AN INVESTIGATION INTO THE DISCIPLINARY PRACTICES THAT INFLUENCE THE STUDENT UNREST IN PUBLIC SECONDARY SCHOOLS IN MERU COUNTY, KENYA

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ABSTRACT

Since Kenya attained independence in 1963, students' unrest in public secondary schools has been on the rise, and thus students' academic achievements and subsequently the economic progress of Kenya has suffered the negative consequences of strikes. The purpose of the study was to investigate the disciplinary factors that influence the student unrest in public secondary schools in Meru County, Kenya. The research found that most schools do not follow progressive discipline practices, and most schools did not have discipline committees where students who felt unfairly treated can appeal the decision. Most of the disciplinary was done by student leadership councils, and all public secondary school had rules and regulations that are known by staff members and students.

Keywords Student unrest; discipline practices, discipline procedures, public secondary schools, mixed methods, triangulation.

1.1 Background of the Study

Discipline is a fundamental ingredient that plays a crucial role in school systems and impacts on school performance. Discipline in schools is reflected in the rules and regulations which are reflected in the school internal environment. Mbiti (2002) argues that discipline plays a crucial role in the school system which helps uphold moral values of the students. Student unrest is a global problem which cuts across societies in the universe. In a report by the United States Department of Education (DoE) (2006), revealed that student unrest and violence was a problem in American schools.

In Kenya, since independence has faced cases of indiscipline such as truancy, bullying, destruction of school property and physical violence (Mbiti, 2007), and thus the evidence adduced from the mentioned studies reveal that indiscipline may be caused by lack of following disciplinary systems acceptable to the stakeholders in the education system such as parents, teachers, students and school administrators. The management disciplinary practices mainly recommended by majority researchers include; notification of charges, hearing of the charges by a fair discipline committee, recording of the proceedings and an opportunity to appeal adverse decisions (Simatwa, 2007: Mbiti 2007: Sonesou, 2005).

1.2 Statement of the Problem

Most secondary school principals have been handling student's discipline which includes election of prefects, formulation of school rules and penalties against students who infringe school rules, singularly without involving other members of the school community such as teachers, students and parents. This has indeed resulted in riots, boycotts, and other unruly behaviour from the students which have proved quite expensive in terms of running the

concerned learning institutions. Thus the study sought to establish the management disciplinary procedures that influence student unrest in public secondary schools.

1.3 Purpose of the Study

The purpose of the study was to investigate discipline processes influence on student unrest in public secondary schools in Meru County, Kenya.

1.4 Objectives

To establish whether schools code of conduct has influence on student unrest in Meru County, Kenya.

Specifically;

i.   To identify whether the notification/or lack of notification of charges may lead to student in Meru County, Kenya.

ii. To examine whether students are given an opportunity to answer to charges facing them and its impact on student unrest in Meru County, Kenya.

iii. To determine whether committee hearings as practiced in schools has influence on student unrest in Meru County, Kenya.

iv. To investigate whether disciplinary decisions are based on evidence adduced and its influence on student unrest in Meru County, Kenya.

v.   To determine whether students are given an opportunity to appeal adverse decisions and its impact on student unrest in Meru County, Kenya.

2.1 Literature Review

2.1.1 Student Unrest: Global Perspective

In public secondary schools in the United States, twenty five per cent (25%) of students require intervention of guidance and counselling to overcome unrest trauma before teachers concentrate on educational programmes. Dryfoos (2014) agrees that "those who enter school or any other

organization, feeling insecure and distressed, tend to focus on their social emotional needs rather than academic curricula". When large numbers of students misbehave, teachers are forced to spend more time in maintenance of discipline in their schools. Therefore discipline systems should be based on prevention and intervention programs, and data records on school indiscipline (Rich, 2011).

Craig & Suzanne (1997) agree that "even the threat of violence can result in heightened stress levels that detract from educational progress in schools". National Policy Board for Educational Administration in a survey conducted in America found that "71% in grades 6 to 12 reported that physical assaults and robbery were not uncommon in schools". Since the 1992-3 school year, 270 violent deaths have occurred at schools across America. The majority of these deaths, 207, were shooting victims of violence which does not result in deaths but still it affect learning.

2.1.2 Student Unrest: Africa Perspective

Zulu, Urban and Merwe, (2004), agree that "despite the introduction of new democratic political dispensation in 1994, violence in schools has not abated. School violence unfortunately impacts negatively on a culture of learning and teaching. Schools have become highly volatile and unpredictable places". Violence has become a part of everyday life in (some) schools.

According Landsberg & Hlophe, (1999), "racial tension between black and Indian learners in Kwa Zulu Natal Province leads to racial clashes in and out of schools". Unequal treatment of learners has been practiced on the pretence that black learners are slow learners and should be taught separately, and such treatment, causes misunderstanding and mistrust among leaners' this in turn results into school unrest.

2.1.3 School Unrest : Kenya

Violent learner behaviour has become a common feature in Kenya with tragic loss of lives, destruction of property and declining standards of education. The institutions and systems

charged with eliminating or reducing, violence and learners disruptive behaviour have failed miserably for example, in June and July 2008, there were over 250 cases of violent disruptive learners behaviour reported all over the country in public institution. The tone and character of violence in schools and disruptive learners behaviour in Kenyan secondary schools has changed subtly but dramatically in the past several years and students protests have become more militant; it occurs more frequently, involves more public secondary schools, covers more issues and involves students in a more direct manner than several years ago. There is more threat of actual disruption of classes and administration.

More incidents of property damage occur in the course of protests. There are few studies on strikes and indiscipline in Kenyan public schools by a few researchers like Sagini (1991) and Wangai, (2001), have revealed that mismanagement of schools, poor models, drugs abuse and mass media causes indiscipline in secondary schools. The committees received oral, written presentations from members of the public data through questionnaires and discussions with head teachers, students and board of governors. Other researchers such as Ndetei et al, (2007) have presented a paper on philosophical perspective to occurrence of student unrest and violence. By adopting a framework within which the students were addressed as individuals who are always continuing searching to find out "who" and "what" they are through their (school) life as they make choices based on their experiences, values and outlook.

A report by Kenyan Bishops regarding the post-election violence wrote "some student's moral responsibility was totally killed. They burned houses, they saw people being killed, people dying of hunger and thirst for food and water". They became immune to any feeling of humanity.

What we are witnessing now is the result of demonization of moral responsibility (Commission of Education Report: Bishops Conference (2008). This trend has continued and especially in Meru County, where 66 public secondary schools went on strike between January, 2016 and
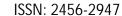
June, 2016. This translated to almost 34% of all sampled public secondary schools in Meru County.

2.1.4 Discipline Practices Influence on Students' Unrest

In a school setting, discipline systems are the actions by management to enforce organizational rules, regulations and standards of behaviour to which teachers, students and non-teaching staff must adhere to. Okumbe (1998) identified two kinds of discipline. One of them is preventive discipline. This is the management action taken by the school administrator to encourage employees and students to follow the standards, rules and regulations, which prevent infractions. The principal in preventive discipline is to instil self-discipline among the organizational participants. The educational managers should strive for self-discipline within their organization since this improves morale and therefore productivity or examinations performance. In order to encourage preventive discipline, educational managers should provide an enabling School organizational climate in which expected standards be stated positively.

The second kind of discipline is corrective discipline which is the administrative action, which follows an infraction of a rule. The administrative action meted out is a disciplinary action should follow a certain practice i.e. notification of charges facing the student, hearing of charges by an impartial committee, recording of proceedings and safekeeping of the same, and an opportunity to appeal when one feels unfairly treated.

Educational managers should try to reduce the number of corrective discipline cases by strengthening preventive discipline which is aimed at reforming the offender, and also to deter others from similar action and thus maintain consistent group standards (Okumbe, 1998). Corrective discipline mainly brings resentment on the part of the victim and desire for revenge and when an opportunity occurs. It results in students' unrest and disruptive learner's behaviour.

A secondary school principal is directly involved in establishing the rules of behaviour, the penalties to be applied and as well as the practices to be used.

Mbiti (2003), states that a responsible head teacher cannot delegate this ultimate responsibility to anyone else. The researcher views the handling of discipline as a matter deeply embedded in the human responsibilities of management and supervision. However, the soundness of discipline in any organization also depends largely on personal policy, where the practice of consultation is well developed as a genuine element in the practice of management, discipline is often better. In fact, the code of discipline must be decided in consultation with those who are to be under its enforcement or concerned with its implementation. Every School must have an accepted set of School rules or code of discipline. These should be drawn by the head teacher, usually with the help of members of staff. All school must have a common set of standards.

2.1.5 Fair and Equitable Disciplinary System

Disciplinary efforts must also consider a person's dignity, his or her legal rights, and the union agreement if one exists. A fair and equitable disciplinary system for all the workers in existing institutions should have the following characteristics;

i. It has reasonable policies, rules and procedures that govern human conduct at work. These exist to prevent problems and do not violate any federal, state or local laws.

ii. It communicates the rules and provides prior warning to the consequences that once can expect when guilty of deliberate violation.

iii. It has consistent enforcement of rules, policies and procedures, along with consistent applications of sanctions for infractions.

iv. It has progressively severe penalties for repeated infractions by the same party.

v. It places the burden of proving guilt on management.

vi.   It considers the circumstances surrounding an infraction and allows for appropriate mitigation of punishment.

vii.   It has appeals and review procedures

viii.   It has a short memory – it purges memories of wrong doing after a reasonable time and avoids holding a grudge.

ix.   It is delivered in a pleasant manner.

2.1.6 Management Disciplinary Practices for Students

Each School rule must have a purpose, which is clear to both the staff and students, and it must be possible to enforce and be beneficial to the school and community. The correct discipline procedure should be that students are notified of the charges facing them, committee hearings are constituted to be charged with the duty of freely determining the punishment to meet out based on the evidence adduced in the hearing and decisions should be recorded so that if a student is unfairly treated they can make an appeal to the Appeals Board.

3.1 Research Design

3.1.1 Research Method

The study adopted a mixed method approach methodology because it has both the qualitative and the quantitative aspects. Qualitative and quantitative data collection was carried concurrently. The choice of these methods was significant since it allowed the researcher to collect both qualitative and quantitative data simultaneously and allowed use of quantitative standardized instruments or a qualitative theme analysis of interview data. The method was used because it enables the researcher to recognise the quantitative and qualitative approaches combined together and complement each other. Qualitative data can be transformed with quantitative data and qualitative methods together and provides a more comprehensive understanding of the study problem than if the two approaches are used separately, (Creswell, 2011).

3.1.2 Research Design

The study used concurrent triangulation design. According to Creswell (2011), triangulation is appropriate for mixed methodology and was efficient since both qualitative and quantitative data was collected at the same time during one phase of the research. The design was deemed suitable for this study as the researcher sought to examine the current state of administrative processes influence on student unrest without adjusting any condition of the study. Here participants were given instruments concurrently and data collected qualitatively and quantitatively.

The design facilitated use of different methods of data collection (triangulation) as well as facilitating the researcher to get different but complementary data on the same topic to best understand the research problem. It also helped to make finding rich and comprehensive. Multiple data sources which include questionnaires and interview schedules were used and combined to determine the study findings. The design also helped the researcher to bring together the different strengths and non-overlapping weaknesses of quantitative methods with this of qualitative methods. This further helped the researcher understand the research problem, and relate quantitative results to qualitative findings (Creswell & Plano, 2014).

3.1.3 Location of the Study

The study was conducted in 373 public secondary schools in Meru County, Kenya. The rationale for choosing this region is that, it has diversity of variables found all over Kenya which include arable, arid, urban and Muslim students. It has had very high incidences of school unrest in the Country.

3.1.4 Target Population

In this study the target population was drawn from all public secondary schools in Meru County. Target population is an entire group of individuals, events or objects that have common observable characteristics (Mugenda & Mugenda, 2014). The population comprised 192

principals (head teachers), 192 Guidance and Counselling Master/Mistresses and 192 discipline Master/Mistresses, 19,000 students and one County Education Officer drawn from Meru County, Kenya.

3.1.5 Research Instruments

The researcher used questionnaires to collect data from principals, teachers and students because they were capable of getting accumulated data from large number of respondent simultaneously. An interview schedule was used to gather data from county education officer. These questionnaires were used to collect data to determine whether the communication practices, principals' decision making practices, curriculum implementation practices and discipline practices influence students' unrest in public secondary schools in Kenya. The interview schedule was used to gather data on perceptions, attitude and adequacy on staffing and effectiveness of resource allocation for schools in the County.

3.1.6 Data Collection Procedures

Prior to going to the field the researcher collected a letter of introduction from Mount Kenya University to public secondary schools where the respondents were located. The letter assisted the researcher to obtain research permit from (NACOSTI), to go out and do the research. The researcher gave a self-introduction letter to the County Education Officer and the principals of the sampled schools, explaining the purpose of the research and requested for permission and participation in the research. After that, the researcher booked appointment with the sampled Schools principals to visit them and administer the questionnaire. The researcher also gave the County Education Officers the questionnaire in advance in order to prepare the detailed information before the scheduled day of interview.

The researcher used three questionnaires and one semi-open interview schedule to gather the necessary data for this study. Before the researcher administered the questionnaires, he explained to the respondents the purpose of the study and assured them of confidentiality when dealing with their responses. The gathering of information was through face-to-face interrogation of the interviewee (county education officer) by the researcher, by use of interview schedule. The use of open-ended interviews provides a chance for the subjects to tell their story.

3.1.7 Data Analysis

The data was analysed by conducting four major activities namely, data editing, data coding, classification and tabulation. Data was first edited to identify and correct any wrong entries, errors in responses, omissions and other inconsistencies. Data was then coded according to major variables included in the instruments such as age, gender, professional grade and opinion on major issues that influence student unrest. The researcher arranged data in groups or classes on the basis of common characteristics. Data having common characteristics were placed in one class and in this way the entire data got divided into a number of groups and classes. The researcher used two types of statistical techniques namely descriptive statistics and inferential statistics in data analysis. Descriptive statistics was used to compute percentages and frequencies. The inferential statistical method was used in the study was chi-square which revealed the association between independent and dependent variables and data was analysed using Statistical Package for Social Sciences (SPSS) Version 22. The hypotheses was tested at 0.05 level of significance; 95% confidence level.

3.1.8 Ethical Considerations

The researcher also gave the County Education Officers the questionnaire in advance in order to prepare the detailed information before the scheduled day of interview. The researcher sought authority to conduct the study from (NACOSTI), the County Commissioner, and County

Director of Education (Meru) to carry out the study. After that, the researcher booked appointment with the sampled Schools principals to visit them and administer the questionnaire.

The researcher protected and recognized human rights whose purpose is to guarantee the dignity of individuals and promote social justice, as freedoms expressed in the Bill of Rights (Constitution of Kenya, 2010). The researcher disclosed to the respondents the purpose of the study was honest, open minded and guaranteed privacy of the individuals and sought informed consent form the participants, i.e. the subjects can participate or refuse to participate in the research activity. The researcher actually got voluntary participation from the respondents who participated in the study (Constitution of Kenya, 2010).

4.1 RESEARCH FINDINGS

4.1.1 Influence of Discipline Practices on Students Unrest

Table 1: Notification of Charges

		F	%
Valid	Never	1	5.3
	Sometimes	2	10.5
	Often	4	21.1
	Always	11	57.9
	Total	18	94.7
Missing	System	1	5.3
Total		**19**	**100.0**

The data tabulated in Table 1 show that 41% responded always, 31% responded often and sometimes, 28% respondents responded rarely and never to the process of notification of charges before suspension/ expulsion. The findings in this study indicate that majority of schools notify student of the charges before suspension/expulsion.

However, almost one third never or rarely notified the student of the charges before suspension/expulsion. The above findings are supported by a study by Wang'eri, (2014), that discipline problems affecting secondary schools in Thika where she focused on eleven (11) secondary schools, which constitute the entire population using a questionnaire as the sole instrument with head teachers as respondents. The researcher found that majority of the head teachers used punitive measures that ranged from strict warning, manual work, corporal punishment, suspensions, calling parents to school and alerting police in case of drug possession.

4.1.2 Opportunity to Answer The Charges Alleged Against Them?

Table 2: Opportunity to Answer

		F	%
Valid	Never	2	10.5
	Sometimes	1	5.3
	Often	1	5.3
	Always	14	73.7
	Total	18	94.7
Missing	System	1	5.3
Total		**19**	**100.0**

The findings of Table 33 indicate that 90% of the schools notify student of the offences they are being punished for and only 5% of the respondents indicated that they were not informed of the offenses they committed. This indicates effective communication and effective discipline process in the school.. The above findings are supported by Mbiti, (2003), assertion that a responsible head teacher cannot delegate this ultimate responsibility to anyone else.

The researcher views the handling of discipline as a matter deeply embedded in the human responsibilities of management and supervision.

4.1.3 Hearing Conducted By Impartial Committee
Table 3: Hearing by Impartial Committee

		F	%
Valid	Never	4	21.1
	Rarely	2	10.5
	Sometimes	3	15.8
	Often	4	21.1
	Always	5	26.3
	Total	18	94.7
Missing	System	1	5.3
Total		**19**	**100.0**

The findings in Table 3 indicates that the respondents who answered always, often and sometimes totaled to 63% and those who answered rarely and never amounted to 32%. The study concludes that schools should change student negative perceptions on discipline committee's impartiality so that they feel fairly treated. The findings concur with Okumbe, (2007), that principals and teachers should be fairly and friendly when dealing with student which may forestall future unbecoming behavior or they face the consequences.

4.1.4 Decision Based On Evidence Adduced At the Hearing

Table 4 – Decision Based on Evidence

	F	%

Valid	Never	1	5.3
	Rarely	1	5.3
	Sometimes	7	36.8
	Often	1	5.3
	Always	8	42.1
	Total	18	94.7
Missing	System	1	5.3
Total		**19**	**100.0**

The findings of the study in Table 34 indicate that 84% responded always, often, sometimes responses, 10% of the respondent answered never and rarely that the decisions were based on evidence adduced in the committee sittings. These findings are supported by Fulcher and Scott, (2007), where they view schooling not as a practice of socialization but rather as a practice related profoundly to the distribution of resources and opportunities within groups in the School. Education is seen to be influenced by the ideologies of socially and politically dominant groups in the school especially the sponsors and financiers of the school make unilateral decisions that serve their interests.

4.1.5 Written Record of the Proceedings

Table 5 – Record of Proceedings

		F	**%**
Valid	Never	2	10.5
	Rarely	1	5.3
	Sometimes	2	10.5
	Often	4	21.1
	Always	9	47.4

		F	%
	Total	18	94.7
Missing	System	1	5.3
Total		**19**	**100.0**

The findings in Table 35 indicate that 79% of the respondents who answered often and sometimes as to whether the schools kept records of proceedings, and 16% of the respondents answered that their schools never kept records of proceeding, records for further reference are necessary to understand student's behaviour and to undertake progressive discipline measures. Okumbe, (1998), concurs with the above findings that administrative action meted out is a disciplinary action should follow a certain practice i.e. notification of charges facing the student, hearing of charges by an impartial committee, recording of proceedings and safekeeping of the same for further reference, and an opportunity to appeal when one feels unfairly treated. Educational managers should strive to minimize if not eliminate corrective discipline by strengthening preventive discipline; they should understand the basic facets of a disciplinary action.

These are to reform the offender, to deter others from similar action and maintain consistent effective group standards.

4.1.6 Opportunity to Appeal an Adverse

Table 6 – Opportunity to Appeal

		F	%
Valid	Never	4	21.1
	Rarely	1	5.3
	Sometimes	1	5.3
	Often	2	10.5
	Always	10	52.6

Total	18	94.7
Total	**19**	**100.0**

The data in Table 36 indicate the respondents answered 68% always, often and sometimes and 25% never and always. The findings imply students when given opportunity to appeal they do not react violently, or with anger because most of the times they consider discipline measures taken to be fair. Students' involvement in school administration has some positive aspects. This is because students become responsible when it comes to the use of School property. Students are likely to be more committed to School activities such as co-curricular activities and because students may provide information which could help in promoting good practice in Schools administration. Indeed early involvement in making decisions, which affects them, is good training for their future and that of their country, (Mwiria, 1995).

4.1.7 Who Helps Administer Discipline?

Table 7 – Administration of Discipline

	F	%
School Staff	4	23.5
Teachers	8	41.2
Parents	6	29.4
Not Sure	1	5.9
Total	**19**	**100.0**

The findings in Table 37 indicates that 76% of the respondents supports that the administrator most of the time uses teachers and parents to enhance discipline in schools, 24% said that parents and teachers are rarely are used to enhance discipline in schools. The conclusion was teachers and parents play a leading role in maintaining discipline in secondary schools in Meru County of

Kenya. Maina (1986) concurs with the above findings in that teachers play an important role in maintaining discipline in secondary schools, but still there are minimal numbers of teachers who do not actively involve themselves in disciplinary cases within schools.

4.1.8 Discipline Practices Mean/Std. Deviation

Table 8 – Mean/Std. Deviation Table

	N	Mean	Std. Deviation
Notification Of Charges Expelling	188	3.35	1.633
Opportunity to Answer The Charges	188	2.74	1.512
Hearing Conducted By Impartial Committee	188	2.41	1.505
Decision Based On Evidence Adduced At The Hearing	188	2.74	1.576
Written Record Of The Proceedings	188	3.02	1.699
Opportunity To Appeal An Adverse Decision	188	2.41	1.578
Who Helps Administer Disciplinary Action	188	3.21	.631

The variables analysed in the Table 38 lie between two standard deviations below the mean, and means that the group is homogeneous and the respondents have an almost similar opinion on discipline practices influence on student unrest at 95% confidence level.

4.1.9 Chi-square on influence of Discipline Practices on student unrest

Table 9 – Chi Square Table

	Notification of charges	Opportunity to answer the charges	Hearing conducted by impartial committee	Decision based on evidence adduced	Written record of the proceedings	Opportunity to appeal an adverse	Disciplinary body
Chi-Square	45.679[a]	19.487[a]	27.079[a]	42.126[a]	21.915[a]	24.014[a]	39.0761 [a]
Df	16	16	16	16	16	16	16
P Value	.000	.244	.041	.000	.146	.089	.163

14 Cells (56.0%) Have Expected Count Less Than 5. The Minimum Expected Count Is .26.

The P value for the chi-square on discipline practice influence on student unrest were; notification of charges when expelling students was 0.000, hearing conducted by impartial committee was 0.041, decision based on evidence adduced at the hearing was 0.000, which were all under 0.05. Then opportunity to answer the charges was 0.244, written record of the proceedings was 0.146, opportunity to appeal an adverse was 0.089, and disciplinary body was .163, which all had p values above 0.05. The study finding established a less significant relationship on discipline practices influence on student unrest in Meru County. The researcher accepted the null hypothesis that there is no influence on discipline practices influence on student unrest. This implies that the more progressive practices that is followed in Schools the less the conflicts which lead to indiscipline.

5.1 Conclusions

On discipline practices association with student unrest, the researcher focused on the progressive discipline practices procedure; notification of charges, opportunity to answer charges, hearing conducted on impartial committee, decision based on evidence produced during hearings, written records of proceeding, opportunity to appeal an adverse decision and the disciplining body . The research, found that most schools do not follow progressive discipline practices, and most schools did not have discipline committees where students who felt unfairly treated can appeal the decision. Most of the disciplinary was done by student leadership councils.

The study found out that all public Secondary School had rules and regulations that are known by staff members and students and they had a known school routine. The study found out that all the secondary Schools had a discipline mechanism and procedures that was followed. The principals, students and the County education officer agreed that during disciplinary practices students are notified of charges against them. However students and the county education office dispute that there are discipline committees to listen to students appeals or convict them on the evidenced adduced at the hearing.

The County education officer agrees that most schools leave a lot of responsibility to the student leadership councils to punish students. Also, most schools have issues of drug abuse. The principal and teachers should be trained in conflict management to defuse negative emotion. Positive discipline should be encouraged for both students and staff. Positive discipline requires that people should be notified of charges, given opportunity to answer charges, have hearings conducted by impartial committee, decisions based on evidence produced during hearings, written records of proceeding for further reference and opportunity to appeal if one feels adversely treated. This procedure helps to diffuse tension in the school environment.

Principals should be conversant with the general laws of the land and the labour laws. This should help the principals or staff to appreciate teachers unions, help principals evaluate

reasonable demands and refuse unreasonable demands. When dealing with staff and students, principals should handle personal difficulties with humane feelings by empathizing with the concerned and helping them solve or resolve the personal issues hindering quality performances. Principals should also involve staff and students in making School rules and regulations, but should not overburden student leadership council with handling many disciplinary cases beyond its capacity.

5.2 Recommendations

Discipline Practices

Discipline practices should not be handled by one individual, but by a committee that follows the due process in disciplining secondary schools students, i.e.notification of charges, opportunity to answer the charges, hearing conducted by impartial committee, decision based on evidence adduced at the hearing, written record of the proceedings and opportunity to appeal an adverse decision.The principals of Schools should evaluate periodically whether the school rules and code of conduct are in harmony with the set School goals. Principals should also involve staff and students in making School rules and regulations.

When staff and students are excluded from decisions that determine the way they do their work, demotivation and resentment can arise, resulting in discontent bring negative result especially when changes are being implemented in the Schools. Since changes causes instability or indiscipline in the short term and sometimes in the long-term, it is necessary to manage resistance to change by involving many people in producing plans for change.

The Ministry of Education, Science and Technology should appoint at least two teachers counselors for every school, who are trained to handle student problems and reduce their

teaching load to create time for counseling session, and the Ministry should specify what activities which the student leadership can discipline other fellow students.

5.3 Recommendation for Further Studies

i. Further study should be done on the curriculum of training teacher counselors to enhance their knowledge and skills in handling dynamic problems as they arise.

ii. The Ministry of Education, Science and Technology should investigate whether Schools have discipline committees and whether they follow due process and fair practices in disciplining their students.

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