Provision of Students' Welfare and its Influence on Discipline Management in Public Secondary Schools at Kisumu County, Kenya

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Abstract: **Provision of welfare services to students is one way of attaining a solution to depressive symptoms predicted by typical school experiences. Whereas administrators of many secondary schools have put in place various welfare services, public schools in some regions of Kenya such as Kisumu County have continued to experience student indiscipline incidents over the years. The objective of this paper was to investigate the influence of provision of student welfare services on discipline management among public secondary schools at Kisumu County in Kenya. Specifically, the paper analysed how provision of health services influence student discipline and how provision of social support services influence discipline management in public secondary schools. The General Systems Theory advanced by Ludwig von Bertalanffy was adopted to guide the study. This research adopted a cross - sectional survey design on a target population of 225 public secondary schools comprising 225 principals, 225 discipline masters and 225 student council leaders. Yamane's formula was used to obtain of 144 schools: 144 school principals, 144 discipline masters, and 144 student council leaders, alongside 7 sub county education officers, thus forming 439 as the study sample. Closed ended questionnaire was used to collect data from discipline masters and student council leaders while interviews were done with school principals and sub county education officers. Content validity index and split-have methods were computed to check validity and reliability respectively. Findings showed that there was satisfaction with health (M=4.9; SD=1.23) and social (M=4.81; SD=1.19) service provisions among the secondary schools. It is further illustrated that there was a statistically significant positive correlation between students' welfare management and students' discipline (n=137, r=.261, p=.002). It is concluded that provision of appropriate student welfare services can lead to a significant improvement in students' discipline among public secondary schools. This finding should inform formulation of tailored welfare services to students in every secondary school, and further research ought to be done on the effect of healthcare needs provision on students' discipline management in public secondary schools.**

Key Words: **Provision of Student welfare services; Health services; Social services; Students' discipline; Public Secondary Schools**

I. INTRODUCTION

The administrators of learning institutions are under obligations to provide learning environments which inculcate better psychological results consistent with excellent school experiences among children and adolescents (Baria &

Gomez, 2022). According to Ngin et al (2018), potential depressive symptoms among students are largely predicted by typical school experiences. Provision of welfare service to students by the school administration is therefore not a bargain. Bethell et al (2017) postulates that provision of student welfare services refers to how the school administration offer basic services and programs that guarantee relevant, efficient and effective support and assistance to the well-being of all learners. According to Shaheen, Mahmood and Shah (2020), welfare services, also known as student support services include counseling services with regards to academic career and social skill guidance, healthcare programs, accommodation services, catering services, and health services purposely provided to meet the needs of the students. However, existing studies covering on student welfare services have tended to focus on universities as opposed to secondary schools on one hand, and have not related the same with student discipline. This is irrespective of the fact that student discipline has remained a major problem in secondary schools across the globe.

Students' discipline is an endeavor whose purpose and plan is to create a suitable learning environment in order to achieve learning objective (Ilyasin, 2019). Onasanya (2021) views school discipline as behavioural strategies and system of guidelines, rules, laws, and punishments set to regulate students' behaviours and to maintain orderliness in schools. According to Belle (2018), an orderly school environment makes students, teachers and other staff to feel connected to and safe at the school's immediate environment. Ergün (2014) enumerates student misbehavior under disciplinary problem in schools to include disobedience, immoral behaviour including foul language, forgery and exam malpractice, physical violence, absconding school responsibilities, misuse of mobile phones, and drug use. Whereas studies have documented that provision of welfare services including sufficient health needs as well as social support is critical in enhancing student satisfaction and consequently academic performance, limited focus has been directed at how the same influence student discipline. This is because secondary school levels form transitional periods in adolescent risk behaviors such as drug

abuse, and other peer influenced characters are picked (Lee, Park, Jang & Park, 2017).

One of the integral parts of the school administration aimed at making the lives of student to be better is the provision of welfare services (Hanafi & Taslikhan, 2016). Discussions of welfare management in educational institutions have, however, fallen shy of explaining how these practices relate with student discipline especially in secondary schools. For instance, a study done in Romania by Ciobanua (2013) analysed the role of student services in the improvement student experience in higher education and showed that the services were influenced by beliefs and values emphasized by the staff and content of curriculum. In a study which explored the distinctive role of nurses in delivering school health services for primary and secondary school students in Hong Kong, Lee (2011) revealed that diverse communication skills and clinical knowledge must be possessed by the nurses for such services to be delivered. A study done in Philippine Baria & Gomez (2022) assessed how social support influence learning and development of grade six students and revealed very high positive significant relationship. In Argentina, Adrogue and Orlicki (2013) explored the effects of in-school feeding programs on academic performance and drop out in public schools and showed existence of partial improvement. On their part, Mushonga, Ndlovu, Ngxabani, Rumbu and Maphumulo (2017) examined the effect of student welfare provision on satisfaction at University of Fort Hare in South Africa and revealed very low satisfaction with the services. Musolo (2020) carried out a study in Kenya to examine the role of school feeding programme in increasing performance and retention levels in Kajiado County and revealed that the programme has to some levels increased the performance of learners. The aforementioned studies tend to illustrate how provision of welfare services such as healthcare and social support influence student discipline in public secondary schools remain understudied. The attention on how satisfaction with welfare management in secondary schools is critical especially in areas where student disruptions are rampant as has been reported in some counties in Kenya.

In Kenya, Kisumu County is one of the areas where rampant incidents of student misbehavior have been reported over the last decade. For instance, Luvega (2016) reports that act of sodomy against Form one students have been a tradition since the 90s in Maseno School, one of the oldest National schools in Kenya. The author also reports that examination dishonesty has been frequent, leading to cancellation of 2015 Kenya Certificate of Secondary Education (KCSE) examination results in several schools in the county. In addition, Kisumu County contributed an average of 32.9% of the reported cases of disobedience from all public secondary schools in the 47 counties in Kenya. Whereas this is an illustration of disobeying set rules and regulation, the extent to which satisfaction with welfare services provided by the schools administration contribute to this still remains understudied. Many researchers (see for example Ciobanua, 2013; Musolo, 2020; Sultana et al, 2021) have documented various positive outcomes associated

with the provision of student welfare services, the relationship between such services and student discipline is still not clear. There was therefore critical need to investigate how provision of welfare services to students influence management of student discipline by collecting primary data through a cross sectional survey among public secondary schools in Kisumu County, Kenya.

1.1 Problem Statement

Student welfare services are programs that guarantee relevant and effective support and assistance aimed at enhancing well-being of all learners. Sufficient provision of welfare services has the potential of ensuring that the student has peace in his/her mind hence well positioned to pursue learning goals. However, extant literature on provision of student welfare services has focused on its effectiveness on academic performance and psychological outcomes, and has tended to concentrate on colleges and universities. How provision of these services relates with student discipline in public secondary schools has lacked adequate documentation. This is imperative going by continuous incidents of student disruptive behaviour among secondary schools in some parts of Kenya such as Kisumu County. Reports emerging from the county indicate that an average of 28.4% of sneaking; 27.6% of arson; 24.5% of use of mobile phones; 23.6% of exam cheating, and 19% of drug abuse in all public secondary schools in the 47 counties were from Kisumu during 2016 – 2019. These reports raise queries on the effectiveness of student involvement in decision making on student outcomes such as discipline. This study therefore investigated the influence of provision of student welfare services on management of discipline among public secondary schools at Kisumu County in Kenya.

1.2 Purpose of the Study

The purpose of the study was to investigate the influence of provision of student welfare services on discipline management among public secondary schools in Kisumu County, Kenya.

1.3 Specific Objectives

The specific objectives of the study were to:

i. Analyse how provision of health services influence discipline management in public secondary schools in Kisumu County, Kenya

ii. Explore how provision of social support services influence discipline management in public secondary schools in Kisumu County, Kenya

II. LITERATURE AND THEORETICAL ORIENTATION

2.1 Literature Review

2.1.1 Student Discipline Management

Worldwide, schools worldwide are faced with overwhelming incidences of student indiscipline which has posed tremendous challenges to educators, causing formidable concerns to school, parents and the society (Phuntsho, 2021). According to Amaewhule and Nukan-Adebayo (2019), discipline involves self-respect, control as well as self-restraint against immoral

behavior guided by moral and social norms which force individuals to do what is good at all times. Similarly, Smith (2016) argues that discipline is the obedience to orders, respect for authority, self-reliance and teamwork within school organization. Many researchers (Amaewhule & Nukan-Adebayo, 2019; Ergün, 2014; Ilyasin, 2019; Zubaidia, 2009) have pointed out that indiscipline manifests in various ways such as disorderliness, examination malpractice, bullying, truancy, noise making, assault, loitering, wrong dressing, lateness to school, sexual immorality, forgery, fighting, riot, absenteeism, disobedience, dishonesty and many more anti-social behaviors. On the other hand, discipline management has been described as designed efforts for maintaining good behaviour and orderliness within a school compound (Phuntsho, 2021). Punishment (Nandeke, Chumba & Kiprop, 2017; Simatwa, 2012) as well as counseling and guidance (Etyang & Okoth, 2018) are some of the discipline management approaches widely documented by researchers. Whereas involvement of students in decision making has been adopted during the past decade as one of the approaches of participatory management practice, its effectiveness in managing student discipline remains debatable especially in secondary schools.

2.1.2 Welfare Management and Student Discipline

Supporting services at universities provide students with different advice and support in housing, orientation and migration, indigenous student support, financial support, wellness and counseling, health and other areas of student need (Sultana et al, 2021). These services are meant to improve student personality while on the school compound (Baria & Gomez, 2022). However, existing studies on provision of student services have tended to focus much on university institutions and have come up with contrasting results regarding its effectiveness in aiding discipline management. For instance, Ciobanua (2013) assessed the role played by student services towards improvement of their experiences among higher education institutions in Romania using desktop review. The analysis revealed that creation of efficient student services focusing on necessities, providing required support for academic activity and stimulating personal, social, cultural and cognitive development was needed. Findings also showed that the role of these student services were influenced by beliefs and values of the staff, through the manner in which the policies are elaborated, by the content of curriculum and services, and by the degree of knowledge regarding the development of the students and the way in which the environment outlines their behaviour. Another study by Lee (2011) explored the role of nurses in the provision of school health services to primary and secondary school students in Hong Kong. This study used in-depth interviews for collecting data. Findings showed that the nurses needed to possess a diverse range of skills and knowledge, such as effective communication skills and clinical updated knowledge, to cope with the demands and the diversity of their roles and to support the health and educational needs of the students and their local communities.

In Argentina, Adrogue & Orlicki (2013) explored the effect of the in-school feeding programs on academic performance measured by standardized test scores with a difference in difference model. The researchers used an original panel data of 1997, 1999 and 2000. Findings suggested that although the program had successfully targeted the most disadvantaged schools, only partial improvement in school performance was found. Language test scores were the only ones with a statistically significant improvement, with no noticeable effects reported in math scores. This implies that having an in-school feeding program even that reaching the neediest populations-does not necessarily address the desired goals of compensating for nutritional deficits and correlating to improved test results for students. On their part, Baria & Gomez (2022) sought to determine the influence of social support on student learning and of grade six students in the Philippines. This was a quantitative, non-experimental study utilizing causal effect on 179 grade six students chosen through random sampling. The findings revealed that social support to grade six students in terms of family, peers and non-relative adult was very high. It also showed that student learning and development in terms of physical health and well-being, social connectedness, social and emotional development, school experiences, and use of after school time was very high. There was very high positive and significant relationship between social support and student learning and development. Shaheen et al (2020) used a quantitative survey to examine the impact of student support services on students' development at the university level in Pakistan. The study targeted university students from whom data was collected using questionnaire. The findings revealed that library services were adequate as compared to the availability of other support services and a strong relationship was found among student support services and students' development.

Regionally, Mushonga et al (2017) assessed the student satisfaction with welfare services at the University of Fort Hare, South Africa. This was a qualitative research approach in which data was collected from 20 undergraduates to Postdoctoral students using semi-structured interview questionnaire. The major finding was that student satisfaction of welfare services at the University was very low especially relating to themes like welfare services, criteria of welfare provisions, awareness and overall welfare provision. Nwite and Nwuche (2016) investigated students' personnel services among colleges in Nigeria. The population comprised 6184 and 8,569 staff and students of federal and state colleges respectively. The findings showed that there was low extent of adequacy of student personnel services in both colleges. There was no significant difference on the extent of availability of student personnel services in both colleges of education

Locally, Musolo (2020) sought to examine school feeding programs as a strategy to increase performance and retention levels in Arid and Semi-Arid Lands in Kenya. The methodological approach used is mixed designs. A two stage sampling was used in collection of the primary data. In the first stage sampling it entailed purposive sampling of thirty public

schools in Kajiado County. Ten Kenyan public schools which have incorporated the Home Grown School Feeding Programme will be assessed and analyzed. This study revealed that Home Grown School Feeding Programme is a safety net that assists school going children to remain in school and has to some levels increased the performance levels of learners. It is significant to note that, based on the aforementioned studies, research focusing on provision of welfare services to students have tended to concentrate on university institutions and have not discussed how the same has aided discipline management discipline management in secondary schools. This study therefore tested the hypothesis that:

H₀1: Provision of Welfare Services have no significant influence of on student's discipline in public secondary schools

2.2 Theoretical Framework

This study was anchored on the General System Theory espoused by Karl Ludwig von Bertalanffy (Bertalanffy, 1972). This theory was an attempt by Bertalanffy to define a system as a complex of interacting components that together have the characteristics of an organized whole (Johnson, 2019). The emphasis of a system as an "organized whole" incorporates the concept of holism which depicts an emergent characteristic of systems as a product of relationships between its components as they work together to collectively interact with their environment. According to Adams, Hester and Bradley (2013), a system is characterized by a group of parts that interact to form a coherent whole, with distinct boundary separating them from external elements and distinguishing between inputs, or factors that impact the system, and outputs, or effects and products of the system.

Social systems have three basic characteristics called the interdependence of the parts, their organization into some sort of whole, and the intrinsic presence of both individuals and institutions (Getzels, Lipham & Campbell, 1968, cited in Bozkus, 2014). As social systems, schools have three qualities: arbitrary and consequential boundaries, interrelated subsystems, and multiple causation- events happening as a consequence of more than one cause (Kowalski, 2010). Contextually, schools have different players with distinct boundaries: teachers, students, and the administration. As explained by Adams et al (2013), changes in one component of a system will affect other components as well as the overall entity: a dynamic which makes it possible to predict what might happen when a system experiences a known change. Therefore, provision of various welfare services to students such as health as well as social services may help in reducing depressive symptoms associated with school experiences. This in turn can lead to low disruptive behaviour and positive student behaviour or discipline. The theory therefore offered a succinct explanation on how provision of welfare services relates with management of student discipline in secondary schools.

III. METHODOLOGY

3.1 Research Design

This study used cross sectional research design with mixed-methods approach, utilizing both quantitative and qualitative methods of data collection and analysis. Mixed methods approach bridges the quantitative methods measuring some aspects of the phenomenon under study and qualitative methods for others (Dawadi, Shrestha & Giri, 2021). This approach provides for complementarity in data collection, analysis and interpretation (Shorten & Smith, 2017). The design was appropriate because it aided the study in gaining from the concept of triangulation.

3.2 Target Population, Sample Size and Sampling Procedure

The target population was 225 public secondary schools in Kisumu County, comprising of 225 principals, 225 discipline masters and 225 student council leaders alongside seven Sub County education officers. This resulted into 682 as the study population. This study employed Taro Yamane's (1967; cited in Israel, 2013) formula to calculate the sample size, as:

$$n = \frac{N}{1 + N(e)2}$$

With *n* being the sample size; *N* the population size, and *e* the level of precision (0.05), the computed sample size was therefore 144: Principals= 144; Discipline Masters=144, and 144 student council=144, as well as 7 sub county education officers. Stratified proportional sampling technique based on school categorization was employed to select 432 teachers and student council leaders. All the seven sub county education officers were selected through census.

3.3 Data Collection Instruments

Two instruments were used for data collection in this research: Questionnaire and interview schedule. Closed ended questionnaire structured in a six item likert scale was used in this study to collect quantitative data from the respondents. Questionnaire was deemed suitable in this study since it solicited views of guards on their experiments with WLB (Taherdoost, 2016). Face to face interviews were conducted with the Principals and Education officers, where the researcher observed the principle of saturation as recommended by Morse (2015).

3.4 Validity and Reliability of Instruments

Content validity index (CVI) was used by the researcher to test validity. According to Yusoff (2019), content validity is the degree of relevance of expected constructs for a particular purpose of assessment. Expert judgment was used to analyse content validity. In this vein, judgments of five experts were rated on a scale of 1 to 4 as: 1 = Relevance; 2 = Clarity; 3 = Simplicity, and 4 = Ambiguity. A calculated rating of 0.96 (96%) was obtained. This was considered as high validity hence viewed as satisfactorily meeting the required level for measuring the expected constructs, as guided by Dawadi, Shrestha and Giri (2021).

Reliability of the study instruments was checked based on data collected from a pilot study involving randomly selected 22 schools (66 respondents) who were excluded from the final data collection exercise. The reliability was calculated using split-

half method using Package for the Social Sciences (SPSS) version 21 whereby a coefficient of 0.893 was obtained. This surpassed the threshold of 0.70 espoused by Nunnally (1978, cited in Akhtar, 2016).

3.6 Data Analysis and Presentation

Quantitative data was analysed using descriptive statistics involving mean and standard deviation, and inferential statistics such as regressions and correlations, using the Statistical Package for the Social Sciences (SPSS) version 21 and presented in tables. On the other hand, qualitative data obtained from interviews was analysed through Thematic Analysis. This entailed categorization of generated answers into outstanding themes and reported in narrative forms as articulated by Braun and Clarke (2006)

IV. RESULTS AND DISCUSSIONS

4.1 Results

The objective was addressed by using descriptive statistics to investigate the views of student leaders and discipline masters on the students' welfare management. It was followed by inferential statistics analysis to establish whether there is any influence of students' welfare provision on the level of students' discipline in public secondary schools.

4.1.2: Descriptive Statistics for Students' Welfare Management

The items of students' welfare management were rated in the scale of 1 to 6, with 1 denoting complete lack of students' welfare management and 6 very frequent students' welfare management. The means (M) and standard deviation (SD) of student leaders and discipline masters' views on students' welfare management were summarized in two categories: healthcare services and social services as shown in Table 4.1 and 4.2.

Table 4.1: Healthcare Services and Student Discipline

Indicator	Respondents	M	SD
Promptness in response to ill health	DMs	5.04	1.08
	SLs	4.53	1.58
Students are provided with adequate medical treatment	DMs	5.05	0.89
	SLs	4.65	1.50
There is adequate meal and menu in the school	DMs	5.30	0.87
	SLs	4.82	1.42
Meals are served in proper quantities	DMs	5.24	0.85
	SLs	4.33	1.56
The school compound is clean and observes good hygiene	DMs	5.18	1.07
	SLs	5.06	1.26
The school has safe and conducive dormitories	DMs	5.04	1.08
	SLs	4.53	1.58
Average Mean for Healthcare Services		**4.9**	**1.23**

Interpretation Key: 1.00-1.82 (Highly dissatisfied); 1.83-2.65 (Dissatisfied); 2.66-3.48 (Moderately Satisfied); 3.49-4.31 (Occasionally Satisfied); 4.32-5.16 (Satisfied); 5.17-6.00 (Highly Satisfied).

Table 4.1 illustrates that the discipline masters and student leaders were satisfied (M=4.9; SD=1.23) with the provision of health services among the secondary schools. Findings in Table 4.1 show a view that there is satisfaction towards various healthcare services presented in the questionnaire. For instance, the discipline masters and students leaders were satisfied that there is often (Mean $_{DMs}$=5.04; Mean $_{SLs}$=4.30) promptness in response to ill health of the students in their schools. Equally, there was a satisfaction that students were often (Mean $_{DMs}$=5.05; Mean $_{SLs}$=4.65) provided with adequate medical treatment. Similarly, the respondents were also satisfied that there is adequate meal and menu in their school (Mean $_{DMs}$=5.30; Mean $_{SLs}$=4.82). The respondents were however moderately satisfied with the safety and conducive status of the student dormitories (Mean $_{DMs}$=3.41; Mean $_{SLs}$=3.54).

Table 4.2: Social Services Provision and Student Discipline

Indicator	Respondents	M	SD
Classrooms are clean, spacious and are in stable blocks	DMs	4.82	1.03
	SLs	5.22	1.14
There are enough trained guidance and counseling staffs	DMs	4.27	1.20
	SLs	5.07	1.28
Monitoring student attendance and strategies for improving unsatisfactory attendance	DMs	4.71	1.11
	SLs	4.96	1.21
Programs that the school provides to meet the personal, social and learning needs of the students	DMs	4.53	1.22
	SLs	4.89	1.32
Average Mean for social Services		**4.81**	**1.19**

Interpretation Key: 1.00-1.82 (Highly dissatisfied); 1.83-2.65 (Dissatisfied); 2.66-3.48 (Moderately Satisfied); 3.49-4.31 (Occasionally Satisfied); 4.32-5.16 (Satisfied); 5.17-6.00 (Highly Satisfied).

Table 4.1 illustrates that the discipline masters and student leaders were satisfied (M=4.81; SD=1.19) with the provision of social services among the secondary schools. With regards to social services, Table 4.2 illustrates that the respondents were satisfied (Mean $_{DMs}$=4.82; Mean $_{SLs}$=5.22) that the classrooms were clean, spacious and are in stable blocks. Equally, the respondents were satisfied that there were adequate trained guidance and counseling staffs (Mean $_{DMs}$=4.27; Mean $_{SLs}$=5.07). Similarly, findings in Table 4.2 shows that the respondents were satisfied (Mean $_{DMs}$=4.71; Mean $_{SLs}$=4.96) with monitoring of student attendance and strategies for improving unsatisfactory attendance. In addition, the table also shows that the sampled discipline masters and student leaders were satisfied (DM=56.5%; SL=72.3%) that the programs in their schools meet the personal, social and learning needs of the students.

Interviews with the sampled school principals also showed that the need to emphasize on adequate provision of welfare services to students is often not an option. Most of the administrators have had experience with situations where poor services had been offered to students, as reflected in one of the statements:

The moment bad food is provided to students, the situation might result to student riots. This could lead to strikes and destruction of school property (*SP 5*).

This statement highlights the precaution that school administrators take to stem discontent among student population by ensuring that all necessary welfare needs like meals, safe environment (dormitories, classrooms, abolition blocks), and general safety on the school compound. This was aptly captured during the interviews with the Sub County Education Officers as:

> It is the regulation of the Ministry of Education of Kenya that every school puts in place measure for ensuring safe and sufficient meals, safe environment, and conducive living conditions for students while in school (SCEO 3).

It is emerging the statement that the school administrators are bound by international conventions as well government regulations to ensure that well-being of students while in school are adequately addressed. Adequacy in the provision of welfare is probably one significant administrative practice which can, depending on the state in which it is provided, escalate indiscipline situations in a secondary school. This fact was succinctly captured during other interviews with the school principals in the form of:

> Our students in secondary level of education are undergoing generational transition stages in the form of adolescence, a stage associated with self and identity recognition. At this stage, people are keen on how they are treated in the form of type of meals (and frequency of meals) provided to them, as well as how they are treated (SP 2).

Based on this statement, it can be concluded that the school administrators view welfare provision as a panacea for improving student discipline. The administrators see issues like timely provision of meals which are fit for consumption and safety of learners as very important. Indeed issues highlighted by SP2 and SP 5 were observed in documents that were scrutinised by the researcher during document analysis.

4.1.3: Correlation Analysis of Students' Welfare Management and Students' Discipline

Pearson's correlation analysis was used to determine the degree of relationships between students' welfare management and students' discipline. The correlation analysis result is presented in Table 4.3.

Table 4.3: Correlation Analysis of Students' elfare Management and Students' Discipline

		Students' Welfare Management	Student Discipline
Students' Welfare Management	Pearson Correlation	1	.261**
	Sig. (2-tailed)		.002
	N	137	137
Student Discipline	Pearson Correlation	.261**	1
	Sig. (2-tailed)	.002	
	N	137	137
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis presented in Table 4.3 shows that there was a statistically significant positive correlation between students' welfare management and students' discipline ($n=137$, $r=.261, p=.002$) among secondary school students.

4.1.4. Regression Analysis of Students' Welfare Management on Students' Discipline

The degree of relationship and the level of significance between Students' Welfare Management and students' discipline was investigated through the use of regression analysis. From the regression analysis, a coefficient of determination was computed to estimate the level of influence of students' welfare management on students' discipline. The results of model summary of regression are presented in Table 4.4.

Table 4.4: Model Summary of Students' Welfare Management on Students' Discipline

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.261a	.068	.061	.33368
a. Predictors: (Constant), Students' Welfare Management				

The model shows that Students' Welfare Management accounted for 6.1% (Adjusted R Square = .061) of the variation in students' discipline among the secondary school students. However, to determine whether Students' Welfare Management was a significant predictor of students' discipline, Analysis of Variance (ANOVA) was reported in Table 4.5.

Table 4.5: ANOVA of Students' Welfare Management on Students' Discipline

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.098	1	1.098	9.858	.002b
	Residual	15.031	135	.111		
	Total	16.128	136			
a. Dependent Variable: Student Discipline						
b. Predictors: (Constant), Students' Welfare Management						

From Table 4.5, it is evident that Students' Welfare Management was a significant predictor of students' discipline among secondary school students [F (1, 135) = 9.858, $p=.002$)]. This suggests that the level of Students' Welfare Management in a school can be reliably used to predict the level of students' discipline in that school. Table 4.6 shows the values of the coefficient of the regression model.

Table 4.6: Regression Coefficients of Students' Welfare Management on Students' Discipline

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.218	.165		19.496	.000	2.892	3.544
	Students' Welfare Management	.109	.035	.261	3.140	.002	.041	.178
a. Dependent Variable: Student Discipline								

$Y = \alpha + \beta X_3 + \varepsilon$, where Y= Students' Discipline; X_3= Students' Welfare Management and ε is the error term $Y = 3.218 + 0.109X_3 + \varepsilon$.

From Table 4.6, it is evident that there is a significant (t=3.140, p=.002) positive unstandardized co-efficient of 0.109. This suggests that every one unit improvement in the Students' Welfare Management there is a successive improvement in students' discipline by .109 units. Likewise, an improvement in Students' Welfare Management by one standard deviation there is a subsequent rise in students' discipline among secondary school students by .261 standard deviations.

4.1.5. Hypothesis Testing

To establish the level of influence of Students' Welfare Management on student's discipline in public secondary schools, the following null hypothesis was formulated;

H₀1: Students' Welfare Management has no significant influence of on student's discipline in public secondary schools

From the regression ANOVA, the calculated F statistics was statistically significant [F (1, 135) = 19.858, p =.002] and the coefficient output confirms that there is a signficant unstandardized co-efficient value (B=.109, t= 3.140; p=.002). Thus, there is sufficient evidence to reject the null hypothesis (β_3 = 0). Therefore, it was concluded that Students' Welfare provision has statistically significant positive influence on students' discipline in public secondary schools.

4.2 Discussion

This was reflected by overall mean ratings (M=4.74; SD=0.71) by the discipline masters and student leaders, respectively. This suggests that administration of student services through provision of health-care needs and social needs in public secondary schools within the county are fairly effective in enhancing adherence to student discipline. Provision of welfare services that meet health needs of the students answers the equation of input-output concept upon which general systems are built (Katz & Kahn, 1966). Sufficiency of welfare provision is a necessary input upon which the public schools seem to rely for achieving positive outcomes (output) from the student population. In an open system espoused by Bertalanffy (1956), students have distinct roles to play in a wider school system hence their satisfaction with welfare services provided to them by the institution is fundamental for achievement of desired goals like discipline.

Results denoting adequacy of welfare services as expressed by the sampled discipline masters and student council leaders however, seems to contradict findings in a study done by Mushonga et al (2017) to examine welfare service provision at the University of Fort Hare, South Africa. They found that student satisfaction of welfare services at the University was very low especially relating to themes like welfare services and criteria of welfare provisions. The study also contradicts findings in Nwite and Nwuche (2016) which showed that there was low extent of adequacy of student personnel services in two colleges in Nigeria. It is therefore emerging that management of student welfare services particularly in colleges and universities seems inadequate whereas the same is adequate in most high schools.

Findings in Table 4.5 and 4.6 illustrates that student welfare management is a significant predictor of students' discipline in public secondary schools. This finding agrees with the finding of a study by Maore (2014) which explored the influence of head teachers' student management principles on students' well- being in secondary schools and established that provision of students' safety and recreational facilities by head teachers influence the students' well-being which positively impact on their academic performance. Similarly, Ntakana (2011), in a study which examined the effectiveness of student support programmes at a tertiary institution, also showed that student support programmes contribute to the holistic development of the students and majority of the respondents were satisfied with the effectiveness of the support programmes.

V. CONCLUSIONS

The study concludes that provision of welfare needs to students in public secondary schools such as promptness in response to ill health of the students, provision of adequate medical treatment, provision of adequate meal and menu, provision of hygiene environment is frequently performed by all school administrations.

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