

Full Length Research Paper

Effectiveness of communication on students discipline in secondary schools in Kenya

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The influence of communication on student discipline in secondary schools is an issue of continued debate in Kenya. This study was necessitated by the growing concern by education stakeholders in Kenya over the rising reports of student indiscipline in secondary schools. The study utilized qualitative approach with questionnaires, interviews and documentation as instruments of collecting data. Purposive sampling was used to identify Naivasha district as the location of the study. Stratified and simple random sampling was used to identify 8 secondary schools and 200 respondents from these schools. 20 students and 4 teachers in each sampled school were given the self administered questionnaires while all the 8 head teachers were interviewed. The data collected was analyzed descriptively. The findings of this study shows that the level of discipline in secondary schools in Kenya is very low, schools administration rarely discussed implementation of rules and regulations to students hence there are poor channels of communication. Ineffective communication results in conflict, chaos, misunderstanding and lack of confidence in school administration. Factors such as individual communication skills promoted effective communication whereas barriers to interpersonal communication hindered effective communication. This study recommends that the school administration should initiate dialogue when dealing with students to discuss discipline matters, rules and regulations. Regular meetings and morning assemblies should be used as main channels of communication. Schools should avoid ineffective channels of communication which result in conflict, chaos, misunderstanding and lack of confidence in school administration. Guidance and counselling were seen to be effective ways of communication to overcome barriers of communication.

Key words: Communication, effective, channels, influence, discipline, administrators.

INTRODUCTION

The issue of student discipline in secondary schools in Kenya is not just a fleeting concern of the last few months. The subject has long been debated and has featured repeatedly on school as well as national agendas both in Kenya and in other countries across the world. The Government of Kenya (GoK) is currently implementing several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counselling units in all secondary schools (MOEST, 2005). In spite of these efforts there have been several cases of student indiscipline reported in our daily newspapers while majority of the cases go unreported.

Although newspapers sometimes are biased and unauthentic, they contain important and contemporary data which is useful in a study like this one.

Therefore, Kindiki (2004) elaboratively quoted Onyango

(2003) arguing that violence in schools in Kenya is common. There are many examples to qualify this statement. On the 13th July 1991 Saint Kizito Mixed Secondary School in Meru, Kenya boys went on rampage in the night raping and maiming female colleagues in a 1.00 am violent ordeal. 19 female students died and 71 received injuries (Kenya Times, 16 July, 1991 page1 Col. 7 p2 Col. 2 - 6). In May 1997, 57 students at Bombolulu Girls Secondary School perished in dormitory as a result of fire started by other students. In 1999 four prefects were burnt in a dormitory in Nyeri High School (Onyango, 2003 in Kindiki, 2004).

In November 1999, a drugged and drunk student at Sagalo Instituted of Science and Technology murdered, the school principal (East African Standard, 13 November, 1999 p2 Col. 1). In June 2000, about 3,000 pupils of Wangu, Ronald Ngala, Tom Mboya, Ushirika and Dadora

primary schools in Dadora estate in Nairobi City went on a rampage protesting the death of a colleague in a 6.30 a.m road accident. Pupils destroyed property, pelted motorists with stones, looted, drank beer and set a vehicle involved in the accident on fire (East African Standard, 6 June, 2000 pg 32 Col. 1 - 3). In July 2001 Kyanguli Boys Secondary School in Machakos doused a dorm with 20 litres petrol and set it ablaze in wee hours of the morning as boys slept. 67 students were roasted alive because they wanted to force school administration to close school earlier than was scheduled (East African Standard, Monday, April 2, 2001 in (Onyango, 2003 in Kindiki, 2004).

On 13th September 2002, pupils from the City secondary school were sent home because they burnt a dormitory and students from the University of Nairobi broke into police station to release a colleague charged with a sexual offence. On 16th September the University of Nairobi students rioted in violent confrontation with police. The cause of such episodes seems to be more than just declining discipline standards but reflect violence in the wider society served by these schools (Onyango, 2003 in Kindiki, 2004).

In October 2005, more than 400 Kabuyefwe Secondary schoolboys in Kitale went on the rampage and burnt down the administration block. They also set the store on fire and shattered windows of other buildings. The students were angered by poor Kenya Certificate of Secondary Education (KCSE) results over the years and what they termed as their teacher's irregular class attendance. Other grievances included poor diet and being denied the chance to talk to female colleagues whose school is next to theirs (Sunday Nation, October 9, 2005).

Students of Nairobi Ridgeways Academy were forced to sit in the cold after a fire razed their dormitory. The fire started at 3 am, after two groups of students engaged in an argument and could not settle their differences amicably (Mathenge, 2006). Students of Kithangaini Secondary School in Machakos locked the head teacher in the office and walked 25 Km to report their grievances to the Machakos District Commissioner's (DC's. The students complained of an alleged invasion of ghosts in their school and high handedness of the school principal who refused to listen to their grievances (Nzia, 2006).

A form four student from Upper Hill School in Nairobi went to court to contest his expulsion over alleged use of drugs and the court ruled that the student be re-admitted to the school unconditionally. The student had filed an application in court stating that both the board and the head teacher had failed to give him an opportunity to defend himself against the accusations. This was all despite the student's own sworn affidavit of having 'misbehaved' after taking a soft drink laced with alcohol (Siele, 2007). Such incidences may lead to the school administration's reluctance to deal with indiscipline cases in schools. Teachers are now reluctant to take disciplinary action against students for fear of being sued by parents (Ngare, 2007).

The chairman of the Kenya Secondary Schools Heads Association (KSSHA) described this trend as a sad affair because school administrators were faced with the uphill task of cracking down on drug and alcohol abuse, plus other forms of indiscipline among students. According to the chairman, this trend would jeopardize efforts being put in place to tackle indiscipline and would encourage indiscipline in schools because students would break rules in the belief that they can seek redress in court if punished (Daily Nation, October 10, 2007).

Several extreme cases of student indiscipline have been attributed to gaps in formal communication or to an ineffective communication system within the school. At *prima facie*, it is believed that school administration is responsible for all that goes on in the school, be it positive or negative; and is, therefore, by extension responsible for the level of student discipline. In essence, the school administration is expected to promote good behaviour in the school.

School administrators control students by imposing some form of punishment, thinking that punishment is the most effective means of deterring students from repeatedly failing to behave properly. Schools use policy documents such as school code of conduct which spell out clearly school regulations or 'ground rules' that help the students know what is expected of them in order to maintain a well run and organized school. School code of conduct is important but it is a good idea to explain the rules and why they are written because its rigid implementation may create anti-establishment. There should be love and respect within a discipline system, before making a decision to punish, the circumstances leading to the incidence in question must be explained in detail. Punishment should be consistent and immediate, delaying the decision is ineffective and in many cases the recipient may forget the reason for the punishment (Bakhda, 2004).

Despite of the existence of the school code of conduct, most schools world wide continues to experience student discipline problems because punishment produces anger and rebellion in the students, and frustration and a feeling of inadequacy in the school administration. Punishment is often repeated without ever producing the desired result; that of correction and a change of heart in the students (Sushila, 2004).

In Kenya, corporal punishment was legally abolished in schools in Kenya in 2001. In spite of efforts made by the Government of Kenya (GoK) in abolishing corporal punishment school discipline is deteriorating to such a level that the school system may soon become unmanageable. For example, research studies conducted in developed countries such as the United States (USA) and Europe in the United Kingdom (UK), France and Spain consistently highlight similar issues of the deteriorating scale and nature of violence and indiscipline within schools. The Scottish secondary school teachers indicated that students persistently infringe on school rules. In

less developed countries such as the Trinidad and Tobago, the Ministry of Education (2005) considers the issue of student discipline a deteriorating big problem. In Tanzania, teachers are meant to have absolute powers over students, visible in methods of reward or punishment used by the teacher because of student indiscipline.

Whether in the developed or less developed countries, studies generally indicate that the definition of discipline clearly incorporates a wide range of behaviours which can alter depending on both the context within which the behaviours are enacted and for whom they are directed towards. Also, initiatives developed to address students' behaviour have for long time lacked appropriateness in terms of their impact upon improving the situation.

Teachers and school administrators agree that discipline is a serious problem and that students' behaviour is difficult to deal with. Although the teachers attest to the fact that the repetitive nature of student discipline cases caused them stress, they are all not in agreement on how to deal with discipline cases (Wright and Keetley, 2003, Munn and Johnstone, 1992).

Perhaps, ineffective communication between the students and the school administration causes student indiscipline. This study was, therefore, done to establish the effectiveness of communication on student discipline in secondary schools in Kenya. An effective communication system establishes the relationships between and among teachers, non-teaching staff and students within the school. The role of the head teacher, as an administrator, can only be realized by an established comprehensive system of communication. Communication is essentially a bridge of understanding between people in any institution (Mbiti, 1974).

Statement of the problem

The issues of communication and student discipline in secondary schools in Kenya are viewed by many as contemporary problems that may turn into a crisis if not checked. One significant issue of concern is that indiscipline and violence in schools does not discriminate; essentially transcending the boundaries of gender, class and race. The impact has vast implications for schools; teachers have less time to deliver teaching in order to effectively manage indiscipline cases, school property is destroyed and even lives are lost.

The problem of study focused Naivasha district as an example of other districts in Kenya where indiscipline students have gone on rampage and destroyed valuable school property as a way of protesting against the school administration's indifference to their various grievances. In July 2006, more than 600 students of Naivasha Mixed Secondary School in Naivasha district were sent home when they went on the rampage and destroyed property worth thousands of shillings. Trouble began at night when some boys demanded disco as part of their entertainment. Four students were picked up by the police for questioning and, angered by their colleagues' arrest; the rest

of the students destroyed several classroom doors and disconnected power to the school (Nation Correspondent, 2006). Such incidences portray the need to put in place strategic means of passing timely information from the students to the school administration and vice versa.

Schools in Naivasha district are among very many schools in Kenya which lack clear channels of communication. Communication between the school administration, parents, teachers and students is either lacking, inadequate or inconsistent. Students are mostly influenced by Information Technology and friends. In contemporary Kenyan settings, students are highly influenced by media.

But because of disparity in accessing information from the media students receive it either by chance or it is incorrectly transmitted through grapevine by friends and peers and tends to produce undesirable outcome. Such information constitutes rumours, which arise due to gaps in formal communication, and tends to change as it passes from one person to another.

The following research questions posed- what is the level of student discipline in secondary schools? How often does school administration communicate to students on issues of discipline? What are channels of communication used by school administration to communicate to students on issues of discipline? How effective is the communication used in secondary schools? What are the factors that promote effective communication in secondary schools? What are the factors that hinder effective communication in secondary schools?

Research design and methodology

Methodology describes the overall approach to research design. It is a strategy or a plan of action that links methods to outcomes. It governs choice and use of methods (Creswell, 2003). The study adopted qualitative methodology as the broad theoretical framework which was used to investigate effectiveness of communication on students discipline in secondary schools in Kenya. Thus, qualitative methodology helped the researcher to understand, "in broadest possible terms, not the products of specific enquiry but the process itself" (Kaplan, cited in Cohen et al., 2000)

Research design

The study adopted qualitative survey research design and utilized questionnaires, interview schedules and documentation as instruments of data collection. This design was guided by the sociopsychological theory which considers an individual's personal and social context basic to the communication process. The key issue is not whether administrators engage in communication or not, but whether administrators communicate effectively or poorly and whether their messages are interpreted as they intended (Hoy and Miskel, 1987).

Sample

Gilgil Division enrolment records indicated that it had a total of 27 secondary schools. Thirteen (13) of these schools were public and 14 were private. The public schools had 3,516 students. Of these, 2,586 were male while 930 were female. The private schools had a student population of 2,652, comprising of 1,070 male and 582 fe-

male students respectively. The total number of teachers in these schools was 334. 153 of these were male whereas 81 were female. Due to the scattered nature of the schools in the division, the researcher targeted two schools from each of the four locations of the division. This brought the total number of the schools targeted for the study to 8. The study specifically targeted the students, teachers and head teachers of these 8 schools.

Sampling procedures

Purposive, Stratified and Simple Random sampling were used. Purposive sampling was used to pick the division for the study, considering the wide area that comprises Naivasha district over which the secondary schools are scattered. The 27 secondary schools from the chosen division were then put into stratified groups depending on whether the schools were Public, Private, Boys, Girls, Mixed, Day and Boarding. Simple random sampling was then used to pick 8 schools from all the school categories. This was done considering the fact that student discipline is an issue of concern in all types of secondary schools. Simple random sampling was further used to pick 20 students and 4 teachers from each of the 8 schools; to whom the questionnaire was administered. This was done so that every individual in the target population would have an equal chance of being a subject in the study. All the 8 head teachers from these schools were interviewed for the study. The sample size thus comprised 200 respondents.

Questionnaires

The questionnaire was semi-structured, thus contained both open-ended and closed-ended questions. One questionnaire was constructed for both the students and the teachers because the information needed from the two groups was similar in nature.

Interview schedule

The interview schedule was only used with the head teachers because the students might not have talked openly about discipline issues in a face to face interview but would have been more willing to give the same information anonymously through the questionnaire.

Documentation

Documents such as school enrolment records, schools' code of conduct, schools black books, letters from student suggestion boxes, newspapers and reports were also analyzed to get information pertinent to the study.

The reliability of research instruments used in this study was pre-tested through a pilot study, which was conducted in the neighbouring Nakuru district. The validity of the research instruments was established through the involvement of critical friends particularly lecturers and postgraduate students in the school of education, Moi University.

Summary of findings

The findings of this study are based on the objectives, research questions raised to generate data and its analysis. The first theme investigated the level of student indiscipline in secondary schools in Kenya. The respondents interviewed for this study indicated that the most prevalent cases of indiscipline include drug abuse, fighting

amongst the students, insubordination, sneaking from school, destruction of school property and stealing of other students' property. In one of the schools, it was reported that two students had once fought and seriously injured each other simply because they were from different tribes. The head teachers also attested to the fact that the advent and use of Information Communication Technology (ICT), especially mobile phones had led to an increase in and also introduced a new dimension to, student indiscipline. Also, some students are given too much pocket money by their parents. They end up using this money in engaging in anti-social behaviour like drug and alcohol abuse.

Various techniques were used by the school administration to deal with cases of student indiscipline. Suspension was considered as the most common technique used to deal with indiscipline in secondary schools. This was followed by manual work, guidance and counselling. Guidance and counselling is rarely resorted to in handling cases of student indiscipline. The respondents interviewed attested to the absence of strong guidance and counselling units in their schools although it was considered largely effective in dealing with indiscipline cases.

Caning was considered by respondents as ineffective technique of dealing with indiscipline. Due to the ban on the use of the cane to instil discipline in schools, school administrators have resorted to other methods which may be physically and psychologically damaging to the recipient and may also have long-lasting and devastating effects.

According to the respondents, the main argument against suspension as a method of dealing with indiscipline was that suspended students will lose out academically. The time they waste going home tends to lower their academic standards. Suspension also punishes the parents/ guardians who normally have to accompany the errant students back to school. In addition, the suspended students will take advantage of the suspension to engage in other harmful activities outside the school, such as drug abuse and petty theft. Suspended students will also rarely change their behaviour and will most likely carry on with the same delinquent behaviour after the suspension. Some suspended students also never come back to school. They opt to drop out of school altogether as they feel stressed. Others may even resort to other drastic measures, like suicide, to protest against what they feel is an injustice to them.

Manual work also leads to time wastage as it will usually be done while the other students are in class studying. As the punished student carries out the manual work in full view of other students, he will feel demeaned and psychologically abused. Put together, suspension and manual work lead to tension and enmity between the school administration and the students and this would result in deterioration of the relationship between the two parties.

Guidance and Counselling is an effective method of

dealing with indiscipline because it addresses the problem and its root cause. Through effective guidance and counselling, students would also realize their mistakes and initiate behaviour change aimed at being better disciplined. Therefore, guidance and counselling leads to the peaceful resolution of problems as no ill feelings that may lead to aggressive behaviour will be harboured.

The findings indicate that the level of discipline in many secondary schools in Kenya is very low. The most prevalent cases of indiscipline include drug abuse, fighting amongst the students, bullying junior students, insubordination, sneaking from school, destruction of school property and stealing other students' property. The use of ICT especially the use of mobile phones, digital TVs and internet networks, too much pocket money led to anti-social behaviour among students. The school administration utilizes four methods used for dealing with indiscipline cases in secondary schools in Kenya. These are suspension, manual work, guidance and counselling and sometimes though illegal caning is used.

The second theme investigated how often the school administration communicates with students as far as discipline and implementation of rules and regulations is concerned. The data indicated that most school administrators rarely put any effort in discussing the implementation of rules and regulations with the students. Most of the respondents indicated that the school administration comes up with the school rules without consulting the students. The only time when students and the administration talk about the rules in most schools is when the student is being admitted. This is usually done in the presence of the parent and the student signs promising to obey all the rules. Some of the rules that the student promises to obey are undemocratic, vague or oppressive to the student.

The findings indicate that school administrators rarely discussed the implementation of rules and regulations with the students. The findings also indicate that students are made to sign undemocratic, vague and oppressive rules only during admission process.

The third theme aimed at identifying channels of communication used by school administration to communicate to students on issues of discipline. The empirical data revealed that the school administration has a choice of several channels used to communicate to students' important information concerning the school. The channels chosen and used would determine how well the information is passed and received by the students as well as determining the reaction of the students to the message. Many respondents did not indicate meetings as channels of communication used by the school administration. The implication here is that meetings as channels of communication are never used or initiated by the undemocratic school administration.

Some respondents preferred meetings as the best method of providing first hand information therefore not subject to misinterpretation. The message received in meet-

ings would also be clarified on the spot in case of misunderstanding. This means that the feedback in meetings would be immediate and no one would be left in doubt as the communication would be two-way.

Meetings and morning assemblies were found to be the most favoured way of passing information to the school administration. In such schools, students were not afraid to air their views in fear of victimization. The findings reveal that students had honest presentations of their problems. The right information about students' grievances was also passed on to the administration. The implication here is that democratic school administration did not rely on rumours or hearsay in order to take appropriate action.

Meetings were preferred as the best channel of communication because they improved the interaction, hence the relationship, between the administration and the students and this would in turn lead to unity and peace in the school. Meetings convened by the school administration would also be taken more seriously by students as opposed to, for example, messages on the notice board which can be ignored, overlooked or pass unnoticed by the students.

Morning assemblies are effective in conveying information to the students because they are held regularly and all students and teachers are assumed present during the assembly. As in meetings, the information passed during assembly would also be first hand and not subject to misinterpretation. In assemblies however, the communication is normally one-way and does not give room for immediate feedback as in meetings. This is because the students are, more or less, given directives without being given a chance to negotiate, question or seek clarification on the issues addressed.

According to the respondents, notice boards are not a very effective way of passing information to the students because the message on the notice board could easily pass unnoticed or be ignored by the students. Some cheeky students could also pluck the notices from the board before they are read by other students. Also, the message on the notice board could be ambiguous and thus prone to misinterpretation if not clarified. Such clarification is always not immediate when notice boards are used to pass information.

In a school setting where students feel constrained and scared of voicing their opinions, suggestion boxes were favoured as a method of communicating to the school administration. This is because suggestion boxes guarantee the students anonymity.

The respondents indicated that suggestion boxes would be effective as a means of communicating to the administration because they are confidential and guarantee the students security and anonymity; therefore no one can be victimized. Thus, any issue affecting the students would be raised without fear through the suggestion box. Even complaints against the head teacher and the teachers would be freely voiced using the suggestion boxes.

Suggestion boxes would also be easily accessible to all students and the notes in the suggestion boxes could be kept for future reference. The messages in the suggestion boxes would also be sure to reach the administration since in most schools, only the administration has the key/access to the suggestion boxes. An adoption of the two forms of communication, that is meetings and suggestion boxes, by students in secondary schools would thus ensure that the students effectively present their grievances to the administration.

The findings revealed that there are poor channels of communication used by school administrators. Undemocratic school administration did not consider meetings as important channels of communication. Conversely, democratic school administration preferred meetings and morning assemblies as the best channels of communication.

The fourth theme investigated effectiveness of communication in secondary schools. Data generated from respondents was analysed and revealed that effective communication is an integral part of successful school administration. Lack of effective communication or poor communication will result in conflict, chaos, misunderstanding and lack of confidence in the school administration. Because effective communication is vital to the success of the school, the school administration must put in place and use effective communication channels within the school.

An effective communication channel ensures that the message sent is clearly understood by the receiver and it is also given in full with no gaps that could be filled in through rumours. Further, the message is sent at the proper time and feedback is given immediately. It was clear from data analysed that the communication channel utilized meets the requirements of clarity, adequacy, proper timing and appropriate feedback.

The findings indicate that ineffective communication will result in conflict, chaos, misunderstanding and lack of confidence in school administration. Effective communication ensured that messages reach the receiver who gives feedback. It allows no room rumours.

The fifth theme identified factors that promote effective communication in secondary schools. According to the respondents, regular guidance and counselling sessions for the students would help in promoting effective communication because they would dig deeper and unearth the source of the problem and this would lead to the peaceful resolution of the issue (s) at hand. Frequent meetings between the administrators and the students would also improve communication in the school as they would create good and positive relations between the students and the administration. In the absence of such frequent meetings between the students and the administration, an effective and efficient prefect system would also enhance communication because the prefects would be used as a link between the students and the administration.

Willingness by the administration to listen to the students would also greatly enhance communication in the school. However, this can only be possible in a democratic school setting, where everyone's views are listened to and respected. In addition, the ability and willingness of the head teacher to delegate duties to the other teachers in the school would also improve communication in the school. This is because these teachers would interact with the students in the course of executing the work given to them and would thus be in a position to give useful feedback to the administration.

The analysed data revealed that there are factors such as individual communication skills which promote communication. These include regular guidance and counselling sessions for the students, an effective and efficient prefect system, willingness by the administration to listen to the students and the ability and willingness of the head teacher to delegate duties to the other teachers in the school would help in promoting effective communication.

The sixth theme identified factors that hinder effective communication in secondary schools. As pointed out by the respondents, the fear of the administration by the students and especially where the relationship between the two parties is poor and not open would greatly hinder effective communication. This could be attributed to an autocratic administration that does not listen to the students' grievances. Some school administrators also ignored students' problems and students would therefore not be willing to go back to the same administrators next time a problem arose. The students would, therefore, resort to other forms of expressing their problems, for example, boycotts, strikes and destruction of school property.

Lack of a proper hierarchy of authority in a school setting would also lead to poor communication in the school because the students would not know exactly to whom they should forward their grievances. This could lead to appropriate channels of communication not being followed and as a result, there would be delays in the information reaching the right recipient.

Some schools also lacked clearly stated rules and regulations to guide students' behaviour. In such cases, students would feel antagonized when punished for a rule whose penalty is not clearly stated. This antagonism would ultimately lead to communication breakdown between the students and the school administration. Peer pressure was also a major factor to contend with as far as effective communication is concerned because when the students are acting as a group, they would psyche or encourage each other to express their feelings in destructive ways instead of talking to the administration. This was attributed to inadequate guidance and counselling for the students, on the dangers of acting on mob psychology.

The respondents also indicated that interference by overprotective parents or guardians would lead to communication breakdown in the school because the school administration would feel antagonized by such parents

while the students in question would think they have been given a green light to misbehave.

The findings reveal that there are factors such as barriers to interpersonal communication which hinder effective communication. These include fear of the administration by the students especially where it is not open but autocratic and ignored students' grievances, lack of proper hierarchy of authority to whom grievances are forwarded, peer pressure, inadequate guidance and counselling units, clearly stated rules and regulations to guide students' behaviour and interference by overprotective parents and guardians are some of the hindrances effective communication.

Conclusion

Generally, there is a glaring gap in communication, especially communication on discipline issues and implementation of rules and regulations, in secondary schools in Kenya. As a result, the discipline standards in Kenyan secondary schools have gone down drastically. In addition, the methods employed by school administrators in dealing with indiscipline are not effective. Also, school administrators have not put in place effective communication systems or mechanisms, and this has led to communication gaps in schools. Such gaps have further led to communication breakdown between the school administration and the students and this may be the reason why students choose other destructive ways to express their grievances to the school administration. The data also revealed that there are key factors that help in either fostering or hindering effective communication in secondary schools. If these factors are addressed, the effectiveness of communication in secondary schools would greatly improve. This would, in turn, help in improving the discipline standards in these schools because there is a significant positive correlation between the effectiveness of communication and student discipline in secondary schools in Kenya.

It is evident that secondary school administrators need to explore more amicable ways of dealing with student discipline issues. Effective communication is essential in schools for coordination of school activities as through communication, all members of the school community will be aware of the day to day happenings in the school. It is therefore imperative that communication in schools be improved for higher standards of discipline to be realized.

Recommendations

Based on this research study, the following recommendations were made: Dealing with low levels of discipline cases: The schools administration should deal with cases of low levels of discipline in secondary schools by utilizing guidance and counselling which was rated the best method of approach.

Since all countries are living in a global village affected

by modern technologies students need to be guided on the proper use of ICT especially the use of mobile phones, digital TVs and internet networks in order to minimise antisocial behaviour among.

Implementation of school rules and regulations: School administration rarely meets students. Dialogue with students to discuss discipline matters, rules and regulations as well as issues that affect them on regular basis should be considered as a priority. During admission process students should be made aware of the implications before signing that they will obey rules and regulations.

Channels of communication: Meetings and morning assemblies should be used in secondary schools as main channels of communication because they improved the interaction and relationship between the administration and the students hence leading to unity and peace in the school.

Effectiveness of the channels of communication: Schools should avoid ineffective communication channels which results in conflict, chaos, misunderstanding and lack of confidence in school administration. Effective communication ensured that messages reach the receiver who gives feedback. It allows no room for rumours.

Factors that promote effective communication: Schools should sensitise students through regular guidance and counselling sessions on individual communication skills. An effective and efficient prefect system, willingness and ability of the head teacher to delegate duties to the other teachers in school and the entire administration to listen to the students could help in promoting effective communication.

Factors that hinder effective communication: Schools could sensitise students through guidance and counselling sessions on barriers to interpersonal communication that hinder effective communication including fear of the administration by the students especially where it is not open but autocratic and ignored students' grievances, lack of proper hierarchy of authority to whom grievances are forwarded, peer pressure, inadequate guidance and counselling units, clearly stated rules and regulations to guide students' behaviour and interference by overprotective parents and guardians.

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