



RESEARCH ARTICLE

EDUCATION STAKEHOLDERS' CONTRIBUTION TO MANAGEMENT OF GIRL STUDENT DISCIPLINE  
IN ENHANCEMENT OF QUALITY EDUCATION FOR GIRLS IN KENYA: A CASE STUDY  
OF SIAYA COUNTY

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ABSTRACT

The government of Kenya in partnership with religious sponsors, parents, politicians, Board of Management and principals provide financial, human and physical resources to enhance education of girls and boys in schools. However with all these measures in place, girls in Siaya County schools performance in Kenya Certificate of Secondary Education Examinations was generally low compared to national where few girls have featured in 100 best students. For the last four years in Siaya County the performance has been average with mean scores of 6.21, 6.90, 6.05 and 6.80 for the years 2011, 2012, 2013 and 2014 compared to the boys schools mean scores of 7.73, 7.73, 7.56 and 8.27 for the same period. Objective of the study was to determine education stakeholders contribution to management of girl student discipline in enhancement of Quality education for girls in Siaya County. A conceptual framework showing the relationship between independent variables (contribution of stakeholders) and dependent variables (students discipline was used to guide the study). The study used descriptive survey design. The study population was 155 consisting of principals, Deputy Principals, Directors of Studies, Board of management chairpersons, Parents Teachers Association chairpersons, Sub County Quality Assurance and Standards Officers and Church Education Secretaries. The study established that Principals, parents and board of managements contributed highly to student discipline as signified by the means of 4.17, 3.36 and 3.16. The areas of contribution mainly included, guidance and counseling, building student character, time management, providing basic needs and drug abuse. The study concluded that all the stakeholders contributed moderately to provision of quality education for girls. The study recommended that all stakeholders should improve on their contributions to enhance the girls' academic achievement.

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INTRODUCTION

Government is fully committed to an education system that guarantees the right of every learner to quality and relevant education. It is in this light that the ministry of education deemed it necessary to improve its inspection wing by restricting it and changing its name from the inspectorate to Directorate of Quality Assurance and Standards (Ministry of Education Science & Technology, 2004). The contribution of the government and other partners in education is the driving force that actualizes provision of quality education. This collaborative effort is highly valued by all partners. The girl child lags behind the boy child in education as evidenced in

enrolment, graduation rates and quality of grades at form IV level (Ministry of Education, 2005). This was the justification for the choice of this study on the contribution of stakeholders to the provision of quality education to girls in secondary schools. Furthermore it is important to note that quality inputs in terms of student discipline guarantee quality output in terms of learning outcomes measured by performance in Kenya Certificate of Secondary Education examinations. This was a further justification for choice this inputs as variables for this study. At school level principals and deputy principals are the designated internal quality assurance officers and at departmental levels the head of departments are the designated internal quality assurance and Standards Officers (Ministry of Education, Science & Technology, 2004). Student councils are mandated to assist school administrators in carrying out duties and responsibilities that enhance quality of education in Kenya.

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Those duties and responsibilities include supervision of curriculum activities such as preps lesson and report on attendants by subject teachers. Ehiane (2004) in a study titled "Discipline and academic performance. A study of selected secondary schools in Lagos Nigeria" found that rules and regulations, time management, punishment in school improve student academic performance. Structured questionnaire and interviews were used to collect data from ten selected secondary schools based on religion, ownership, age and gender. The respondents were principals and vice principals. Data was analyzed using percentages and chi square method to measure inconsistency between the observed and expected frequencies and to prove the level of significance in testing the hypothesis. In this study the target population was not indicated but the sample size was 400 respondents and only 380 respondents returned the questionnaires. Since the target population was not indicated, it is not easy to authenticate the population to whom the findings of this study could be generalized. However, the instruments for data collection and data analysis methods were appropriate. The study did not deal with the contribution of stakeholders to student discipline in enhancement of quality education for girls. Girls' performance in Kenya Certificate of Secondary Education examinations in Siaya County had been of great concern. In Kenya Certificate of Secondary Education results of 2005, the first girls' school in Siaya County took position 133 nationally with no girl in top 100. In 2007, the same trend continued with the best girls' school in Siaya District ranked position 74 without any girl in the top 100 (Siaya Sub County Office, 2014). This was because there were 26 girls in top 100 nationally but none of them came from Siaya County. It had also been established that girls perform below par compared to boys in Siaya County Table 1.

#### Performance of Girls compared to Boys in Siaya County for the Period 2011-2014

Category of schools	Number of schools	2011	2012	2013	2014	Overall mean score
Girls	20	6.21	6.90	6.05	6.80	6.49
Boys	16	7.73	7.73	7.56	8.27	7.82

Source: County Director of Education Office, Siaya (2015)

From Table 1 it can be observed that girls' performance was 6.21, 6.90, 6.05 and 6.80 for the years 2011, 2012, 2013 and 2014 compared to boys 7.73, 7.73, 7.56 and 8.27. This means that it is the girls' who needed much assistance than boys for enhancement of academic achievement. Furthermore, since quality inputs guarantee quality output, the contribution of stakeholders have an important role to play in the provision of quality education for girls in secondary schools. Indeed, politicians, religious sponsors, principals and parents are believed to be contributors to provision of quality education.

#### Research Objective

The research objective was: To determine education stakeholders' contribution to girl student discipline in enhancement of quality education for girls' in secondary schools.

#### Synthesis of literature on education stakeholders contribution to management of student discipline

It has been observed that there are increased cases of indiscipline throughout the world. According to Muchmahron

(2009), more than 2000 primary school pupils in United Kingdom were suspended in a number of schools because of being unruly and for carrying weapons to school. Herald (2009), concurs with Muchmahron (2009) when he notes that indiscipline in UK schools is on the increase among children of all ages. The research conducted in the developed countries such as United States of America, France and Spain consistently highlight issues of deteriorating discipline scale and nature of violence (Kindiki, 2000). Ehiane (2004) in a study titled "Discipline and academic performance. A study of selected secondary schools in Lagos Nigeria" found that rules and regulations, time management, punishment in school improve student academic performance. Structured questionnaire and interviews were used to collect data from ten selected secondary schools based on religion, ownership, age and gender. The respondents were principals and vice principals. Data was analyzed using percentages and chi square method to measure inconsistency between the observed and expected frequencies and to prove the level of significance in testing the hypothesis. In this study the target population was not indicated but the sample size was 400 respondents and only 380 respondents returned the questionnaires. Since the target population was not indicated, it is not authenticate the population to whom the findings of this study can be generalized. However, the instruments for data collection and data analysis methods were appropriate. According to Nyaga (2004) developing countries like Trinidad and Tobago, pupils' discipline has deteriorated, for instance, pupils engage in drug taking, truancy and lack of respect for teachers and parents. Muya and Mwanzia (2005) argued that American schools experience more cases of student indiscipline and the offences are more serious than the cases in Kenya. They observe that more students are sent home for violence, drug abuse, truancy, chronic absenteeism, carrying of guns to school and disrupting classes. However, despite the seriousness of those offences, the victims are not sent home because they enjoy it. Instead, they serve in school suspension where they are suspended yet not allowed to leave the school gate during learning. In the recent past, Kenyan students were blamed for indiscipline in schools yet no one bothered. Students who are weak academically are forced to repeat classes, it causes stress, frustration and inner violence and when such people mature, they have nothing to look up to and become bullies (Kimotho, 2001).

Furthermore, in cases of examination cheating, where results of students have been canceled, teacher involvement is always reported. For instance, the report of 2000 Kenya Certificate of Secondary Education Examinations examination investigation committee on examination irregularities, revealed that twenty one teachers were culprits in examination dishonesty (Oduor & Kimutai, 2005). The report further observed that in 1997, three teachers were demoted and one warned. In 1998, two teachers were suspended and one warned and in 1999, one teacher was sacked, five warned, six suspended while four demoted. Such reports indicate that student's misbehavior always has a background which needs to be established so that their root causes can be corrected. Good classroom management is attained when students are self – motivated and naturally have a drive to study. This motivation from within an individual, which is not sustained by external pressure, describes a state of discipline, whose goal is to help an individual grow intellectually and learn to handle personal behaviour more maturely (Beau Champo & Person, 1992). Order is a prelude to discipline and scholars agree that discipline is the tendency to behave in a socially acceptable way without any external

pressure or fear of conforming to rules and qualities in the presence of someone in authority (Kimotho, 2001). A study by Simatwa (2007) observed that discipline is a plan of training in good conduct and has to be carried out in the context of love, respect and acceptance. He explains that a teacher must never hate a student no matter how wrong the student may be. Discipline cannot be instilled with the use of a rod for this is torturous, humiliating and dehumanizing (Soneson, 2005). Soneson (2005) agrees with Simatwa (2007), that some limited freedom and flexible rules when used would help the student to have a sense of responsibility and self discipline. Saitoti (2003) observed that the changing structure challenges and values of the society have left a vacuum in the process of socialization of youth, which was initially taken care of in the traditional set up. He argues that the church that sponsors the school may also come in to help in maintenance of discipline since students are often in the church on weekly basis. The religious values taught by the church may help the students instead of adolescent students relying on their peers to remedy their problems. Simatwa (2007) only concentrated on the management of student discipline by head teachers and teachers. He did not study the contribution of education stakeholders on the management of discipline in secondary schools which is the focus of the present study. Simatwa (2007) also did not establish the contribution of the stakeholders in the formulation of rules in schools. His focus was broad to all secondary schools while the present study will be specifically on girls' secondary schools and this will give detailed information on discipline which is lacking in the work of Simatwa. It is in this context that the present study is set to look into the contribution of the stakeholders like the church in the management of school discipline in girls' schools.

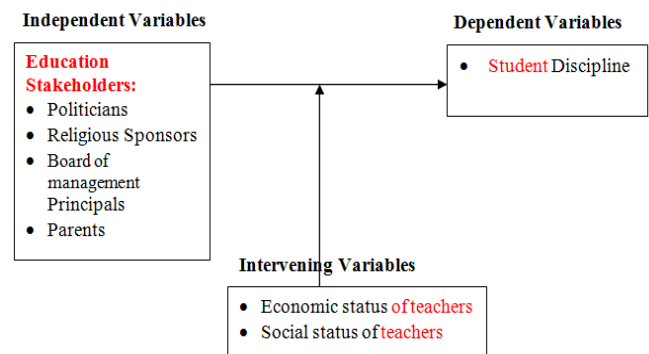
### Conceptual framework

The conceptual framework (Figure 1) postulates that stakeholders do contribute to quality leadership, motivation of teachers and students, infrastructure development, teaching / learning resources and students' discipline in enhancement of quality of education for the girl child. These stakeholders include; politicians, religious sponsors, Board of Management, Principals and parents. Principals, parents and religious sponsors have a chance to contribute to the students discipline through guidance and counseling, moulding character, controlling reading habits and prohibiting drug abuse, theft and dealing with many vices in the school firmly. The success of this contribution depends on socio-economic statuses of the stakeholders. If the stakeholders have adequate resources and enjoy high social status, their contribution is bound to have a higher effect than those without economic resources and having low social status in the society.

### MATERIALS AND METHODS

The study used descriptive survey design. The study population was 155 consisting of principals, Deputy Principals, Directors of Studies, Board of management chairpersons, Parents Teachers Association chairpersons, Sub County Quality Assurance and Standards Officers and Church Education Secretaries. Sample size was 133 consisting of 18 principals, 18 Deputy Principals, 18 Director of Studies, 36 form four class teachers, 18 Board of Management chairpersons, 18 Parents Teachers Association chairpersons, 18 Sub County Quality Assurance Officers and 2 Church Education Secretaries. Data was collected using questionnaires and

interview schedules. Validity of the instruments was determined by experts in Educational Administration. Reliability of the instruments was determined by test re-test method and Pearson's r coefficients were .78 and .81 for principals and form four class teachers at p- value of .05. Data collected by questionnaire was analyzed using frequency counts, percentages, means and t-test. Quantitative data was analyzed using percentages, means and t-test. Qualitative data from interviews and open ended questions was transcribed, analyzed and reported in emergent themes and sub themes based on the objective of the study.



**Figure 1. Contribution to Girl student discipline in enhancement of Quality Education for Girls in Public Secondary Schools in Kenya**

### RESULTS

The research question responded to was, In what ways do stakeholders contribute to discipline in enhancement of quality of education for girls in public schools in Siaya County? The responses were as shown Tables 2, 3, 4, 5, 6, and 7. From Table 2, it can be noted that both principals and teachers indicated that the contribution of politicians on guidance and counseling to students was very low as their means were 1.65 and 1.49 respectively. No significant difference was found ( $t(50) = .578, P > .05$ ). The mean of the principals ( $M = 1.65$ ) was not significantly different from the means that both principals and teachers indicated that politicians contribute very little to provision of Guidance and Counseling to students. Principals and teachers indicated that the contribution of politicians to the moulding of character of students for enhancement of quality education was very low as their means were 1.56 and 1.58 respectively. No significant difference was found ( $t(47) = .046, P > .05$ ). The mean of the principals ( $M = 1.56$ ) was not significantly different from the mean of teachers ( $M = 1.58$ ). Politicians to provision of basic needs like pocket money, sanitary towels were very low as their means were 1.06 and 1.23 respectively. No significant difference was found ( $t(50) = -1.218, P > .05$ ). The mean of the principals ( $M = 1.06$ ) was not significantly different from the mean of teachers ( $M = 1.23$ ). This means that both principals and teachers indicated that politicians contribute very little to provision of basic needs like pocket money or sanitary towels. Contribution of politicians to time management was very low as their means were 1.12 and 1.11 respectively. No significant difference was found ( $t(50) = .035, P > .05$ ). The mean of the principals ( $M = 1.12$ ) was not significantly different from the mean of teachers ( $M = 1.11$ ). This means that both principals and teachers indicated that politicians contribute very little to time management in schools. Principals and teachers indicated that the contribution of politicians to the dealing with sneaking out of schools was very

low as their means were 1.06 and 1.09 respectively. No significant difference was found ( $t(49) = -361, P > .05$ ). The mean of the principals ( $M = 1.06$ ) was not significantly different from the mean of teachers ( $M = 1.09$ ). Principals and teachers indicated that the contribution of politicians to dealing with lesbianism was very low as their means were 1.13 and 1.24 respectively. No significant difference was found ( $t(48) = -.677, P > .05$ ). The mean of the principals was ( $M = 1.13$ ) was not significantly different from the mean of teachers ( $M = 1.24$ ).

means were 1.76 and 1.74 respectively. No significant difference was found ( $t(50) = .058, P > .05$ ). The mean of the principals ( $M = 1.76$ ) was not significantly different from the mean of teachers ( $M = 1.74$ ). This means that politicians contribute little to vandalism such as destruction of properties. Principals and teachers indicated that the contribution of politicians to dealing with truancy was low as their means were 1.60 and 1.52 respectively. No significant difference was found ( $t(44) = .230, p > .05$ ). The mean of the principals ( $M = 1.60$ ) was not significantly different from the mean of

**Table 2. Contribution of Politicians to Girls Student Discipline in Enhancement of Quality for Girls Education**

Aspects of Contribution for politicians	Res	n	Mean	t -test
Guidance and Counseling	P	17	1.65	$t(50) = .578, p = .566$
	T	35	1.49	
Character moulding	P	16	1.56	$t(47) = .046, p = .963$
	T	33	1.58	
Providing the basic needs like pocket money, sanitary towels	P	17	1.06	$t(50) = -1.218, p = .229$
	T	35	1.23	
Time management	P	17	1.12	$t(50) = .035, p = .972$
	T	35	1.11	
Dealing with sneaking	P	17	1.06	$t(49) = -.361, p = .719$
	T	34	1.09	
Dealing with lesbianism	P	16	1.13	$t(48) = -.677, p = .502$
	T	34	1.24	
Prohibition of drug abuse	P	17	1.94	$t(49) = -.869, p = .389$
	T	34	1.62	
Curbing theft	P	16	1.63	$t(46) = .087, p = .931$
	T	32	1.59	
Dealing with Vandalism e.g. destruction of property	P	17	1.76	$t(50) = .058, p = .954$
	T	35	1.74	
Dealing with Truancy	P	15	1.60	$t(44) = .230, p = .819$
	T	31	1.52	
Dealing with Exam cheating	P	17	1.18	$t(50) = -1.231, p = .224$
	T	35	1.40	
Reading habit	P	14	1.07	$t(43) = -20.96, p = .042$
	T	31	1.52	
Doing assignments	P	17	1.12	$t(50) = .496, p = .622$
	T	35	1.17	
Obedience	P	17	1.82	$t(49) = .624, p = .536$
	T	34	1.62	
Overall Mean			1.42	

KEY: Res – Respondents P- Principals, T-teachers n-Sample size  
Interpretation of Mean Ratings

1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution

2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

4.45 -5.0 = Very High Contribution

Principals and teachers indicated that politicians contribute very little in dealing with lesbianism in schools. The interview findings indicated that politicians do not have time to talk about or investigate lesbianism hence their contribution can only be minimal. Principals and teachers indicated that the contribution of politicians to curbing theft in schools was very low as their means were 1.63 and 1.59 respectively. No significant difference was found ( $t(46) = .087, P > .05$ ). The mean of the principals ( $M = 1.63$ ) was not significantly different from the mean of the mean of teachers ( $M = 1.59$ ). This means that both principals and teachers indicated that politicians contribute very little to curbing theft in schools. Contribution of politicians to prohibition of drug abuse was low as their means were 1.94 and 1.62 respectively. No significant difference was found ( $t(49) = .869, P > .05$ ). The mean of the principals ( $M = 1.94$ ) was not significantly different from the mean of teachers ( $M = 1.62$ ). Principals and teachers indicated that the contribution of politicians to curbing theft in schools was very low as their means were 1.63 and 1.59 respectively. No significant difference was found ( $t(46) = .087, P > .05$ ). Principals and teachers indicated that the contribution of politicians towards dealing with vandalism was low as their

teachers ( $M = 1.52$ ). Principals and teachers indicated that the contribution of politicians in dealing with exam cheating was 1.18 and 1.40 respectively. No significant difference was found ( $t(50) = -1.231, P > .05$ ). The mean of the principals ( $M = 1.18$ ) was not significantly different from the mean of teachers ( $M = 1.40$ ). The mean of the politicians ( $M = 1.18$ ) was not significantly different from the mean of teachers ( $M = 1.40$ ). This means that both principals and teachers indicated that politicians contribute very little in dealing with exam cheating in schools. Principals and teachers indicated that the contribution of politicians to the girls' reading habit was very low as their means were 1.07 and 1.52 respectively. There was significant difference found ( $t(43) = -20.96, P < .050$ ). The mean of the principals ( $M = 1.07$ ) was significantly different from the mean of teachers ( $M = 1.52$ ). Principals and teachers indicated that the contribution of politicians to doing assignments by the girls was low as their means were 1.81 and 2.24 respectively. No significant difference was found ( $t(48) = -1.119, P > .05$ ). The mean of the principals ( $M = 1.81$ ) was not significantly different from the mean of teachers ( $M = 2.24$ ). Overall, principals and teachers indicated that the contribution of politicians to girls discipline in enhancement of quality education for girls was low ( $M = 1.42$ ). Principals and teachers

indicated that the contribution of politicians towards obedience of students' was moderate as their means were 3.65 and 3.12 respectively. No significant difference was found ( $t(48) = 1.178, P > .05$ ). The mean of the principals ( $M = 3.12$ ) was not significantly different from the mean of teachers ( $M = 3.12$ ). This means that both principals and teachers indicated that politicians contribute satisfactorily to the obedience of students in schools.

Principals and teachers indicated that the contribution of religious sponsors to dealing with sneaking out of school was very low as their means were 1.69 and 2.12 respectively. No significant difference was found ( $t(48) = -1.259, P > .05$ ). The mean of the principals ( $M = 1.69$ ) was not significantly different from the mean of teachers ( $M = 2.12$ ). This means that both principals and teachers indicated that religious sponsors contribute very little on dealing with

**Table 3. Contribution of Religious Sponsors to Girls Student Discipline in enhancement of Quality Education for Girls**

Aspect of contribution by Religious sponsors	Res	n	Mean	t-test
Guidance and Counselling	P	17	4.18	$t(49) = 1.455, p = .152$
	T	34	3.59	
Character Molding	P	17	4.29	$t(49) = 1.674, p = .101$
	T	34	3.71	
Providing the basic needs like pocket money, sanitary towels	P	14	2.00	$t(46) = -.723, p = .474$
	T	34	2.32	
Time management	P	15	2.13	$t(48) = -.440, p = .662$
	T	35	2.31	
Dealing with sneaking	P	16	1.69	$t(48) = -1.259, p = .214$
	T	34	2.12	
Dealing with lesbianism	P	16	3.00	$t(48) = -.252, p = .802$
	T	34	3.12	
Prohibition of drug abuse	P	17	3.53	$t(50) = .104, p = .918$
	T	35	3.49	
Curbing theft	P	17	3.12	$t(48) = .008, p = .993$
	T	33	3.12	
Dealing with Vandalism e.g. destruction of property	P	16	2.50	$t(49) = -.659, p = .513$
	T	35	2.80	
Dealing with Truancy	P	15	3.07	$t(44) = .339, p = .737$
	T	31	2.90	
Dealing with Exam cheating	P	16	2.69	$t(49) = -.178, p = .859$
	T	35	2.77	
Reading habit	P	14	2.57	$t(43) = -.520, p = .606$
	T	31	2.84	
Doing assignments	P	16	1.81	$t(48) = -.1119, p = .269$
	T	34	2.24	
Obedience	P	17	3.65	$t(48) = 1.178, p = .245$
	T	33	3.12	
Overall Mean			2.88	

KEY: RES – Respondents P- Principals, T-teachers n- Sample size  
 Interpretation of Mean Ratings  
 1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution  
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

From Table 3, it can be noted that principals and teachers indicated that the contribution of religious sponsor on guidance and counseling was high and moderate adds their means were 4.18 and 3.59 respectively. No significant difference was found ( $t(49) = 1.455, P > .05$ ). The mean of the principals ( $M = 4.18$ ) was not significantly different from the mean of teachers ( $M = 3.59$ ). Principals and teachers indicated that the contributions of religious sponsor to provision of the basic needs like pocket money, sanitary towels was low as their means were 2.00 and 2.32 respectively. No significant difference was found ( $t(46) = .723, P > .05$ ). The mean of the principals ( $M = 2.00$ ) was not significantly different from the mean of teachers ( $M = 2.32$ ). Contribution of religious sponsors to moulding the character of students was high and moderate as their means were 4.29 and 3.71 respectively. No significant difference was found ( $t(49) = 1.674, P > .05$ ). The mean of the principals ( $M = 4.29$ ) was not significantly different from the mean of teachers ( $M = 3.71$ ). This means that the principals indicated that religious sponsors contribute highly to the moulding of character of learners. Religious sponsors to dealing with lesbianism in schools was moderate as their means were 3.00 and 3.12 respectively. No significant difference was found ( $t(48) = -.252, P > .05$ ). The mean of the principals ( $M = 3.00$ ) was not significantly different from the mean of teachers ( $M = 3.12$ ). This means that both principals and teachers indicated that religious sponsors contribute satisfactorily to dealing with lesbianism

sneaking out of schools. Principals and teachers indicated that the contributions of religious sponsors to time management was low as their means were 2.13 and 2.31 respectively. No significant difference was found ( $t(48) = -.440, P > .05$ ). The mean of the principals ( $M = 2.13$ ) was not significantly different from the mean of teachers ( $M = 2.31$ ). This means that both principals and teachers indicated that religious sponsors contribute little towards time management towards maintenance of discipline in their sponsored schools. Principals and teachers indicated that the contribution of religious sponsor in dealing with vandalism such as destruction of property was low as their means were 2.50 and 2.80 respectively. No significant difference was found ( $t(49) = .659, P > .05$ ). The mean of the principals ( $M = 2.50$ ) was significantly different from the mean of teachers ( $M = 2.80$ ). This means that the principals and teachers indicated that religious sponsor contribute little to dealing with vandalism such as destruction of property.

Principals and teachers indicated that the contribution of religious sponsors in dealing with Truancy was low and their means were 3.07 and 2.90 respectively. No significant difference was found ( $t(44) = .339, P > .05$ ). The mean of the principals ( $M = 3.07$ ) was not significantly different from the mean of teachers ( $M = 2.90$ ).

**Table 4. Contribution of Board of Management to Girl Student Discipline in enhancement of Quality Education for Girls**

Aspects of Contribution for Board of Management	Res	n	Mean	t-test
Guidance and Counselling	P	17	3.53	t(49) = 1.103, p = .275
	T	34	3.21	
Molding the character	P	18	3.56	t(51) = 1.803, p = .077
	T	35	3.06	
Providing the basic needs like pocket money, sanitary towels	P	17	1.41	t(50) = -1.468, p = .148
	T	35	1.89	
Time management	P	18	2.78	t(52) = 1.127, p = .265
	T	36	2.33	
Dealing with sneaking	P	18	3.50	t(52) = 1.345, p = .184
	T	36	2.94	
Dealing with lesbianism	P	16	3.44	t(48) = .928, p = .358
	T	34	3.03	
Prohibition of drug abuse	P	18	3.78	t(48) = .621, p = .538
	T	36	3.56	
Curbing theft	P	18	3.50	t(50) = .686, p = .496
	T	34	3.21	
Dealing with Vandalism e.g. destruction of property	P	18	3.72	t(52) = .687, p = .495
	T	36	3.47	
Dealing with Truancy	P	16	3.75	t(46) = -.677, p = .502
	T	32	3.50	
Dealing with Exam cheating	P	16	3.56	t(49) = .467, p = .643
	T	35	3.37	
Reading habit	P	15	3.40	t(44) = .958, p = .343
	T	31	2.97	
Doing assignments	P	16	3.13	t(45) = .836, p = .408
	T	31	2.74	
Obedience	P	17	3.35	t(49) = .708, p = .482
	T	34	3.06	
Overall Mean			3.16	

KEY: Res – Respondents P- Principals, T-teachers n- Sample size  
 Interpretation of Mean Ratings  
 1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution  
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution

**Table 5. Contribution of Principals to Girl Student Discipline in enhancement of Quality Education for Girls**

Aspects of Contribution by Principal	Res	n	Mean	t-test
Guidance and Counselling	P	17	4.59	t(50) = .874, p = .386
	T	35	4.40	
Moulding the character	P	18	4.56	t(52) = 1.319, p = .193
	T	36	4.28	
Providing the basic needs like pocket money, sanitary towels	P	17	1.88	t(49) = -1.391, p = .170
	T	34	2.35	
Time management	P	18	4.56	t(51) = 1.458, p = .151
	T	35	4.20	
Dealing with sneaking	P	18	4.61	t(52) = .531, p = .597
	T	36	4.50	
Dealing with lesbianism	P	17	4.12	t(50) = .009, p = .993
	T	35	4.11	
Prohibition of drug abuse	P	17	4.53	t(50) = .610, p = .545
	T	35	4.37	
Curbing theft	P	18	4.50	t(50) = .298, p = .767
	T	34	4.44	
Dealing with Vandalism e.g. destruction of property	P	18	4.22	t(52) = -.640, p = .525
	T	36	4.36	
Dealing with Truancy	P	16	4.50	t(46) = 1.286, p = .205
	T	32	4.22	
Dealing with Exam cheating	P	14	4.21	t(47) = .383, p = .704
	T	35	4.09	
Reading habit	P	14	4.21	t(43) = .779, p = .085
	T	31	4.13	
Doing assignments	P	16	4.19	t(48) = -.066, p = .947
	T	34	4.21	
Obedience	P	18	4.39	t(51) = 1.071, p = .289
	T	35	4.11	
Overall Mean			4.17	

KEY: Res – Respondents P- Principals, T-teachers n- Sample size  
 Interpretation of Mean Ratings  
 1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution  
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution  
 4.45 -5.0 = Very High Contribution

This means that principals indicated that religious sponsor contribute moderately and teachers indicated truly contribute little to dealing with truancy. Principals and teachers indicated that the contributions of religious sponsor in dealing with exam cheating was low as their means were 2.69 and 2.77 respectively. No significant difference was found ( $t(49) = .178, P > .05$ ). The mean of the principals ( $M = 2.69$ ) was significantly different from the mean of teachers ( $M = 2.77$ ). This means that both principals and the teachers indicated that religious sponsor contribute little in dealing with exam cheating. Principals and teachers indicated that the contribution of religious sponsor to reading habit was low as their means were 2.57 and 2.84 respectively. No significant difference was found ( $t(43) = .520, P > .05$ ). The mean of the principals ( $M = 2.57$ ) was not significant different from the mean of teachers ( $M = 2.84$ ). Religious sponsor to doing assignment was low as their means were 1.81 and 2.24 respectively. No significant difference was found ( $t(48) = -1.119, P > .05$ ). The mean of the principals ( $M = 1.81$ ) was not significantly different from the mean of teachers ( $M = 2.24$ ). This means both principals and the teachers indicated that religious sponsors contribute very little to doing assignments in schools by the students. Principals and teachers indicated that the contribution of religious sponsor to obedience was moderate as their means were 3.65 and 3.12 respectively. No significant difference was found ( $t(48) = 1.178, P > .05$ ). The mean of the principals ( $M = 3.65$ ) was not significantly different from the mean of teachers ( $M = 3.12$ ). This means that both principals and teachers indicated that religious sponsor contribute satisfactorily to obedience of students in schools. Overall, principals and teachers indicated that the contribution of religious sponsors to provision of girls discipline in enhancement of quality education for girls was moderate ( $M = 2.88$ ). From Table 4, it can be noted that both principals and teachers indicated that the Board of Management contribute moderately to Guidance and Counseling in their schools as their means were 3.53 and 3.21 respectively. No significant difference was found ( $t(49) = 1.103, P > .05$ ). The mean of the principals ( $M = 3.53$ ) was not significantly different from the mean of teachers ( $M = 3.21$ ). Principals and teachers indicated that the contribution of Board of Management to time management was low as their means were 2.78 and 2.33 respectively. No significant difference was found ( $t(52) = 1.127, P > .05$ ). The mean of the principals ( $M = 2.78$ ) was not significantly different from the mean of teachers ( $M = 2.33$ ). This means that both principals and teachers indicated that Board of Management contribute little to time management for enhancement of quality education. Contribution of Board of Managements to dealing with sneaking out of school was moderate and low as their means were 3.50 and 2.94 respectively. No significant difference was found ( $t(52) = 1.345, P > .05$ ). The mean of the principals ( $M = 3.50$ ) was not significantly different from the mean of teachers ( $M = 2.94$ ). Principals and teachers indicated that the contribution of Board of Managements in dealing with lesbianism was moderate as their means were 3.44 and 3.03 respectively. No significant difference was ( $t(48) = .928, P > .05$ ). The mean of the principals ( $M = 3.44$ ) was not significantly from the mean of teachers ( $M = 3.03$ ). This means that both principals and teachers indicated that Board of Management contribute satisfactorily in dealing with lesbianism.

Principals and teachers indicated that the contribution of Board of Managements to prohibition of drug abuse was moderate as their means were 3.78 and 3.56 respectively. No significant difference was found ( $t(48) = .621, P > .05$ ). The mean of the

principals ( $M = 3.78$ ) was not significantly different from the mean of teachers ( $M = 3.56$ ). This means that both principals and teachers indicated that Board of Managements contribute satisfactorily to prohibition of drug abuse in order to enhance quality education. Principals and teachers indicated that the contribution of Board of Managements to curbing theft in schools was moderate as their means were 3.50 and 3.21 respectively. No significant difference was found ( $t(50) = .686, P > .05$ ). The mean of the principals ( $M = 3.50$ ) was not significantly different from the mean of teachers ( $M = 3.21$ ). This means that both principals and teachers indicated that Board of Managements contribute satisfactorily to curbing theft. This means that it is the responsibility of the Board of Managements to make rules for the smooth running of their schools. Their rules have to be in line with the government policies. Principals and teachers indicated that the contribution of Board of Management s to dealing with vandalism such as the destruction of property was moderate as their means were 3.72 and 3.47 respectively. No significant difference was found ( $t(52) = .687, P > .05$ ). The mean of the principals ( $M = 3.72$ ) was not significantly different from the mean of teachers ( $M = 3.47$ ). This means that both principals and teachers indicated that Board of Management contribute satisfactorily to dealing with vandalism such as destruction of property. Contribution of Board of Management to dealing with vandalism such as the destruction of property was moderate as their means were 3.72 and 3.47 respectively. No significant difference was found ( $t(52) = .687, P > .05$ ). The mean of the principals ( $M = 3.72$ ) was not significantly different from the mean of teachers ( $M = 3.47$ ). Principals and teachers indicated that the dealing with truancy was moderate as their means were 3.75 and 3.50 respectively. No significant difference was found ( $t(46) = .677, P > .05$ ). The mean of the principals ( $M = 3.75$ ) was not significantly different from the mean of teachers ( $M = 3.50$ ). This means that both principals and teachers indicated that Board of Management s contribute satisfactorily.

Principals and teachers indicated that the contribution of Board of Management in dealing with exam cheating was moderate as their means were 3.56 and 3.37 respectively. No significant difference was found ( $t(49) = .467, P > .05$ ). The mean of the principals ( $M = 3.56$ ) was not significantly different from the mean of teachers ( $M = 3.37$ ). This means that both principals and teachers indicated that Board of Managements contribute satisfactorily to dealing with exam cheating. Principals and teachers indicated that the contribution of the Board of Managements to reading habit was moderate and low as their means were 3.40 and 2.97 respectively. No significant difference was found ( $t(44) = .958, P > .05$ ). The mean of the principals ( $M = 3.40$ ) was not significantly different from the mean of teachers ( $M = 2.97$ ). This means that the principals indicated that Board of Management s contribute satisfactorily to reading habit. Principals and teachers indicated that the contribution of Board of Management in dealing with students doing assignments was moderate and low as their means were 3.13 and 2.74 respectively. No significant difference was found ( $t(45) = .836, P > .05$ ). The mean of the principals ( $M = 3.13$ ) was not significantly different from the mean of teachers ( $M = 2.74$ ). This means that both principals and teachers indicated that Board of Managements contribute satisfactorily in dealing with students' doing assignments. Principals and teachers indicated that the contribution of Board of Management s towards the obedience was moderate as their means were 3.35 and 3.06 respectively. No significant difference was found ( $t(49) = .708, P > .05$ ). The mean of the principals ( $M = 3.35$ ) was

not significantly different from the mean of teachers ( $M = 3.06$ ). Overall, principals and teachers indicated that the contribution of Board of Management to provision of girls discipline in enhancement of quality education for girls was moderate ( $M = 3.16$ ). From Table 6, it can be noted that both principals and teachers indicated that the contribution of the principals to guidance and counseling was high as their means were 4.59 and 4.40 respectively. No significant difference was found ( $t(50) = .874, P > .05$ ). The mean of the principals ( $M = 4.59$ ) was not significantly different from the mean of teachers ( $M = 4.40$ ). This means that both principals contribute a lot to guidance and counseling in order to enhance discipline in schools. Principals and teachers indicated that the contribution of principals to moulding the character was high as their means were 4.56 and 4.28 respectively. No significant difference was found ( $t(52) = 1.319, P > .05$ ). The mean of the principals ( $M = 4.56$ ) was not significantly different from the mean of teachers ( $M = 4.28$ ). This means that both principals and teachers indicated that principals contribute a lot to moulding the character to enhance academic performance. Principals and teachers indicated that the contribution of principals to provision of basic needs like pocket money, sanitary towels was low as their means were 1.88 and 2.35 respectively. No significant difference was found ( $t(49) = -1.391, P > .05$ ). The mean of the principals ( $M = 1.88$ ) was not significantly different from the mean of teachers ( $M = 2.35$ ). This means that both principals and teachers indicated that principals and teachers contribute very little to provision of the basic needs like pocket money and sanitary towels. Principals and teachers indicated that the contribution to time management in their schools was high as their means were 4.56 and 4.20 respectively. No significant difference was found ( $t(51) = 1.458, P > .05$ ). The mean of the principals ( $M = 4.56$ ) was not significantly different from the mean of teachers ( $M = 4.20$ ). Principals and teachers indicated that the contribution of principals to dealing with sneaking out of the school compound by students was high as their means were 4.61 and 4.50 respectively. No significant difference was found ( $t(52) = .531, P > .05$ ). Principals and teachers indicated that the contribution of principals to dealing with lesbianism was high as their means were 4.12 and 4.11 respectively.

No significant difference was found ( $t(50) = .009, P > .05$ ). The mean of the principals ( $M = 4.12$ ) was not significantly different from the mean of teachers ( $M = 4.11$ ). Contribution of principals to prohibition of drug abuse was high as their means were 4.53 and 4.37 respectively. No significant difference was found ( $t(50) = .610, P > .05$ ). The mean of the principals ( $M = 4.53$ ) was not significantly different from the mean of teachers ( $M = 4.37$ ). Principals and teachers indicated that the contribution of the principals to curbing theft was high as their means were 4.50 and 4.44 respectively. No significant difference was found ( $t(50) = .298, P > .05$ ). The mean of the principals ( $M = 4.50$ ) was not significantly different from the mean of teachers ( $M = 4.44$ ). Principals and teachers indicated that the contribution of principals to dealing with vandalism such as destruction of property was very high as their means were 4.22 and 4.36 respectively. No significant difference was found ( $t(52) = -.640, P > .05$ ). The mean of the principals ( $M = 4.22$ ) was not significantly different from the mean of teachers ( $M = 4.36$ ). Principals and teachers indicated that the contribution of the principals to curbing theft was high as their means were 4.50 and 4.44 respectively. No significant difference was found ( $t(50) = .298, P > .05$ ). The mean of the principals ( $M = 4.50$ ) was not significantly different from the mean of teachers ( $M = 4.44$ ). Contribution of principals to

dealing with vandalism such as destruction of property was very high as their means were 4.22 and 4.36 respectively. No significant difference was found ( $t(52) = -.640, P > .05$ ). The mean of the principals ( $M = 4.22$ ) was not significantly different from the mean of teachers ( $M = 4.36$ ). This means that both principals and teachers indicated that principals contribute a lot to dealing with vandalism in their schools. Principals and teachers indicated that both principals and teachers indicated that the contribution of principals to dealing with truancy was high as their means were 4.50 and 4.22 respectively. No significant difference was found ( $t(46) = 1.286, P > .05$ ). The mean of the principals ( $M = 4.50$ ) was not significantly different from the mean of the teachers ( $M = 4.22$ ). Principals and teachers indicated that the contribution of principals to dealing with exam cheating in their schools was high as their means were 4.21 and 4.09 respectively. No significant difference was found ( $t(47) = .383, P > .05$ ). The mean of the principals ( $M = 4.21$ ) was not significantly different from the mean of the teachers ( $M = 4.09$ ). This means that both principals and teachers indicated that principals contribute a lot to dealing with exam cheating in their schools. Contribution of principals to the reading habit of students in their schools was high as their means were 4.21 and 4.13 respectively. No significant difference was found ( $t(43) = .779, P > .05$ ).

The mean of the principals ( $M = 4.21$ ) was not significantly different from the mean of teachers ( $M = 4.13$ ). This means that both principals and teachers indicated that principals contribute a lot to reading habit in their schools. Principals and teachers indicated that the contribution of the principals to doing assignments by students was high as their means were 4.13 and 4.19 respectively. No significant difference was found ( $t(48) = .066, P > .05$ ). The mean of principals ( $M = 4.13$ ) was not significantly different from the mean of teachers ( $M = 4.19$ ). Contribution of principals to obedience of students was high as their means were 4.39 and 4.11 respectively. No significant difference was found ( $t(51) = 1.071, P > .05$ ). The mean of the principals (4.39) was not significantly different from the mean of teachers ( $M = 4.11$ ). Overall, principals and teachers indicated that the contribution of principals to provision of girls discipline in enhancement of quality education for girls was high ( $M = 4.17$ ). From Table 8, it can be noted that both principals and teachers indicated that the contribution of parents in guidance and counseling of students was moderate as their means were 3.67 and 3.73 respectively. No significant difference was found ( $t(46) = -.187, P > .05$ ). The mean of the principals ( $M = 3.67$ ) was not significantly different from the mean of teachers ( $M = 3.73$ ). This means that both principals and teachers indicated that parents contribute satisfactorily to guidance and counseling of their daughters. Principals and teachers indicated that the contribution of parents to moulding the character of their children was high and moderate as their means were 4.08 and 3.88 respectively. No significant difference was found ( $t(45) = .575, P > .05$ ). The mean of the principals ( $M = 4.08$ ) was not significantly different from the mean of teachers ( $M = 3.88$ ). This means that both principals and teachers indicated that parents contribute a lot to the moulding the character of their children. Principals indicated that the contribution of parents to providing the basic needs like pocket money, sanitary towels to their daughters was moderate as their mean was 3.57 while teachers indicated that the contribution of parents to providing the basic needs like pocket money, sanitary towels to their daughters was high as their mean was 4.14. No significant difference was found ( $t(47) = -1.631, P > .05$ ). The mean of the principals ( $M = 3.57$ ) was not



significantly different from the mean of teachers ( $M=4.14$ ). This means that the principals indicated that parents contribute satisfactorily to the provision of basic needs like pocket money, sanitary towels. Teachers on the other side indicated that parents contribute highly to the provision of basic needs like pocket money, sanitary towels.

Contribution of parents to prohibition of drug abuse was high as their means were 3.73 and 4.26 respectively. No significant difference was found ( $t(43) = -1.722, P>.05$ ). The mean of the principals ( $M= 3.73$ ) was not significantly different from the mean of teachers (4.26). This means that both principals and teachers indicated that parents contribute highly to prohibition

**Table 7. Contribution of Parents to Guidance and Counseling in enhancement of Quality Education for Girls**

Aspects of Contribution by Parents Res		n	Mean	t-test
Guidance and Counselling	P	15	3.67	$t(46)=-.187, p=.853$
	T	33	3.73	
Molding the character	P	13	4.08	$t(45)=.575, p=.568$
	T	34	3.88	
Providing the basic needs like pocket money, sanitary towels	P	14	3.57	$t(47)=-1.631, p=.110$
	T	35	4.14	
Time management	P	17	3.12	$t(48)=-.009, p=.993$
	T	33	3.12	
Dealing with sneaking	P	15	2.40	$t(48)=-2.426, p=.019$
	T	35	3.51	
Dealing with lesbianism	P	14	2.29	$t(47)=-3.309, p=.002$
	T	35	3.66	
Prohibition of drug abuse	P	11	3.73	$t(43)=-1.722, p=.092$
	T	34	4.26	
Curbing theft	P	15	2.93	$t(46)=-1.740, p=.089$
	T	33	3.67	
Dealing with Vandalism e.g. destruction of property	P	14	2.79	$t(47)=-2.164, p=.036$
	T	35	3.66	
Dealing with Truancy	P	12	2.92	$t(41)=-1.669, p=.103$
	T	31	3.68	
Dealing with Exam cheating	P	14	2.07	$t(46)=-2.928, p=.005$
	T	34	3.21	
Reading habit	P	13	2.92	$t(42)=-1.481, p=.146$
	T	31	3.55	
Doing assignments	P	16	2.88	$t(49)=-1.766, p=.084$
	T	35	3.46	
Obedience	P	16	3.63	$t(49)=-.631, p=.531$
	T	35	3.80	
Overall Mean			3.36	

KEY: Res – Respondents P- Principals, T-teachers n- Sample size  
 Interpretation of Mean Ratings  
 1.00-1.44 = Very Low Contribution 1.45 -2.44 = Low Contribution  
 2.45 -3.44 = Moderate Contribution 3.45 -4.44 = High Contribution  
 4.45 -5.0 = Very High Contribution

**Table 9. T-test for determination of the significant difference between the means of Principals and Teachers on contributions of Education Stakeholders to Girl Student Discipline in enhancement of Quality Education for Girls**

Respondents	N	Mean	Standard Deviation	t- test
Principals	1126	2.99	1.597	$t(3504) = -.719, p=.472$
Teachers	2380	3.03	1.511	

Principals and teachers indicated that the contribution of parents to time management by their daughters was average as their means were 3.12 and 3.12 respectively. No significant difference was found ( $t(48) = .009, P>.05$ ). The mean of the principals ( $M =3.12$ ) was not significantly different from the mean of teachers ( $M=3.12$ ). This means that both principals and teachers indicated that parents contribute satisfactorily. Principals indicated that the contribution of parents in dealing with sneaking out of school was low as the mean was 2.40. On the other hand, the teachers indicated that the contribution of parents in dealing with sneaking was moderate as their mean was found ( $t(48) = -2.426, P<.05$ ). The mean of the principals ( $M=2.40$ ) significantly different from the mean of teachers ( $M=3.51$ ). Principals indicated that the contribution of parents in dealing with lesbianism was low as their mean was 2.29. Teachers on the other hand indicated that the contribution of parents in dealing with lesbianism was moderate as their mean was 3.66. There was significant difference found ( $t(47) = -3.309, P<.05$ ). The mean of the principals ( $M=2.29$ ) was significantly different from the mean of teachers ( $M =3.66$ ).

of drug abuse by their daughters. Principals and teachers indicated that the contribution of parents to curbing theft in schools was low and moderate as their means were 2.93 and 3.67 respectively. No significant difference was found ( $t(46) = -1.740, P>.05$ ). The mean of the principals ( $M =2.93$ ) was not significantly different from the mean of teachers ( $M =3.67$ ). Principals and teachers indicated that the contribution of parents in dealing with vandalism such as destruction of property was low and moderate as their means were 2.79 and 3.66 respectively. Significant difference was found ( $t(47) = 2.164, P<.05$ ). The mean of the principals ( $M = 2.79$ ) was significantly different from the mean of teachers ( $M =3.66$ ). This means the principals indicated that the contribution of parents to vandalism was low while teachers on the other hand indicated that contribution of parents in dealing with vandalism was satisfactorily. Principals and teachers indicated that the contribution of parents in dealing with truancy in schools was low and moderate as their means were 2.92 and 3.68 respectively. No significant difference was found ( $t(41) = -1.669, P>.05$ ). The mean of the principals ( $M = 2.92$ ) was not

significantly different from the mean of teachers ( $M = 3.68$ ). Principals and teachers indicated that the contribution of parents in dealing with exam cheating was low and moderate as their means were 2.67 and 3.31 respectively. Significant difference was found ( $t(46) = -2.928, P < .05$ ). The mean of the principals ( $M = 2.07$ ) was significantly different with the mean of teachers ( $M = 3.21$ ). This means the principals indicated that the contribution of parents in dealing with exam cheating was a little while teachers indicated satisfactorily.

Principals indicated that the contribution of parents to reading habit was low while the teachers indicated that the contribution of parents to reading habit was moderate. Their means were 2.92 and 3.55 respectively. No significant difference was found ( $t(42) = -1.481, P > .05$ ). The mean of the principals ( $M = 2.92$ ) was not significantly different from the mean of teachers ( $M = 3.55$ ). This means the principals and teachers indicated that parents contribute a little and satisfactorily to reading habit of their children in the schools. Contribution of parents in doing assignments by their daughters in schools was low as their means was 2.88. Teachers indicated that the contribution of parents in doing assignment was moderate as their mean was 3.46. No significant difference was found ( $t(49) = -1.766, P > .05$ ). The mean of the principals ( $M = 2.88$ ) was not significantly different from the mean of teachers ( $M = 3.46$ ). This means that the principals. Principals and teachers indicated that the parents contribute averagely to the obedience of their daughter in schools as their means were 3.63 and 3.80 respectively. No significant difference was found ( $t(49) = -.631, P > .05$ ). The mean of the principals ( $M = 3.63$ ) was not significantly different from the mean of teachers ( $M = 3.80$ ). This means that the principals and teachers indicated that parents contribute satisfactorily towards the obedience of their daughters in schools. Overall, principals and teachers indicated that the contribution of parents to provision of girls discipline in enhancement of quality education for girls was moderate ( $M = 3.36$ ). However, the study further sought to establish significant differences between principals and teachers means overallly (Table 9). From Table 9, it can be observed that, overallly on the contribution of stakeholders to students discipline in enhancement of girls academic achievement in Siaya County in terms of guidance and counseling, moulding the character, basic needs, time management, dealing with sneaking, lesbianism, drug abuse, theft, vandalism, truancy, examination cheating, reading habit, assignments and obedience was indicated by principals' as moderate ( $M = 2.99$ ) and teachers ( $M = 3.03$ ). These means were not statistically significantly different ( $t(3504) = -.719, p > .05$ ). This means that the principals mean ( $M = 2.99$ ) is not different from the teachers mean ( $M = 3.03$ ). This means that principals and teachers concurred that stakeholder's contribution was moderate. In small schools with a population of 100 and below, 90% of students came from poor families. Such children from low socio-economic status families tend to value domestic chores and child labour more than schooling. Such children are subject to child abuse and they have little time for studies.

## DISCUSSION

Politicians do take a very short time in schools in case they create time for offering Guidance and Counseling. Document analysis revealed that politicians only come to school when there is need for doing so hence cannot provide guidance and counseling. Indeed politicians have no interest in providing guidance and counseling services to students as they are more

concerned with the next general elections. Moreover most of them are not professional counselors and therefore not much is expected from them even as parents to children in the schools. Furthermore their interest is in the management of the schools and more often than not cause instability in some schools and even indiscipline by demanding transfer of principals and teachers besides demanding for admissions to schools for children who do not meet the minimum cut off point. The interview findings indicated that politicians only come to school on very few occasions hence hardly have time for correcting the students on their characters. Document analysis revealed that politicians on some few occasions come to school and offer speeches to the students. In the process of their speeches, the students feel encouraged as they become a role model particularly the female politicians. The interview findings indicated that the management of time in schools is not within the prerogative of the politicians. Document analysis did not reveal any politicians role on time management in schools. principals and teachers indicated that politicians contribute very little to dealing with sneaking out of schools. The interview findings indicated that politicians do not even have time to deal with problems such as sneaking out of schools. Document analysis did not reveal any role of politicians on stealing with sneaking out of schools. Politicians contribute very little to prohibition of drug abuse in girls schools. the interview findings indicated that politicians can reduce the drug abuse particularly when they encourage the provincial administration to enforce the rule of law. Document analysis revealed that politicians criticizes the Area Chief openly and such positive criticism help to reduce vices like lesbianism. The interview findings indicated that politicians can incite the students through their criticisms to the school administration. The implication is that when the students are incited, they are mostly to go out of hand and in many occasions go on strikes whereby they end up destroying school properties. Document analysis revealed that politicians can politicize the school administration hence indiscipline among the students in schools leading to vandalism such as destruction of properties during projects. The interview findings indicated that when politicians develop hatred with school administration, they talk carelessly and this can cause truancy among the students. The implication is that school administration in itself is politics and if the principal does not understand politics of the area where the school is located, the politicians are likely to cause a lot of indiscipline among the students through their talks in political rallies. Politicians on many occasions appreciate the school administration especially when the school posses good academic achievement in the Kenya Certificate of Secondary Education Examinations results.

Document analysis revealed that the area member of parliament even took photos with candidates on their prayer day. The promises and encouragement from such politicians humbled the students hence they become obedient as they are to please their Member of Parliament through good performance. The politicians also encouraged the principals and teachers and this led to quality performance. The interview findings indicated that religious sponsor helps a lot in maintaining disciplines of the students. One class teacher Mrs. Nancy Wayala (pseudonym) outlined: "Prayers from religious sponsor instill discipline and moral uprightness particularly daily prayers which operate on biblical values. Such include love, respect, self control and fear of God."

The Board of Management chairpersons concurred with the principals on the contribution of the religious sponsor to discipline management on their perception to a large extent as being high. This was from the understanding that the church was actively involved in inculcating sound morals to students and students during pastoral programmes. The implication is that when students and teachers are guided and counseled during prayers there is a lot of peace which encourages hard work hence quality education. The findings is in agreement with Charles (1992) who asserts that teaching self-discipline requires a positive and accepting atmosphere. He explains that in a school situation, a learner has to understand that not all his likes and principles are going to be accepted by his peers and teachers. The study revealed that discipline involves allowing learners the freedom of choice with regards to their own behaviour. This results into self discipline which enables the learners to study hard making discoveries by themselves hence quality performance. The interview findings indicated that religious sponsors through their preaching insist on morality and discourages vices like exam cheating and disobedience to the school administration. The study revealed that repeated prayers and preaching motivates learners towards the right behaviour that enhances good academic achievement. The study is in agreement with Smith and Rivera (1993) who suggest that disciplining learners does not have to result in a repressive climate where learners behave because they are afraid not to follow conduct codes. In fact the religious sponsor play an important role in character formation by teaching learners social skills needed to survive in the society. This means that both principals and teachers indicated that religious sponsors contribute little to the provision of the basic needs like pocket, sanitary towels. The interview findings indicated that religious sponsors through the parish priests occasionally organize for little contributions to help the very needy students who are committed church members. Document analysis guide revealed that religious sponsors even look for sponsors for the bright and needy students who belong to their church and also learning in their sponsored schools. It was after the clearing of required school fees that the remaining money was kept in the school to help such learners purchase the most basic like pocket money and sanitary towels. The study found out that through the sponsorship, the bright and needy children remain in the school to learn without moving up and down looking for fees. The assistance given to the bright and needy students by the sponsor normally raised the schools' mean score at the Kenya Certificate of Secondary Education Examinations hence quality education provided. Use of rewards and other non violent methods of disciplining students are preferable techniques for disciplining students. Religious sponsors enjoy preaching to students while students enjoy the Holy Mass through singing many hymns. Once in a while, the preachers become time conscious but on many occasions, the preaching is prolonged without considering the other school routine programmes. This implied that the religious sponsors through their prolonged preachings, interfere with other school programmes which in turn affect the discipline particularly when exams are on and students only have limited time to revise. Undisciplined students normally sneak out of school compound when they are in the crowd of other students who are going to the church for morning prayers. It is also during prayers outside the compound that some few cheeky learners do talk to strangers hence bringing indiscipline in schools instead of bringing discipline for quality education. Religious sponsors through their pastoral programmes and preaching are able to reduce lesbianism. However, it was noted that lesbianism cannot be

fully settled by talking or preaching alone, it need serious actions like expulsion to separate the learners involved in the practice. This is because lesbianism is in the mind of learners and hence interfere with their class concentration especially when the victims are in the same class.

The study findings concur with Matsoga (2003) who in his study discovered the wide spread violence and misbehavior that existed in many schools. This lack of discipline which interferes with the teaching and learning process manifested itself in alcoholism consumption and substance abuse. The religious sponsors' prayer programmes and pastoral programmes are designed to instill good conduct of students, this implies self control, good behavior and obedience to school authority (Adams, 2003). This also implies that self control and self discipline are indicators of self directed activities that encourage quality education in schools. Prayers /preaching can only contribute to calm but not complete peace in the school. The interview findings indicated that at times students stay away from school without permission claiming to have gone for prayers. One principal outline; "our parish Priest retains students in his office to copy for him notes without even informing the school administration and this is very dangerous as it creates suspicion among the students." The study found that in most cases the school administration avoid conflict with the church hence use non-interference stand and simplicity approach. This method is a weakness because it gives room for indiscipline to thrive. Preaching during the holy masses do help students to develop integrity and self respect, has been found to improve classroom behaviour encouraging good reading habits. This is in agreement with the centre for prevention of school violence (2003), that notes that the physical appearance of a school communicates a lot hence attracting or making parents to bring more bright students hence quality performance. The interview findings indicated that students who respect time to attend church services also do assignments in time. The fact that the students do assignments helps them do more research to discover more points that the subject teacher may have left out during the lesson. Kelly (2004) argues that efficient use of extra time to study and do assignment was a strong influence on academic attainment. The interview findings indicated that the church is to ensure that religious traditions are maintained. They have the responsibility of ensuring that Christian Religious Education as a subject is well taught. It is the Christian Religious Education that plays a big role in character formation and teaching obedience as taught in the Bible to ensure high level of discipline which is core to quality education. The findings concur with Gawe, Vakalisa and Jacobs (2001), express cooperative learning if academic performance is to be achieved among students. The interview findings indicated that Board of Management members particularly the committee in-charge of academic offer guidance and counseling to the students that fail to reach the pass mark set by the academic department of the school. One of the Sub County Quality Assurance and Standards Officer had this to say; No one person can manage a school alone and it is for this reason that the government requires that principals are assisted to run schools by Board of Management. When such important stakeholders are involved in guidance and counseling then principals will have ease of managing schools." Interviews conducted with B Board of Management chairpersons confirmed that Board of Management members with higher education positively contribute to the education of girls as they play the role of role models as they offer to counsel the learners. One Board of Management noted, Board of

Management members with higher education level had a lot of interest in their schools. They would always create time to offer Guidance and counseling to the students and whenever meetings were called at school, they attend and participate positively.

The study revealed that some Board of Management did quite a lot by inviting guest speakers and women models during annual general meetings to educate the parents on their responsibility in taking time to talk and listen to their daughters so that girls to learn effectively. Principals indicated that Board of Managements contribute satisfactorily in dealing with sneaking out of school. The interview findings indicated that Board of Management s make good laws that protect the students from sneaking. Document analysis revealed that laws made during Board of Management meetings do help the administrators to run the schools smoothly without fear since the laws protect them. On the other side the teachers indicated that Board of Management s contribute little to dealing with sneaking out of schools. The implication may not be aware of the role of Board of Management and over expecting too much from them. The study found that good laws made by the Board of Management s create harmony, In fact, the realization of discipline creates a proper decorum place, thereby boost students' performance. Gawe, Vakalisa and Jacobs (2001) explain that stakeholders need to cooperate if learning for academic achievement is to be achieved among students. Board of Management s have made efforts to deal with misconducts such as lesbianism. Through Board of Managements, many schools have designed codes of discipline, discipline policy, as well as the procedures to be followed in dealing with non conformity. In relation to ways of dealing with lesbianism, one teacher noted; "It is therefore good to know not only that our method of discipline is theoretically affected and accepted, but also the way we execute discipline is pragmatic and achieves the goal of preventing lesbianism." Smith and Rivera (1993) suggest that discipline of learners does not have to result in a hostile climate where students behave because they are afraid not to follow conduct codes. The implication is that lesbianism need a little guidance and counseling to prevent the students from such unlawfully practice. Charles (1992) rules are very important in a school system as they teach students self discipline. He asserts that teaching self discipline requires a positive and accepting atmosphere. Principals and teachers indicated that Board of Managements contribute satisfactorily to dealing with vandalism such as destruction of property. In an effort to deal with misconduct such as vandalism, Board of Managements, have designed codes of discipline, discipline policy as well as the procedures to be followed in dealing with non conformity. Poor behaviour for instance, will probably result to undesired consequences.

The interview indicated that Board of Management on many occasion ring the principals to find out the state of discipline in their schools. They encourage the principals to explain to the students how poor behaviour for instance will probably result to undesired consequences. Such actions help students to preserve discipline and maintain their own welfare in all situations. One Board of Management chair person asserted; The principals as school managers need to have an effective leadership style so as to acquaint them with the challenges of disciplining learners." He explains leadership styles as autocratic paternalistic, consultative as well as democratic. These styles can play a major role in the implementation of discipline. In agreement with the findings of the study, Canter

(2000) argues that although discipline remains one of the most common problems for teachers, some punishments such as corporal punishments should not be used because no evidence suggests that they have produced better results academically, morally or that it improves school discipline. It was also noted that discipline is the concern of the Board of Managements. About the fact that discipline promotes the general discipline from teachers to students hence enhancing quality education. The interview findings indicated that Board of Management play a key role in promoting or controlling the examination cheating in their schools. This they do through the control of finances of their schools. This is because cheating in examinations involves use of money from the school accounts in buying examination papers and even bribing the personnel from the Kenya National Examinations. One County Officers echoed; "Our Board of Management puts a lot of pressure for high academic achievement. This stresses us forcing principal to use all means cheating included." The study found out that cheating is a form of indiscipline and morally wrong that should not be encouraged at all cost. Boards of management through their academic committee visit their schools encouraging students which helped them to develop good study habits. However the teachers indicated that the Board of Management contribute little to reading habit. They based their argument on the fact that Board of Management only come to school during their meetings which in most cases once or twice in a term hence have no role in the improving of the reading habit of the students. One principal asserted: Our Board of Management approved some small allowance for the teachers who supervise students during their private studies. She explained that the presence of teachers during students' private studies has improved their study habits. It was observed by the Deputy principal that the presence of teachers in schools especially after the normal working hours encourage the students to study hard and in most cases avoided sleeping in class. This practice therefore needs encouragement from the principal so that teachers are consistent in their supervision of preps.

The findings is in line with Olagboye (2004) who noted that to improve students' performance, principals are required first to improve the management of the schools. This can be done by allowing team spirit in the supervision of students' work. The implication here is that the principal cannot do supervision alone and cannot be everywhere delegate the supervision of private studies to teachers and only ensure their consistency. The interview findings indicated that the Board of Management contribute indirectly in helping the students to do assignments through their book donations that ensure the schools have enough assignments after the normal teaching hours. It is also on behalf of the Board of Management s that the principals are charged with some administrative tasks to perform such programmes in the school. In the discharge of these tasks, the principal is expected to plan control, organize, coordinate and direct human and non human resources in the organization in order to achieve the goals of the institution (Adeleke, 2001 & Omifade, 2004). Board of Managements contribute satisfactorily to the practice of obedience in their schools. The interview findings indicated that Board of Management s formulate rules and regulations to ensure obedience which play significant roles in enhancing students' academic achievement /performance. The adoption further revealed that when rule and regulation is emphasized, it in a long run prescribes the standard of behaviour expected of students and teachers. An interview conducted with Sub county quality Assurance and

Standards officer indicated that disciplinary policies simply do not have different effects on disobedient students. Nicholas (2004), asserts that suspensions do not prevent students' future disobedience and misbehavior. The implication is that certain policies do not stop disobedience of students and Board of Management of schools need to review them in order to come up with new effective discipline which help in the achievement of goals, expectation and responsibility in students.

Principals and teachers indicated that principals contribute very high to curbing theft in the schools by clearly establishing rules and regulations. This is because regulations are authoritative guidelines disciplines with a course of law intended to promote discipline in school. On the same note, Harmadez and Seem, (2004), argue that the operation of schools is directly influenced by the way the schools' administered students disruptive behaviour. The interview with the deputy principals indicated that the way the principals fully supports them in a way reduces the chances of indiscipline especially vandalism. For example, if the school principal fails to clearly establish rules and consequences are ambiguous and incidents of students' disruptive behaviour will further affect academic performance. In agreement, Hernandez and Seem (2004) argues that effective schools' demonstrate sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice. Principal is the sight and image of the school. Therefore to improve the academic performance through reduction of truancy, the principal has used and allowed the use of punishment in schools to instill discipline and is melted on student who violates the agreed rules and regulations in schools. Canter, (2000) explains that punishments are expected to enforce compliance when students are under the care of teachers. The interview with Sub County Director of Education indicated that 75% of schools practice cheating in Kenya Certificate Of Secondary Education Examinations and they presented the list of possible cheating styles as buying of exams prior to exam time, paying some money to the Kenya National Examination Council officials in order to prevent the cancelation of the candidates' results. In not disagreeing with the views of their Sub County Director of Education , 50% of school principals expressed a lot of pressure from the stakeholders for high academic achievement. Reading habit can be made good by the principals through his/her skilful supervision and also good management that motivates the teachers to supervision private studies carried out by the students. The findings concur with Chitiari (2002) who argues that a principal who properly exercises his or her leadership responsibility will enable his or her school to realize good academic achievement. His expatriation is that the effective management of organization is a prime contributory factor in quality education. The interview findings indicated that in order for students to do assignments, the principal plays a key role especially provision of the resources like enough personnel and textbooks. This is because when teachers are too few with heavy workload, they cannot be efficient in giving and marking of the assignments of the students. The provision of sufficient textbooks also enables the students to get enough reference materials for the assignments. These findings were consistent with findings of Adeyemo, Lydiah and Nansongo (2009) who argued that the principals must get involved in academic activities of the school by observing and checking teachers and students' work and ensure that all departments had enough teachers In agreement with the study, Olagboye (2004) noted that to improve students' performance, principals as chief executive, is required to

improve on discipline of students by ensuring their obedience and respect of the school rules. The implication is that the principal has to give a lot of support to the disciplinary committee. This is the only way students can be made obedient. Parents on many occasions ring the class teachers of their children to find out the progress of the performance. Their communication makes the teachers become keen in the students whose parents are keen on academic achievements. Document analysis revealed that parents who team up with teachers of their children are able to give the background of their children which help the teachers in guidance and counseling of their children. Such guidance and counseling is to prevent the students from committing an offence. This finding is in agreement with Obama (2004), who asserts that parents have the primary responsibility of instilling an ethic of hard work and educational achievement in their children. It is therefore important that parents who guide and counsel their children also are able to listen well to their teachers and this enhances the girls academic achievement. Whereas the parents who ignore their role in guidance and counseling end up losing their children in moral behaviour that affect their academic performance negatively. The interview findings indicated that parents being the first teachers to their children play a key role in the character formation of their children. The study further revealed that for quality education, parents need to put a lot of effort in ensuring that happiness and conducive environment are created at home to keep students studying and after school. The interview findings indicated that when parents provide basic needs to their children in school, it enables them stop vices like theft that really affects the psychological learning time. It is in fact hard for girls to concentrate particularly when they lack basic needs. During interviews with principals, the study established that girls whose parents were indifferent made little contribution to the child's discipline which translates to better academic performance.

The cooperation of parents in terms of contribution has a lot to account for the academic outcome of their daughters. The interview findings indicated that parents play key role in the management of time by their daughters through their early up bringing when they train them well on the time management when they are still in day primary schools. It is also the duty of parents to ensure that their daughter leave home early to reach school on time. Such parents ensure that their daughters are either in school or at home without branching to wrong places that may interfere with the concentration on learning which will finally affect the provision of quality education. On the same line Docking (2000) argues that, a law abiding student is the one expected to arrive on time organizes herself and wait for the teacher. To achieve quality education for girls, parents have a role to train them well on time management at home so that when they go to school whether day or boarding they become organized and aware of their responsibility to finish school work in time before the teacher comes to class which enables them to learn effectively. Document analysis revealed mothers are over protective to their daughters and when they sneak out of school without permission, they find it easier to tell their mothers than their fathers. The study revealed that when both parents are stricked, their daughter become law abiding students and would not sneak out of school. This implies that the parents are the first teachers that mould the character of their children such that if they are weak, the children will always be involved in misbehavior such as sneaking which will finally lower their academic performance as sneaking makes them to misuse learning and teaching time.

Document analysis guide revealed that some parents felt that lesbianism is not bad since it cannot make their daughters pregnant. This implied that parents are more worried about pregnancy than the effects of lesbianism as long as their daughter remains in school. The study found that lesbianism reduces the performance of students involved because they waste sleeping time with the friend and during class time, they are too tired to concentrate hence low academic achievement. Principals and teachers indicated that parents contribute a little and satisfactorily to curbing theft in schools. Interview findings indicated that parents who were always keen and available at home for their daughters were able to stop bad habits like theft. Their daughters feared stealing due to strictness of their parents and the harsh punishment likely to follow such behaviour. However, the study found that well-doing parents had very little time with their children. Instead, their presence and love were replaced by much money given to the children. Such children got used to using too much money that even if they would be broke at school, they ended up stealing from their fellow students. This in the long run interfered with their academic performance.

The implication is that some parents are too busy to discipline their children. Some are ignorant, thinking that teachers should do everything. In fact, in the average or low-performing schools, parents fear their own children, thinking that they are more clever than them since they did not get the opportunity to education like their children. The findings of this study concur with Mingat (2000) who argues that children of mothers with formal education have an attendance rate of 71% compared to forty-seven percent for children whose mothers did not attend primary school. Kasonde (1999) supports the argument that parental education and support have a very positive influence on their children's participation in education, hence contributing to quality education. The interview findings indicated that some parents give a lot of money to their children, of which they used the excess to buy drugs. Document analysis revealed that parents even keep drugs in their houses. This implied that their daughters start the practice of drug abuse at home and would even carry some to school without their parents noticing. Such practice carried to school automatically influenced the academic performance negatively since a student cannot concentrate while under the influence of drugs. Students who were given too much freedom by their parents had very little respect for school rules, hence ending up in cases of vandalism such as destruction of property. One class teacher noted: Some of our parents only come to school when their daughters are already in problems with the school administrations. So far, they listen more to their daughters than getting the mistake from teachers. The study revealed that parents who show little or no respect to the teachers are to be blamed since they play the role of false friends instead of practising teamwork with the teachers in disciplining their children. Docking (2000) in agreement with the findings of the study, expresses cooperative learning if academic performance is to be achieved among students. Obama (2004) asserts that parents have the primary responsibility of instilling an ethic of hard work and educational achievements in their children. Interview findings indicated that students who were weak in their academic performance would be involved in truancy due to fear of punishment after failing. They even sneak out of school at night to go for dance. The study found that such students involved with truancy were overprotected by parents, hence they see teachers who are strict as bullies, hence they misbehave as a protest. The finding of this study agrees with Matsoga

(2003) who in his study, discovered the wide spread violence and misbehaviour in schools. This lack of discipline interferes with teaching and learning processes, hence poor performance. Parents carry items where they hide linkages; one class teacher reported that one parent carried papers in a bread as she came to visit her daughter just before the Kenya Certificate of Secondary Education Examinations. Such practices caused tension in schools as the girls who do not have a chance to get prior knowledge of exams complain a lot. This interferes with management of discipline as teachers spend useful time solving conflicts instead of revising with the candidates. Interview findings indicated that parents who buy relevant textbooks motivate their daughters towards reading, hence develop good reading habits. Their children are able to do extra reading and even do assignments in time using their personal textbooks. During the interview with the class teachers, they indicated that the more the parent is committed to the education of his/her daughter, the better it is to the learner. In line with the findings of the study, Olendo (2008) argues that parents and teachers are required to purchase instructional materials, reference and science equipment. Textbooks provide concrete experience to promote child-centred learning. On the same note, Odhiambo (2000) maintains that textbooks also provide the first reading experience to the learners. It is therefore true that the students' performance is affected by the quality and quantity of teaching and learning resources (Olendo, 2008). The interviews with the principals revealed that most parents were not able to purchase books that were required while in interview with class teachers indicated that principals purchased very few textbooks that did not help the students to do the assignments. The difference in their means. The implication here is that the students who lack enough reference material were not able to do assignments at the correct time, hence preventing their learning through discovery, hence affecting performance negatively. Behaviour of learners to teachers in schools where they learn highly depends on the attitude of the parents and how they talk about the school. The study revealed that discipline like obedience to the teachers improves performance of students. In disagreeing with the findings of the study, Weissbourd (2003) argues that moral development of students does not depend primarily on explicit character education efforts but on the maturity and ethical capacities of the adults with whom they interact. He explains that education influences students' moral development not simply by being good role models, but also by what they bring to their relationships with students day today. On the other hand, Gatikai (2010) noted that parents with no or low education levels are not keen on learning of their children and have nothing educational for their children to emulate. He further explained that parents with high level of education, understand requirements for learning and cooperate fully with teachers in their effort to provide quality education. Overall, principals and teachers indicated that the contribution of parents to provision of girls' discipline in enhancement of quality education for girls was moderate ( $M = 3.36$ ). On the whole, it can be deduced from descriptive statistics output that the contribution of stakeholders somewhat tallied with the girls' academic achievement. The contributions overall were found to be moderate and performance for the same period under study was also about average.

## **Conclusion**

The contribution of education stakeholders to girl student discipline in girls' schools was moderate. The areas of contribution included; guidance and counselling, moulding

student character, training on time management, providing basic needs, mitigating vices like theft, vandalism, cheating, sneaking and lesbianism.

### Recommendations

The principals should improve on the quality of guidance and counseling services for students in their schools by use of professional counsellors besides teacher counsellors. The principals should improve on time management in schools so as to ensure syllabus coverage and quality teaching. Principals should put in place appropriate mechanisms to deal with cheating in examinations, truancy and vandalism. This would ensure that students develop sense of honesty, responsibility and accountability. Education stakeholders should be encouraged to double their contributions to girl student discipline.

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