fellow students who broke rules and regulations, the head teachers reiterated that the prefects were only allowed to report students caught violating school rules either to the teacher on duty, the deputy head teacher or to the head teacher. The head teachers further stated that all students had a disciplinary file for

recording their offences and this helped in the drafting of student recommendation letters and school leaving certificates.

4.5 Issues arising from school rules and regulations

Lack of discipline among students is largely a reflection of attributes, values and practices of their society. If there is no social order in a society, the students will be indisciplined in school. It becomes an issue when students are not involved in the formulation of school rules and regulations and do not know all the rules and regulations. It was of essence to the researcher to establish issues arising from school rules and regulations as this indicated the effectiveness with which the rules and regulations were implemented to enhance discipline among students. The table below contains some statements about issues arising from school rules and regulations. Students were asked to tick or choose the level of agreement in each statement as appropriate by indicating whether they strongly agreed, agreed, disagreed or strongly disagreed with the statements put forward.

Table 4.15: Distribution of Participants' response on whether students are not involved in the formulation of school rules and regulations

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	38	30.9	0	0.0	0	0.0
Agree	47	38.2	3	15.0	1	20.0
Undecided	23	18.7	6	30.0	0	0.0
Disagree	6	4.9	9	45.0	3	60.0
Strongly disagree	9	7.3	2	10.0	1	20.0
Total	123	100.0	20	100.0	5	100.0

Respondents were asked whether students were not involved in the formulation of school rules and regulations. The students' views were; 38.2% agreed and 30.9% strongly agreed. At the

same time, 18.7% were uncertain, 4.9% disagreed while 7.3% strongly disagreed. Among the class teachers, their views were divided as follows; 45% disagreed, 10% strongly disagreed while 30% were undecided on the issue. This compared to only 15% who agreed with the statement. To the same statement, Deputy Head teachers responded as follows; 60%, disagreed while 20% strongly disagreed as compared to 20% who agreed. This showed that students were involved in the formulation of school rules and regulations as per the views of the teachers but in as far as the students were concerned, they were not involved.

Table 4.16: Distribution of Participants' response on whether students cheat in examinations

Responses	Students		Class Teachers	
	F	%	F	%
Strongly agree	0	0.0	0	0.0
Agree	3	2.4	4	20.0
Uncertain	20	16.3	9	45.0
Disagree	29	23.6	5	25.0
Strongly disagree	71	57.7	2	10.0
Total	123	100.0	20	100.0

Students were asked whether they cheat during examinations and the majority, 57.7% strongly disagreed, 23.6% disagreed as compared to 16.3% who were uncertain and 2.4% who agreed. Consequently, class teachers were also asked whether students cheat in exam because they were not supervised. In the data collected, the findings revealed that 45% were uncertain, 25% disagreed while 10% strongly disagreed. However, 20% of the respondents agreed.

Table 4.17: Distribution of students' response on whether they knew all the school rules

Responses	Students	
	F	%
Strongly agree	10	8.1
Agree	13	10.6
Uncertain	15	12.2
Disagree	53	43.1
Strongly disagree	32	26.0
Total	123	100.0

Students were further asked whether they knew all the school rules. The responses showed that 43.1% disagreed while 26% strongly disagreed with these sentiments. This went to show that majority of the students were aware of all the rules and regulations in their schools.

Table 4.18: Distribution of respondents' views on whether students maintain silence for fear of being punished

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	24	19.5	5	25.0	0	0.0
Agree	51	41.5	11	55.0	2	40.0
Uncertain	25	20.3	2	10.0	1	20.0
Disagree	12	9.8	2	10.0	2	40.0
Strongly disagree	11	8.9	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Students were asked whether they maintained silence for fear of being punished. In the data collected, the findings revealed that 41.5% of the students agreed while 19.5% strongly agreed as compared to 20.3% who were uncertain, 9.8% who disagreed and 8.9% who strongly disagreed. In as far as the class teachers were concerned, the majority at 55% agreed while 25% strongly agreed as compared to an equal percentage of 10 who were uncertain and disagreed. Deputy Head teachers responses were equally divided as 40% agreed while 40% disagreed.

However, 20% of the respondents were uncertain as to whether students maintain silence for fear of being punished or had other views altogether.

Table 4.19: Distribution of respondents' views on whether students obey the end of break bell when they see a teacher

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	1	0.8	3	15.0	1	20.0
Agree	8	6.5	6	30.0	3	60.0
Uncertain	14	11.4	4	20.0	1	20.0
Disagree	34	27.6	5	25.0	0	0.0
Strongly disagree	66	53.7	2	10.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Students were asked whether they obeyed the end of break bell when they saw a teacher. From the findings of the study, the majority of the respondents, 53.7% strongly disagreed, 27.6% disagreed, 11.4% were uncertain as compared to 6.5% who agreed and 0.8% who strongly agreed. On the class teachers side, 30% agreed, 15% strongly agreed, 20% were uncertain as compared to 25% who disagreed and 10% who strongly disagreed. Deputy Head teachers were also asked whether their students lacked self drive and therefore did not obey the bell. In the data collected, the findings revealed that 60% of the deputy head teachers supported the statement while 20% strongly agreed as compared to 20% who were uncertain about the view.

Table 4.20: Distribution of respondents' views on whether students are provided with a copy of school rules

Responses	Class Teachers		Deputy H/T	
	F	%	F	%
Strongly agree	2	10.0	0	0.0
Agree	5	25.0	1	20.0
Uncertain	8	40.0	1	20.0
Disagree	4	20.0	2	40.0
Strongly disagree	1	5.0	1	20.0
Total	20	100.0	5	100.0

Class teachers were further asked whether students were not provided with a copy of school rules. The responses showed that 40% were uncertain, 20% disagreed while 5% strongly disagreed with these sentiment. On the same issue, 25% agreed while 10% strongly agreed. Deputy Head teachers responses showed that 40% disagreed, 20% strongly disagreed while 20% were uncertain. However, 20% agreed with the statement that students are not provided with a copy of school rules. This goes to show that while in most schools, students are provided with a copy of school rules, in some schools, the same is not provided. Deputy head teachers were also asked whether students possessed mobile phones in the school. From the findings of the study, 40% disagreed while an equal percentage were uncertain. Only 20% of the respondents agreed with this view.

In the interview with head teachers, the majority were of the opinion that some of their students lacked self drive and therefore did not obey the bell. These were the views of one of the head teachers interviewed;

“You will find that most of our students are victims of peer pressure. They do things to please their peers forgetting that they will face the consequences of their actions individually. Some are misled by others who know what they are doing”

The head teachers also agreed that they did not allow students to possess mobile phones in school though some students managed to sneak them in school. However, for those caught with mobile phones in school, the school took possession of the phones while the student was suspended and asked to report back with the parent.

4.6 The attitude of students towards rules and regulations

Students’ adherence to school rules and regulations is affected by the attitude that they have towards such rules and regulations. It was upon this reason that the researcher sought to establish the students’ attitude towards rules and regulations. Table 4.5 below has different statements concerning students’ attitudes towards rules and regulations. Students were asked to indicate by whether they strongly agreed, agreed, disagreed or strongly disagreed with statements regarding their attitude towards rules and regulations and the results were as shown in the table below.

Table 4.21: Distribution of respondents’ views on whether students like the existing rules in the school

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	5	4.1	1	5.0	0	0.0
Agree	4	3.3	2	10.0	0	0.0
Uncertain	29	23.6	7	35.0	3	60.0
Disagree	48	39.0	5	25.0	2	40.0
Strongly disagree	37	30.1	5	25.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

As can be postulated in the table, 39.0% of the students disagreed with the view that they liked the existing rules in their schools while 30.1% strongly disagreed with the same view. On the other hand, class teachers were uncertain as to whether students liked the existing rules in the school. However, an equal percentage of 25% either strongly disagreed or disagreed with the view. Majority of the deputy head teachers comprising 60% were uncertain as to whether students liked the existing rules in the school. However, 40% disagreed with the view.

Table 4.22: Distribution of respondents' views on whether students like being controlled through rules

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	37	30.1	4	20.0	3	60.0
Agree	52	42.3	12	60.0	2	40.0
Uncertain	11	8.9	3	15.0	0	0.0
Disagree	13	10.6	1	5.0	0	0.0
Strongly disagree	10	8.1	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

On whether students liked being controlled through rules, 42.3% agreed with this sentiment while 30.1% strongly agreed. This showed that students didn't like being controlled through rules and regulations. On the other hand, majority of the teachers, 60%, agreed about the view that students don't like being controlled through rules. On the other hand, majority of the deputy head teachers, 60%, strongly agreed about the view that students don't like being controlled through rules.

Table 4.23: Distribution of respondents' views on whether students don't like being supervised during examinations

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	4	3.3	5	25.0	1	20.0
Agree	9	7.3	6	30.0	2	40.0
Uncertain	29	23.6	5	25.0	1	20.0
Disagree	57	46.3	4	20.0	1	20.0
Strongly disagree	24	19.5	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

The students were asked whether they did not like being supervised during examinations. Majority of the students, 46.3%, disagreed, 19.5% strongly disagreed while 23.6% were uncertain. Teachers on the other hand were also asked to indicate their extent of agreement with the sentiment that students don't like being supervised during examinations. From the findings, 25% strongly agreed while 40% simply agreed to the notion. The deputy head teachers' views were divided on this issue as 40% agreed, 20% strongly agreed and 20% were uncertain as compared to 20% who disagreed.

Table 4.24: Distribution of respondents' views on whether students hate being punished

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	26	21.1	6	25.0	3	60.0
Agree	77	62.6	8	30.0	2	40.0
Uncertain	11	8.9	4	25.0	0	0.0
Disagree	7	5.7	2	20.0	0	0.0
Strongly disagree	2	1.6	0	0.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

Sixty two point six percent of the students strongly agreed that they hated being punished. On the class teachers side, 30% of the teachers strongly agreed while 40% agreed. At the same time, 60% of the deputy head teachers strongly agreed while 40% agreed.

Table 4.25: Distribution of respondents' views on whether students enjoy going home on suspension

Responses	Students		Class Teachers		Deputy H/T	
	F	%	F	%	F	%
Strongly agree	7	5.7	0	0.0	0	0.0
Agree	5	4.1	3	15.0	1	20.0
Uncertain	10	8.1	8	40.0	2	40.0
Disagree	48	39.0	3	15.0	2	40.0
Strongly disagree	53	43.1	6	30.0	0	0.0
Total	123	100.0	20	100.0	5	100.0

On whether students enjoy going home for suspension, 43.1% strongly disagreed while 39% disagreed with the view. As for the class teachers, 40% were uncertain while 30% strongly disagreed. On the deputy head teachers side, 40 were uncertain, 40% disagreed while 20% of the deputy head teachers agreed.

Majority of the students, 57.7%, further disagreed with the notion that school rules should be made for those who like them. The overall impression from the findings is that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement.

In the interview with head teachers, most of them pointed out that students don't like the existing rules in the school and neither did they like being controlled through the same rules. This a quotation from one of the head teachers;

“Of course students would like to be set free to do whatever they like especially those in the adolescent stage. They are rebellious not only to the rules but even to the teachers who try to advice them.”

4.7 Challenges arising in enforcing school rules and regulations

From the interview guides and questionnaires, the class teachers, deputy head teachers and principals identified the following as the major challenges faced in enforcing school rules and regulations.

Table 4.26: Challenges arising in enforcing school rules and regulations

Challenges	Frequency	Percentage
Restriction by law	22	71
Humiliation of teachers by the students	16	51
Lack of support from parents/parents being protective	13	42
Student’s deviance, truancy and resistance/strike	17	55
Chronic/perpetual indiscipline on some students	15	48
Negative influence from surrounding community	9	29
Enrolment /transfer of indisciplined students	21	68
Indisciplined teachers /wrong role models	3	10
Lack of support by some teachers	2	6

From table 4.26, it can be observed that restriction by law was the challenge mentioned by majority of the teachers in the enforcement of school rules and regulations. For example, since the abolishment of corporal punishment, it had become hard to enforce some rules and regulations as students did not take other forms of punishment seriously. Another major challenge mentioned by 51% of the respondents was humiliation of teachers by students. Some students clearly violated school rules and regulations and humiliated teachers by doing so in

front of their fellow students and refusing to undertake appropriate punishment from the teacher concerned.

4.8 Actions to be taken against students who breach school rules

Table 4.27: Actions to be taken against students who refuse to abide by the school rules

Responses	Frequency	Percentage
Guidance and counselling	98	80
Keeping students occupied for example giving several assignments	73	59
Punishment/corrective measures for example cleaning classes	56	46
Oral and written warning followed by suspension of students with gross misconduct	47	38
Withdrawal or denial of privileges	43	35
Verbal warning of students by class teachers	39	32
Classroom punishments like kneeling down, sending out indisciplined students	37	30

Table 4.18 shows measures to be taken against students who refuse to abide by the school rules. The findings revealed that majority of the respondents, 80%, were of the opinion that students who refuse to abide by the school rules and regulations should be taken through guidance and counseling. At the same time, 59% of the respondents were of the opinion that students who breach rules should be kept occupied for example, giving several assignments to them.

4.9 Measures that should be adopted to improve enforcement of existing rules and regulations

From the data collected, the respondents highlighted the following methods/measures to be used to improve on the existing rules and regulations.

Table 4.28: Measures that should be adopted to improve enforcement of existing rules and regulations

Measures	Frequency	Percentage
Strengthen guidance and counselling by use of referrals and experienced experts	89	72
Rewarding students who follow the set rules and regulations to the letter	83	67
Promoting freedom of expression among students and teachers for example, student barazas and suggestion boxes	56	46
Frequent parents meeting to talk to students	49	40
Engage students in more co-curricular activities	78	63

Asked what should be done to improve on the enforcement of existing rules and regulations, 72% of the respondents were of the view that guidance and counseling by use of referrals and experienced experts should be strengthened in secondary schools in Kangundo Division. There was also need to reward students who follow the set rules and regulations to the letter. This would motivate the other students to do the same.

4.10 Discussion

The researcher sought to establish the extent of students' involvement in the formulation of school rules and regulations. Majority of the students participating in the study were of the opinion that they were not adequately involved in the formulation of school rules and regulations. The findings revealed that students did not give suggestions on the formulation of rules and regulations. Student involvement was found to be limited through the student leaders only. These findings are in line with Jeruto and Kiprop (2011) and Magadla (2007) who found that student involvement in implementation of school rules was achieved

through student representative bodies such as school councils, student parliaments and the prefectorial body.

According to Adams (2003), school rules and regulations are among the strategies designed to instill good conduct of students. The researcher sought to establish the extent to which the implementation of school rules and regulations enhance discipline in the schools under study. The findings of the study showed that secondary schools in Kangundo maintained that students had to get permission before leaving the school, were strict on students' dressing code, provided a written copy of rules and regulations to all students on admission and further maintained that all students have a disciplinary file for recording their offences. Adams (2003) was of the view that on admission, schools should provide students with prospectuses, which spell out some of the expectations which include compliance with rules and regulations. The findings of this study therefore agreed with Adams (2003) where in some secondary schools in Kangundo Division, students were provided with a copy of school rules and regulations. The findings of this study also showed that most students in secondary schools in Kangundo only obey the end of break bell when they see a teacher. This contradicts Kajubi (2007) who found that in a proper learning situation, a disciplined student is the one expected to do the right thing at the right time. Bratton and Gold (2003) also shared the same opinion where they argue that, a disciplined student is the one who is in the right place at the right time.

Lack of discipline among students is largely a reflection of attitudes, values and practices of their society (Grossnickle and Frank, 2006). The findings of the study on the attitude of students towards rules and regulations revealed that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their

intrinsic value in day to day life and discipline enhancement. This contradicts Kamau and Njenga (2009) who found that in Kenya, most students had a negative attitude towards school rules and regulations. However, most students were found not to like being controlled through rules and regulations.

Principals do not follow one procedure when dealing with indisciplined students in schools. Yet, for a disciplinary action to be effective, a systematic procedure must be followed. As indicated by earlier researchers like Nyaga (2004) and Okumbe (2001) in their findings. Effective disciplinary action should start with a preliminary investigation, then a temporary suspension followed by oral or written warning and finally dismissal (discharge) from the school. This shows that there is need for intervention measures to harmonize the procedures by all stakeholders.

From the interview between the researcher and the student leader, it was ascertained that student's involvement in the formulation of rules and regulations is through an open forum whereby they are given opportunities to air their views concerning what should be done, how it should be done and what should be done away with. In addition, their suggestions were taken into consideration very seriously particularly when the school management is considering some few changes here and there which might touch on the wellbeing of the students while at school. For instance, introduction and eradication of free walk introduction of classes on Saturdays afternoon and eradication of entertainment for students to concentrate more on books. All students are included in the open platform by being asked to freely participate and give their views concerning the same thus through these ways, students get involved in the formulation and implementation of school rules and regulations.

Indeed, school rules and regulations are implemented through various ways which include; first depending on the gravity of the breach of the rules and regulations, students may be sent home by being suspended or expelled and further to bring parents or guardian after the expiry date of the suspension/ expulsion. On arrival back to school, the student is expected to be accompanied with his/her parent who will be previewed by the school administration on the gravious mistakes the students will have committed, followed by the disciplinary committee being summoned to look into the matter after which it will pass its final verdict on whether or not the student will continue or leave the school. Students are not supposed to leave the compound without seeking permission and having adequate reasons as to why he/she should leave the school. Further, there are rules and regulations guiding examinations whereby students are supposed to adequately prepare for examinations both internal and external thus no cheating is tolerated. Breach of these rules will result to punishment not limited to expulsion thus this is how some of the rules and regulations are implemented in the school hence students are but compelled to comply rather than face the repercussions there in.

The researcher was able to gather a lot of issues arising from the public secondary schools in Kangundo division. Such issues are students are not well vast with some school rules simply because they do not have copies of the school rules therefore they may find themselves in mistakes which the school prohibits. Furthermore teachers do not administer punishment equally and fairly, this is because those students who perform well in classes are favoured by teachers as compared to others, this brings about some aspects of abandonment and sense of withdrawal by students and on extremes rebellion whereby students rebel against their teachers and students because this melts down to performance in classes where they feel like even their marks are also

favoured. Due to diversity in background, some students find it very difficult to adapt to the new rules and regulations like emulating their students' leaders both in academic work and extra-curriculum activities and in the end breed contempt with the existing rules and regulations at school.

From the horses' mouth, the researcher was able to establish that students detest corporal punishment because those who administer it, do not follow the root cause of the punishment and further the accused victims are not the real victims for the supposedly punishment therefore this leaves many students aggrieved and never happy with the rules and regulations governing them. The fact that suspension is a way of enforcing compliance and conformity it's poorly administered; students complained that most of those who go home do not deserve it. Amazingly, students like examination supervision because they claim that some of their fellow students cheat in the examinations and end up being liked by teachers as being performers yet it's not merited performance therefore they prefer that there should be strict supervision in order to curtail such practices. Moreover, they have a negative attitude towards suspensions because they are not there to help but to torment and punish undeserving students hence they prefer if it was done away with for the greater good of the whole and not few undeserving individual students.

Students prefer that some of the rules be relooked into particularly, suspension punishment is not administered to the deserving students but to wrong ones, furthermore students find it difficult to serve punishment they do not deserve and therefore they rebel against it and this bring about contempt and the matter escalates beyond what had been thought of. There should be strict rules and regulations concerning examination cheating in order to curtail those

cheating and get pseudo merits which they do not deserve. Therefore, rules governing examination cheating must be amended as well as the suspension/ expulsion rules and regulations. There should be fairness in the administering of punishment in order to bring about equity, equality and satisfaction. This will help melt away the aspects of favoritism that students hold towards their teachers and their fellow students.

The interview between the Head Teacher and the researcher had the following in as far as the formulation of rules and regulations is concerned. The head Teacher reiterated that the administration gives the students room to form bodies which represent their views to the administration and their views are looked into in order to reconcile them with the administration's and in the end formulate all inclusive rules and regulations for the entire school. There exists suggestion boxes where student's suggestions are put into consideration when implementing rules and regulations and further the administration allows students an opportunity to engage in open forums to air their views some of which are incorporated in the formulation of school rules and regulations while others which have no gravity are simply ignored. Of course students are just students, they cannot create rules whose they know the outcome is very severe so those views the administration deems fit for the school are taken seriously while those which do not have long term effects are simply discarded. "But that does not mean we ignore the interests of the students", he reiterated.

First and foremost, there exist two types of disciplinary committee. On the one hand there is disciplinary committee comprising of Deputy Head Teacher, Director of studies and few departmental teachers while on the other hand we have Deputy Head of students, Class representatives and class teachers. This two powerful parties reconcile all the views from both

the administration and the student bodies in order to come up with reliable and non-conflictual rules and regulations because all the relevant parties will have been given chances to fully participate and contribute to the formulation of the rules and regulations for the entire institution thus no contention in as far as formulation and implementation of school rules and regulations is concerned.

Student leaders are empowered to take charge of petty indiscipline cases committed by students and are given power to administer punishment without necessarily referring to the teacher on duty. And therefore prefects are reliable and hardworking given the fact that the administration gives the opportunity to those who are performers in class also brilliant students to become leaders. Indeed, am proud to reiterate that this holistic formulation of rules and regulations has as a matter of fact enhanced discipline in the institution and students' performances has significantly gone up thus the result outcome has been realized by the number of students who are called upon to join the institution of higher learning.

Too much strict and not well formulated and implemented rules and regulations are signs of unrest and distress in the learning institutions. Rules and regulations are simply guidelines to help students behave, work and live in a certain accepted standards and not to infringe on the liberties of students because if those whom the rules and regulations are made for are not comfortable then those who make the rules and regulations do that in vain. Therefore, issues arising in public secondary schools in Kangundo division are unrest and distressful students who strike, boycott, destroy property and to extreme ends cause deaths because they are not given room by their administration to address issues arising and affecting them in their course of learning. Students are affected by pressures of books and are not limited to pressure from their

homes due to social factors, and therefore any lack of pro-active provision of open forums to students to air their views leads to indiscipline cases hence poor performances.

Furthermore, some secondary schools do not have enough learning materials for students. For instance, some schools lack copies of school rules and regulations which students can read and internalize in order to help them avoid getting into obvious mistakes which calls for unnecessary punishment in various schools. Sometimes the student leaders tend to overstep their privileges and this might lead into other unnecessary upheavals in some public secondary schools. Immeasurable punishment to the gravity of mistakes committed by students also may lead to such occasion thus most administration must be cautious on what type of punishment to administer to students; what time, when and how. This will certainly reduce the intervals of secondary schools' unrests

At no any given occasion will students ever like or love rules and regulations simply because rules seem to act as constraint to their liberties. Rules and regulations are simply sets of standards which guide students to behave and live in a given way which students' do not like being guided hence due to that, there is contention between the students and the school administration. So however good rules and regulations may look like, no specific day will students ever say that they are contented with the rules and regulations governing them at school. Therefore, irrespective of whether students will like or love the stipulated rules we ensure all relevant bodies are present in time of formulating in order to implement what the whole society has holistically been involved in. So vividly speaking most schools give much less attention to whether the students will be comfortable with the school rules and regulations as long as it is serving the common purpose for the greater good of all.

Anything that has advantage has its disadvantages too. Diversity in background presents a very big challenge because students come from diverse background where by in certain homes there is nothing like rules and regulations, therefore such individuals would always bring issues and find themselves in trouble with the administration therefore this becomes a challenge in the formulation and implementation of rules and regulations. Sometimes fairness is not achieved because one may find out that some of the well, performing students have been found in heinous mistakes which calls for suspension or expulsion but the teacher might spare the student but on the other hand this may not be welcomed by the rest of the institution and thus will bring the aspect of favoritism thus it is a challenge for the administration in enforcing rules and regulations.

Those who cheat in examinations may also be spared because of the good name the institution may be in need of, so they will be spared because the school cannot afford to raise alarm for it risks losing its students beside good reputation from the public thus they will protect and allow it or solve it within the precinct of the institution order to avoid raising concerns to the outside world. Hence this is a challenge in the formulation and implementation of rules and regulations. Sometimes, public secondary schools lack formal records where mistakes committed by its students are recorded for filling system and for verification purposes hence this is a challenge in as far as rules and regulations are concerned.

Some of the public secondary school within Kangundo division have engaged in strict recruitment of students based on the academic background and not who you know or on other merits other than academic work. The rules and regulations formulated apply across the board

irrespective of whose son or daughter the student maybe. This helps to bring equality and equity in the institution.

The findings of this study showed that secondary schools in Kangundo division faced a number of challenges in enforcing rules and regulations such as restriction by law, humiliation of teachers by the students, lack of support from parents/parents being protective, student's deviance, truancy and resistance/strike and chronic/perpetual indiscipline on some students. This confirms the findings of earlier researchers like Okumbe (2001) and Glasser (2001) which highlighted similar challenges. This implies that the issues of discipline in secondary schools are a continuous phenomenon which requires continuous review.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusions and recommendations based on the analysis of the effectiveness of school rules and regulations in enhancing discipline in public secondary schools in Kangundo Division, Machakos County, Kenya.

5.1 Summary of findings

The purpose of the study was to examine the effectiveness of school rules and regulations in enhancing discipline in public secondary schools in Kangundo division, Machakos County, Kenya. The study sought to find out the following: The extent to which students are involved in the formulation of school rules and regulations in public secondary schools in Kangundo Division; Ways in which school rules and regulations are implemented to enhance discipline in public Secondary school in Kangundo Division; Issues that arise from school rules and regulations in secondary schools in Kangundo Division; The attitude of students towards rules and regulations in secondary schools in Kangundo Division; and challenges that arise in enforcing the existing school rules and regulations in secondary schools in Kangundo Division.

This study employed descriptive survey design since it facilitates adequate data collection basically by the use of questionnaires and interview guide. The design also accommodates both qualitative and quantitative approaches of data collection and

analysis. The target population for this study consisted of all public secondary schools in Kangundo Division. The study targeted head teachers, deputy head teachers, class teachers, students and student leaders. These groups were preferred because they have a direct bearing on the implementation and formulation of school rules and regulations. The sample frame included seven (7) public secondary schools, 140 students from this division, (21) student leaders (21) class teachers and seven (7) deputy head teachers and (7) head teachers.

Stratified sampling was used to sample students while purposive sampling procedure was used to select the head teachers, class teachers, deputy head teachers and student leaders in the 7 public secondary schools to be involved in this study. The instruments that were used for this study were questionnaires and interview guide. The collected data was coded with the help of Statistical Package for Social Sciences (SPSS) version 20 for windows. Data was analyzed using descriptive statistics such as frequencies and percentages and summarized in tables and figures. The analysis revealed a number of findings. These are summarized based on the research objectives.

5.1.1 Students involvement in the formulation of school rules and regulations

Students were asked to state to what extent they felt they were part of the body that is involved in the formulation of school rules and regulations. Majority of the students felt that they were involved to a low extent. This implies that students were not adequately involved in the process of formulation of school rules and regulations.

On whether students give suggestions in the formulation of rules and regulations, majority of the students participating in the study were either uncertain or felt that their level of involvement was very low.

Asked whether the student body contributed in ensuring that rules in schools were followed, majority of the student respondents pointed out that this was to a high extent. This implies that the student body through the prefects contributed immensely in ensuring that rules and regulations were followed in school. Students were further asked whether their views concerning exam time table were taken seriously and the majority felt that this was to a low extent. Therefore students' views concerning the exam time table are not taken seriously by the teachers.

Class teachers were asked to state to what extent students were part of the body that was involved in the formulation of school rules and regulations. Majority of the class teachers felt that students were involved to a high extent. This implies that according to the class teachers, students were adequately involved in the process of formulation of school rules and regulations. On whether students give suggestions in the formulation of rules and regulations, majority of the class teachers participating in the study were of the opinion that students were involved to a high extent. Asked whether the student body contributed in ensuring that rules in schools were followed, majority of the class teachers pointed out that this was to a high extent. This implies that according to the class teachers' views, students contributed in ensuring that rules and regulations were followed in school. Class teachers were further asked whether students' views concerning exam time table were taken seriously and the majority were uncertain.

Deputy Head teachers were asked to state to what extent students were part of the body that was involved in the formulation of school rules and regulations and the majority felt that students were involved to a low extent. This implies that according to the deputy head teachers, students were not adequately involved in the process of formulation of school rules and regulations. On whether students give suggestions in the formulation of rules and regulations, majority of the deputy head teachers participating in the study were of the opinion that students were involved to a high extent. Asked whether the student body contributed in ensuring that rules in schools were followed, majority of the deputy head teachers pointed out that this was to a very high extent. This implies that according to the deputy head teachers' views, students contributed in ensuring that rules and regulations were followed in school. The deputy head teachers were further asked whether students' views concerning exam time table were taken seriously and the majority felt that this was to a high extent. This implies that according to the deputy head teachers' views, the student body contributed highly in ensuring that rules and regulations are followed in school.

5.1.2 The implementation of school rules and regulations in enhancing discipline

The researcher sought to establish the extent to which the implementation of school rules and regulations enhance discipline in the schools under study. Students were asked whether the school maintains that students get permission before leaving the school and their responses were recorded. Majority of the students strongly agreed. This implies that students' movement in and out of school is controlled in most schools through rules and regulations that require seeking permission before leaving school. Students were further asked whether the school ensured that

there is fair assessment of exams and majority strongly agreed that there was fair assessment of exams. Students were also asked whether the school was strict on students' dressing code and the majority of the students agreed. When asked whether the student leaders ensure that noise making in the classrooms is kept to a minimum, majority of the students agreed.

Students were further asked whether the school is too keen on students attending classes and the majority strongly agreed. Therefore students who enter their classes late end up missing some of the academic work or lessons, which affects their performance in class tests, midterm exams, and also final exams and hence general academic performance. This therefore called for stiff rules and regulations that ensure students attend classes. Students were asked whether they were aware of the consequences of breaking school rules and regulations. Majority of the students agreed with the statement.

Class teachers were asked whether the school maintains that students get permission before leaving the school and the majority of the class teachers strongly agreed. This implies that students' movement in and out of school is controlled through rules and regulations that require seeking permission before leaving school. Class teachers were further asked whether the school provides a written copy of rules and regulations to all students on admission and majority agreed. This implies that in most schools, students were issued with a written copy of rules and regulations to ensure that they were aware of such rules and consequences that follow upon breach. Class teachers were also asked whether the school was strict on students' dressing code and majority of the students strongly agreed that the school was strict on students' dress code. When asked whether the disciplinary committee handles students' discipline in the school,

majority of the class teachers disagreed while an equal percentage of the respondents were uncertain.

Class teachers were further asked whether the school maintains that all students have a disciplinary file for recording their offences and the majority agreed that indeed the school maintains that all students have a disciplinary file for recording their offences. On whether there are consequences faced when school rules and regulations are broken, majority of the class teachers participating in the study agreed.

Deputy Head teachers were asked whether the school empowers prefects to punish rule breakers and the majority agreed. This implies in most schools, the prefects are empowered to punish students who break rules. The Deputy Head teachers were further asked whether the school provides a written copy of rules and regulations to all students on admission and majority strongly agreed. In most schools, students were issued with a written copy of rules and regulations to ensure that they were aware of such rules and consequences that follow upon breach. Deputy Head teachers were also asked whether the school was strict on students' dressing code and the majority strongly agreed that the school was strict on students' dress code. When asked whether the disciplinary committee handles students' discipline in the school, majority of the deputy head teachers agreed that most secondary schools in Kangundo Division are strict on students dressing code as students are required to put on appropriate uniform.

Deputy Head teachers were further asked whether the school maintains that all students have a disciplinary file for recording their offences and the majority agreed. On whether there are consequences faced when school rules and regulations are broken, majority of the deputy head

teachers participating in the study strongly agreed. The consequences for breaking rules and regulations were clearly spelt out and the students were aware of such consequences that included expulsion and suspension.

5.1.3 Issues arising from school rules and regulations

Students were asked whether they were not involved in the formulation of school rules and regulations. Their views were almost equally divided but the majority agreed. Students were further asked whether they do not know all the school rules. The responses showed that the majority disagreed with these sentiments. On whether they maintain silence for fear of being punished, the findings revealed that majority of the students participating in the study agreed that indeed they maintained silence for fear of being punished. Students were further asked whether they cheat during examinations and the majority strongly disagreed. They were also asked whether they leave the school compound without permission. From the findings of the study, the majority of the respondent strongly disagreed.

Class teachers were asked whether students were not involved in the formulation of school rules and regulations and their responses showed that they disagreed on the issue. This implies that students were involved in the formulation of school rules and regulations. Class teachers were further asked whether students were not provided with a copy of school rules. The responses showed that majority were uncertain. Class teachers were also asked whether students cheat in exam because they are not supervised. In the data collected, the findings revealed that the majority of the students participating in the study were uncertain. Class teachers were further asked whether students maintain silence for fear of being punished and the majority agreed.

Class teachers were asked whether students obey the end of break bell when they see a teacher. From the findings of the study, majority of them agreed.

Deputy Head teachers were asked whether students were not involved in the formulation of school rules and regulations. The findings showed that majority of the respondents disagreed. This implies that students were involved in the formulation of school rules and regulations. Deputy Head teachers were further asked whether students were not provided with a copy of school rules. The responses showed that they disagreed. This goes to show that while in most schools, students are provided with a copy of school rules, in some schools, the same is not provided.

Deputy Head teachers were also asked whether their students lack self drive and therefore do not obey the bell. In the data collected, the findings revealed that the majority of the deputy head teachers participating in the study agreed. Deputy Head teachers were further asked whether students maintain silence for fear of being punished and the responses were equally divided among those who agreed and those who disagreed. Deputy head teachers were asked whether students possess mobile phones in the school. From the findings of the study, majority disagreed.

5.1.4 The attitude of students towards rules and regulations

Majority of the students disagreed with the view that they liked the existing rules in their schools. On whether students don't like being controlled through rules, majority agreed with this sentiment. This implies that students don't like being controlled through rules and regulations. The students were asked whether they did not like being

supervised during examinations. Majority of the students disagreed. Majority of the students further disagreed with the notion that school rules should be made for those who like them. On whether students enjoy going home for suspension, most of the students strongly disagreed with the view.

Among the class teachers, it was found that the majority were uncertain as to whether students don't like the existing rules in the school. However, an equal percentage either strongly disagreed or disagreed with the view. On the other hand, majority of the teachers agreed about the view that students don't like being controlled through rules. On whether students hate being punished, majority of the teachers strongly agreed. Teachers on the other hand were also asked to indicate their extent of agreement with the sentiment that students don't like being supervised during examinations. From the findings, the majority agreed with the notion. On whether students enjoy going home on suspension, majority of the teachers were uncertain.

Majority of the deputy head teachers were uncertain as to whether students don't like the existing rules in the school. On the other hand, majority of the deputy head teachers strongly agreed about the view that students don't like being controlled through rules. On whether students hate being punished in school, majority of the deputy head teachers strongly agreed. The deputy head teachers were also asked to indicate their extent of agreement with the sentiment that students don't like being supervised during examinations. Their views were almost divided on this issue but the majority agreed. On whether students enjoy going home on suspension, majority of the deputy head teachers were uncertain.

5.1.5 Challenges arising in enforcing school rules and regulations

Restriction by law was the challenge mentioned by majority of the teachers in the enforcement of school rules and regulations. For example, since the abolishment of corporal punishment, it had become hard to enforce some rules and regulations as students did not take other forms of punishment seriously. Another major challenge mentioned was humiliation of teachers by students. Some students clearly violated school rules and regulations and humiliated teachers by doing so in front of their fellow students and refusing to undertake appropriate punishment from the teacher concerned. Other challenges mentioned were lack of support from parents/parents being protective, student's deviance, truancy and resistance/strike, chronic/perpetual indiscipline on some students, negative influence from surrounding community, enrollment/transfer of indisciplined students, indisciplined teachers/wrong role models and lack of support by some teachers.

5.2 Conclusions

The following conclusions are based on the key findings of the study and in line with the major research questions:

Students are not adequately involved in the formulation of school rules and regulations. The findings revealed that students did not give suggestions on the formulation of rules and regulations. Student involvement was found to be limited through the student leaders only. Even though they were not involved in the formulation of school rules and regulations, students knew all the school rules.

School rules and regulations were implemented in such a way that they enhanced discipline in the schools under study. Secondary schools in Kangundo maintained that students

get permission before leaving the school, were strict on students' dressing code, provided a written copy of rules and regulations to all students on admission and further maintained that all students have a disciplinary file for recording their offences.

On the other hand, not all the rules and regulations were implemented. The study revealed that there were some disciplinary issues in some schools under study. Students obey the end of break bell when they see the teacher on duty and also maintained silence in class for fear of being punished. This is a clear sign that students lack self drive and therefore do not obey the bell.

The overall impression from the findings is that students were positive about school rules and regulations. They were willing to embrace them and seemed to recognize their intrinsic value in day to day life and discipline enhancement. Though the schools have been trying to implement the set rules and regulations, it was clear that enrolment/transfer of indisciplined students, negative influence from surrounding community, wrong role models/indisciplined teachers, chronic/perpetual indiscipline on some students and lack of support from some parents contributed to causes of indiscipline in public secondary schools in Kangundo Division.

5.3 Recommendations

Based on the main findings, the study makes a number of recommendations. These are directed towards various stakeholders in education, namely School Management, Government, policy makers and community.

Government

Sensitization campaigns should be conducted to educate all stakeholders on the need to participate in the discipline of children in and out of school as a measure to ease the increased cases of student indiscipline. There is need for affirmative policy formulation to provide/encourage use of student friendly disciplinary measures like guidance and counseling by expert. The ministry of Education should expand its spheres of coverage to incorporate school principals in addressing the challenges faced in enhancing student discipline.

School management

School management should organize seminars and forum for students on the importance of obeying rules and regulations. In such a workshop, teachers and other experts can share with students on real life experience on the obedience of rules and regulations. The school management should coerce the head teacher into strictly implementing the set rules and regulations.

Student discipline is necessary in schools since it forms the basis for learning, performance in examinations and life-after school. There is need for principals to perceive the term discipline as controlled, ordered behaviour resulting from obedience of school rules and regulations hence a system of guiding individual students to make reasonable decisions responsibly. This, calls for training, guiding and arranging conditions for learning and not just restricting.

Community

In as much as teachers have a role to play in instilling discipline in students, the community at large has a bigger responsibility. The community constitutes the foundation of life values. Hence it is the root of all life skills that should be passed to students. Community Based Programmes that mentor the young should be put in place. It is the responsibility of every adult to correct the young because they are the future leaders of this nation.

5.4 Suggestions for Further Research

The findings of this study are indicative rather than conclusive; hence the following research action has been suggested:

- a) The effectiveness of school rules and regulations in impacting life value among learners.
- b) The role of the community and parental upbringing in the discipline of students
- c) Collaboration among all stakeholders in education on student discipline should be determined.
- d) Further studies on the challenges facing education managers in enhancing student discipline should be carried out in all institutions of learning in order to have more comprehensive/ universal findings.

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APPENDICES

Appendix I: Questionnaire for students

The Catholic University of Eastern Africa
Faculty of Education
Department of Post-Graduate Studies
P.O. Box 62157-00200
Nairobi.

Dear respondents,

I am a Masters of Education student at The Catholic University of Eastern Africa. I am conducting a research to examine the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions in the attached questionnaire.

Your name does not need to appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely,
Ndeto Anna Maria

Section A: Demographic Information

1. Type of school Boys [] Girls [] Mixed []
2. Gender Male [] Female []
3. Which form are you? Form 3 [] Form 4 []

Section B: Students involvement in the formulation of school rules and regulations

4. The table below contains statements about the involvement of students in formulation of rules and regulations. Choose or tick the right alternative to indicate the extent to which students are involved in formulation of school rules and regulations.

Item	V High extent	High extent	Uncertain	Low extent	V low
Students are part of the body that is involved in the formulation of school rules and regulations.					
Students give suggestions in the formulation of rules and regulations.					
The student body contributes in ensuring that rules in our school are followed.					
Students' views concerning exam time table are taken seriously.					

Section C: The implementation of school rules and regulations in enhancing discipline

5. Using the key given, choose or tick the right alternative that fits your opinion on the implementation of school rules as follows:

Strongly Agree=SA, Agree = A, Undecided = U, Disagree =D, Strongly disagree =SD

Item	SA	A	U	D	SD
The school maintains that students get permission before leaving the school.					
The schools provides a written copy of rules to all students on admission.					
The school is strict on students' dressing code					

The student leaders ensure that noise making in the classrooms is kept to a minimum.					
The school is too keen on students attending classes.					
Students are aware of consequences of breaking school rules and regulations.					

Section D: Issues arising from school rules and regulations

6. The table below contains some statements about problems arising from school rules and regulations. Tick or choose the level of agreement in each statement as appropriate by indicating whether you strongly agree, agree, disagree or strongly disagree.

Issues arising from school rules and regulations	SA	A	U	D	SD
Students are not involved in the formulation of school rules and regulations.					
Students do not know all the school rules.					
Students maintain silence for fear of being punished.					
Students cheat during examinations.					
Students leave the school compound without permission.					

Section E: The attitude of students towards rules and regulations

7. The table below has different statements concerning students' attitudes towards rules and regulations. By use of a tick please indicate whether you strongly agree, agree, disagree or strongly disagree with the following statements.

Statement	SA	A	U	D	SD
I like the existing rules in our school.					
I don't like being controlled through rules.					
I fear breaking the school rules.					
Students don't like being supervised during examinations.					

School rules should be made for those who like them.					
Students enjoy going home for suspension.					

Section F: Challenges arising in enforcing school rules and regulations

8. What problems are there in enforcing school rules and regulations?

.....

.....

.....

9. Explain what you think should be done to students who refuse to abide by the school rules.

.....

.....

.....

10. What do you think should be done to improve on enforcement of existing rules and regulations in secondary schools in Kangundo Division?

.....

.....

.....

Thank you for your time and cooperation

Appendix II: Interview guide for student leaders

The Catholic University of Eastern Africa

Faculty of Education

Department of Post-Graduate Studies

P.O. Box 62157-00200

Nairobi.

Dear respondents,

I am a Masters of Education student at The Catholic University of Eastern Africa. I am conducting a research to examine the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions during the interview.

The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely,

Ndeto Anna Maria

Section A: Biodata

Gender Male [] Female []

Section B: interview Guide

1. To what extent are students involved in the formulation of school rules and regulations?

Probe how students are involved in the formulation of rules, are students given time to air their views concerning rules, are students' suggestions taken seriously.

2. In what ways are school rules implemented to enhance discipline in public secondary schools in Kangundo division?

Probe types of punishment given, do students leave the compound without permission, is there a disciplinary committee, is there cheating during exam.

3. What issues arise from school rules and regulations in public secondary schools in Kangundo division?

Probe to find out if students know the school rules, do they have a copy of rules, are punishments administered fairly, are student leaders role models.

4. What is the attitude of students towards the rules and regulations?

Probe which rules they don't like, do they like exam supervision, do they hate and fear exams, do they enjoy suspension, which rules do they like.

5. What challenges arise in enforcing the existing school rules and regulations?

Probe to find out if students serve the punishment given, is there fairness in administering punishment, what is done to those cheating in exams, what needs to be improved.

Appendix III: Questionnaire for Class teachers

The Catholic University of Eastern Africa
Faculty of Education
Department of Post-Graduate Studies
P.O. Box 62157-00200
Nairobi.

Dear respondents,

I am a Masters of Education student at The Catholic University of Eastern Africa. I am conducting a research to examine the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions in the attached questionnaire.

Your name does not need to appear anywhere in the questionnaire. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely,
Ndeto Anna Maria

Section A: Demographic Information

1. Gender Male [] Female []
2. For how long have you been a class teacher? Below 5 years [] 6 -10 years [] 11 – 15 years [] 16 – 20 years [] Above 20 years []

Section B: Students involvement in the formulation of school rules and regulations

3. The table below contains statements about the involvement of students in formulation of rules and regulations. Choose or tick the right alternative to indicate the extent to which students are involved in formulation of rules and regulations in your school.

Item	V high extent	High extent	Uncertain	Low extent	V low
Students are part of the body that is involved in the formulation of school rules and regulations.					
Students give suggestions in the formulation of rules and regulations.					
The student body contributes in ensuring that rules in our school are followed.					
Students' views concerning exam time table are taken seriously.					

Section C: The implementation of school rules and regulations in enhancing discipline

4. Using the key given, choose or tick the right alternative that fits your opinion on the implementation of school rules in enhancing discipline as follows:

Strongly Agree=SA, Agree = A, Undecided = U, Disagree =D, Strongly disagree =SD

Item	SA	A	U	D	SD
The school ensures that students serve the given punishment.					

The school provides a written copy of rules to all students on admission.					
The school is strict on students' dressing code					
The disciplinary committee handles students' discipline in this school.					
The school maintains that all students have a disciplinary file for recording their offences.					
There are consequences faced when school rules are broken.					

Section D: Issues arising from school rules and regulations

5. The table below contains some statements about problems arising from school rules and regulations. Tick or choose the level of agreement in each statement as appropriate by indicating whether you strongly agree, agree, disagree or strongly disagree.

Issues arising from school rules and regulations	SA	A	U	D	SD
Students are not involved in the formulation of school rules and regulations.					
Students are not provided with a copy of school rules.					
Students cheat in exam because they are not supervised.					
Students maintain silence for fear of being punished.					
Students obey the end of break bell when they see a teacher.					

Section E: The attitude of students towards rules and regulations

6. The table below has different statements concerning students' attitudes towards rules and regulations. By use of a tick please indicate whether you strongly agree, agree, disagree or strongly disagree with the following statements.

Statement	SA	A	U	D	SD
Students don't like the existing rules in the school.					
Students don't like being controlled through rules.					
Students hate being punished in this school.					
Students don't like being supervised during examinations.					
Students enjoy going home on suspension.					

Section F: Challenges arising in enforcing school rules and regulations

7. What problems are there in enforcing school rules and regulations?

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8. Explain what you think should be done to students who refuse to abide by the school rules.

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Thank you for your time and cooperation

Appendix IV: Questionnaire for Deputy Head Teachers

The Catholic University of Eastern Africa

Faculty of Education

Department of Post-Graduate Studies

P.O. Box 62157-00200

Nairobi.

Dear respondents,

I am a Masters of Education student at The Catholic University of Eastern Africa. I am conducting a research to examine the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions in the attached questionnaire.

Your name does not need to appear anywhere in the interview guide. The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely,

Ndeto Anna Maria

Section A: Demographic Information

1. Gender Male [] Female []
2. For how long have you been a Deputy Head teacher Below 5 years [] 6 -10 years []
11 – 15 years [] 16 – 20 years [] Above 20 years []

Section B: Students involvement in the formulation of school rules and regulations

3. The table below contains statements about the involvement of students in formulation of rules and regulations. Choose or tick the right alternative to indicate the extent to which students are involved in formulation of school rules and regulations.

Item	V high extent	High extent	Uncertain	Low extent	V low
Students are part of the body that is involved in the formulation of school rules and regulations.					
Students' are given opportunity to give suggestions in the formulation of rules in this school.					
The student body contributes in ensuring that rules in our school are followed.					
Students' views concerning exam time table are taken seriously.					

Section C: The implementation of school rules and regulations in enhancing discipline

3. Using the key given, choose or tick the right alternative that fits your opinion on the implementation of school rules in enhancing discipline as follows:

Strongly Agree=SA, Agree = A, Undecided = U, Disagree =D, Strongly disagree =SD

Item	SA	A	U	D	SD
The school empowers prefects to punish rule breakers.					

The school provides a copy of rules to all students on admission day.					
The school is strict on students' dressing code					
The disciplinary committee handles students' discipline in this school.					
The school maintains that all students have a disciplinary file for recording their offences.					
There are consequences faced when school rules are broken.					

Section D: Issues arising from school rules and regulations

- 5 The table below contains some statements about problems arising from school rules and regulations. Tick or choose the level of agreement in each statement as appropriate by indicating whether you strongly agree, agree, disagree or strongly disagree.

Issues arising from school rules and regulations	SA	A	U	D	SD
Students are not involved in the formulation of school rules and regulations.					
Students are not provided with a copy of school rules.					
Students have no self drive and therefore do not obey the bell.					
Students maintain silence for fear of being punished.					
Students possess mobile phones in the school.					

Section E: The attitude of students towards rules and regulations

6. The table below has different statements concerning students' attitudes towards rules and regulations. By use of a tick please indicate whether you strongly agree, agree, disagree or strongly disagree with the following statements.

Statement	SA	A	U	D	SD
Students don't like the existing rules in the school.					
Students don't like being controlled through rules.					
Students hate being punished in this school.					
Students don't like being supervised during examinations.					
Students enjoy going home on suspension.					

Section F: Challenges arising in enforcing school rules and regulations

7. What problems are there in enforcing school rules and regulations?

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8. Suggest some ways of helping students who are always breaking school rules.

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Thank you for your time and cooperation

Appendix V: Interview guide for Head Teachers

The Catholic University of Eastern Africa
Faculty of Education
Department of Post-Graduate Studies
P.O. Box 62157-00200
Nairobi.

Dear respondents,

I am a Masters of Education student at The Catholic University of Eastern Africa. I am conducting a research to examine the effectiveness of school rules in enhancing discipline in public secondary schools in Kangundo Division. You have been selected to take part in this study. I would be grateful if you would assist me by responding to all questions during the interview.

The information will be kept confidential and will be used for academic research purpose only. Your co-operation will be greatly appreciated.

Thanks in advance.

Yours sincerely,
Ndeto Anna Maria

Section A: Biodata

Gender Male [] Female []

Section B: Interview Guide

1. To what extent are students involved in the formulation of school rules and regulations?

Probe how students are involved in the formulation of rules, are students given time to air their views concerning rules, are students' suggestions taken seriously.

2. In what ways are school rules implemented to enhance discipline in public secondary schools in Kangundo division?

Probe to find out if student leaders are empowered to punish those who breach the rules, how the rules have enhanced discipline, are the prefects active and reliable, is there a disciplinary committee,

3. What issues arise from school rules and regulations in public secondary schools in Kangundo division?

Probe to find out if students know the school rules, do they have a copy of rules, do they maintain silence for fear of punishment, are punishments administered fairly, are student leaders role models.

4. What is the attitude of students towards the rules and regulations?

Probe which rules they don't like, do they like exam supervision, do they hate and fear exams, do they enjoy suspension, which rules do they obey most.

5. What challenges arise in enforcing the existing school rules and regulations?

Probe to find out if students serve the punishment given, are there files for recording offences, is there fairness in administering punishment, what is done to those cheating in exams, what is being done to counter this problems.