



Administrators' perception of the wangai task force report of 2001 and its influence on the implementation of school guidance and counselling in public schools in Kenya

Maina Samuel Gitonga*, Enos Barasa Mukadi, Prisca Tarus-Kiptoo

Department of Psychology, Counselling and Educational Foundations Laikipia University, Nyahururu, Kenya

Abstract

Primary school administrators in Kenya are given the weighty responsibility of running and controlling school activities, as well as the task of ensuring the success of the school programmes. Therefore, the administrators' perception greatly determines the success of the implementation of educational policies of guidance and counselling programmes. The purpose of this study was to determine the administrators' perception of the Wangai task force report of 2001 and its influence on the implementation of school guidance and counselling in public schools in Kenya. The study was guided by client-centred approach theory and McGregor's Theory X and Y. The *ex post facto* research design was utilized. The target population under study comprised the 438 administrators in East Pokot Sub County. The total sample size was 280 respondents consisting of 140 head teachers and 140 teacher counsellors from 140 sampled schools. Purposive sampling was used to select head teachers and teacher counsellors from the five school divisions in East Pokot Sub-county. Questionnaires were used to collect data from the respondents. The instruments were pilot tested in 20 primary schools in the neighbouring Samburu County. The validity of the instruments was checked by the researcher through expert judgement from the department of Psychology, Counselling and Educational Foundations, Laikipia University. Reliability was determined by the use of the Cronbach coefficient alpha. The questionnaire was considered reliable after yielding a reliability coefficient alpha of 0.96 since a Cronbach alpha coefficient of 0.7 and above is considered sufficient to undertake the study. The Statistical Package for Social Sciences (SPSS) computer programme version 24.0 for windows was utilized to analyse the data. The data was analysed using descriptive and inferential statistics including percentages, means, and frequencies. Hypothesis was tested using simple regression at .05 level of significance. The study established that administrators' perception of Wangai Task Force Report of 2001, the Children Act 8 of 2001 influenced the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. The study findings hence provided insight into how administrators could implement guidance and counselling policies in the program, sensitize administrators and policy-makers to be aware of any gaps in the actual provision of guidance and counselling services in public primary schools. The study recommends that discretionary effort should be exerted to improve awareness of the administrators' perception of policies in schools so as to have increased implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Keywords: administrator's perception, drugs and substance abuse, efficacy, policy, teacher counsellor

Introduction

The Wangai Task Force Report of 2001 is also known as the Report of the task force on student discipline and unrest in secondary schools (Republic of Kenya, 2001) ^[13]. This report emphasized that strengthening guidance and counselling is an intervention of dealing with indiscipline in schools. The banning of corporal punishment by the Ministry of Education Science and Technology in 2001 meant that school authorities had to look for alternative methods of dealing with indiscipline in schools. Despite the emphasis of guidance and counselling programmes as a method of promoting discipline in schools, cases of indiscipline have continued to be reported in Kenyan schools. These include student unrest, arson, theft, smoking, cheating in examinations, drug and substance abuse, bullying and truancy, some of which have led to widespread destruction of property and loss of lives.

It is against this background that the researcher seeks to assess the effectiveness of guidance and counselling in promoting discipline among secondary school students in Kenya.

Kenya has ratified most international treaties that protect the right to education, which form part of the country's laws (Republic of Kenya, 2002) ^[14]. The Constitution of Kenya, in Article 53 (1) (b) States that every child has a right to free and compulsory basic education and Article 55 (a) the State shall take measures, including affirmative action programmes, to ensure that the youth access relevant education and training. Minorities and marginalized groups under Article 56 (b) have a right to be provided with special opportunities in the field of education. To give effect to the Constitution, the Basic Education Act (No 14 of 2013) has been passed into law to regulate the provision of basic education and adult basic education in the country. The Children's Act also acknowledges and protects every child's right to education. Other education laws guarantee the implementation of the right to education. Also, Kenya adopted various general and specific policies on education. The most recent is the second Medium Plan Term of Vision 2030 (2013) and the Policy Framework for Education and Training of 2012 (Mwenzwa and

Misati, 2014). Kenya recognizes that education is the key for empowering the most marginalized and vulnerable individuals in society and make efforts on an affirmative basis to enable these individuals to best exploit their life-chances alongside their other Kenyan peers through primary, secondary and tertiary education. The 2010 Constitution of Kenya recognizes that “every person has the right to education” (Article 43.1.f) and stipulates that “every child has the right to free and compulsory education” (Article 53.1.b). Also, “every child has the right to be protected from abuse, neglect, harmful cultural practices, all forms of violence, inhuman treatment and punishment, and hazardous or exploitative labour” (Article 53.1.d). Kenya has developed a comprehensive law and policy framework to protect and implement the guidance and counselling programme, which is aligned with international human rights treaties. However, the State faces challenges in enforcing these laws and policies. For instance, sexual abuse, early marriages, and pregnancies and gender stereotypes continue to affect a girl’s education. Also, even after making primary and secondary education free, parents are still forced to pay some additional school fees. Other issues are a high ratio of teacher to pupils, poor teacher remuneration, poor quality of education in public schools, high drop-out and repetition rates, inadequate and uncoordinated funding with weak governance and financial management, geographical disparities, limited availability to teaching and learning material and limited community participation. In addition to the social issues, students have to deal with high-stakes testing in the education system, a major source of stress (Nyutu, 2007). Schools in Kenya are under enormous pressure to perform well in national exams (Karanja & Bowen, 2012; Waititu & Khamasi, 2010). The education system in Kenya is highly exam-oriented, and competition to secure the limited slots at the universities is high among high school students (Government of Kenya, 1999) ^[12]. Consequently, the Kenyan education system is characterized by high competition, widespread private tutoring, Irregular implementation of the curriculum, and a total disregard for the psychological well-being and developmental needs of students in favour of academic achievement (Okech & Kimemia, 2012). A guidance and counselling programme helps student develop a clearer focus and sense of direction while in school and even become a law-abiding citizen in the future. School guidance and counselling programmes are crucial in students’ behaviour and academic development. In 1990 UNESCO launched the ‘Education for All’ concept to meet the learning needs of all children, youth, and adults by 2015 (Symonides, 2018). The framework for action had six goals. Goal number five was to enhance the learning environment in schools and guidance and counselling was the best option. In a meeting in Dakar in 2000, the international community reaffirmed their commitment to education for all by 2015 and identified six measurable education goals. Goal number three was to promote learning skills for young people and adults. In the sustainable development goals of 2015–2030, goal number three is meant to ensure inclusive and equitable quality education and promote life-long learning opportunities for all (Symonides, 2018). The perception of the administrators towards guidance and counselling over the period has been repulsive. In some cases, some head teachers might not even be happy to see a teacher-counsellor posted to their school. They might not even recognize their contribution as counsellors, thereby giving them an equal amount of teaching hours like other teachers in the school. This

is confirmed by Njoka (2007), who noted that a head teacher who has little knowledge about guidance and counselling would not even recognize that a teacher-counsellor needs to be relieved from heavy teaching chores for them to be able to handle the guidance tasks and at least achieve some success. Furthermore, according to Njoka (2007), apart from teaching activities, the head teacher might even encumber the teacher counsellor with extra-curriculum activities to make it impossible for them to find time for guidance and counselling. Such kind of a head teacher is not likely to even make budgetary allocation for counselling activities in the school. The central fact to Njoka’s (2007), investigation is that guidance and counselling programme is important to pupils in public primary schools.

Purpose of the Study

The purpose of this study was to determine the administrators’ perception of the Wangai task force report of 2001 and its influence on the implementation of school guidance and counselling in public schools in Kenya.

Objectives of the Study

The study was guided by the following research objective: To determine whether administrators’ perception of the Wangai Task Force Report of 2001 influences the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. To achieve the research objectives for this study, the following null hypothesis was posited and tested at .05 level of significance: H₀1: Administrators’ perception of Wangai Task Force Report of 2001 has no statistically significant influences on the implementation of guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Research Methodology

Research design is a scheme, outline, or plan that is used to generate answers to the research problems (Orodho, 2004). This study research employed *ex post facto* research design. This is a research design, which looks into incidents that have already occurred and therefore, cannot be manipulated by the researcher (Kothari, 2004). This design is particularly suitable in social, educational and psychological contexts where the independent variable or variables lie outside the researcher’s control. In this study, the independent variable was administrators’ perception, while the dependent variable was the implementation of educational policies of guidance and counselling (Shuttle-Worth, 2008). Therefore, the researcher proceeded to study the independent variable in retrospect for their possible relationship and impact on the dependent variable.

Population, Sample Size and Sampling Procedures

Population refers to the entire group of people or thing of interest that the researcher wishes to investigate (Kombo and Tromp (2006). The population under study comprised of the 438 administrators in East Pokot Sub County. This constituted the target population of the study. The research utilized purposive and stratified random sampling procedures in the selection of the required study sample. Stratified random sampling is used when a sample is taken from a stratum. It is easier to achieve precision through stratification if the strata are chosen to ensure that

members or items in the same stratum are similar in respect to characteristics. The method proposed by Kathuri and Pals (1993) was used to determine the sample size of the administrator. Kathuri and Pals (1993) established a guide for determining the sample size that is randomly chosen from a limited population. Based on Kathuri and Pals's approach, out of 219 primary schools, 140 schools were identified which gave a sample of 280 respondents for participation in the study. Thus, 140 head teachers and 140 teacher counsellors were selected. As emphasized by Mugenda and Mugenda (2012), The purposive sampling method allows the researcher to use cases that have the required characteristics based on the objective of their study. Purposive sampling was used because the head teachers were automatically included in the research since each public primary school had one head teacher. Teacher counsellors, on the other hand, were purposively selected because they were the primary administrators of school guidance and counselling activities.

Instrumentation

Creswell (2002) defines data collection as a means by which information is obtained from the selected subjects of an investigation. The primary data for analysis were obtained from the respondents through the use of structured questionnaires. The questionnaires had different sections. The first part collected some necessary detail of the respondents. The questionnaires were preferred because they allowed the collection of data from a larger sample of individuals. Each instrument targeted specific information from the respondents. Each question was designed to address specific objectives and hypotheses of the study. The questionnaires were open and closed-ended to gather both quantitative and qualitative information. The questionnaires were supplemented by questions which purposely provided in-depth information important for the study. The others adopted were the Likert scale, dichotomous, multiple choice, and open-ended types. Likert scale is useful for measuring perceptions and attitudes. A Likert-type scale assumes that the strength of experience is linear therefore the research used a continuum from 'strongly agree' to 'strongly disagree'. Content analysis was used as an instrument in this study to make valid inferences by evaluating and interpreting the textual materials in the questionnaire.

Validity and Reliability of the Instruments

According to Mugenda and Mugenda (2003), validity is the accuracy and meaningfulness of conclusion, which is drawn from the research outcomes; therefore, the validity determines whether the findings are true or not. Also, the validity of a test is a measure of how well a test measures what it is supposed to measure (Kombo & Tromp, 2006). In this study, the validity tested was content validity. As emphasized by Krippendorff (2018) content validity helps the researcher to quantify and analyse the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts. In this regard, content validity of the instruments that was used, was done through the expert judgment by the supervisors and colleagues in the department of Psychology Counselling and Educational Foundations who examined whether or not the research instruments represented the full content of the study. Their advice was used to modify the instrument to address the research hypotheses as deemed fit.

Reliability is a measure of the accuracy of the findings and suggests the truthfulness of the collected data whereas validity is the measure of acceptability whether the outcomes are likely to be adopted for similar cases or areas covering the same domains. Reliability gives a measure of the accuracy of the test procedure and ensures the degree of precision of the outcomes. According to Kombo and Tromp (2006) reliability is a measure of how consistent the results from tests are. The researcher employed the internal consistency method to test reliability. A pilot study was conducted in the neighbouring Samburu County. The pilot study was done in ten schools, which were similar to the actual sample of the study. The questionnaires were pre-tested first; the procedure that was used in pre-testing the questionnaires was identical to that which was used during the actual study. This helped the researcher to have meaningful observations. It also helped to detect deficiencies in the questionnaire, such as unclear directions and insufficient space to write the responses. Piloting helped in determining the reliability of the instruments. The reliability of the instruments was examined using the Cronbach alpha coefficient. The questionnaires' items were considered reliable after yielding a Cronbach alpha coefficient level of 0.96. According to Saunder *et al.* (2009), a Cronbach alpha coefficient of 0.7 and above is considered sufficient to undertake the study. Hence, the questionnaire was deemed reliable.

Data Collection Procedure

The researcher obtained an introductory letter from Laikipia Graduate School then sought a permit from the National Commission for Science, Technology, and Innovation (NACOSTI). Permission to collect data from schools was obtained from the County Director of Education Baringo. The researcher personally administered the questionnaires to the respondents. The filled-in questionnaires were collected at the same time.

Results and Discussions

This chapter presents the findings, results and discussions related to the objectives of the study. The collected data were analysed using both descriptive and inferential statistics aided by Statistical Package for Social Sciences (SPSS) computer programme version 24.0 for windows. The hypothesis was tested using simple regression analysis. The hypothesis tests was performed at a significant level of $\alpha = .05$. The null hypotheses were rejected or failed to be rejected based on calculated test statistics and the value of probability of significance (p-value). Null hypothesis failed to be rejected when $p \geq .05$ and rejected when $p < .05$.

Demographic Characteristics of the Respondents

This section gives a summary of the distribution of the respondents in terms of demographic characteristics. The demographic information was key in explaining the emerging trends in the study results. The research targeted 140 head teachers and 140 teacher counsellors from 140 Primary schools in East Pokot Sub County. Purposive sampling was used to select 280 respondents i.e. 140 head teachers and 140 counsellors in 140 primary schools

Administrators' Perception of the Wangai Taskforce Report of 2001 and Its Influence on the Implementation of the Guidance and Counselling Programme in Public Primary Schools

The objective of the study was to determine whether administrators' perception of the Wangai Taskforce report of

2001 influences implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. Perception of the Wangai Taskforce Report of 2001 was measured by the use of eight key aspects namely: corporal punishment should be abolished in primary schools; corporal punishment makes pupils to be aggressive; caning is a brutal way of punishing pupils; guidance and counselling was a good replacement of corporal punishment; corporal punishment leads to unruly behaviour among pupils; if we don't bring back corporal punishment in schools we will lose all our pupils' discipline; corporal punishment makes pupils develop hate to teachers; and, that Guidance and counselling activities instil discipline in primary schools pupils.

To achieve the objective the following hypothesis was formulated: H_01 : Administrators' perception of the Wangai Task Force Report of 2001 has no statistically significant influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. The hypothesis presumed that Administrators' perception of the Wangai Task Force Report of 2001 has no statistically significant influence on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. To establish the truth in the assumption, simple regression analysis of the Administrators' perception of the Wangai Task Force Report of 2001 and their implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, was done and the results presented in Tables 1 and 2. Table 1 presents the means of administrators' perception

of the Wangai Task Force Report of 2001 and their implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County,

Table 1: Mean of Administrators' Perception of the Wangai Task Force Report of 2001 and its influence on the Implementation of the Guidance and Counselling Programme in Public Primary Schools

The Wangai Task Force of 2001 on Guidance and Counselling	Mean
Guidance and counselling activities instills disciplines on schools pupils.	4.314
Guidance and counselling is a good replacement of corporal punishment	3.793
Corporal punishment leads to unruly behaviour among pupils	3.571
Corporal punishment makes pupils develop hate to teachers	3.564
Corporal punishment makes pupils to be aggressive	3.507
Corporal punishment should be abolished in primary schools	3.389
Caning is a brutal way of punishing pupils	3.329
If we don't bring back corporal punishment in schools, we will lose all our pupils' discipline	3.096
Grand Total	3.571

Source: (Field data, 2020)

Table 1 presents Pearson's Correlation between Administrators' perception of the Wangai Task Force Report of 2001 and their implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County,

Table 2: Pearson's Correlation Coefficient between Administrators' Perception of the Wangai Task Force Report of 2001 and the Implementation of the Guidance and Counselling Programme in Public Primary Schools

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate	Change Statistics				
					r Square Change	F Change	df1	df2	Sig. F Change
1	.978 ^a	.957	.957	.732	.957	6232.850	1	278	.000
a. Predictors: (Constant), Wangai Task Force of 2001 on Guidance and Counselling									
Anova^a									
	Model	Sum of Squares	df	Mean Square	F	Sig.			
1	Regression	3340.981	1	3340.981	6232.850	.000 ^b			
	Residual	149.016	278	.536					
	Total	3489.996	279						
a. Dependent Variable: Implementation of Guidance and Counselling Programme in primary schools									
b. Predictors: (Constant), Wangai Task Force of 2001 on Guidance and Counselling									
Coefficients^a									
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
		B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	13.540	.314		43.094	.000			
	BA Wangai Task Force of 2001 on Guidance and Counselling	.489	.006	.978	78.948	.000	1.000	1.000	
a. Dependent Variable: Implementation of Guidance and Counselling Programme in primary schools									
Collinearity Diagnostics^a									
Model	Dimension	Eigenvalue	Condition Index	Variance Proportions					
				(Constant)	BA Wangai Task Force of 2001 on Guidance and Counselling				
1	1	1.990	1.000	.00	.00				
	2	.010	14.292	1.00	1.00				

a. Dependent Variable: Implementation of Guidance and Counselling Programme in primary schools

Source: (Field data, 2020)

Table 2 indicates that the Pearson Correlation Coefficient between administrators' perception of the Wangai Task Force Report of 2001 and their implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County was statistically significant at .05 level of significance ($r = .978$, $p = 0.000$). The r squared was found to be 0.957. This indicates that 95.7% of the variance in the implementation of the guidance and counselling programme in public primary schools could be explained in the administrators' perception of the Wangai Task Force Report of 2001. The unstandardized beta coefficients indicate administrators' perception of the Wangai Task Force Report of 2001 ($\beta = 0.006$, $p < 0.05$) was a statistically significant predictor of the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. When there is a unit increase in administrators' perception of the Wangai Task Force Report of 2001, the implementation of guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County Kenya will increase by 0.006 units. Therefore, the simple linear regression results in Table 18 show that the administrators' perception of the Wangai Task Force Report of 2001 has statistical positive significant influence on the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya. This suggests that that the administrators' perception of the Wangai Task Force Report of 2001 is positively linked to the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya. Moreover, the Table 18 indicates that there was no multi-collinearity as shown by tolerance ($T > 0.2$) and Variance Inflation Factor ($VIF < 10$). Table 1 also shows that the results of the simple regression analysis of administrators' perception of the Wangai Task Force Report of 2001 and their implementation of the guidance and counselling programme in public primary schools. From Table 1, the F value was found to be significant ($F(1, 279) = 6232.850$, $p = .000$). Therefore null (H_04) that administrators' perception of the Wangai Task Force Report of 2001 has no statistically significant influence on the implementation of guidance and counselling in public primary schools in East Pokot Sub-county, Baringo County, Kenya, was rejected at .05 significance level. It was therefore concluded that administrators' perception of the Wangai Task Force Report of 2001 had statistically significant influences on the implementation of the guidance and counselling programme in public primary schools in East Pokot Sub-county, Baringo County, Kenya. Table 1 indicates that the highest mean on the items of administrators' Perception of the Wangai Task Force Report of 2001 and their Implementation of the Guidance and Counselling Programme in Public Primary Schools in East Pokot Sub-county, Baringo County, Kenya was that 'guidance and counselling activities instilled discipline in school pupils' (mean = 4.314); the second highest mean was that 'guidance and counselling is a good replacement of corporal punishment' (mean = 3.793); followed by 'corporal punishment leads to unruly behaviour among pupils' (mean = 3.571); followed by 'corporal punishment makes pupils develop hate to teachers' (mean = 3.564). Further scores were as follows: - 'corporal punishment makes pupils to be aggressive' (mean = 3.507); 'corporal punishment should be abolished in primary schools' (mean = 3.389); 'caning is a brutal way of punishing pupils' (mean =

3.329) while the least mean was posted by the item that 'if we don't bring back corporal punishment in schools, we will lose all our pupils' discipline' with a mean of 3.096. The study results agree with the research conducted by Gothard and Goodhew (1987) which suggested that guidance and counselling should not be imposed on the school; rather, it should be an integral part of the school programme. Hence the administration's approval, support and positive perception will determine the success of the guidance and counselling programme. Generally, it is the responsibility of the administrator to ensure that guidance and counselling services are offered to the pupils. In this regard, the administrator is the chief executive officer in a school and is therefore responsible for the planning, execution, appraisal and interpretation of the various activities in the school. Consequently, guidance and counselling will only succeed when the administration recognizes and supports its objectives and activities.

Summary of the Findings

The objective of the study was to determine whether administrators' perception of the Wangai Taskforce report of 2001 influences implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya..

To achieve the objective the following hypothesis was formulated:

H_{01} : Administrators' perception of the Wangai Task Force Report of 2001 has no statistically significant influence on the implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

The hypothesis was tested using ANOVA test. The ANOVA test showed that

1. The value of ($F(1, 279) = 6232.850$, $p = .000$).
2. The null hypothesis (H_{03}) was rejected.
3. The Administrators' perception of the Wangai Task Force Report of 2001 has influence on the implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Conclusions

Administrators' perception of the Wangai Task Force Report of 2001 does significantly influence the implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

Recommendations

Discretionary effort should be exerted to improve awareness of the administrators' perception of the Wangai Task Force Report of 2001 in schools so as to have increased implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya. This will upsurge the levels of perception about implementation of guidance and counselling programmes in primary schools; thus, the experience at work place serves to enhance rather than suppress the respondents' perception of implementation of the guidance and counselling programme.

Recommendations for further research

A study should be conducted to establish whether school administrators gender perception of the Wangai Taskforce report of 2001 influences implementation of guidance and counselling programmes in public primary schools in East Pokot Sub-county, Baringo County, Kenya.

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