ADMINISTRATIVE PRACTICES INFLUENCING STUDENTS INDISCIPLINE IN PUBLIC UNIVERSITIES: A CASE OF MACHAKOS UNIVERSITY IN MACHAKOS C`OUNTY, KENYA.

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A Research Project Submitted in Partial Fulfilment of the Requirement for the Award of the Degree of Master of Education in Educational Administration.

University of Nairobi

2019

DECLARATION

This research project is my original work and has not been submitted for award of a degree in any other University.

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DEDICATION

I dedicate this project to my father Dominic Mbevi Matheka, mother Margaret

Mbevi and my daughter Ruby Katheo.

ACKNOWLEDGEMENT

TABLE OF CONTENTS

Content   page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

REVIEW OF RELATED LITERATURE

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CUE   Commission of University education

DOS   Dean of students

DVC   Deputy vice chancellor

NACADA   National Campaign Against Drug Abuse Authority

ROK   Republic of Kenya

UASU   University Academic Staff Union

VC   Vice chancellor

ABSTRACT

The aim of the study was to investigate administrative practices influencing indiscipline in public universities a case of Machakos University in Machakos County, Kenya. in public universities, a case of Machakos University, Kenya. The study objectives were: to find out the influence of timely address of grievances on students indiscipline in Machakos University, to establish the influence of adherence to the rules and regulations on students' indiscipline in in Machakos University, to analyze the influence of counselling on students' indiscipline in Machakos University and to assess the influence of involving students in decision making on students' indiscipline in Machakos University. This study employed mixed methods approach which were descriptive and phenomenology research designs. The target population was 800 students, 62 lecturers and 5 deans. Simple Random sampling technique was employed to sample 160 students while purposive sampling was used to sample 62 lecturers and 5 dean of schools. Data were collected using questionnaires and interview guide analyzed and presented in tables in frequencies and percentages. Findings revealed that: a positive correlation between timely address of students grievances and students indiscipline ($r = 0.721$, p-value=0.000), a positive correlation between adherence to rules and regulations and students indiscipline ($r = 0.628$, p-value=0.000), there is positive correlation between counselling and students indiscipline ($r = 0.487$, p-value=0.004) and there is a negative correlation between involvement of students in decision making and students indiscipline ($r = 0.153$, p-value=0.117). The study concludes that there are various indiscipline cases in Machakos University but effective administrative practices could help to maintain discipline in the university. The study recommends: that commission for higher education should consider the workload of the some administrators to enable them have more time to listen to students' grievances; rules and regulations should be emphasized and students sensitized on the rules and regulations to fully understand them and counsellors who also serve as lecturers should be offered further training and orientation in guidance and counseling through pre-service and in-service courses.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Every learning system fosters physical and intellectual well-being of individuals. To achieve such a perfect combination of student development, it is important, among other things, to instill good morals to eventually achieve quality education and standards (Clarke, 2002). Huczynski (2011) revealed that learning institution administration is a significant body and that suitable leadership is vital in maintaining effective administrative practices. It is the role of learning institution administration to ensure that students maintain discipline (Nweze & Okolie, 2014). For effective implementation of the curriculum and high academic performance, students' discipline must be maintained in learning institutions (Nolle & Chandler, 2007).

Mukharjee (2015), reported that the standards of discipline in institutions of higher learning in Mexico were deteriorating and recommended that learning institutions should look for a permanent solution to students' disruptive behavior. In United Arab Emirates, teaching methodology was the main reason for students' indiscipline. The students were involved in violence resulting to injury, destroying physical facilities and low grades in examinations (Khaleef, 2013). In England, Huddleston (2014) observed various cases of indiscipline whereby in one

particular learning institution there was a student who was spotted carrying a gun which was against the institution rules.

In South Africa, indiscipline cases contributed to suspension and expulsion of students who were involved in physical and verbal confrontation, theft, alcohol and drug abuse and access to pornography (Maphosa & Mammen, 2011). Garagae (2011) carried out a study in Botswana and established that indiscipline is portrayed in different ways like students harassing their colleagues, property destruction, alcohol and drug abuse, missing classes and failing to complete their assignments. Nsubunga's (2015) study on learning institution administration emphasized that administrators should share information with learners particularly on matters affecting learners if cases of indiscipline were to decrease.

Kenya has experienced several cases of indiscipline in learning institutions (Kiprop, 2012). The indiscipline cases are mainly because of lack of proper leadership skills, exposure, experience and the administration concentrating on achieving academic grades and ignoring students' moral development (Gitome, Katola & Nyabwari, 2013). Students' discipline in Kenyan institutions of higher learning has been discussed cases of students' indiscipline property damage, physical attack, immoral behaviours and sometimes students' death (Karanja & Bowen, 2012).

Apart from unrest, university students' are faced with questions about sex and interpersonal relationships which at times led to irresponsible sexual behaviours (Wambua & Khamasi, 2014). Ngotho (2011) study on course of students, indiscipline revealed that students' indiscipline is portrayed in abusing drugs, missing classes, intimidation, exam cheating and students going on rampage. A NACADA survey in 2017 revealed that 85% of university students had tried to drink alcohol, 40% were constant consumers of alcohol and 48% had tasted alcoholic drinks in the last sixty days (Government of Kenya, 2015).

A grievance is students' show of dissatisfaction with the university administration (Gupta, 2006). Students' council is given the mandate to communicate students' grievances and therefore making sure that learning institutions leadership is informed with development in the student fraternity (Kiprop, 2012). Gottsfredson (2014) found out that students' indiscipline in South Carolina was related to ambiguous rules and regulations. Kiggudu (2011), found that regardless of the rules and regulations stipulating what learning institution members must and must not do, students still broke the rules and regulations by sneaking out of the learning institutions, consuming alcoholic and taking part in rampage.

Participation of the student council in decision making is recommended since students who take part in decision making are in most cases contented with decisions they have cooperatively made and will strongly support it (Barasa,

2011). Sergiovanni (2008) stated that including students in decision-making makes them feel that they are also appreciated by the administration. It is against this background that the researcher conducted a study to assess the administrative practices influencing students indiscipline among university students in Machakos University in Machakos County.

1.2 Statement of the Problem

Kenyan universities are experiencing declining moral values which, if not addressed, may result in countless learning disruptions. This will consequently affect effective learning and good teacher-learner relationship (UASU, 2002). The learning institution administrators should promote measures and practices to promote good morals amongst students (ROK, 2013). This will ensure that students achieve their academic goals since acts of indiscipline interfere with learning activities.

There is only one fully pledged public university in Machakos county which is the Machakos university and it has the most extreme cases of students' indiscipline compared to the privately owned universities in the County. According to the dean of students' affairs at Machakos University, cases of students' indiscipline have increased consistently in recent years leading to suspension as well as expulsion of students. The indiscipline cases include boycotting classes, destroying university properties, going on rampage, abusing alcohol and drugs, assault and involvement in sexual immorality.

There are studies which show that acts of indiscipline can be reduced by proper administrative practices by the university administration (Mukharjee, 2015; Khaleef ,2013; Huddleston, 2014; Maphosa & Mammen, 2011; Garagae, 2011; Nsubunga, 2015; Kiggudu, 2011 and Ngotho, 2011). However, there is no study carried out on administrative practices influencing indiscipline among university students in Machakos County despite the fact that many universities have been established in the county in span of five years. In addition, there are only few studies carried out on universities. This research hence fills this study gap by establishing administrative practices influencing indiscipline in public universities a case of Machakos University in Machakos County, Kenya.

1.3 Purpose of the Study

The study aimed at investigating administrative practices influencing indiscipline in public universities a case of Machakos University in Machakos County, Kenya.

1.4 Objectives of the Study

This study objectives were:

  i.   To determine influence of timely address of grievances on students' indiscipline in Machakos University.

  ii.   To establish influence of adherence to the rules and regulations on students' indiscipline in Machakos University.

  iii. To examine influence of counselling on students' indiscipline in Machakos University.

iv. To assess influence of involving students in decision making on students' indiscipline in Machakos University.

1.5 Research Questions

i. To what extent does timely address of grievances influence students' indiscipline in Machakos University?

ii. How does adherence to the rules and regulations influence students' indiscipline in Machakos University?

iii. To what extent does counselling influence students' indiscipline in Machakos University?

iv. How does involving students in decision making influence students' indiscipline in Machakos University?

1.6 Significance of the Study

The findings might benefit Commission for University Education in offering vice chancellors, deputy vice chancellors, dean of students and registrars seminars and workshops to empower them to be efficient managers of students' indiscipline. The study findings could be helpful to VCs and DVCs in preparing students people for leadership positions in future. Study findings might sensitize the administrators on suitable leadership styles to address students' indiscipline.

The university counsellors might gain knowledge on what to offer in peer counseling services and how they should be delivered. Study findings might help disciplinary committee in making informed decisions on effective methods of

6

reducing student indiscipline. This study could be a point of reference to academicians with an aim of exploring the area of students' indiscipline in high institutions of learning. The study findings adds literature to the current studies on the administration practices in addressing student indiscipline in universities.

1.7 Limitation of the Study

The respondents especially students at first concealed crucial data fearing that they might be probed. The researcher guaranteed them that data were for study purposes and their status would not be revealed to any other party. Getting the lectures and dean of schools was difficult due to their busy schedules but the researcher booked appointment and adjusted time for data collection which enabled the researcher to interview four out of the five sampled deans.

1.8 Delimitation of the Study

This research was restricted to students, lectures as well as students' deans at Machakos University in Machakos County, Kenya. The researcher only focused on the influence of timely address of grievances, adherence to rules and regulations, counselling and influence of involving students in decision making on students indiscipline.

1.9 Basic assumptions

    (i)   All the respondents gives accurate, truthful response to questionnaires

    (ii)   All records and data given by the lectures and students would be up to date and accurate.

1.10 Definition of Significant Terms

Administrative practices refer to activities carried out by university administrators which might affect students indiscipline positively or negatively.

Counselling refers to advising and cautioning students who might be caught up violating rules and regulations.

Indiscipline refers to the unwillingness of students to honor administration and adhere to laid out university rules.

Grievance refers to students' dissatisfaction with the university administration or learning environment.

Involving students in decision making refers to practices by university administration that allow student leaders to take part in decision process on matters that affect them.

Rules and Regulations rules refers to well defined principles governing conduct in the university and regulations are set of standards that should be followed always.

University administrators refers to the people responsible for maintaining, developing, coordinating and overseeing the various programs in the university.

1.11 Organization of the study

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CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covers concept of students indiscipline, influence of timely address of students grievances, adherence to university rules and regulations, counselling students' and influence of involving students in decision making on students indiscipline. It also covers summary of related literature reviewed, theoretical and conceptual framework.

2.2 Concept of Students' Indiscipline

The term discipline originates from "disciple" meaning tutoring or assisting someone to attain their goals. Indiscipline in a learning institution's system is the unwillingness to respect administration and adhere to set rules and regulations (Adams, 2003). Ovell (2007), asserted that students' morality in learning institutions is important for successful learning. Students' bad behaviours interrupts studying and it contributes to dropping out and decline academic achievement. Students' indiscipline also leads to teachers' stress (Hemphill, 2006).

2.3 Timeliness in Addressing Grievances and Students' Indiscipline

Grievance is any discontent with the university which a student opines is prejudicial or biased (Dwivedi, 2009). Timely address of students' grievances significantly helps to manage indiscipline (Kiprop, 2012). A study by McEwan

(2013) in England found that successful learning institutions administrators address students' grievances on time by listening to them and organizing meeting with the students' council.

Pitner and Ogawa (2011) studied learning institutions administration communication skills in Ghana and found out that an important duty of the learning institutions administrators' responsibility is capability to amicably address student's complaints to prevent students' unrest. A study by Mazzarella and Grundy (2009) in Uganda revealed operational learning institutions models emphasis on common visions and objectives, effective communication, high anticipations of all students, transparency and an interesting and safe learning environment. A study by Kiprop (2012) indicated that administrators hardly pay attention to students' grievances. This creates pressure, anxiety and ultimately contribute to frustrations as well as aggressive behavior as portrayed in students' unrest.

2.4 Adherence to Rules and Regulations and Students' Indiscipline

Adams (2003) asserted that learning institution rules and regulations are laid out to impart students with good morals, self-control, order and compliance to the administration. The rules and regulations define what learning institution staff and students must or must not do. Harris (2015) study on indiscipline among learners in Oxford, United Kingdom and found out that learners failed to respect set rules and regulations and they played while in class, dozed off during lessons, making

noise in class and failure to compete their assignments. Gottsfredson (2014) found out that students' indiscipline in South Carolina was related to ambiguous rules and regulations.

Matsoga's (2013) study on students' disruptive behavior in Botswana revealed that in many higher learning institutions, students were involved in rampage and other bad behaviours. Kiggudu (2011) study in Uganda rules on performance and found that regardless of the rules and regulations stipulating what students must or must not do, students did contrary to the rules and regulations with prevalent disruptive behavior actions like absconding classes, consuming alcohol and involving themselves in rampage. Maria (2013) study on effect of rules in reducing indiscipline established that students did not take part in designing rules students were expected to actively participate in making the rules and regulations work.

Weeramunda (2016) established that administrators make sure that students understand the rules and regulations, are strict on dress code, maintain learners should ask for permission to leave the institution, punish students who miss classes and ensure rules are clearly laid out in the learning institutions notice board.

2.5 Counselling and Students' Indiscipline

According to Eggert (2007), guidance and counselling programme in a learning institution are services directed toward helping the students to overcome personal problems. It is the responsibility of the institution administration to make sure that moral issues are discussed during the counselling programs (Terri, 2012).

In explaining causes or factors that lead students to seek individual counseling in the United States, Hawai'i at Hilo (2018), revealed that students used the university counseling services to address various individual issues like psychological issues, like stress, tension, drug abuse, lack of self-esteem, communication challenges, relationship matters, sexual orientation or family disagreements and crisis circumstances like suicide thoughts or rape.. Nweze and Okolie (2014) conducted a study on effective guiding programmes in Nigeria. The study revealed that individual counselling is of benefit to students' personal growth.

In Kenya, reports of substance abuse amongst young people, immorality, poor academic performance, bad study habits, teenage pregnancies, missing classes are frequent in Kenyan universities (Kariuki, 2014). These problems have led to students' seeking counselling services in universities and other students who are addicted to drugs are sent to rehabilitation and treatment centres. As a result, the

Kenyan government has started implementing guidance and counselling programs in universities in Kenya (Karanja & Bowen 2012).

2.6 Involving Students in Decision Making and Students' Indiscipline

Sergiovanni (2008) stated that including students in decision-making make students feel that they also own them. Students feel that they are part of the learning institution and therefore try their best to maintain the reputation of their learning institution. Denton (2013) established that student councils in Turkey are a remarkable aid to learning institution and perform a specific significant duty in moulding learners. Adesoji & Adetoro (2015) carried out a research in 12 universities in Nigeria and findings revealed that student contribution in decision making showed leadership efficiency. Ozigi (2015) established that students in Nigeria are delegated duties that concern their daily life in learning institution.

Sithole (2014) study established that learners contribution in decision making particularly in designing college rules was controversial with frequent contradictory opinions spread by various stakeholders. A study carried by Kibaka (2014) study in Malawi showed that to control students' disruptive behavior, administrators should allow students to take part in institution administration.

According to Okumbe (2001), the involvement of student council in educational administration is due to their close relationship with their peers. Wambua (2017)

study on impact of administration involving learners in decision making on indiscipline revealed that involving students while making decisions helps in reducing cases of drug abuse, burning of property and disciplinary suspension. Mulwa (2014) research on influence of administrators'' characteristics on involving students while making decisions revealed various ways of involving learners in administration which included student councils, peer groups, peer counselors and student clubs.

2.7 Summary of Literature Review

This section provides summary of related literature on influence of learning institution administrators' practices on student indiscipline. All the studies reviewed agree that failure to listen to students' grievances leads to students' unrest (Kiprop, 2012), students' indiscipline was associated with ambiguous rules and regulations (Gottsfredson, 2014); counselling is of benefit to students' (Nweze & Okolie, 2014); and involvement of students in decision making helps in reducing indiscipline (Wambua, 2017). However, the studies were carried out in other countries and other counties in Kenya, hence a geographical gap. These studies focused on factors contributing to students' indiscipline hence a study gap on influence of university administrators practices on learners' indiscipline. Additionaly, there are only few studies carried out on universities.

2.8 Theoretical Framework

The study was anchored on Albert Bandura social cognitive learning theory. The developer of the theory argues that learning happens in social settings. It also puts into consideration how people learn from others and incorporates related notions like observational, imitation and behavior modeling (Ormrod, 1999). From just watching other people, a person can learn how to perform other behaviours. Main elements of social learning are seeing, remembering, inspiration and copying.

The main strength of social learning theory is that real world examples can be used and can be rapidly and simply administered. It also easily handles inconsistencies in behavior. However, the theory fails to consider all development behaviors because ideas and emotions are determined by different internal and external factors and inherited factors (Soet, 2005). The relevance of this theory is that learners who behave badly in the university might have copied the behavior from families and friends. The main reason why a student might destroy learning institutions property may be because their peers do the same thing, because failing to act in the same way might lead to discrimination by their peers. University students are in continuous touch with the society. This implies that the environ in which the students live could influence their behavior. With poor role models in the society, mobile phones and drug abuse, students' behavior may worsen.

2.9 Conceptual Framework

The conceptual framework looks at the relationship between university administrators practices and students indiscipline.

Independent variables

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┌─────────────────────────────┐
│ Timeliness in addressing    │
│ students' grievances        │
│   • Mechanisms to           │
│     handle complaints       │
│     on time                 │
│   • Availability of         │
│     dean                    │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Adherence to Rules and      │
│ Regulations                 │
│   • Orderliness             │
│   • Obedience               │
│   • Dress code              │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Counselling                 │
│   • Presence of             │
│     counselling             │
│     department              │
│   • Competent guiding       │
│     and counselling staff   │
└─────────────────────────────┘

┌─────────────────────────────┐
│ Involving students   in     │
│ decision making             │
│   • Administration          │
│     tasks                   │
│   • Curriculum issues       │
│   • Students welfare        │
└─────────────────────────────┘
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Intervening variable

```
┌──────────────────┐
│ University        │
│ administration    │
│ process           │
└──────────────────┘
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Dependent

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┌─────────────────────────────┐
│ Students Indiscipline        │
│   • Reduced students        │
│     unrest                   │
│   • Ethical living          │
│   • Academic                │
│     excellence               │
└─────────────────────────────┘
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Figure 2.1: Relationship between dependent and independent variables

16

Figure 2.1 shows that administrative practices like addressing students' grievances in time, students' adherence to the rules and regulations, counselling and involving students in decision making could result to reduced students unrest, better academic achievement and promote university students morality. When students air their grievances to the administration, the speed at which the administrators address the grievances influences students' actions. For instance if the students complainants are addressed on time then chances of students going on rampage are very little. Creating awareness on the rules and regulation of an institutions equips the students with knowledge on what to do and what not to do while in the university. Frequent counselling help students to cope with different life situations and avoid involving themselves in practices contrary to good morals. Involvement of learners while making administrative decisions making makes them feel they belong to the institution and are more likely to adhere to decisions made. The intervening variable of the study are university administration process which might interfere with the administrative practices.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The section covers the research design, target populace, sampling procedures and sample size, research instruments, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design

Research design is a plan of research to answer the research questions Kothari (2008). The study employed mixed methods methodology. Both descriptive survey and phenomenology design were used. Phenomenology research design involves collecting data through interrogation using interview guides. Phenomenology research design was chosen because it enabled collection of qualitative data from dean of schools relatively quickly and effectively (Creswell, 2012).

3.3 Target Population

Population is every individual that constitute study universe (Kothari, 2008). The study target population was 800 students, 62 lecturers and 5 deans of schools in Machakos Universities in Machakos University.

3.4 Sample Size and Sampling Technique

A sample is a miniature portion of target populace chosen to analysis (Orodho, 2012). Simple Random sampling was employed to choose a sample size. Mugenda & Mugenda (2008) indicated that 10 to 30 percent of populace is very

good for sampling. The researcher therefore sampled 20 percent of the students hence 160 students were expected to take part in the study. All first to fourth year students from five schools with the high number of students who have been involved in indiscipline cases. Purposive sampling was employed to sample deans and lecturers. This means that the whole population of the dean of schools and lecturers was sampled to make a total of 227 respondents.

Table 3.1: Sampling Matrix

Category	Target population	Sampling procedure	Actual Sample	Percentage (%)
Students	800	Random	160	20.0
Lectures	62	Random	62	100.0
Dean of schools	5	Purposive	5	100.0
Total	**867**		**227**	-

Source: Researcher (2019)

3.5 Research Instruments

Questionnaires and interview guides were used. The research used questionnaire because they enabled her to collect adequate data at little costs from participants in the university. Questionnaires also give respondents adequate time to contemplate on the questions and give credible answers (Kothari, 2008).

The study instruments included the Lecturers and Students' questionnaires and interview guide that was administered to Deans. The questionnaire for the lectures

and students was sub-divided in five sections. Section A covered background information, section B covered influence of timely address of students grievances, section C covered influence of adherence to university rules and regulations , section D covered influence of counselling and section E covered influence of involving students while making decisions on students indiscipline. The researcher established a rapport with the respondent before conducting the interview so as to obtain maximum co-operation from him or her. The interview guide was based on the background information of deans, timely address of students grievances, adherence to students rules and regulations, counselling students and influence of involving students in decision making on students' indiscipline.

3.5.1 Validity of the Instruments

The researcher pre-tested the instruments through piloting. Also, researcher used content validity. Further researcher sought help from the supervisor and also sought assistance from two research experts from the faculty of education, University of Nairobi. The pilot test was carried out with 16 students representing 1 percent of the 800 students and 6 lecturers representing 10 percent of the lectures.

3.5.2 Reliability of the Instruments

Cooper & Schindler (2003) defined reliability as instruments internal consistency level over time. Reliability was assessed through Cronbach's Alpha Coefficient method. The technique involved administering the questionnaires two times after

which scores in the two sets were correlated. Cronbach's Alpha Coefficient was used because it assesses consistence of research tools. Cronbach's Alpha Coefficient value of 0.7 was used as the limit and every item whose value was below 0.7 was taken into consideration as weak, thus adjusted or left out of the final questionnaire. The reliability coefficient for lecturers' questionnaire was 0.768 while the students' questionnaire reliability coefficient was 0.754 which were all reliable.

3.6 Data Collection Procedures

The researcher sought permission from National Commission of Science, Technology and Innovation. The researcher visited Machakos University to alert the administrators on the collection of data. The researcher hand-delivered questionnaires to the students and lecturers after she was allowed to carry out the study and administered the interview. Questionnaires were picked up straightaway after filling. The researcher conducted the interviews in person and at the same time recorded the responses on tape.

3.7 Data Analysis Technique

Quantitative data were analyzed using descriptive statistics with the help of SPSS version 21 and presented in tables and figures through percentages and frequencies. Inferential statistics were used to measure the relationship between the study variables. Analysis of Variance (ANOVA) and the F- test were employed to assess the relationship between the dependent and independent variables. The significance level used was 0.05 (5%) to test for significance where

any P-value of below 0.05 implied a significant relationship. The multiple linear regression equation used was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_3 X_3 + \varepsilon$$

Whereby Y is students indiscipline, X_1 is timely address of students grievances, X_2 is adherence to rules and regulations, X_3 is counselling while X_4 is involving students in decision making β_0 is the regression constant and β_1, β_2, β_3 and are the coefficients of independent variables . ε is the error term representing disruption of values. These statistical tests were conducted using Statistical Package for Social Science (SPSS) version 23.

3.8 Ethical Considerations

Ethical considerations are essential for any research. Earlier plans were made with the university to approve data collection dates. The researcher asked respondents permission to collect data from them and no respondent was forced to take part in the study but they participated at their own free will. The information which was gathered was handled with confidentiality and used for this study only.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on analysis, presentation and interpretation of the data and discussions based on the objectives. The study aimed at investigating the administrative practices influencing students indiscipline in public universities a case of Machakos University in Machakos County, Kenya.

4.2 Response rate

The respondents were the dean of students, lectures and students. The return rate is shown in Table 4.1.

Table 4.1: Instrument return rate

Respondents	Sampled size	No. collected	Return rate (%)
Dean of students	5	4	80
Lectures	62	50	81
Students	160	96	60

Source: Fieldwork data (2019).

Table 4.1 shows that questionnaire return rate was more than 70% which according to Mugenda and Mugenda (2008) is adequate for analysis.

4.3 Demographic Information of Respondents

The demographic data of deans concentrated on education level and period of working as a dean. Data of lectures concentrated on gender, age and year of service as a lecture while students' gender concentrated on their gender and age.

4.3.1 Gender of Respondents

To enable students experience the diversity amongst teaching fraternity, gender equity should be addressed in the institution staffing. In addition, MoEST policy requires that all learning institutions maintain information concerning students' gender equality. Findings on deans, lectures and students gender is presented in Figure 4.1:
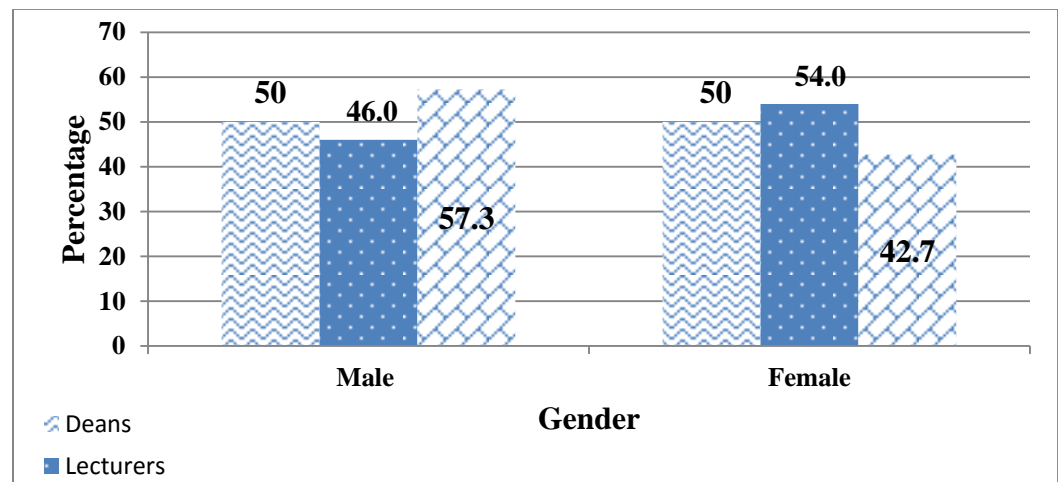
Figure 4.1: Gender of Respondents

Figure 4.1 shows 50% (2) of deans were male and other 50% (2) were female. This shows that Machakos university has met the threshold of the current Kenyan Constitution which stipulates that not more than two thirds (67.7%) of any public

institution should be drawn from one gender. Furthermore, 46% (23) of the lectures were male and 54%(27) female.

This shows that MOEST is trying to fulfill requirement of ensuring that staffing need for gender equity is maintained so that students experience diversity among teaching staff. Students of a certain gender may feel that their grievances and concerns are well understood by lecturers drawn from a certain gender. Findings also show that 57.3 %(55) of students were female while 42.7%(41) were male. This shows that the study findings are not as a result of gender bias. It also indicates that the joint admission board ensures gender equity while selecting students to join various public universities in Kenya.

4.3.2 Age of Respondents

Huffman and Vernoy (2000) notes that age matters because as people develop into various stages, they view things differently. Therefore, the researcher asked the lecturers and students to tick against age. Figure 4.2 presents age of lectures and students.
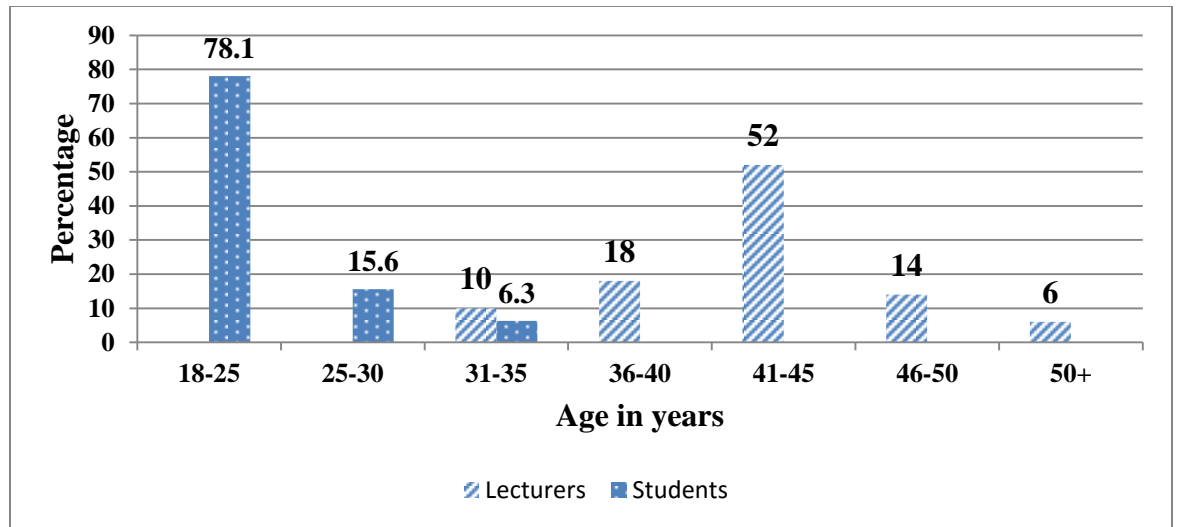
Figure 4.2: Age of Lecturers and Students

Source: Fieldwork data (2019).

Findings in Figure 4.2 shows that 52% (26) lecturers were aged between 41-45 years. This implies that lecturers in Machakos University are both young and old which implies that the researcher gained knowledge from a broad range of experiences. This also ensures that the students can mingle with young lecturers who they could consider as age mates and older lecturers whom they could consider as their parents and seek guidance from them. 78.1%(75) students were aged between 18-25 years. Findings show that all the students were within the ages of a youth in Kenya that is 18-35 years where most of them are likely to suffer identity crisis leading to theft and other irresponsible behaviors in order to fit in the class of their colleagues and relationships which are not allowed in many learning institutions in Kenya.

4.3.3 Lecturers and Deans Years of Service

People who have stayed in an organization/institution in the same profession to give an objective view of the situation on the ground. The period of time that a lecturer and dean have served in a current university is a measure of their influence on the management of students' indiscipline. Alternatively, staying for many years in one institution could make one dormant and could result to failure to manage students' indiscipline. The researcher therefore asked the lecturers and deans to indicate period of service. Figure 4.3 present the findings.
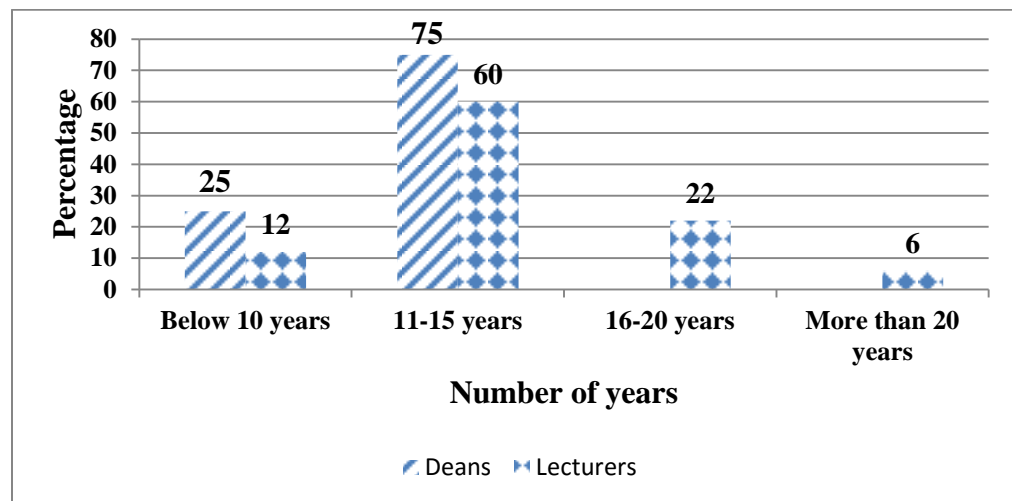
Figure 4.3: Lecturers and Deans Years of Service

Source: Fieldwork data (2019).

Figure 4.3 show that 75 %(3) of the deans had performed as deans for between 11-15 years. The professional experience shows that the deans in general had enough experience to help them manage students' indiscipline. The period of time was considered enough for them to have acquired information on university

administration and students' indiscipline. Therefore, their views with regards to the study objectives were considered relevant.

Similarly, majority of the lecturers 60 %(30) had served as a lecturer for between 11-15 years. This is an indication that they have long experience of teaching and can assist the deans on handling students' indiscipline cases. The findings further imply that the lecturers were in a position to understand administrative practices influencing student's indiscipline because of serving for many years in higher learning institutions.

4.3.5 Deans Level of Education

The deans' education level was also sought to find out whether they were qualified to be administrators in a higher institution of learning. Figure 4.4 present findings on deans' academic qualification.
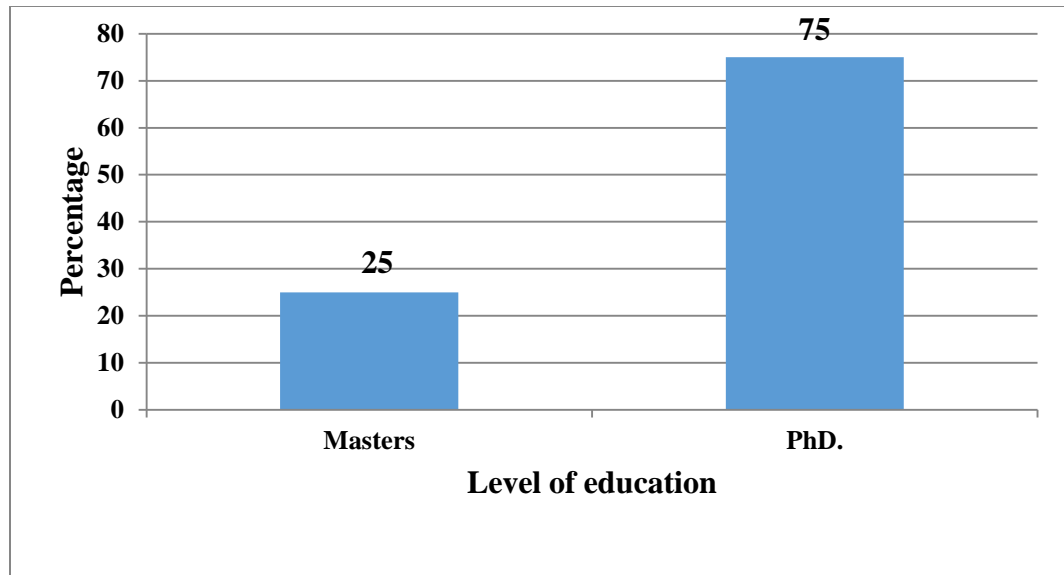
Figure 4.4: Deans' Level of Education

Source: Fieldwork data (2019).

Figure 4.4 indicates 75% (3) of the principals attained PhD and 25%(1) had attained masters' in education administration . This shows that the deans had attained the minimum qualification of a higher institution of teach administrator which is a masters' degree in education administration.

The researcher sought to determine frequency of cases of indiscipline in Machakos University. The Likert scale used was: Always (A), Often (O), Sometimes (S), Rarely (R), and Never (N). Table 4.2 presents the findings.

Table 4.2: Common Cases of Indiscipline

Statements	A		O		S		R		N	
	F	%	F	%	F	%	F	%	F	%
Arson		0	0	0	0	0	0	0	146	100.0
Student bullying	26	17.8	83	56.8	31	21.2	6	4.1	0	0
Property destruction	11	7.5	18	12.3	53	36.3	64	43.8	0	0
Drug and substance abuse	44	30.1	74	50.7	28	19.2	0	0	0	0
Sexual immorality	31	21.2	79	54.1	27	18.5	9	6.1	0	0
Theft	21	14.4	84	57.5	34	23.3	7	4.8	0	0

N=146

Source: Fieldwork data (2019).

Table 4.2 show that 100% of lectures and students opined that arson has never happened in the university, 56.8% (83) indicated that student bullying occurs often, 43.8%(64) indicated that the university property are sometimes destroyed by the students, 50.7%(74) indicated that students abuse drug and substances often, 54.1%(79) indicated that sexual immorality happens often and 57.5%(84) of the lectures and students indicated that theft cases occur often.

The finding was supported by the deans who unanimously said, "The common indiscipline cases in the university are theft, students bullying especially new students, sexual immorality like coupling between students, premarital sex, absconding lectures and drug and substance abuse. Property destruction happens rarely during students' strike which is not common." (Interview, 20th June, 2019).

This shows that students in Machakos University are involved in widespread indiscipline behaviours which happen frequently. The finding is in agreement with Ngotho (2011) that students' indiscipline is portrayed in abusing drugs, missing classes, intimidation, exam cheating and students going on rampage.

4.4 Influence of Timeliness in Addressing Grievances on Students Indiscipline

The first objective was on influence of timely address of grievances on students' indiscipline in Machakos University. The lectures and students were asked to tick on the speed at which the administration responded to students grievances.

Table 4.3: Speed of Responding to Students Grievances

Speed of response	Frequency	Percentage
Fairly fast	18	12.3
Slow	93	63.7
Very slow	35	24.0
Total	**146**	**100.0**

Table 4.3 show that 63.7% (93) lectures and students opined that the speed of responding to students grievances was slow, 24% (35) opined that it was very slow and 12.3%(18) felt that the speed was fairly fast. This finding was supported by a dean who said that:

> The administration does not respond to the students grievances immediately they are aired but we take time to do investigations. This is because some students are not willing to learn and they enjoy disrupting

31

learning by making up accusations against the administration or maliciously damaging facilities that cause interruptions especially in boarding areas. The students also incite others who become inpatient which results to students going into rampage and property destruction. (Interview, 17th June, 2019).

This means that the lecturers and students felt that the administration did not respond promptly to students grievances which could lead to indiscipline cases like strikes as students try to air their grievances. The speed with which the university administration handles students' grievances can help in reducing students' indiscipline. The finding concurs with Kiprop (2012) that administrators hardly pay attention to students' grievances.

The researcher asked the students and lecturers to either agree or disagree on whether timely address of students grievances influence students indiscipline. Descriptive statistics were used for analysis.

Table 4.4: Agreement Level on Timeliness in Addressing Grievances and Indiscipline

Level of agreement	Frequency	Percentage
Strongly agree	87	59.6
Agree	35	24.0
Not sure	24	16.4
Total	**146**	**100.0**

Source: Fieldwork data (2019).

Table 4.4 show that 59.6 %(87) students and lecturers strongly agreed that timely address of students grievances influence students indiscipline, 24 % (35) agreed and 16.4% (24) were not sure. The respondents further indicated that the students' grievances were addressed through meeting between the administration and student council since they are the student representatives.

This finding was supported by all the deans who said that addressing students' grievances on time could at times help to reduce indiscipline. This shows that timely address of students grievances could help to reduce students' indiscipline in Machakos University. The finding concurs with Pitner and Ogawa (2011) findings an important element of the learning institution administrators responsibility is the capability to amicably address student's complaints to prevent students' unrest.

The researcher sought students' and lecturers perceptions on influence of timely address of students' grievances. The students' and lecturers were therefore asked to tick on their level of agreement on statements on influence of address of students' grievances on students' indiscipline.

Key: SA=Strongly Agree, A=Agree, UD=Undecided, D= Disagree, SD= Strongly Disagree

Table 4.5: Influence of Timely Address of Grievances on Indiscipline

STATEMENT	SA	A	UD	D	SD
	F (%)	F (%)	F (%)	F (%)	F (%)
The administration has established independent mechanism for efficient and timely handling of student grievances	0 0	0 0	27 (18.5%)	84 (57.5%)	35 (24.0%)
There is open communication means between administration and students	5 (3.4%)	12 (8.2%)	15 (10.3%)	86 (59.0%)	28 (19.1%)
There is a body which receives students grievances and gives suggestions	0 0	23 (15.7%)	31 (21.2%)	77 (52.7%)	15 (10.3%)
The administration listen to students grievances	6 (4.1%)	8 (5.5%)	20 (13.7%)	89 (61.0%)	23 (15.7%)
Quick response on students grievances prevent possible students unrest	31 (21.2%)	100 (68.5%)	15 (10.3%)	0 0	0 0

N=146

Source: Fieldwork data (2019).

Table 4.5 show that 84(57.5%) of the students and lecturers disagreed with the statement that the administration has established independent mechanism for efficient and timely handling of student grievances; 86(59%) disagreed that there was open communication between administrators and students; 77 (52.7%) disagreed that there is a body which receives students grievances and gives suggestions; 89 (61%) disagreed that the administration listen to students grievances and 100 (68.5%) of the students and lecturers agreed with the

statement that quick response on students grievances prevent possible students unrest. This implies that Machakos University has not established mechanisms to address students' grievances and there is poor communication channels between the students and the administration. This is in support of McEwan (2013) that successful learning institutions administrators address students' grievances by listening to them and organizing meeting with the students' council.

4.5 Influence of Adherence to Rules and Regulations on Students Indiscipline

Second objective was to establish the influence of adherence to the rules and regulations on students' indiscipline in in Machakos University. Orientation help new students to familiarize themselves with the institution as well as learn what is allowed and what is not allowed in the institution and the consequences of going against the rules and regulations. The lecturers were therefore asked whether the university orient the students on the rules and regulations after admission.

Table 4.6: Responses on Orientation on the Rules and Regulations

Responses	Frequency	Percentage
Yes	50	100
No	0	0
Total	**50**	**100**

Source: Fieldwork data (2019).

Findings in Table 4.6 show that 100% of lecturers indicated that all newly admitted students are oriented on the university rules and regulations. The finding was supported by one dean who said that:

35

It is university policy that all students admitted in this university should have a copy of the rules and regulations and what to expect if they violate the rules and regulations. The students must also sign and acknowledge that he/she has read and understood all the rules and will adhere to them. (Interview, 19th June, 2019).

This shows that Machakos University ensures that all newly admitted students are oriented on the rules and regulations. The finding concurs with Weeramunda (2016) study that university administrators make certain that learners understand the rules and regulations.

Students and lecturers were asked whether adhering to rules and regulations helps to reduce students' indiscipline.

Table 4.7: Whether Adherence helps to reduce Students' Indiscipline

Responses	Frequency	Percentage
Yes	119	81.5
No	27	18.5
Total	**146**	**100**

Source: Fieldwork data (2019).

Table 4.7 show that 81.5% of the students and lecturers indicated that adhering to the rules and regulations helps to reduce students' indiscipline while 18.5% indicated that adherence does not helps to reduce students' indiscipline. The respondents who responded in affirmative in unison added that learners who adhere to rules and regulations are always disciplined and are afraid of facing the

consequences of breaking them while those who responded negatively explained that some students are just always mischievous and pretend to adhere to the rules but incite their colleagues to break the rules by getting involved in indiscipline.

The finding was supported by a dean who said that, "students who always adhere to the set rules and regulation are rarely involved in indiscipline cases but those who either dress inappropriately, abscond lecturers, rude to administration and lecturers, abuse drugs and other substances in the university compound among others indiscipline cases are always apprehended and punished." (Interview, 20[th] June, 2019). This shows that adhering to rules and regulations influence learners indiscipline. Finding is in agreement with Kiggudu (2011) that regardless of the rules and regulations stipulating what students must and must not do, students did against the rules and regulations by consuming alcoholic as well as taking part in rampage.

The students and lecturers were asked to tick on listed statements on influence of adherence to rules and regulations. *Key: SA=Strongly Agree, A=Agree, UD=Undecided, D= Disagree, SD= Strongly Disagree*

Table 4.8: Influence of Adherence on Students Indiscipline

STATEMENT	SA F (%)	A F (%)	UD F (%)	D F (%)	SD F (%)
The administration makes sure that students have a copy of rules and regulations	81 (55.5%)	35 (24.0%)	24 (16.4%)	6 (4.1%)	0 0
Administration is stern on students' mode of dressing	0 0	83 (56.8%)	32 (22.0%)	23 (15.7%)	8 (5.5%)
Administration is stern on students' class attendance	31 (21.2%)	91 (62.3%)	18 (12.3%)	6 (4.1%)	0 0
Administration ensures that rules are clearly laid out in the notice board	24 (16.4%)	90 (61.6%)	16 (11.0%)	10 (6.8%)	6 (4.1%)
Students' disruptive behavior is associated with unclear rules and regulations	39 (26.7%)	86 (59.0%)	17 (11.6%)	4 (2.7%)	0 0

N=146

Source: Fieldwork data (2019).

Findings in Table 4.8 show that 81 (55.5%) of the students and lecturers strongly agreed that administration makes sure that students keep the rules and regulations; 83(56.8%) agreed that the administration is harsh on students' mode of dressing; 91(62.3%) agreed that the administration is harsh on how students' attend classes; 90(61.6%) agreed that the administration ensures that rules are clearly laid out in the notice board and 86(59.0%) the students and lecturers agreed that students' disruptive behavior is associated with unclear rules and regulations. This shows that the university has set clear rules and regulations but some students break the rules hence increasing indiscipline cases at the university.

The finding support Gottsfredson (2014) study that students' indiscipline in related to ambiguous rules and regulations.

4.6 Influence of Counselling on Students Indiscipline

The third objective examined influence of counselling on students' indiscipline in Machakos University. Counselling is an alternative disciplinary method that is embraced globally to manage discipline in learning institutions. The study therefore aimed at establishing whether the university has a guiding and counselling department.

Table 4.9: Responses of Availability of Guiding and Counselling Department

Responses	Frequency	Percentage
Yes	146	100
No	0	0
Total	**146**	**100.0**

Source: Fieldwork data (2019).

The finding show that lecturers and students responded in affirmative meaning that Machakos University has a counselling department. The finding was supported by the deans who in unison said that, "we have a very effective counselling department which is open for all students although the students rarely seek the services unless they are referred to the counsellors by the lecturers or dean. "(Interview, 18[th] June, 2019). This shows that the administration has strengthened the guiding and counselling department to reduce indiscipline

amongst students. The finding concurs with Terri (2012) that learning institution administration should provide counselling services to students.

The researcher aimed at finding out whether university counsellors are well trained. The study therefore sought the students and lecturers opinion on counsellors' competency.

Table 4.10: Responses of Counsellors Competency

Responses	Frequency	Percentage
Yes	95	65.0
No	51	35.0
Total	**146**	**100**

Source: Fieldwork data (2019).

Table 4.10 show 65% of the students and lecturers perceived their counsellors as professionals while 35% were of the opinion that the counselors were not competent. The respondents further explained that some counselors were also lecturers and not professionally trained as counsellors hence they lacked the ability to understand the counselling needs of young adults in the university. One of the dean added that:

> We don't have enough counsellors and some lecturers offer counselling services to students at time. I wish the government could employ full time counsellors in all public universities. We are overwhelmed by the issues

students have and sometimes we never get to know them early enough. Students who are counseled professionally record reduced cases of indiscipline in the University.   (Interview, 20th June, 2019).

This implies that counselling helps in mentorship and makes students have a sense of belonging and eventually maintain discipline in the university and university counsellors should professionally trained to meet and satisfy students counselling needs. The finding supports Eggert (2007) who asserted that learning institutions need to have professional guidance and counselling personnel to help the students' overcome personal problems.

In order to understand the common University students counselling needs, the researcher asked the lecturers to indicate the counselling services in the university.

Table 4.11: Counselling Services in the University

Counselling services	Yes		No	
	F	%	F	%
Drugs and substance use	50	100.0	0	0
Relationship with opposite sex	29	58.0	21	42.0
Financial management	18	36.0	32	64.0
Relating with authorities	20	40.0	30	60.0
Health counselling	15	30.0	35	70.0
Career counselling	33	66.0	17	34.0
Psycho-social counselling	27	54.0	23	46.0

N=146

Source: Fieldwork data (2019).

Table 4.11 show 100% lecturers opined that the counselling department offers drugs and substance use counselling services, 58%(29) indicated counselling on relationship with opposite sex is offered, 36%(18) indicated financial management counselling, 40%(20) indicated that counselling on how to relate with authorities was offered, 30%(15) indicated health counselling was offered, 66%(33) indicated that career counselling was offered and 54%(27) of the lectures indicated that psycho-social counselling services were offered in the University.

This implies that the university offers counseling services to students to help them cope with life and learning challenges. This has helped students to concentrate more on their studies and achieve their academic goals. This finding supports

Hawai'i at Hilo (2018) findings that students use the university counseling services to address various individual issues like psychological issues, like stress, tension, drug abuse, lack of self-esteem, communication challenges, relationship matters, sexual orientation or family disagreements and crisis circumstances like suicide thoughts or rape.

The students and lecturers were asked to tick on listed statements on influence of counselling services on students' indiscipline.

Key: SA=Strongly Agree, A=Agree, UD=Undecided, D= Disagree, SD= Strongly Disagree

Table 4.12: Influence of Counselling on Students Indiscipline

	SA	A	UD	D	SD
STATEMENT	F (%)	F (%)	F (%)	F (%)	F (%)
Consulting counsellors has helped to reduce incidents of students unrest	22 (15.0%)	86 (59.0%)	20 (13.7%)	11 (7.5%)	7 (4.8%)
Counseling helps to reduce drugs and substance abuse	20 (13.7%)	90 (61.6%)	16 (11.0%)	14 (9.6%)	6 (4.1%)
The administration accords the counsellors recognition and support	11 (7.5%)	14 (9.6%)	7 (4.8%)	95 (65.1%)	19 13.0%)
Use of counsellors has drastically reduced incidences of student discipline	27 (18.5%)	97 (66.4%)	4 (2.7%)	18 (12.3%)	0 0

N=146

Source: Fieldwork data (2019).

Table 4.12 show that 86 (59.0%) students and lecturers agreed that counselling has improved staff-student relationship and friendliness in the school which has improved student's discipline, 90(61.6%)agreed provision of counselling services has improved student's obedience which has also improved student's discipline, 95(65.1%) disagrees with the statement that the administration accords the counsellors recognition and support and 97(66.4%) agreed that using counsellors has drastically reduced incidences of student discipline cases in the university. This shows that professional counselling could help to reduce student indiscipline cases in public universities. This finding is in agreement with Nweze and Okolie (2014) study that individual counselling is of benefit to students' personal growth and maintenance of good morals.

4.7 Influence of Involving Students on Students Indiscipline

The fourth objective was to assess influence of involving students on students' indiscipline in Machakos University. Involving stakeholders in management of any organization helps in its smooth running and effectiveness. Students are stakeholders in a learning institution and therefore the study aimed at establishing whether University administration involves student leaders while making decision.

Table 4.13: Responses on Involvement of Student Leaders in Decision Making

Responses	Frequency	Percentage
Yes	41	28.0
No	105	72.0
Total	**146**	**100**

Source: Fieldwork data (2019).

Table 4.13 show that 72% of the students and lecturers felt that students did not take part in decision making while 28% indicated that students took part in decision making. Students were involved in areas like societies and clubs, games and sports, coordinating university activities and entertainment. The deans also explained why students' involvement in decision making was minimal. One dean said that:

> We cannot involve students in making major decisions because they are not mature enough to understand what is expected of them. Although the students are not greatly involved in making the rules and regulations and other administrative decisions, the student leaders play a bigger role in the implementation of the university rules and regulations. (Interview, 21[st] June, 2019).

The finding shows that students are rarely involved in decision whereby the students who not support some of the decisions made by the administration reject them by portraying various acts of indiscipline. The finding concurs with Sergiovanni (2008) who stated that including students in administration makes

students feel that they belong to the institution and therefore try their best to maintain the reputation of the university.

Students and lecturer were further asked to tick on listed statements on involving students in decision making and students' indiscipline. Findings are in Table 4.14.

Key: SA=Strongly Agree, A=Agree, UD=Undecided, D= Disagree, SD= Strongly Disagree

Table 4.14: Influence of Involvement of Students on Students Indiscipline

STATEMENT	SA F (%)	A F (%)	UD F (%)	D F (%)	SD F (%)
Involving students in decision making greatly helps to improve discipline	20 (13.7%)	91 (62.3%)	17 (11.6%)	13 (9.0%)	5 (3.4%)
The involvement of student's in decision making has led to openness	30 (20.5%)	87 (59.6%)	15 (10.3%)	10 (6.8%)	4 (2.7%)
The student council is asked when major decisions are made	27 (18.5%)	15 (10.3%)	12 (8.2%)	87 (59.6%)	5 (3.4%)
Student council attends disciplinary meetings.	6 (4.1%)	17 (11.6%)	30 (20.5%)	84 (57.5%)	9 (6.2%)
The student council is involved in supervising manuals, takes the roll call, and making announcements	29 (19.9%)	88 60.3%)	8 (5.5%)	10 (6.8%)	11 (7.5%)

N=146

Source: Fieldwork data (2019).

Table 4.14 show that 91(62.3%) agreed that involving students in decision making greatly helps to improve discipline, 87(59.6%) agreed that involvement of learners in decision making has led to openness in discussing their problems to the authorities, 87(59.6%)disagreed that the student council is consulted when major decisions are made, 84(57.5%)disagreed with the statement that the student council attends disciplinary meetings,88 (60.3%) agreed that the student council is involved in supervising manuals, taking the roll call, and making announcements.

This shows that students did not adequately take part in decision making and this could to resistance of some of the decisions concerning student welfare which might lead to high cases of indiscipline but when the students take part they try to maintain discipline and not go against the decisions they help in making. The finding support Wambua (2017) that involving students' in helps in reducing drug abuse, burning of property and disciplinary suspension.

4.8 Inferential Statistics

To assess the relationship between the study variables, the researcher carried out inferential analysis which were coefficient of correlation, coefficient of determination and multiple regression analysis.

4.8.1 Coefficient of Correlation

In attempting to establish the association between the study variables, the study employed the Karl Pearson's coefficient of correlation (r). According to findings in Table 4.15, there was a positive correlation between timely address of students grievances and students indiscipline as depicted by a correlation value of 0.721. The study further depicted a positive correlation between adherence to rules and regulations and students indiscipline with a correlation value of 0.628. The study also noted a positive correlation between counselling and students' indiscipline with a correlation value of 0.487 and a negative correlation between involving students in decision making and students' indiscipline a correlation value of 0.117. This shows a significant correlation between timely address of students' grievances, strictly following rules and regulations and counselling but a negative correlation between involving students in decision making and students' indiscipline.

Table 4.15: Coefficient of Correlation

Variables		Students indiscipline	Timeliness	Rules and regulations	Counselling	Involvement in decisions
Students indiscipline	Pearson Correlation	**1**				
	Sig. (2-tailed)					
Timeliness	Pearson Correlation	.721**	1			
	Sig. (2-tailed)	.000				
Rules and regulations	Pearson Correlation	.628**	.352	1		
	Sig. (2-tailed)	.000	.001			
Counselling	Pearson Correlation	.487**	.134	.362	1	
	Sig. (2-tailed)	.004	.012	.004		
Involvement in decisions	Pearson Correlation	.153	.342	.000	.366	1
	Sig. (2-tailed)	.117	.003	1.000	.005	

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

Source: Fieldwork data (2019).

4.8.2 Analysis of Variance

An analysis was performed on association between administrative practices and students indiscipline. The model was significant (p-value = 0.000) at 0.05 level in showing the linear relationship between administrative practices and students indicipline. In addition, the F-statistic is significantly higher than 1 therefore showing the model's suitability in assessing the relationship between independent (timely address of grievances, strict adhering to rules and regulations, counselling and involvement in decision making) and dependent variable (students indiscipline).

Table 4.16: Analysis of Variance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	194.319	4	11.288	7.407	.000[b]
	Residual	198.774	142	1.524		
	Total	393.093	146			

a Predicators: (constant) timely address of students grievances, adherence to rules and regulations, counselling, involvement in decision making
b Dependent variable: students indiscipline

Source: Fieldwork data (2019).

4.8.3 Coefficient of Determination

The coefficient of determination was performed to assess how suitable the statistical model was expected to forecast future results . The coefficient of determination, (r^2) explains how the four independent variables contributes (timely address of students' grievances, adherence to rules and regulations, counselling, involvement in decision making) to the dependent variable (students indiscipline). The four study variables contribute 75.4% of students' indiscipline as indicated by (r^2) as shown on table 4.17. This means that other factors that this study did not focus on contribute to 24.6% of empowerment of communities.

Table 4.17: Model Summary

Model	r	r^2	Adjusted r^2	Std. Error of the Estimate
1	.868[a]	.754	.727	.378

a Predicators: (constant) timely address of students grievances, adherence to rules and regulations, counselling, involvement in decision making.

Source: Fieldwork data (2019).

4.8.4 Multiple Regression

The researcher also carried out a multiple regression analysis. The aim of multiple regression is enhance understanding the association between the independent and a dependent variable. The researcher assessed how a unit change in a independent variable leads to a change on dependent variable. The equation

$$(Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon) \text{ becomes:}$$

$$Y = 3.947 + 0.568 X_1 + 0.552X_2 + 0.430X_3 + 0.112X_4$$

51

The regression equation shows that considering all study variables (timely address of students grievances, adherence to rules and regulations, counselling, involvement in decision making) constant at zero, students indiscipline will be 3.947. The study also reveals that assuming other variables are at zero a unit change (increase) in timely address of students grievances contributes to a 0.568 decrease in students indiscipline; a unit increase in adherence to rules and regulations contributes to a 0.552 decrease in students indiscipline; a unit increase in counselling contributes to a 0.430 decrease in students indiscipline and a unit increase in involving students contributes to a 0.112 decrease in students indiscipline as shown in table 4.18. This infers that timelines in addressing students grievances influence students indiscipline to a great extent followed by adherence to rules and regulations then counselling while involving students in decision making influence students indiscipline to a little extent students indiscipline .

From the model timely address of students grievances (p=0.000), adherence to rules and regulations (p= 0.000) and counselling (p= 0.004) had a significant relationship with the dependent variable (students indiscipline) as their p-values were below 0.005 while involving students in decision making (p= 0.272) was found to have an insignificant relationship with the dependent variable as their p-value was above 0.005.

Table 4.18: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	β	Std. Error	Beta		
Constant/Y Intercept	3.947	2.518		3.553	0.001
Timely address of grievances	.568	.105	.529	8.054	.000
Rules and regulations	.552	.102	.458	4.563	.000
Counselling	.430	.309	.567	2.392	.004
Involvement in decision making	.112	.316	.110	.207	.272

a Dependent variable: Students indiscipline

Source: Fieldwork data (2019).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study and conclusions. It also covers recommendation for potential actions and suggestions for future research.

5.2 Summary of Study

The aim was to examine administrative practices influencing students' indiscipline in public universities a case of Machakos University in Machakos County, Kenya. The study objectives were; to assess influence of timely address of grievances on students indiscipline in Machakos University, influence of adherence to the rules and regulations on students' indiscipline in in Machakos University, influence of counselling on students' indiscipline in Machakos University and influence of involving students on students' indiscipline in Machakos University. The study was anchored on social cognitive learning theory. The study involved both quantitative and qualitative survey designs. The target populace was 800 students, 62 lecturers and five deans. Simple Random sampling was applied to select 160 students, 62 lecturers and 5 deans. Data were gathered using questionnaires and interview guide analyzed and presented in tables in frequencies and percentages.

In line with objective one; findings established a positive correlation between timely address of students grievances and students indiscipline (r = 0.721, p-value=0.000). The university administration did not respond to students' grievance promptly but they took sometime investigating whether the grievances are genuine or not. The slow response to students' grievances seem to have aggravated anger in some students who become impatient and incite others to take part in indiscipline cases like strikes and going in rampage destroying properties. In addition, the university administration has not established independent mechanism for efficient and timely handling of student grievances; the administration have not established clear communication between them and the students and there is no body which receives students grievances and gives suggestions.

In line with objective two: the study showed a positive correlation between adherence to rules and regulations and students indiscipline (r = 0.628, p-value=0.000). The university orient all newly admitted students on the rules and regulations and adherence helps to reduce students' indiscipline. The study further found out administers were stern on students' mode of dressing, the administration is harsh on class attendance, the administration ensures that rules are clearly laid out in the notice board and students' disruptive behavior is associated with unclear rules and regulations.

In line with objective three: findings established a positive correlation between counselling and students indiscipline (r = 0.487, p-value=0.004). The university has a counselling department although students were reluctant to seek counselling services at will and majority only sought counselling when forced by the administrators. The most sought after counselling services by the students were drugs and substance use which help to reduce the rate at which students abuse drugs and substances like alcohol which negatively affect their academic life, relationship with opposite sex which helps students have healthy relations with their colleagues of the opposite sex.

Ladies are greatly affected by relationship especially when they are impregnated and have to drop out and for the young men it becomes hard to balance a family and studying. Students also usually seek career counselling to help them understand their career paths and psycho-social counselling services.

The finding also established that: counselling has improved staff-student relationship and friendliness in the university which has improved student's discipline, provision of counselling services has improved student's obedience which has also improved student's discipline and that the use of counsellors has drastically reduced incidences of student discipline cases in the university.

In line with objective four: findings established that is a negative correlation between involving students in decision making and students indiscipline (r = 0.153, p-value=0.117). The students were only involved in minor issues but the administration made major decisions without involving the students. Findings also established that involving learners in decision making could lead to openness in discussing their problems to the administration and the student council is involved in supervising manuals, taking the roll call and making announcements.

5.3 Conclusions

It was concluded that discipline status in Machakos University was poor. The university administration is very slow in responding to students grievances. Consequently, the students get angry and they go on rampage destroying the properties and strikes which disrupt learning. Timelines in addressing students' grievances influence students' indiscipline to a very great extent since there is positive correlation between timelines in addressing students' grievances and students' indiscipline. Timely address of students' grievances would significantly help to reduce cases of indiscipline.

Adherence to rules and regulations influence students indiscipline to a very great extent and this is supported by the significant relationship between adhering to rules and regulations and students indiscipline. Although the university orients all students on the rules and regulations, some learners fail to follow set rules and regulations by involving themselves in indiscipline acts like dressing

inappropriately, absconding lecturers, rudeness to administration and lecturers among others. Lack of observing the set rules and regulations lead to increase in indiscipline cases.

Counselling influence students indiscipline to a great extent. University offers counselling services to students especially in areas that affect them mostly like, in drug and substance use, sexual relationship, career choice among other counselling needs. Counselling helps students to rectify their behaviors hence reducing indiscipline cases in the learning institutions hence the significant.

This study concluded that involvement of students in administration′s decision making, influences students' indiscipline to a little extent. The relationship between involvement of students in decision making and indiscipline was not significant. The students were actually involved in minor issues but major issues were made only by the administrators.

5.4 Recommendations

The listed recommendations were made in order to effectively reduce indiscipline cases in Machakos University.

i. The universities should reduce the workload of the some administrators especially the deans to enable them have more time to listen to students' grievances and respond to the promptly. This would help to prevent students' rampages and property destruction.

ii. The dean of schools should put emphasis on the university rules and ensure that all are students oriented on the university rules and regulations.

iii. University registrars must create platforms for students on the advantages of adhering to rules and regulations. The administration should coerce lecturers and student leaders into harshly practicing the set rules and regulations.

iv. Counsellors who also serve as lecturers should be offered further training and orientation in guidance and counseling seminars to help students develop holistically.

v. Guidance and counseling in universities ought to be reinforced through capacity building and should be popularized by provision of special counseling rooms which helps in improving students' attitudes towards counseling.

vi. The registrars should come up with students' councils whereby the students can take part in administration issues. This will empower students on university matters and feel they are part of decisions made.

5.5. Suggestions for Further Study

The listed areas are suggested for further study.

i. Research on administrative practices influencing indiscipline in public universities conducted in other public universities in other counties for comparison purpose.

ii. Because the study only concentrated on public university, a related is suggested to be conducted in private university for comparison.

iii. A similar study should be conducted incorporating more variables that possibly influence students' indiscipline in public university. Such variables could be surrounding community and family factors.

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APPENDICES

Appendix I: Introduction Letter

Letter to Chancellor,

Emily Mbevi,

University of Nairobi

P.O. Box 30197-00100

Nairobi – Kenya

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH

I am a post graduate student at the University of Nairobi currently carrying out a research on "**administrative practices influencing students indiscipline in public universities a case of Machakos University in Machakos County**". I am therefore asking for your consent to collect data from students and lecturers. The questionnaires will be particularly for this study and no name of the respondents will be required. Your staff and students names will be confidential. Your assistance and support will be highly appreciated.

Thank you in advance.

Yours Faithfully,

Emily Mbevi.

Appendix II: Questionnaire for Lecturers

Please respond to all statements. Please click tick in appropriate bracket as your response to all the following questions.

Section A: Background information

1. Indicate your gender:

Male   ( )   Female   ( )

2. Which is your age Group:

25-30 years   ( )   31-35 years   ( )   36-40 years( )

41-45 years   ( )   46-50 years   ( )   50+ years   ( )

3. Years of service as a lecturer

Below 10 years( )   11-15 years   ( )

16-20 years   ( )   More than 20 years   ( )

4. Kindly indicate the frequency of experiencing the listed cases in the university in the last three years.

Cases	Always	Often	Sometimes	Rarely	Never
Arson					
Student bullying					
Property destruction					
Drug and substance abuse					
Sexual immorality					
Theft					
Any other(please specify)					

Section B: Influence of Timeliness of addressing students grievances on Students' indiscipline

5. How can you describe the speed at which the administrators respond to students grievances?

Prompt ( )   Fairly Fast ( )   Slow ( )   Very slow( )

6. Do you agree that timely addressing of students grievances influence students' indiscipline?

Strongly Agree ( ) Agree (   ) Not Sure ( )Disagree ( )Strongly Disagree ( )

7. Please indicate the mechanism used by the administrators in response to students grievances.

_____

_____

8. Kindly tick on level of agreement on listed statements on influence of timeliness of addressing students grievances on students' discipline.

Key: Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5).

STATEMENT	1	2	3	4	5
The administration has established independent mechanism for efficient and timely handling of student grievances					
There are open communication modes between administration and students					
There is a body which receives students grievances and gives suggestions					
The administration listen to students grievances					
Quick response on students grievances prevent possible students unrest					

Section C: Influence of University Rules and Regulations on Students' indiscipline

9. Does the university orient the students on the rules and regulations after admission?

Yes (   )   No (   )

10. Do you think that adhering to the rules and regulations helps to reduce students' indiscipline?

Yes (   )   No (   )

Kindly explain your answer

_____

_____

11. Kindly tick on agreement level on the listed statements related to university rules and regulations.

Key: Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5).

STATEMENT	1	2	3	4	5
The administration makes sure that students have a copy of university rules and regulations and they are strictly adhered to					
The administration is stern on students' mode of dressing					
Administration is stern on students' class attendance					
Administration ensures that rules are clearly laid out in the university notice board					
Students' disruptive behavior is associated with unclear university rules and regulations					

Section D: Influence of Frequent Counselling on Students' indiscipline

12. Does the university have a guiding and counselling department?

Yes (   )   No (   )

13. Kindly indicate whether the university offers the listed counselling services.

Material	Yes	No
Drugs and substance use		
Relationship with opposite sex		
Financial management		
Relating with authorities		
Health counselling		
Career counselling		
Psycho-social counselling		

14. Kindly tick on level of agreement on the listed statements on influence of counselling on students indiscipline.

Key: Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5).

STATEMENT	1	2	3	4	5
Counselling has improved staff-student relationship and friendliness in the university which has reduced student's indiscipline					
Provision of counselling services has improved student's obedience which has also reduced student's reduced student's indiscipline					
Consulting counsellors has helped to reduce incidents of students unrest					
Counseling helps to reduce drugs and substance abuse					
The university administration accords the counsellors recognition and support					
Use of counsellors has drastically reduced incidences of student indiscipline cases in the university					

Section E: Influence of Students Involvement in Decision Making on Students' indiscipline

15. Does the university administration involve the student leaders in decision making?

Yes (   )   No (   )

If yes, which areas are the student leaders involved in?

16.   Kindly tick on   level of agreement on the listed statements related to influence of involving students on students indiscipline.

Key: Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5).

STATEMENT	1	2	3	4	5
Involving students in decision making greatly helps to reduce indiscipline					
The involvement of student's in decision making has led to openness in discussing their problems to the university authorities					
The student council is consulted when major university decisions are made					
The student council attends disciplinary meetings.					
The student council is involved in supervising manuals, taking roll calls, punishing rule breakers and making announcements					

Thank you for your cooperation

Appendix III: Questionnaire for Students

Please respond to all statements. Please click tick in appropriate bracket.

Section A: Background information

1. Indicate your gender:

Male   ( )   Female ( )

2. Which is your age Group:

18-25 years(   ) 26-30 years (   )30+ years

3. Kindly tick on the frequency of experiencing the listed cases in the university

in the last three years.

Cases	Always	Often	Sometimes	Rarely	Never
Arson					
Student bullying					
Property destruction					
Drug and substance abuse					
Sexual immorality					
Theft					
Any other(please specify)					

Section B: Influence of Timeliness of addressing students grievances on Students' indiscipline

4. How can you describe the speed at which the administrators respond to your grievances?

Very fast (   )   Fast (   )   Slow (   )   Very slow(   )

5. Our university management addresses our grievances promptly

6. Please indicate the mechanism used by the administrators in response to your grievances.

_____

_____-

7. Kindly tick on level of agreement on the listed statements related to influence of timeliness of addressing students grievances on students' indiscipline.

Key: Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5).

STATEMENT	1	2	3	4	5
Administration has established independent mechanism for efficient and timely handling of student grievances					
There are open communication means between administration and students.					
There is a body which receives students grievances and gives suggestions					
The administration listen to students grievances					
Quick response on students grievances prevent possible students unrest					

Section C: Influence of Sensitization of Rules and Regulations on Students' indiscipline

8. Do you think that adhering to the rules and regulations helps to uphold students' indiscipline? Yes ( )   No ( )

Kindly explain your answer

_____

9. Kindly tick on level of agreement on the listed statements related to university rules and regulations.

STATEMENT	1	2	3	4	5
The administration makes sure that students have a copy of university rules and regulations and they are sternly followed					
Administration is stern on students' mode of dressing					
Administration is stern on students' class attendance					
Administration ensures that rules are clearly laid out in the university notice board					
Students' disruptive behavior is associated with unclear university rules and regulations					

Section D: Influence of Frequency of counselling on Students' Discipline

10. Does the university have a guiding and counselling department?

Yes (   )   No (   )

11. Do you think that the university counsellors are well trained?

Yes (   )   No (   )

Kindly explain your answer

_____

_____

12.   Kindly tick on   level of agreement on the listed statements related to influence of counselling on students indiscipline.

Key: Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5).

STATEMENT	1	2	3	4	5
Consulting counsellors has helped to reduce incidents of students unrest					
Counseling helps to reduce drugs and substance abuse					

	1	2	3	4	5
The administration accords the counsellors recognition and support					
Use of counsellors has drastically reduced incidences of student indiscipline cases in the university					

Section E: Influence of Students Involvement in Decision Making on Students' indiscipline

13**.** Does the university administration involve your leaders in decision making?

Yes (   )   No (   )

If yes, which areas are the student leaders involved in?

14.   Kindly tick on   level of agreement on the listed statements related to influence of involving students on students indiscipline.

Key: Strongly Agree (1), Agree (2), Not Sure (3), Disagree (4), Strongly Disagree (5).

STATEMENT	1	2	3	4	5
Involving students in decision making greatly helps in reducing indiscipline					
The involvement of student's in decision making has led to openness in discussing their problems to the university authorities					
The student council is consulted when major decisions are made					
The student council attends disciplinary meetings.					
The student council is involved in supervising manuals, taking roll call, punishing the rule breakers and making announcements					

Thank you for your cooperation

Appendix IV: Interview Guide for the Dean of Schools

1. What is your highest level of education?

2. How long have worked as a dean in a higher learning institution?

3. What are the most common students discipline cases reported to your office?

4. How can you describe the timeliness of addressing students' grievances?

5. Do you think that timely addressing of students grievances help to curb or reduce indiscipline cases amongst students?

6. What is your opinion with regards to influence of rules and regulation on students discipline?"

7. Does the university sensitize the students on the rules and regulations?

8. How can you describe the influence of counselling services on students indiscipline this university?

9. Do you think the counsellors are well trained to counsel young adults?

10. As an administrator, do you involve student leaders when making decisions that affect them?

11. Do you think involving the students in decision making influences discipline amongst students?

Appendix V: Authorization Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/19/58423/31259**

Date: **3rd July, 2019.**

Emily Mwende Mbevi
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Administrative practices influencing indiscipline in public Universities: A case of Machakos University in Machakos County."* I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for the period ending 27th **June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Machakos County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

Appendix VI: NACOSTI PERMIT

THIS IS TO CERTIFY THAT:
MS. EMILY MWENDE MBEVI
of UNIVERSITY OF NAIROBI, 92-902
KIKUYU,has been permitted to conduct
research in *Machakos County*

on the topic: *ADMINISTRATIVE*
PRACTICES INFLUENCING INDISCIPLINE
IN PUBLIC UNIVERSITIES A CASE OF
MACHAKOS UNIVERSITY IN MACHAKOS
COUNTY

for the period ending:
27th June,2020

Permit No : NACOSTI/P/19/58423/31259
Date Of Issue : 3rd July,2019
Fee Recieved :Ksh 1000

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

THE SCIENCE, TECHNOLOGY AND
INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science,
Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
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Technology and Innovation

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Serial No.A 25674

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