Learners' Involvement in Preparation of School Rules and Regulations and its effect on Management of Discipline in Nyando Sub-County, Kisumu County Kenya

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Abstract: Discipline in Kenya has been a subject of concern due to frequent unrest, burning and closure of several schools. This research aimed to establish the influence of school rules and regulations on management of learners' discipline in secondary schools in Nyando Sub County. The following objective steered this research; to examine the extent of learners' involvement in preparation of school rules and regulations and its effect in management of discipline in Nyando Sub- County. This research adopted Bandura's (1997) Social Learning Theory. Descriptive survey design was used. The study targeted 45 principals, 45 deputy principals, 372 class teachers, and 12784 learners. Taro Yamane's formula was used to get a sample of 40 principals, 40 deputy principals, 193 class teachers, and 388 learners. Research instruments were questionnaires, interview schedules, and document analysis. Data was analysed using Statistical Package for Social Sciences (SPSS) version 22 and thematically. Quantitative data was presented by use of percentages, frequencies, graphs, and pie charts. The study findings demonstrated that learners are involved in preparing rules and regulations to a low extent. However, learners are not involved during implementation stage. The study recommended that; school prefects be empowered to implement school rules and regulations on other students. The ministry of education should review guidelines that bound teachers in managing discipline of learners. The study will contribute to sound discipline strategies in management of discipline in schools.

Keywords: Influence, Rules and Regulations, Management, Discipline & Learner.

How to cite this work (APA):

1. Introduction

Discipline is modelling students' characters, and it can be used to teach self-control and acceptable behaviour (Duskin-Feldman, Papalia, and Wendkos-Olds 2006). The importance of discipline has been emphasized concerning learners achievement (Gary & Angus, 2011).

Studies argue that discipline problems are encountered in institutions universally (Ali et al., 2014; Moyo, Khewu & Bayaga, 2014; Omote, Thinguri & Moenga 2015; Rahimi & Karkami, 2015; Yahaya et al., 2014)). The challenge of unruliness in institutions is a universal subject of worry,

covering political, financial, geographic, gender, and racial boundaries (Kajubi, 2007). Several institutions experience the dares connected with violent and rebellious learners' behaviour (Osher et al., 2010). These include absenteeism, intimidation, damage of institutional assets, and physical ferocity by learners towards each other and their educators (Mbiti, 2007). One of the challenges facing schools has been lack of discipline among learners (Njoroge & Nyabuto, 2014). Masista (2008) underscores that indiscipline negatively affects students' educational outcomes. Bechuke and Debeila (2012) indicate that it is difficult for learning to happen in a disorganized environment. Indiscipline will greatly affect the

instruction and education quality, leading to an incomplete institutional syllabus (Mariene, 2012; Munyasya, 2008; Onyango, 2008; Kabiru, 2007). This causes underperformance, dropouts, and waste of resources by shareholders like parents and the state. According to Cotton (2005), learners become naughty since school rules and regulations have not underscored the behaviour they are anticipated to show.

Empirical studies done in industrialized states such as the US, UK, Spain, and France have highlighted cases of worsening magnitude and nature of ferocity and unruliness in schools (Kindiki, 2009). Even though teachers blame students for discipline problems in the USA, they invite problems by putting stringent conditions for learners to meet (Edwards, 2008). They practice extreme restraint over learners and fail to offer an atmosphere where learners can become independent and autonomous

Indiscipline cases have similarly been reported in England. To crackdown on indiscipline cases, the government gave institutions authority to inspect learners for arms under the novel strategies (BBC, UK version, 2004). Learners are reported to be noisy, rowdy, and disrespectful to teachers (Maphosa & Mammen 2010). In Australia, indiscipline is believed to be due to failure by students to concentrate in class, lack of respect for others, and breach of school rules and regulations (Goddard & O'Brien, 2005; Stewart, 2004).

African researchers revealed challenges of rowdiness in secondary schools in several nations. The countries are; Ghana (Gyan, Baah-Korang & McCarthy, 2015, Masista, 2008); Nigeria (Okiemute, 2011); Botswana (Garegae, 2008); (Nakpodia, 2010); (Umezinwa & Elendu, 2012), and Tanzania (Yaghambe & Tshabangu, 2013).

Schools in Zambia have experienced several indiscipline cases such as vandalism, strikes, and bullying (Banda & Mweemba, 2016). From 2001-2007, Ugandan schools experienced student strikes which destroyed school properties and caused harm to administrators (Basheka, 2008). Bindhe (2012) indicated that in Masaba District, students were suspended for a suspected educational and criminal misdemeanour involving gambling, drug abuse, and leaving school without permission to visit dance halls. Therefore, Schools should emphasize rules and regulations (Lupton & Johns, 2002).

1.1 Problem Statement

The level of indiscipline has been high in Nyando Sub-County. The Sub- County Education office records indicate that between 2013 and 2018, eight schools experienced indiscipline cases. These included arson by the students and strikes leading to closure of four schools. Two schools had national examination irregularities leading to the cancellation of their Kenya National

Examination Council results. In three schools, there were protests by the students against their principals. In two schools, there was fighting between some students which led to the death of some of them. The Sub-county Director of Education (2018) and other education stakeholders have raised doubts on whether the rules and regulations effectively limit indiscipline in schools. Therefore, there was a necessity to determine how school rules and regulations were being used to manage students' discipline. If this is not addressed, rowdiness will impact undesirably on learners' performance in national examinations, and the society will have unmanageable citizens. Thus, there was need to establish the influence of school rules and regulations on management of learners' discipline in Nyando Sub-county.
The objectives of the study was:

To determine the extent of learners' involvement in preparing school rules and regulations meant to manage learners' discipline in Nyando Sub-county.

1.2 Theoretical Framework

The current study was based on Bandura's (1997) Social Learning Theory. This theory is recognized as a critical component of long-term natural resource management and promotion of desired behavioural change (Muro & Jeffrey, 2008). The theory is founded on the notion that individuals learn from their social interactions with others. Separately, people adopt comparable behaviours through witnessing actions of others. People absorb and replicate other people's behaviour after seeing it, especially if their observational experiences are good or contain incentives connected to the observed behaviour. Imitation, according to Bandura, entails the real replication of observed motor actions (Bandura, 1977). This Theory has become the most important learning and development theory. Many of the core principles of conventional learning theory are founded in it. Since it covers attention, memory, and motivation, this theory has been dubbed a bridge between behaviourist and cognitive learning theories (Muro & Jeffrey 2008). However, Bandura argues that direct reinforcement cannot account for all forms of learning in this regard. As a result, he included a social component in his theory, suggesting that people may acquire new knowledge and actions by observing others.

The Theory is divided into three ideas, according to the literature. For starters, humans may learn through observing others, which is referred to as observational learning. Second, mental states play a significant role in learning and are referred to as intrinsic reinforcement. Finally, it emphasizes the fact that learning does not always result in a behaviour change, and that it is preceded by the modelling process. Bandura's (1997) Social Learning Theory is applied to determine the extent of learners' involvement in preparation of school rules and regulations meant to manage discipline in Nyando Sub-county and to establish the influence of implementation of

school rules and regulations on management of learners' discipline.

1.3 Conceptual Framework

A conceptual framework is a network of interlinked concepts that comprehensively understand a phenomenon (Jabareen, 2009). The research adopted a conceptual framework to show the connection between independent and dependent variables and helped the researchers to translate the study variables into visual pictures.

Independent Variables

Dependent Variables

Rules and Regulation Preparation
- Process
- Stakeholders
- Policy

Implementation
- Prefects
- Teachers

Intervening Variables

Management of Discipline in schools minimizes.
- Fighting
- Strikes
- Protests
- Exam malpractices

- Government policy
- School Culture
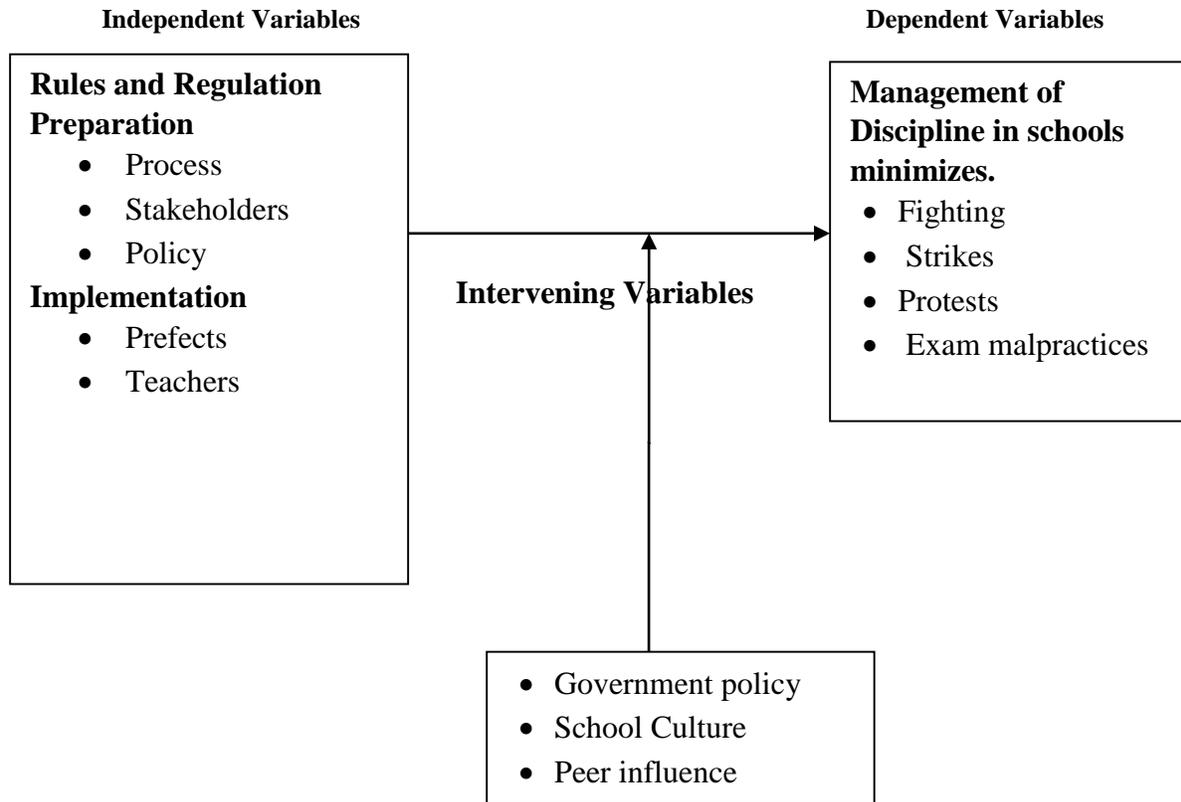- Peer influence

Figure 1: Conceptual Framework

Figure 1 displays the conceptual framework indicating the influence of school rules and regulations on management of learners' discipline. The independent variable is the school rules and regulations. The dependent variable is students' discipline, while the intervening variables are government policies, school culture, and peer influence. Schools use rules and regulations to manage learners' discipline. The school implements these rules and regulations to ensure that they serve the intended purpose. The process of making rules and regulations and the way they are implemented, will determine whether they will be effective or not. The school management has to consider other intervening variables such as government policy, school culture, and peer influence, which may affect the use of rules and regulations.

2. Literature Review

2.1 Learners' Participation extent in Preparation of School Rules and Regulations

Student involvement means involvement of learners in joint resolutions at the institutional or class level and to discussion among learners and other resolution drafters (Jeruto & Kiprop, 2011). Learner participation in preparing school rules and regulations is often difficult for managers, society, and parents. Learners are regarded as minors, undeveloped and deficient in skill and information required to manage an institution. Due to this, their involvement is often limited to matters concerning their wellbeing and not in central leadership matters like rules and regulations (Magadla, 2007). Most schools do not involve learners when they prepare rules and regulations. Studies have revealed that learners prefer to participate in decision-making and would need to share views to institutional code of conduct and systems (Mabeba & Prinsloo, 2000; Schimel 2003; Effrat & Schimel, 2003). Operative participation would give learners ownership logic; thus, they will desire to follow the school rules and regulations (Fielding, 2002).

According to Masista and Vawda (2003), cooperative discipline involves stakeholders' preparation of rules and

regulations for learners. The MoE has attempted to put structures in place to enable learners to contribute to resolutions in institutions (Tikolo & Kiprop, 2011).

Simatwa (2012) believes that learner involvement should go beyond explicitly learner-connected concerns and encompass other facets of institutional life, especially regarding rules and regulations. Kupchik (2010) affirms that learners are an inordinate resource for recognizing the schools' main behaviour challenges, thus differentiating among concerns over real challenges the institution encounters instead of impracticable dreads. However, Kabandiza (2001) argues that because most rules and regulations are prepared without regarding the learners, they tend to repel and violate them, resulting in disorderliness.

According to Aggrawal (2004), even though learners' agents might not contribute to preparing school rules and regulations, their contribution ought to be allowed in every administrative and academic verdict taken by management. This perspective seems to back learner involvement in resolution-making. Still, it limits learner participation in decision crafting to particular institutional affairs, ignoring the utmost critical facet of preparing rules and regulations. Thus students will not take seriously the school's effort to involve them in decision making (Okumbe, 2008).

Sithole's (2008) research on learner participation magnitude in decision making in S. Africa established that learners' views are neglected. The research also found that learners' contribution in school rules and regulations' preparation was arguable, with often contradictory views disseminated by opposing stakeholders contingent on their experience and societal view. Three viewpoints were established to direct the degree of learners' participation in school rules and regulations' preparation. Firstly, they believed that learners should continue being inactive and get directions from parents and instructors. This implied that teachers prepare school rules and regulations, and learners are expected to adhere to them. Secondly, they opined that learners could contribute partially to a certain extent. Mutua (2004) brings the trend amongst some instructors and administrators to delineate concerns that narrowly distress learners. As such, learner discussion and resolutions are often restricted to facets of institutional life that upset learners only and those not relevant to their chastisements, such as toilets, playgrounds, and lockers. Thirdly, the opinion suggests that it is essential for learners to contribute to resolution processes that comprise school rules and regulations (Magadla, 2007).

Jeruto and Kiprop (2011) studied the Degree of Learner Involvement in Decision-making in Kenya's secondary institutions. This research was done due to the recurrence of students' discontent in Kenya, attributed to mass media and investigation of imbalanced decision-making openings in institutions. Data was obtained through a survey questionnaire circulated amongst three hundred secondary schools students and 30 instructors. The study revealed that embracing learners' opinions in institutional policy did not cover school rules and regulations. Learners were only permitted to contribute to their welfare concerns. This is because they were considered undeveloped and consequently incapable of contributing to managerial matters like preparing rules and regulations. It also resolved that students' contribution in secondary institutions was still low and required to be extended to matters beyond students' wellbeing. Learners' opinions are neglected when deciding on preparation of school rules and regulations, their correction, and nature of punishments given.

The Republic of Kenya (2001) recommends using an open forum (Barraza) where learners can dialogue with institutional management on issues that affect them in school. The government suggests the involvement of learners in preparation of school rules and regulations (MOEST, 2001). Some researchers blame tyrannical management, absence of discussion between students and administration, and inflexible rules and regulations for increasing students' unrest (Awuor, 2008). There have been calls to include learners in determining decisions in schools due to numerous unrests (Mwangi, 2006).

3. Methodology

3.1 Research Design

The research applied descriptive survey design to establish the influence of school rules and regulations on management of learners' discipline in Nyando Sub-County.

3.2 Target Population, Sample Size and Sampling Procedures

Records at Nyando Sub- County education office (2019) showed that there were 45 secondary schools. Kadibo division had 17 schools, while Nyando division had 28 schools. There were 45 principals, 45 deputy principals, 372 teachers, and 12784 learners used as study population.

Kothari (2014) defines sampling as the procedure of attaining information on the whole population by investigating its portion. According to Orodho (2009), an ideal representative sample has at least 20% of the whole population. Taro Yamane's formula was used to get a sample of 40 principals, 40 deputy principals, 193 class teachers, and 388 learners.

Table 1: Sampling Frame

Location of school	No. of Schools	No. of Teachers	No. of Principals	Deputies	Students	No. of respondents	Criteria
Nyando	25	120	25	25	241	436	Yamane's formula
Kadibo	15	73	15	15	147	265	Yamane's formula
Total	40	193	40	40	388	701	Yamane's formula

3.3 Research Instruments

Primary data was collected using questionnaires for deputy principal, class teachers, and learners. Interview schedules were utilized to gather data from principals. Secondary data was gathered through document analysis.

3.4 Data Analysis Procedures

The current study's data analysis encompassed data processing and editing in the field, which minimized bias. The researcher followed data analysis procedure applied in Frankfort-Nachmias and Nachmias (1996), which involves data coding, entering, removing unnecessary details, replacing variables (data transformation), analysis, and interpretation.

Quantitative data were scrutinized using descriptive statistics. These comprised percentages and frequency counts. Data was arranged and recorded under particular research objectives. The data were analysed using Statistical Package for Social Science (SPSS) version 22. This information was presented in percentages, frequencies, tables, graphs, and pie charts. A multiple regression analysis was adopted to test the relationship between dependent and independent variables, which was determined at 0.05 (critical value at 95% significance level).

Qualitative data obtained from interviews, open and closed ended questionnaires, and documents were scrutinized thematically by classifying materials that were significant to the research. This data was transcribed and organized into categories to enable the researcher to identify the relevant themes, which were coded. Finally, the information was presented in narrative method.

4. Results and Discussion

4.1. Extent of Learners' Involvement in Preparation of School Rules and Regulations

Objective one of the study sought to determine students' views on whether school rules and regulations are necessary. The study findings demonstrated that the majority, 270 (96.1%), said it was required, whereas 11 (3.9%) indicated otherwise, as shown in Table 2.

Table 2: Respondents' Opinion on whether School Rules and Regulations were Necessary

Responses	Frequency (F)	Percentage (%)
Yes	270	96.1
No	11	3.9
Total	**281**	**100**

The study further determined whether students participated in preparing school rules and regulations. The findings indicated that majority, 168(59.8%), did not participate, whereas 113(40.2%) participated, as demonstrated in Table 3.

Table 3: Students' Participation in Preparing school Rules and Regulation

Responses	Frequency (F)	Percentage (%)
Yes	113	40.2
No	168	59.8
Total	**281**	**100**

The study further examined the extent to which students participated in preparing school rules and regulations. The study findings demonstrated that 81(28.8%) participated to a shallow extent, 70(24.9%) had a high extent, 57(20.3%) had a very high extent, 39 (13.9%) had a low degree, and 34 (12.1%) were uncertain. Table 4 shows results for all the declarations about how students participate in preparing rules and regulations. These findings align with Magadla (2007), who demonstrated that students' involvement is often limited to matters concerning their wellbeing and not in central leadership matters like school rules and regulations.

Table 4: Extent to which Students Participate in Preparing School Rules and Regulations

Statement	Very high extent		High extent		Uncertain		Low extent		Very low extent	
	F	%	F	%	F	%	F	%	F	%
Participation in preparation of school rules and regulation	57	20.3	70	24.9	34	12.1	39	13.9	81	28.8
Giving opinion in the preparation of school rules and regulations	53	18.9	69	24.6	45	16.0	36	12.8	78	27.8
Student body's participation in ascertaining school rules and regulations	129	45.9	72	25.6	26	9.3	46	16.4	8	2.8

The study also attempted to determine class teachers' views on extent of students' involvement in rules and regulations' preparation. The majority, 46 (29.7%), indicated that students participated to a low extent, 42 (27.1%) to a great extent, 34 (21.9%) to a very low extent, 21 (13.5%) to a very great extent. In contrast, only 12 (7.7%) participate to a very great extent. Table 5 summarizes the results for other views. Contrary to these findings, Mabeba and Prinsloo (2000), Schimel (2003), as well as Effrat and Schimel (2003) found that students prefer to participate in decision making and would need to share views to school code of conduct and systems. This, according to Fielding (2002), would give learners logic of ownership; thus, they will desire to follow the school rules and regulations.

Table 5: Class Teachers' Views on Extent of Students' Involvement in Rules and Regulations' Preparation

Statement	Very high extent		High extent		Uncertain		Low extent		Very low	
	F	%	F	%	F	%	F	%	f	%
Involvement of learners in preparation of school rules and regulations	12	7.7	42	27.1	21	13.5	46	29.7	34	21.9
Learners give an opinion in preparation of school rules and regulations	7	4.5	54	38.1	23	14.8	34	21.9	32	20.6
Learners' bodies participate in ensuring that the school rules are adhered to	34	21.9	65	41.9	25	16.1	22	14.2	9	5.8
Learners opinions on exam timelines are taken seriously	32	20.6	26	16.8	15	9.7	47	30.3	35	22.6

The study sought to determine the period when deputy principals prepared the current school rules and regulations. The study findings demonstrated that majority of the respondents, 11(31.4%), said they were prepared in 2017, while the rest, 7(20.0%) were prepared in 2012, 3(8.6%) were prepared in 2020, 4(11.4%) were prepared in 2016, and 5(14.3%) were prepared in 2018 as well as in 2013 as shown in Table 6.

Table 6: Time when School Rules and Regulations were Prepared

Timeline	Frequency (F)	Percentage (%)
2012-2013	7	20.0
2014-2015	5	14.3
2016-2017	11	31.4
2018-2019	5	14.3
2020 and beyond	3	8.6
Total	**31**	**88.6**

The study further examined whether deputy principals often explain the purposes of school rules and regulations to learners. The study findings demonstrated that most respondents, 32(91.4%), agreed, whereas 3(8.6%) demonstrated otherwise, as shown in Table 7. These findings are in line with Joubert and Prinsoo (2008), who believe that students should be issued with clear guidelines on what is required, and these should be included in the school policy.

Table 7: Explanation of Rules and Regulations to Learners

Responses	Frequency (F)	Percentage (%)
Yes	32	91.4
No	3	8.6
Total	**35**	**100**

The study determined the Deputy Principals' views about extent of students' involvement in preparation of school rules and regulations. The results reveal that 13 (37.1%) indicated that students participate in preparation of rules and regulations to a meagre extent, 12 (34.3%) stated students participate to a great extent, whereas 10 (28.6%) to a low extent. All the results are summarized in Table 8. Contrary to these findings, Aggrawal (2004) demonstrated that even though learners' agents might not contribute to school rules and regulations, their contribution ought to be allowed in every administrative and academic verdict taken by management. Similarly, Jeruto and Kiprop (2011) found that student's contribution in secondary schools was still low and required extended to matters on students' wellbeing. Therefore, learners' opinions are neglected when deciding on preparation of school rules and regulations, their correction, and nature of punishments given.

Table 8: Deputy Principals' Views on Extent of Learner Involvement in Preparation of School Rules and Regulations

Statement	Very high extent		High extent		Uncertain		Low extent		Very low extent	
	f	%	F	%	F	%	F	%	f	%
Learners participate in preparation of school rules and regulations	0	0	12	34.3	0	0	10	28.6	13	37.1
Learners are accorded an opportunity to give proposals in preparation of school rules and regulations	2	5.7	12	34.3	5	14.3	5	14.3	11	31.4
The learners' views are important when preparing school rules and regulations	0	0	15	42.9	2	5.7	10	28.6	8	22.9
Learners' views concerning school daily routine are taken into consideration	0	0	17	48.6	4	11.4	6	17.1	8	22.9

These findings were also collaborated by the principals' interview:

> *Preparation involves the students; students discuss the rules and regulations and table them in the staffroom where they are consulted. They are then consolidated* (principal 1).

> *Both student genders are involved in drafting school rules and regulations through class discussions by agreeing on the most viable ones. The disciplinary committee then verifies the rules and regulations prepared* (principal 2).

The findings align with Jeruto and Kiprop (2011), who found that formulation of school rules and regulations involve learners in joint resolutions at the institutional or class level and discussion among the learners and other resolution drafters.

In addition, the study findings from the multiple regression model demonstrated that rules and regulations prepared positively and significantly predicted the management of disciplines in schools, with $\beta = .454$, t = 1.321, p < .05.

Hence, based on the regression model:

$$Y = \alpha + \beta X1 + \varepsilon$$

Where;

Y = dependent variable (management of discipline in schools)

α = the model intercept

$\beta1$ = coefficient of independent variables

X1 –rules and regulations prepared

ε = Error term

Therefore, the regression model for the study becomes;

$$Y = 2.522 + 0.130X1 + 0.809$$

In Table 8, the model demonstrated that a unit increase in rules and regulations preparation leads to a rise in discipline management in schools by 0.130.

Table 9: Regression coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.522	.809		2.470	.000
rules and regulations prepared	.130	.195	.454	1.321	.001

5. Conclusion and Recommendations

5.1 Conclusion

Implementing appropriate school rules and regulation is an essential consideration for improvement of students' educational outcomes. This includes involving all stakeholders in the entire process, which is from preparation to implementation stage. However, in the current study, it was found that learners were not adequately involved in preparing school rules and regulations. Nevertheless, the prepared rules and regulations were explained to the students, and they were aware of the consequences of not obeying school rules and regulations.

5.2 Recommendations

i. The study findings demonstrated that students are not involved during implementation stage. Therefore, the study recommends that prefects be empowered to implement school rules and regulations on other students.

ii. The study observed that many students were not involved in decision-making regarding preparing and implementing school rules and regulations. In this regard, the study recommends that a student representative should be involved in the process.

iii. The current study examined Learners' Involvement in preparation of school rules and regulations and its effect on Management of Discipline in Nyando Sub-County,Kisumu County Kenya. Therefore, the findings may not necessarily in wholesale apply to all other

regions. In this regard, it is recommended that a similar study be conducted in other regions to obtain comparative outcomes.

iv. The current study recommends similar studies that employ other methods such as case studies to obtain more in-depth comparative outcomes.

v. The study recommends a longitudinal study on teachers' experience with indiscipline cases and their impact on students' performance.

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