

**HOME BASED FACTORS INFLUENCING SECONDARY SCHOOL STUDENTS'
DISCIPLINE IN NZAUI SUB-COUNTY, MAKUENI COUNTY, KENYA**

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DECLARATION

I declare that this project report is my original work and it has not been presented for a degree in any other university.

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RECOMMENDATION

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DEDICATION

I first dedicate this work to God who created me and gave me the ability to study, then to my wife Caroline Mueni and my four children; Timothy, Charity, Simon and Gift Wendo.

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ABBREVIATIONS AND ACRONYMS

KCSE	Kenya Certificate of Secondary Education
KNBS	Kenya National Bureau of Statistics
MoE	Ministry of Education
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences
TV	Television
USA	United States of America

ABSTRACT

This study sought to identify the home based factors that influence discipline among students in public secondary schools in Nzau Sub-county, Makueni County, Kenya. The research objectives of the study were to determine the influence of parental economic status, parenting styles and family background on discipline among secondary school students in Nzau Sub-County. The research design adopted in this study was the descriptive survey. Due to the high number of students in the district, the study used simple random sampling to select a representative sample. The Slovin's formula was used to sample 385 students and 136 parents for inclusion in the study. The study sampled 10 head teachers who responded to the interview guide. The study sought to establish the relationship between students' discipline and the parental economic status, the parenting styles and the family background. Using the interview guide to the head teachers, and questionnaires administered to the students and parents, data was collected from the respondents. It was analyzed quantitatively using frequencies, percentages, Pearsons' correlations and regressions. The study established that indiscipline problems are prevalent in public secondary schools and that both parental economic status and family background do not significantly influence the discipline of students. However the study established that parenting styles do significantly affect student discipline. The study recommends that parents should find more time of being involved with their children, be more caring and friendly, in addition parents who offer relaxed parenting style for their students and have good jobs ought to be over restrictive to their children by not giving them a lot of freedom.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Learner behavior problems have for years been a major concern for teachers, school administrators and parents. More than ever before teachers are faced with critical problems in their classrooms and confronted, on a daily basis, with unacceptable learner behavior and threatening situations. It is important to have discipline in an institution of learning in order to achieve the desired goals. People cannot work together successfully without establishing acceptable standards of behavior, mutual respect and desirable systems of values that lead each person in the social group to develop self-control and self-direction.

Good discipline must be based on self-discipline emanating from individuals understanding and accepting rules that govern their own behavior (Jones, 1979). Good behavior and discipline in a school involves the whole school community displaying mutual respect and consideration for each other (Jones, 1979). Schools play a big role in molding the students into disciplined adults. The paramount aim of the school discipline should be to inculcate in each student a sense of self-respect and proper pride for personal integrity. This reinforces the student's observation of the norms of good conduct even when not under compulsion or supervision. This behavior is then carried on by the student eventually into his or her entire adult life.

Sound discipline is an essential ingredient in the creation of a happy and industrious school community properly performing its function of training the young citizens. For the school to realize the stated objectives of education, discipline has to be inculcated in each student. Discipline ensures order and forestalls chaos in a school environment (Griffin, 1994). The head teacher bears the ultimate responsibility for overall school discipline. He or she is assisted by members of staff and the students to whom he or she delegates specific duties (Mulford, 2003). Thus the head teacher and the school in general have the duty of enhancing discipline among students. Indeed, the head teacher's public and professional reputation depends more on the level of discipline in his or her school than on any other factor (Griffin, 1994). This is because good discipline produces good results in every front of school endeavors. A school as an organization has a very crucial role to perform in terms of shaping human behavior.

The issue of indiscipline has plagued the school system in Kenya for many years. Numerous researches have described and defined the phenomena of indiscipline in various ways as they have studied the causes and suggested possible panacea to reduce indiscipline in schools. Indeed, a wide range of articles on the factors which contribute to indiscipline and strategies which have attained certain degree of success in tackling indiscipline are readily available. Many of these ideas give into details as to how the measures to tackle indiscipline are to be implemented (Lochan, 2010).

In the United States, as reported by Larson, Smith, and Furlong (2002) the National Centre for Educational statistics revealed that in 2006, 36% of the students in grade 9 – 12 reported that they had physical fight within the last one year. The report adds that 4% of the Inner city teachers and 3% of the suburbs and the rural school teacher were physically attacked by students. According to Lochan (2010), primary and secondary school teachers in both private and state sector are being confronted with cases of bad learners' behavior like destruction of school equipment or furniture, lack of respect for each other and for adults which impede normal school routine.

In the Caribbean, the problem of school indiscipline seems to be no different. Heinzl (2009), Assistant Vice President to the International University of the Caribbean, affirms that the administrators, policy makers, teachers, parents and the public at large have been struggling to find solutions to the problems of indiscipline in schools. In spite of this, it seems that the level of indiscipline continues to escalate in many schools.

It hardly needs to be mentioned that behavioral problems among students constitute a major concern in the field of education in African schools. Indiscipline is deeply rooted in Kenya secondary schools as evident in the rampant student unrests and strikes in schools. The presidential committee on students' unrest and indiscipline in Kenya secondary school by Sagini (1991) was launched to investigate the frequent occurrence of strikes and unrest in secondary schools and report on causes and measures needed to prevent their occurrence. Exactly ten years later Wangari (2001) report established that

most of the secondary schools understudy had experienced students' unrests and strikes including serious incidents of arson and murder. The worst manifestation of indiscipline, then, was the killing of students at Kyanguli high school in Machakos district on March 25th and 26th 2001, where 67 students perished in arson attack committed by fellow students. Earlier, on March 25th 1998, twenty five (25) girls in Bombolulu secondary school were burnt to death in a school fire started probably by stray students. In July 1991, male students at St. Kizito secondary school invaded girls' dormitory in their school and raped them. A total of nineteen (19) girls died (Akali, Khabamba, & Muyinga, 2009; Kukali & Kabuka, 2009; Kibui, Kibera, & Bradshaw, 2014).

In Nzau Sub-County, according to the Sub-County Director of Education (Kenya National Bureau of Statistics, 2013), various schools had been reported to have experienced indiscipline problems in the year 2013. Some of the schools which reported unrest include Barazani secondary school, which had to be closed for some time due to student riots, Ngoto high school had to be closed earlier than usual to contain the students' unrest, Kikumini, Mii and Kalamba Secondary schools.

Teachers often complain of behavioral problems of the students and express hopelessness because strategies being used to counter indiscipline are not as effective. Tactics which work in one school context may not necessarily work in others. As a result teachers are becoming increasingly concerned about the situation as in some cases their safety is at stake. In one case for example, at

Mii secondary school, one female teacher had to be whisked away from school by sympathizers to save her from the students' wrath, while the principal was locked in the office for hours by students who demanded his immediate transfer.

Indiscipline interferes with the smooth and effective functioning of the school as administrators are spending a great deal of time dealing with issues of deviance. Classroom teaching and learning is also disrupted by negative behavior on daily basis. Ahlner and Henriksson Thorsén (2013) believe that within the classroom and the school context, students' behaviors that disturb the learning environment have a rippling effect on the student or his or her classmates, the school and subsequently immediate and distance community. They add that classroom disruptions misuse valuable teaching and learning time. It follows therefore that if the level of indiscipline continues to rise there can be a serious damaging effect on the general performance of the students.

With the escalating levels of indiscipline, teachers are finding it more and more demanding to create an orderly school environment. The parents express their frustration at the number of offences reported each week. Such offences included aggressive peer fighting, use of obscenities against teachers, vandalism of school property, bullying, truancy and drug and substance abuse among others. This study sought to explore the views of students on what they considered to be the home based factors leading to indiscipline among students in secondary schools in Nzai Sub-County.

1.2 Statement of the Problem

Despite the enormous efforts being made by the government, school management and administrators to control indiscipline, the level of indiscipline in schools is still on the rise in Kenya (Kukali & Kabuka, 2009). Various commissions and task forces have been set up to investigate into the phenomenon. Studies have also been conducted to investigate into the causes of discipline problems in schools (Kinyanjui, 1976; Lunyolo, Ayondo, Tikoko, & Simatwa, 2014). It is commonly accepted among these reports that discipline problem is an issue of great concern in schools, the public and the education sector as a whole. Several strategies have been proposed by the Ministry of Education to deal with the problem. Each school has thus designed its own approach to dealing with behavioral problems (Sanders *et al.*, 2008). However, teachers have continued to express frustration about the growing level of indiscipline in their classrooms. Administrators are also complaining of having to spend too much time dealing with indiscipline issues.

It has been proved by a number of researchers and scholars that schools where discipline is well maintained the teaching and learning process is always effective and efficient (Lochan, 2010). The level of indiscipline among secondary schools in Nzau Sub-County is on the rise, as evident from the several student unrests recorded at the Sub-County Directors office. Empirical evidence has produced mixed findings on the factors which contribute to the increased level of indiscipline including home based factors like parents economic status, parenting styles and family environment. Moreover, no such

study has been conducted in the said Sub County despite the increased level of student indiscipline. The current study sought to fill this gap.

1.3 The Purpose of the Study

The purpose of this study was to investigate the students' home based factors that influence secondary school students discipline in Nzau Sub-County, Makueni County, Kenya.

1.4 The Objectives of the Study

By the end of the study the following specific objectives were to be achieved:-

- (1) To determine the influence of parental economic status on discipline among secondary school students in Nzau Sub-County.
- (2) To establish impact of parenting styles on secondary school students discipline in Nzau Sub-County.
- (3) To establish the effect of family background on discipline among students in secondary schools in Nzau Sub-County.

1.5 Hypothesis

H₀₁. There is no significant relationship between the parents' economic status and discipline among students in Nzau Sub- County secondary schools.

H₀₂. There is no significant relationship between parenting styles and students' discipline in public secondary schools in Nzau Sub-County.

H₀₃. There is no significant relationship between family background and students' discipline in secondary schools in Nzau Sub-County.

1.6 The Significance of the Study

This study is premised on the perception that valuable insights on the issue of students' indiscipline can be obtained by studying home based factors influencing students' discipline. The causes of indiscipline have been occasionally attributed to laxity and insensitive school management. The researcher decided to address this issue from the family point of view. The findings of this study may be useful to the head teachers in enhancing discipline among students in secondary schools in Nzau Sub-County and in most secondary schools in Kenya. The teachers in charge of guidance and counseling departments may find this research useful to manage their roles more effectively in modeling the student's behavior. The students are also likely to find this study useful to them as it will highlight issues related to discipline in the context of the student's home based environment and try to help them mold their behavior to become responsible citizens. This study may also open doors for further research on the issues of indiscipline.

1.7 Delimitations of the Study

This study was mainly concerned with investigating the home based factors that contribute to indiscipline, and how these factors can be used to address indiscipline in schools. The study was delimited to three home based factors, namely, the parents' economic status, the parenting styles and the family background. It was confined to the head teachers, students and parents in Nzau Sub-County public secondary schools. The findings of the study may provide a general idea about the unique home based factors that contribute to indiscipline in public secondary schools. Although these findings may not

necessarily be common to all schools, they may hold implications for all schools in Nzau Sub-County.

1.8 Limitations of the Study

This study was limited to the researcher's perceptions about discipline which may be difficult to change and his preconceived notions about indiscipline which may influence the interpretations therein.

1.9 Assumptions of the Study

The researcher was guided by the assumption that, the sample taken was representative of the population, the data collection instrument had validity and was measuring the desired constructs, the respondents answered questions correctly and truthfully and all research instruments were returned in good time.

1.10 Definition of Significant Terms

Indiscipline: In this study it is simply lack of discipline or a discipline problem. It involves lack of control in the behavior of a person or a group of people with the result that they behave badly.

Secondary school: This is an educational institution where the second stage of the three schooling periods known as secondary education takes place. It follows primary education and is followed by university education.

Parenting styles: The way the parents bring up their children.

Parents' economic status: The parents' economic position in the society.

Drug abuse: Using of drugs that are not allowed by law.

Gender: The state of being either male or female.

Parental background: Parents have an enormous influence on their children's discipline for several reasons, but most importantly, because they are their children's first teachers. The researcher considered three types of parental backgrounds; the orphaned students, single parent students and students whose both parents are alive.

Discipline: The term discipline was used to refer to a controlled behavior resulting from disciplinary training or self-control obtained by enforcing compliance and order, a systematic method to obtain obedience and a state of order based on submission to rules and authority.

1.11 Summary

This chapter presents a detailed account on discipline problems in public secondary schools in Kenya. It outlines clearly the statement of the problem under study with specific focus on Nzau Sub-County. It explains the purpose of the study, the objectives of the study and the hypothesis there in. The study is delimited to three home based factors namely; the parents' economic status, the parenting styles and the family background. It adds to the wealth of knowledge and valuable ideas on students' discipline in schools. It is the researchers' great hope that the school administrators, teachers and other stakeholders may find it relevant to assist in restoring order and sanity in the Kenyan learning institutions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the study. It includes studies done in different regions globally which were accessed through the internet. It also makes references to existing opinions of other researchers and scholars concerning the nature of discipline problems among students in public secondary schools. The literature review of this study embraced the following themes: historical background of discipline problems, the nature and types of discipline problems, theoretical review and critical review. The conceptual and theoretical frameworks of the study are also discussed in this chapter, before finally giving a summary of the whole chapter on literature review.

2.2 Historical Back Ground of Discipline Problems

Increasing global occurrences of ugly incidents relating to student discipline problems have raised concern for the safety and security in schools. An exploration of literature has revealed a variety of descriptions and suggestions as to the nature of student indiscipline. The first case of students gross indiscipline in Kenya involving students strike was reported in Maseno High school in 1908 when the boys refused to participate in manual labor and pressed for more reading and writing (Sifuna, 2000). The number of strikes in Kenyan public schools increased tremendously in the 1990's.

In America studies on public attitudes towards education were carried out and discipline was listed the leading Problem (Charles, 2002). The California department of education released statistics indicating that in 1986, there were 167700 related incidents of crime and violence in California public secondary schools. On May 21, 1998, a 15 year old boy opened fire to his classmates at Thurston high school in USA killing one student and wounding 23 others. Two bodies believed to be of his parents were found at their home (Charles, 2002).

In the school setting, it has not been very easy to define the term indiscipline effectively. Teachers, educators and other stakeholders in the education sector lack the ability to articulate precisely the meaning of indiscipline. McEwan and Damer (1999), assert that the inability to define students' actions in precise behavioral terms is the major stumbling block to developing a definite behavior pattern. They believe that it is important to define behavioral problems which occur in and out of the classroom in order to be able to effectively handle them.

Ouma, Simatwa, and Serem (2013) define discipline as the actions by management to enforce organizational standards. There are many standards or codes of behavior to which teachers, students and non-teaching staff must adhere to. Discipline helps the students to do those necessary activities in order to enhance their education while limiting those behaviors that are self-defeating. Students require discipline for positive development and for adequate educational progress (Charles, 2002).

Barasa (2013), defines indiscipline as the attitude and unwillingness to make efforts required to achieve the objectives chosen, which make the student a defiant person who chooses to rebel and turn away from the goal laid down by both parents and teachers.

The Ministry of Education (MoE) manual for secondary school heads in Kenya states that the school heads are all equipped to face and deal with situations that they are confronted with at all times (Odhiambo, 2005). Every school rule must have a purpose that is clear and possible to enforce and beneficial. The students and staff must know the school rules which must be displayed prominently in each classroom and the staffroom.

2.3 The Nature and Types of Discipline Problems.

Owing to the wide range of behaviors which are considered as indiscipline, several researchers have listed the most frequent forms displayed by students. McEwan and Damer (1999) in their book entitled “Managing unmanageable students” have listed the most frequent discipline problems in schools as follows: truancy, physical aggression towards others, using hands, feet or objects such as hitting, chocking, pushing, tripping, biting, throwing stones at someone and pinching; disturbing others with hands, feet or objects with malicious intent such as inappropriately touching other students or taking their materials; use of disrespectful and threatening language such as swearing, name calling, demeaning comments and verbal insults; inappropriate use of school materials such as writing on walls breaking fences, taking and using

materials from the teachers' desks without permission; talking in class; out of seat behaviors such as moving around for no purposeful activity; non-compliance with teachers' requests and directions; inability to work independently without adult supervision; non-disruptive disorganized behavior such as a slow rate of work completion. Bowen, Heron, Steer, and El Komy (2008), did a study with teachers and developed a list of ten top behavioral problems which was similar to the list presented by Mcewan & Damer. However, they excluded the inappropriate use of school materials as well as the use of threatening language which were replaced by disrespect for others, arguing and tattling.

According to Finn, Pannozzo, and Voelkl (1995) and Phiri (2011), disruptive behavior refers to that which seriously interferes with the teaching process and or seriously upsets the normal running of the school. Veiga (2009) attempted to classify indiscipline by categorizing it into three levels. The first level of indiscipline involves those incidences of disruptive nature whose disturbances affect the good functioning of the school. Conflicts among peers are considered the second level of indiscipline while conflicts with student teacher relationships are considered the third level of indiscipline. Benard Charol Kuntz, a Professor of education in the University of St. Denis in France, has categorized students' misbehavior into four types (Glaser, 2008). He cites violence which involves serious injury punishable in a court of law as the first type. This he calls it "real violence". Unruliness, disregard for school rules and rudeness, are grouped together in the second category and the third category involves breaches of good manners such as slamming door on someone's face.

The fourth group deals with indifferences of students which he states is increasingly stressful to teachers.

Durkheim, a well-known sociologist explains deviance as a breakdown of norms. In his study he states that true deviance exists not from the pressure of social constraints but from the loosening or breakdown under conditions of social disintegration (Rira, 2012). Durkheim called this the situation of anomie or norm less and he meant the condition of individual whose liberation from traditional norms has left him without collective moral guidance in his social adaptation (Hilbert, 1989). Other forms of indiscipline involve drug and substance abuse. In the recent spate of school unrest in Kenyan schools, drugs were cited as having contributed to the disturbances. Examples of commonly abused drugs include bhang, hashish, madrax, heroine, cigarettes and alcohol. Peer pressure and influence and the negative media adverts are the leading motivators regarding abuse of illicit drugs by youngsters which increases the chances of student indiscipline.

2.4 Critical Review

The increasing cases of indiscipline have become alarming especially when students become violent and destructive. In order to deal with the problem effectively, it's essential to have a clear understanding of the underlying reasons behind the problem. Teachers are more effective when they have some idea as to the factors which contribute to indiscipline. Rimm-Kaufman, Storm, Sawyer, Pianta, and LaParo (2006), argue that no amount of respect, teaching or choice will make discipline effective unless the approach deals with the

reason why the behavior occurred. However, most researchers do not address the contribution of home environment to discipline problems among students in secondary schools.

It's not easy to figure out exactly why students engage in negative behavior. Different reasons may vary according to situations and students. Rimm-Kaufman *et al.* (2006) argue that the causes of indiscipline are not always obvious and it may take serious study and even trial and error to get the root cause of the matter. As a result of this numerous factors are suggested. A study done by Odu (2014), concludes that the problem of inadequate facilities could be a source of student's indiscipline. When students lack enough books, are congested in their dormitories, lack enough food, they will result to violence and at times cause damage. This study does not look into the home based factors that may contribute to indiscipline among the students.

According to the report of the task force on student's indiscipline and unrest in Kenya (Jwan, Anderson, & Bennett, 2010), once students register for the Kenya certificate of secondary education (KCSE) in the month of March candidates feel that their contract is over and can do anything (Musungu, 2014). This attitude was named as a major cause of student indiscipline. This report also falls short of naming the impact of the students' home environment on learner's discipline.

Monk (2007) opines that indiscipline in schools can be caused by negative teachers who do not co-operate with the school head. These teachers end up

inciting the students against the school administrations. According to Robbins and Judge (2012), the teachers' attitude can create an environment that encourages either positive or negative behavior. The messages of non – verbal communication are sometimes more heeded than those of verbal. Body language, tone of voice and intensity often speak louder than words (Birjandi & Nushi, 2010). Hyman and Perone (1998) concur with this argument and add that inadequate teaching, punitive school climates and insensitive principals also lead to the problem of students behaviors. These researches also ignore the students' domestic background which may affect their discipline greatly.

Curwin, Mendler, and Mendler (2008), list four categories into which every student who misbehave fits. They include lack of awareness, the belief that they are stupid and hopeless, the desire to look good in front of peers and the need for attention. Curwin, Mendler, and Mendler (2014), agree that most students do not misbehave because they consider it the best thing to do, rather he listed the main factors as egocentrism, threat, provocation, fear, boredom, hopelessness, frustration or feeling isolated. They, however, do not explore the possible factors causing these feelings considering the students background.

An investigation on parental behavior and development of responsibility and leadership qualities in a large group of sixteen year old youths, found that parental behavior variables were related to development of responsibility in young people. The adolescent who was judged to be the least responsible was likely to describe by his or her parents as inclined to complain and ridicule them (Araji & Carlson, 2001). Some parents who are unable to bear the

burden of school fees always make their children to be sent home. Such students indulge in bad groups and end up being a problem to the school.

Some research has cited the growing trends in our society as a major source of students' indiscipline. McIntosh (2012) suggests that loose connectedness, and the community in modern society as being largely responsible for the dramatic increase in indiscipline among young people. Curwin *et al.* (2008), support this suggestion by citing societal violence as one of the leading out of school violence and a cause of indiscipline among students. Discipline problems in the school reflect the problems that face the bigger society (Türnüklü & Galton, 2001; Bru, Stephens, & Torsheim, 2002). As problems of drug abuse, crime, violence and physical abuse increase in the society so will the discipline problems in schools.

Another leading cause cited is the effects of the media. Content analysis of television (TV) shows, indicate at least 32 acts of violence per hour in children shows alone (Simmons, Stalsworth, & Wentzel, 1999). They also state that the news programs also depict considerable amounts of real violence which is viewed by more than one third of elementary aged children. Reporting on studies done, Simmons *et al.* (1999), confirm that heavy television viewed was significantly associated with elementary school children and believe that poor school behavior was correlated with the home television environment.

Hyman and Perone (1998) discussed the role of the home and family in student behavior. He points out factors such as financial stress within the

family and dysfunctional families as being significant in shaping students behavior. Bru *et al.* (2002) also examine the role and function of the family in meeting the child's basic needs. They state that the academic achievement and appropriate behavior are more likely to occur in schools when a student's home environment has met his or her psychological safety and belonging needs.

Reed and Kirkpatrick (1998) believe that student's boredom perpetuates indiscipline. They suggest that when students become bored sometimes they derive pleasure from making the teacher angry and that their teachers derive a measure of satisfaction from finding the student in mistakes. They point out that some students rebel as a way of voicing their dissatisfaction with their lack of power and their often exclusion from participating in decision making. Muema and Kiilu (2013) did a study on correlation of deviance among secondary school students in Nairobi. They argue that students deviance emanate from their home environments. They did not specify the domestic circumstances that cause students deviance. Flores and Day (2006) conclude that the management personnel play a crucial role in dealing with students discipline though they failed to look into the difficulties the school managers face in the management of students discipline.

Discipline strategies vary along the continuum from the extremely authoritarian in which the adults make all rules and punish any deviation to the very permissive in which the child makes all the decisions (Birjandi & Nushi, 2010). The authoritarian methods can be aligned with the behaviourists'

philosophy which emphasizes on shaping behavior through the use of rewards and punishment. According to (Soylu, 2011), these models are based on immediate and unquestionable obedience as the target of behavior. This scheme failed to provide adequate training for self-respect, choice and independent action(Mbiti, 1974).

The modern schemes of discipline emphasizes on arranging conditions for healthy learning and living, based on the assumption that the child needs to be helped to develop his unique and individual personality, but with a central background and group consciousness. The child must be trained to make those choices responsibly and independently with the required adult guidance (Mbiti, 1974).

Various educational commissions have addressed the need to provide guidance and counseling services in schools in Kenya to solve student's behavior problems, including the Ominde (1964), Gachathi (1976), Kamunge (1988)and the Koech (1999) commission. A number of studies have also been conducted to investigate the extent to which guidance and counseling programmes have been implemented in secondary schools. Lapan, Gysbers, and Petroski (2001), in a research carried out in 4 secondary schools involving 120 students and 20 teachers found that most students did not receive guidance and counseling services. Teachers were incompetent in the area and did not know exactly how to guide and counsel the students. Little or no attention had been given to the need to equip the teachers with the relevant knowledge and

skills essential for planning implementing and monitoring guidance and counseling services and activities in the schools.

2.5 The Theoretical Framework

There is no single theory that can wholly explain how learners behave and how their discipline can be managed. This study adopted a theoretical framework based on the cognitive-behavioral theory. This is a set of theoretical hypotheses on the emotional behavioral functioning of human beings and how it can be changed. A behavioral cognitive approach integrates thoughts and behavior.

Behavior theory was founded on the works of B.F Skinner, Pavlov, and Albert Bandura among others. These proponents believed that behavior is not influenced by past experiences. According to them behavior can be learnt, relearned and unlearned. They believed that human beings are the product and producers of their environment (Bandura, 1985; Kiumi, 2012). This study investigated indiscipline as the product of the student environment taking into account the students home based factors including the parents' economic status, parenting styles and the family environment.

Behavior therapy assumes that behavior should be measurable and observable based on procedures and principles of the scientific method. It deals with the student's current problems and the factors that influence them. Thus the researcher assumed that the students discipline problems are influenced by his or her present conditions.

Behavior theory can be understood by considering, three major areas of development; classical conditioning, operant conditioning and social learning theory. Classical conditioning is based on the belief that behavior can be controlled and that human beings can be made to do things without being aware of them. Pavlov conditioned a dog to salivate at the sound of a bell hence the environment can be manipulated to produce desired behavior. Handling students discipline problems the student can be conditioned to produce desired results. This study investigated the home based factors that contribute to indiscipline and how this understanding can be a useful tool to reduce discipline problems in public secondary schools in Nzau Sub-County.

Operant conditioning was propagated by B.F Skinner. He asserts that rewards and punishment make people behave in certain ways. He speaks about reinforcement which can either be positive or negative. Positive reinforcement aims to increase the frequency of a response by filling it with a favorable event (reward) while negative reinforcement makes use of punishment or withdrawal of rewards. This study will be based on the belief that understanding the student background information can help the administrators to reinforce the student's behavior either positively or negatively to attain the desired results.

Bandura (1985) developed the social learning theory which postulates that people are capable of learning vicariously by observing the behavior of others as well as its consequences and by imitating that behavior. The key aspects of

the social learning theory include observing, retaining, motivation and imitation. Here learning is a process. It recognizes the role of cognition and feelings in influencing behavior especially family thoughts pattern and how they lead a person to produce maladaptive behavior. Indiscipline is often a product of social system and the strategies to curb indiscipline should be based on the understanding of the home based factors that cause indiscipline among secondary school students.

At the center of the cognitive behavioral theory is the concept that events do not force people to have emotional behavioral reactions. It is the interpretation of thoughts and events that precipitates emotional and behavioral reactions. Ellis (2001) argues that people have to be shown how they can live peacefully with themselves if they are to be helped to live happily with each other. This can be applied in the schools to suggest rules and regulations that can promote a culture of good discipline in schools.

2.6 Conceptual Framework

This study, adopted a conceptual frame work based on the fact that students' discipline can be affected by home based factors like the parents economic status, parenting styles and family environment. The researcher sought the students' views as to whether the parents' economic status like driving cars, high education level, having good jobs or poverty may influence the students' discipline. Parenting styles include parents who may be very strict with their children, parents who don't take care of their children, parents who are unfriendly or parents who don't have time with their children. Family

environment included single parent families, rural homes, orphaned students, polygamous families or separated families. However, the conceptual framework included the assumption that student's discipline can be corrected using intervening variables like the implementation of the government policy on discipline, use of guidance and counseling and implementation of school rules and regulations.

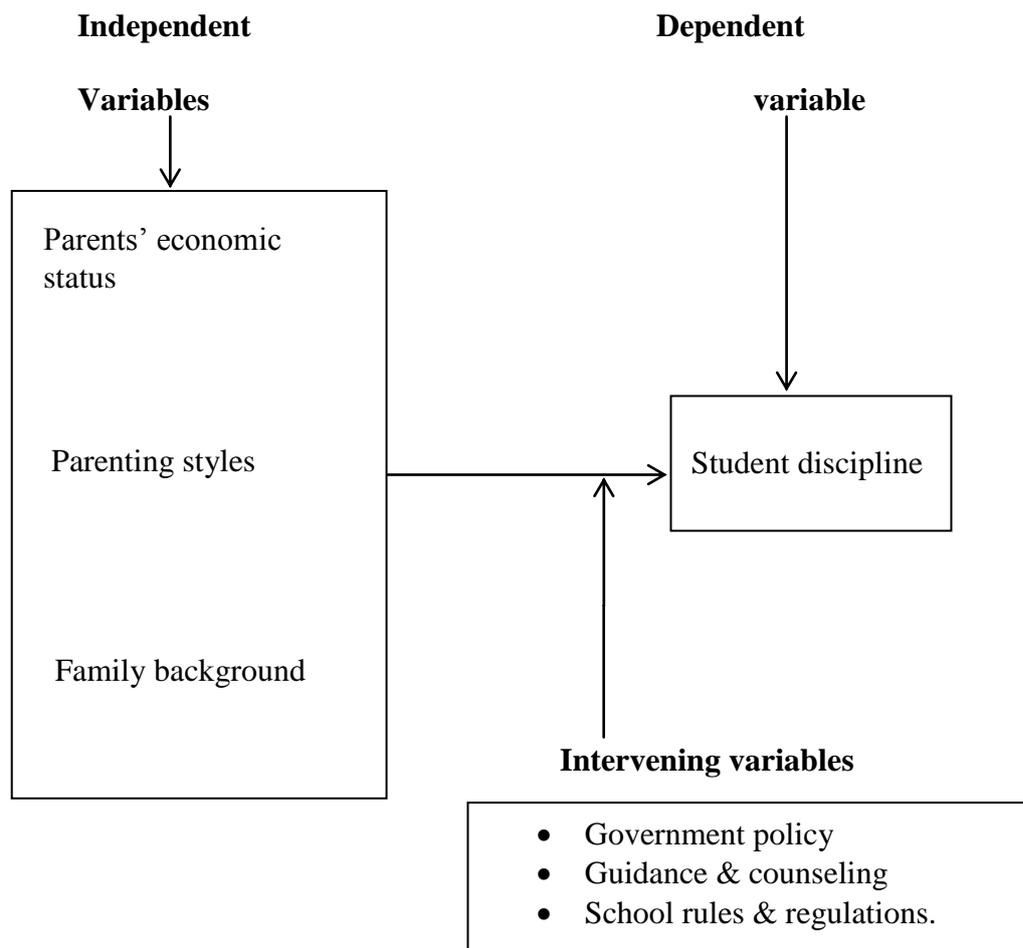


Figure 1: Conceptual frame work (source, own)

2.7 Summary

Literature review revealed that, the perception of discipline problems among students vary depending on individuals. It is also evident that determining the causes of indiscipline is not a simple task because different agents contribute to the behavior of a single individual. Several possible factors causing discipline problems emerged from the literature review including inadequate facilities in schools, student feelings after registration of exams, teacher influence, peer pressure, growing trends in the society, influence of media among others. Several strategies which can be employed in attempting to treat behavioral problems have been presented. The researcher believed that there was need to study the home-based factors that may contribute to indiscipline among the students in an effort to try to find a solution to the problem, from the student's point of view. It is also to the best of the researcher's knowledge that no research of this kind has been undertaken in Nzaui Sub-County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter concentrates on the methods and the procedures through which the data for the study was collected. It describes the research design, the sampling procedures, the target population and the methods of data analysis used. The validity and reliability of the data collection instruments are also discussed in this section.

3.2 Research Design

The research design adopted in the study was the descriptive survey. According to Orodho (2003), descriptive research designs are designed to obtain important and precise information concerning the status of phenomena and wherever possible to draw valid general consensus from the facts discovered. Kombo and Tromp (2006) maintain that descriptive survey design is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. The descriptive survey design was the most appropriate for the study because the researcher collected information on the status of affairs in the schools without manipulating any variables. Tashakkori and Teddlie (1998) asserts that descriptive survey design is an effective way of collecting data from a large sample as it consumes little time and is cost effective.

3.3 Target Population

Kothari (2004), defines target population or universe as being all member of the real hypothetical set of people, events or objectives to which a researcher wishes to generalize the results of the research study. In this research, the target population consisted of all the students in public schools in Nzau Sub-County. According to the statistics available in the Sub-County Education Office Nzau Sub-County (Kenya National Bureau of Statistics, 2013), there are 52 public secondary schools in the district. The total student enrolment in these schools is 10,500. This formed the target population of this study including the 52 head teachers of all the public secondary schools. Four parents from the parent teacher association were selected from each of the schools. This was because each class has a class representative, from form one to four. Thus the total number of parents targeted was 4 parents from each of the 52 schools making a total of 208.

3.4 Sample size and Sampling Procedure

A sample is a group of the target population that the researcher plans to study for generalizing about the target population. A good sample is large enough so that the researcher can work with confidence that a different sample of the same size, if administered using the same procedure can give the same appropriate results. The sample population in this research was determined based on the number of schools in the sub-county. Out of the 52 schools, 10 schools were selected forming 20% of the total number schools in the Sub-County. Then one head teacher responded to the interview guide per school, hence 10 head teachers were selected to respond to the interview guide. The

researcher used the parents’ teachers association (PTA) as base for the parents’ population in this research. This translates to 208 parents in the 52 schools.

Table 1: Sample Size

Target Population	No.	Sample Size
Students	10,500	385
Parents	208	136
Head teachers	52	10
Total number of respondents	10760	531

Tejada and Punzalan (2012) argue that in a number of research studies involving surveys, the Slovin’s formula is used to determine the sample size and the same formula was used for this study

$$n = \frac{N}{1+N(\epsilon)^2} \dots\dots\dots\text{Equation 1}$$

Where n = Sample Size; N = Target population and e = Margin of error desired (0.05)

Due to the high number of 10,500 students, the researcher used simple random sampling to select a representative sample of students, using the Slovin’s formula. This produced 385 students who were sampled for inclusion in the study. Using the same formula 136 parents were sampled for this study. All the respondents were drawn from the 10 schools sampled.

3.5 Data Collection Procedures

Data in this study was collected using questionnaires and interview guides. The researcher used two types of questionnaires, the students and the parents' questionnaires respectively. The questionnaire had five sections: The first section included the respondents' background information. The second section found out the impact of the parents' economic status on students' discipline. The third section probed into the parenting styles affecting students' discipline. The fourth section sought to measure the effect of family environment on student discipline. The fifth section measured the dependent variable. Questionnaires give objective information about a given phenomenon hence they are very suitable in this study. The researcher also used the interview guide for the head teachers to put forward views on school management and discipline issues.

Mugenda and Mugenda (2003), observe that to obtain accurate data, a researcher needs to obtain maximum co-operation from the respondents. In this study the researcher got permission from the Ministry of Education by getting a permit to do research in the targeted schools. The researcher obtained permission from each head teacher to conduct research their school. The research questionnaires were distributed to the respondents to participate in the study and were collected when dully completed. There was direct conduct with respondents to allow the researcher to give instructions on how to complete the questionnaires and assure the respondents of the confidentiality of their responses.

3.6 The Validity of the Research Instruments

Validity is the degree to which all the evidence point to the intended interpretation of the test scores for the proposed purpose. According to Borg and Gall (1989) validity refers to the quality of a data gathering instrument or procedures that enables us to measure what it is supposed to be measured. It is the extent to which the instruments cover the objectives. The validation of the research instruments was done through the approval of senior academic members of the faculty of education, in the South Eastern Kenya University. The two lectures, supervising the researcher, examined the instruments and gave feedback and their recommendations were incorporated.

3.7 The Reliability of the Research Instrument

Reliability means that scores from an instrument are stable and consistent (Gay, 2003). An instrument is reliable when it can measure variables accurately and obtain same results under same conditions over a time. To determine the reliability of the instruments the research applied the split – half method. In this case the questionnaires were separated into two sets using the old number questions for one set and the even numbered questions for the other set. Each of the two sets was correlated and the correlation coefficient obtained. The correlation coefficient sufficient to determine the reliability of the research instrument was above 0.7 hence the instrument was deemed reliable and adopted.

3.8 Data Analysis procedures

Data analysis in this study was an ongoing process which begun at the onset of data collection. After the researcher received all the instruments dully filled, he went through them to ensure accuracy and completeness. The data was then converted into a format that can be easily analyzed. This was achieved by coding and classifying fully filled responses, using frequency distribution tables and graphs. The responses were tallied according to the research questions. Using the Pearson's product moment correlation coefficient (r_{xy}) the responses were analyzed to show the relationship between the home-based factors and school discipline of students. The researcher used the statistical package for social sciences (SPSS) computer software to analyze data. The findings were organized and reported by use of statistical tables and percentages.

3.9 Summary

This chapter gave a detailed report on how the study was undertaken, making a systematic analysis of the methods of data collection, describing the research design, sampling procedures and clearly outlining the target population and methods of data analysis.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS OF
FINDINGS

4.1 Introduction

This chapter provides an analysis and discussions of the respondents' responses. Descriptive analysis technique was utilized which involved use of descriptive statistics and tabulations. Descriptive statistics used included frequencies and percentages. The tabulations were basically tables, bar graphs and the associated proportions utilized in generating the graphs. The chapter examines the influence of parental economic status on discipline among secondary school students; establish impact of parenting styles on secondary school students' discipline and find the effect of family environment on discipline among students in secondary schools in Nzau Sub-County.

4.2 Questionnaire Return Rate

The study targeted 385 students out of which 366 questionnaires were returned representing a 95 per cent return rate. The study also targeted 136 parents out of which 118 parents returned the duly completed questionnaires. This represented 87 per cent response rate which is deemed acceptable. In addition, all the 10 head teachers responded to the interview guide.

4.3 Influence of Parental Economic Status on Discipline among Secondary School Students

Concerning the influence of parental economic status and its influence on students' discipline displayed in table 2, 266 students representing 72.68 per cent of the interviewed students noted that students whose parents drive cars are in-disciplined. This was based on the aggregation of the students who disagreed and strongly disagreed with this assertion. Parental education level affect student discipline according to 192 students representing 52.46 per cent of the students interviewed. Hence, slightly above average of the students note that student discipline is affected by parental education level. Table 2, further shows that 320 students representing 87.43 per cent state that students from poor homes are disciplined. This was deduced based on the number of students who disagreed and strongly disagreed, which represented 29.78 and 57.65 per cent respectively. Indiscipline in our schools is mainly caused by peer pressure according to 184 students who represent 50.27 per cent. The table also shows that students whose parents have good jobs are indisciplined, as per 263 students who were interviewed; this represented 71.86 per cent of the all students.

Table 2: Influence of Parental Economic Status on Students' Discipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Students whose parents drive cars are indisciplined.	<i>f</i>	127	139	44	35	21
	%	34.7	37.98	12.02	9.56	5.74
Mean 2.17					Standard deviation 1.16	
Parental education level, affect student discipline.	<i>f</i>	100	92	29	93	52
	%	27.32	25.14	7.92	25.41	14.21
Mean 2.74					Standard deviation 1.45	
Students from poor homes are indisciplined.	<i>f</i>	211	109	20	11	15
	%	57.65	29.78	5.46	3.01	4.1
Mean 1.66					Standard deviation 1.00	
Indiscipline in our schools is mainly caused by peer pressure.	<i>f</i>	55	89	38	90	94
	%	15.03	24.32	10.38	24.59	25.68
Mean 3.22					Standard deviation 1.44	
Students whose parents have good jobs are disciplined.	<i>f</i>	96	167	46	35	22
	%	26.23	45.63	12.57	9.56	6.01
Mean 2.23					Standard deviation 1.12	

As a result, the findings show that students from poor homes are disciplined. However, students whose parents have good jobs and drive cars are indisciplined. Hence, the economic status of the parent affects on the students discipline, though in addition, student discipline is affected by parental education level and by peer pressure according to the students interviewed.

Table 3: Parents View on Influence of Parental Economic Status on Students' Discipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Children whose parents drive cars are indisciplined.	<i>f</i>	40	50	2	16	10
	<i>%</i>	33.9	42.37	1.69	13.56	8.47
Mean	2.20	Standard deviation			1.28	
Parental education level, affects the Childs' discipline.	<i>f</i>	18	46	16	30	8
	<i>%</i>	15.25	38.98	13.56	25.42	6.78
Mean	2.69	Standard deviation			1.20	
Children from poor homes are indisciplined.	<i>f</i>	56	42	10	2	8
	<i>%</i>	47.46	35.59	8.47	1.69	6.78
Mean	1.85	Standard deviation			1.11	
Indiscipline in our society is mainly caused by peer pressure.	<i>f</i>	12	30	18	40	18
	<i>%</i>	10.17	25.42	15.25	33.9	15.25
Mean	3.19	Standard deviation			1.26	
Children whose parents have good jobs are disciplined.	<i>f</i>	34	54	14	10	6
	<i>%</i>	28.81	45.76	11.86	8.47	5.08
Mean	2.15	Standard deviation			1.09	

Table 3 gives the views of the parents regarding the influence of parents' economic status on students' indiscipline. The parents who did not concur that children whose parents drive cars are indisciplined were 90 representing 76.27 per cent. Only 26 parents representing 22.03 per cent noted that children whose parents drive cars are indisciplined. Hence, more than three-quarters of the parents concur that children whose parents drive cars are disciplined.

Further, 64 parents representing 54.23 per cent negated that parental education level affects the child's discipline. Only 38 parents representing 32.2 per cent said that parental education level affects child's discipline.

The parents who stated that children from poor homes are undisciplined were only 10 representing 8.47 per cent. However, 98 parents representing 83.05 per cent differed with this statement. Hence, children from poor homes are disciplined based on majority of the parents interviewed. Table 3 also shows that 58 parents representing 49.15 per cent agreed that indiscipline in our society is mainly caused by peer pressure, while 42 parents representing 35.59 per cent disagreed with this suggestion. Three-quarters of the parents differed with the idea that children whose parents have good jobs are disciplined, with only 16 parents representing 13.55 per cent agreeing with this statement. This indicates that children whose parents have good jobs are undisciplined. The findings show children whose parents drive cars are disciplined. Further, children from poor homes are disciplined and that children whose parents have good jobs are undisciplined.

The Pearson's correlation between different measures of parents' economic status and various measures of student's indiscipline are presented in table 4. Also included in the table are the associated probability values, indicating whether the respective measures are significantly related to each other. The statistical significance is deduced at the 5 per cent level of significance.

Table 4: Correlation between Parents' Economic Status and Students' Indiscipline

		Students whose parents drive cars are in-disciplined	Parental education level, affect student discipline	Students from poor homes are in-disciplined	Indiscipline in our schools is mainly caused by peer pressure	Students whose parents have good jobs are disciplined
Very few students are absent from school every week.	<i>r</i>	0.08	0.03	-0.06	0.13*	0.03
	<i>p</i>	0.11	0.55	0.24	0.01	0.61
No student has ever been suspended from our school.	<i>r</i>	-0.09	0.00	0.03	-0.11*	0.11*
	<i>p</i>	0.07	0.98	0.60	0.03	0.03
Conflicts are resolved amicably in our school.	<i>r</i>	0.14*	0.04	-0.11*	0.08	0.00
	<i>p</i>	0.01	0.39	0.03	0.15	0.93
School communication channels are well utilized in our school.	<i>r</i>	0.08	0.03	-0.18*	0.08	-0.07
	<i>p</i>	0.13	0.58	0.00	0.15	0.18
Noise making in our school is optimal	<i>r</i>	-0.04	0.01	-0.11*	0.01	0.03
	<i>p</i>	0.40	0.89	0.04	0.84	0.52
There are no cases of students fighting in our school.	<i>r</i>	0.01	0.03	-0.11*	0.03	0.12*
	<i>p</i>	0.78	0.56	0.04	0.58	0.03
There are no cases of students doing punishment.	<i>r</i>	-0.04	0.02	-0.05	-0.01	0.03
	<i>p</i>	0.41	0.75	0.31	0.81	0.51

r and *p* are the spearman's correlation and associated probability values respectively

Table 4 shows a positive and significant was ascertained on the relationship between indisciplined students whose parents drive cars and amicable conflicts resolution in school. Negative and significant correlation was established between indisciplined students from poor homes and amicable conflicts resolution, well utilization of school communication channels, optimal noise making and lack of cases of students fighting in school. Indiscipline in schools as mainly being by peer pressure is positively and significantly correlated with very few students being absent from school every week. However, it was negatively and significantly correlated with absence of any student ever being suspended from school.

4.4 Impact of Parenting Styles on Secondary School Students Discipline

Table 5: Parenting Styles and its impact on Secondary School Students' Discipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Students whose parents are over strict are in-disciplined.	<i>f</i>	122	107	28	59	50
	%	33.33	29.23	7.65	16.12	13.66
Mean	2.48	Standard deviation			1.44	
Parents who care less about their children cause indiscipline.	<i>f</i>	56	43	15	133	119
	%	15.3	11.75	4.1	36.34	32.51
Mean	3.59	Standard deviation			1.43	
Students are in-disciplined if their parents are unfriendly.	<i>f</i>	55	89	61	103	58
	%	15.03	24.32	16.67	28.14	15.85
Mean	3.05	Standard deviation			1.33	

Students are in-disciplined if they lack time with parents.	<i>f</i>	52	90	51	121	52
	%	14.21	24.59	13.93	33.06	14.21
Mean		3.08	Standard deviation			1.31
Students from boarding primary schools are in-disciplined.	<i>f</i>	122	139	51	30	24
	%	33.33	37.98	13.93	8.2	6.56
Mean		2.17	Standard deviation			1.17
Students given a lot of freedom have discipline problems.	<i>f</i>	57	68	31	109	101
	%	15.57	18.58	8.47	29.78	27.6
Mean		3.35	Standard deviation			1.45

Disciplined students whose parents have good jobs were found to be positively and significantly related with no cases of any students being suspended from school and no cases of students were involved in fighting at school. Thus as the number of disciplined students whose parents have good jobs increases, lack of cases of students fighting and being suspended from school also increases. This therefore implies that cases of students fighting and suspension from school would decline.

According to 229 students representing 62.56 per cent, students whose parents are over strict are disciplined. This was deduced based on the total number of students who negated the assertion that over strictness of parents lead to students' indiscipline. The table further shows that 252 students representing 68.85 per cent reported that parents who care less about their children's welfare cause them to be indisciplined. Students are indisciplined if their parents are unfriendly according to 43.99 per cent of the students interviewed.

Table 5 also illustrates that 173 students representing 47.27 per cent, viewed lack of time with parents as a cause of indiscipline to the students. The assertion that students from boarding primary schools are indisciplined was reported by 261 students representing 71.31 per cent of the students interviewed. However, 210 students 57.38 per cent of students interviewed believed that students who are given a lot of freedom have discipline problems.

Accordingly, students are disciplined when parents are over strict with them and in cases where they schooled in boarding primary schools. However, students are indisciplined if parents are uncaring, unfriendly, lack time for them and accord them unlimited freedom. This confirms the fact that parenting style is a factor which influence and affect overall discipline of the students.

Table 6: Parents View on Influence of Parenting Styles on Students' Discipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Being over strict with our children causes indiscipline.	<i>f</i>	22	38	14	22	22
	<i>%</i>	18.64	32.2	11.86	18.64	18.64
Mean	2.86	Standard deviation			1.41	
Parents who care less about their children cause indiscipline.	<i>f</i>	14	22	10	46	26
	<i>%</i>	11.86	18.64	8.47	38.98	22.03
Mean	3.41	Standard deviation			1.33	
Children are indisciplined if	<i>f</i>	10	34	16	36	22

their parents are unfriendly.	%	8.47	28.81	13.56	30.51	18.64
Mean	3.22	Standard deviation			1.28	
Children are disciplined if they lack time with parents.	<i>f</i>	16	22	10	48	22
	%	13.56	18.64	8.47	40.68	18.64
Mean	3.32	Standard deviation			1.34	
Children are disciplined if they lack dialogue with parents.	<i>f</i>	10	36	12	26	34
	%	8.47	30.51	10.17	22.03	28.81
Mean	3.32	Standard deviation			1.39	
Children who are given a lot of freedom are disciplined.	<i>f</i>	36	38	14	16	14
	%	30.51	32.2	11.86	13.56	11.86
Mean	2.44	Standard deviation			1.36	

Table 6 provides the parents view in regards to the influence of parenting style on students' indiscipline. The parents who did not agree that being over strict with our children causes indiscipline were 60 representing 50.84 per cent. However, 44 parents representing 37.28 per cent noted that being over strict with the children cause them to be disciplined. Further, 72 parents representing 61.01 per cent said that parents who care less about their children's welfare cause indiscipline. In the final analysis 36 parents representing 30.5 per cent negated the thinking that parents who care less about their children caused them to be disciplined.

The parents who stated that children are disciplined if their parents are unfriendly were 58 representing 49.15 per cent, while 44 parents which represent 37.28 per cent negated this statement. Moreover, 70 parents

representing 59.32 per cent agreed that children are undisciplined if they lacked time with parents, while 60 parents representing 50.84 per cent observed that children are undisciplined if they lack dialogue with parents. Hence, lack of time and dialogue with parents causes children to be undisciplined. However, 74 parents representing 62.71 per cent invalidated that children who are given a lot of freedom are disciplined. In summary the data showed that children who are given a lot of freedom by their parents are undisciplined.

Thus, based on the parents interviewed relating to parenting style on students' undiscipline, being over strict with our children makes them disciplined. However, less care and being unfriendly by the parents to their children makes them be undisciplined. Moreover, lack of time and dialogue with parents causes children to be undisciplined. Also children who are given a lot of freedom by their parents are undisciplined.

The Pearson's correlation between different measures of parenting styles and various measures of student's undiscipline are presented in table 7. Also included in the table are the associated probability values, indicating that the respective measures are significantly related to each other. The statistical significance is deduced at the 5 per cent level of significance.

Table 7: Correlation between Parenting Styles and Students Indiscipline

		Students whose parents are over strict are indisciplined	Parents who care less about their children cause indiscipline	Students are indisciplined if their parents are unfriendly	Students are indisciplined if they lack time with parents	Students from boarding primary schools are indisciplined	Students given a lot of freedom have discipline problems
Very few students are absent from school every week.	<i>r</i>	0.04	0.03	0.07	0.04	0.01	-0.01
	<i>p</i>	0.46	0.60	0.16	0.43	0.93	0.84
No student has ever been suspended from our school.	<i>r</i>	-0.04	-0.10	0.08	0.00	0.04	0.03
	<i>p</i>	0.40	0.07	0.12	0.93	0.40	0.60
Conflicts are resolved amicably in our school.	<i>r</i>	-0.03	0.05	0.08	0.08	-0.01	0.08
	<i>p</i>	0.59	0.34	0.14	0.15	0.92	0.14
School communication channels are well utilized in our school.	<i>r</i>	-0.09	0.01	0.12*	-0.03	-0.12*	0.09
	<i>p</i>	0.08	0.78	0.02	0.59	0.02	0.10
Noise making in our school is optimal	<i>r</i>	0.06	0.14*	0.01	0.06	0.02	0.06
	<i>p</i>	0.29	0.01	0.92	0.22	0.75	0.25
There are no cases of students fighting in our school.	<i>r</i>	-0.05	0.02	0.07	0.01	0.00	0.05
	<i>p</i>	0.33	0.74	0.20	0.82	0.98	0.30
There are no cases of students doing punishment.	<i>r</i>	-0.04	-0.10	0.06	0.08	-0.06	0.04
	<i>p</i>	0.48	0.05	0.23	0.13	0.28	0.44

r and *p* are the spearman's correlation and associated probability values respectively

Table 7 gives a positive and statistically significant correlation between indisciplined students due to less care of parents and optimal noise making in the school. The interview guide from 8 head teachers note that *laissez- faire* type of parenting leads to indiscipline. Similarly indisciplined students due to their parents being unfriendly was established to be positively and significantly correlated with well utilization of communication channels at school. However, well utilization of school communication channels was found to be negatively and significantly correlated with indiscipline of the students from boarding schools.

4.5 Effect of Family background on Discipline among Students in Secondary Schools

Table 8: Family background and its effect on secondary school students' discipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Students from single parent families are in-disciplined.	<i>f</i>	137	114	51	43	21
	<i>%</i>	37.43	31.15	13.93	11.75	5.74
Mean	2.17	Standard deviation				1.21
Students from rural homes are in-disciplined.	<i>f</i>	163	135	29	26	13
	<i>%</i>	44.54	36.89	7.92	7.1	3.55
Mean	1.88	Standard deviation				1.06
Orphaned students are in-disciplined in our school.	<i>f</i>	203	102	23	19	19
	<i>%</i>	55.46	27.87	6.28	5.19	5.19
Mean	1.77	Standard deviation				1.11

Students from polygamous families are in-disciplined.	<i>f</i>	86	134	84	40	22
	<i>%</i>	23.5	36.61	22.95	10.93	6.01
Mean		2.39	Standard deviation			1.14
Students whose both parents are alive are disciplined.	<i>f</i>	71	113	68	78	36
	<i>%</i>	19.4	30.87	18.58	21.31	9.84
Mean		2.71	Standard deviation			1.27
Students whose parents are separated are in-disciplined.	<i>f</i>	81	111	63	67	44
	<i>%</i>	22.13	30.33	17.21	18.31	12.02
Mean		2.68	Standard deviation			1.32

Table 8 show that 251 students representing 68.58 per cent of the students interviewed differed with the suggestion that students from single parent families are indisciplined. However, only 64 students corresponding to 17.49 per cent of the students concurred with this assertion. Hence, students from single parent families are disciplined based on the students interviewed. Pertaining to students from rural homes being indisciplined, 298 students representing 81.43 per cent of the students interviewed disagreed with this contention. Only 39 students representing 10.65 per cent of the students agreed with this statement. Hence, students from rural homes are disciplined according to more than four-fifths of the students questioned.

Similar, findings were deduced in regards to orphaned students being indisciplined in the school, since 305 students representing 83.33 per cent differed with the statement, with only 38 representing 10.38 agreeing with it. Thus orphaned students are disciplined in their respective schools. Likewise

220 students representing 60.11 per cent of the students interviewed opposed the idea that students from polygamous families are indisciplined. Only 62 students representing 16.94 per cent concurred with the statement. This implies that students from polygamous families are disciplined.

Regarding students whose both parents are alive being disciplined, 184 students representing 50.27 per cent did not concur with the statement, while 114 students representing 31.15 per cent concurred with it. Hence, more than one half of the students view the students whose both parents are alive as being indisciplined. Similarly, 192 students which represent 52.46 per cent of the students questioned, negated the assertion that students whose parents are separated are indisciplined. Thus more than one half of the students regarded students whose parents are separated as disciplined.

Consequently students from single parent families, polygamous families and whose parents are separated are disciplined, as well as students from rural homes and orphaned students. Similar view was given by 6 head teachers interviewed which showed that single parent students tend to be indisciplined. However, only students whose both parents are alive as regarded as being indisciplined. The findings that students are disciplined irrespective of their family environment indicate that family environment does not affect the discipline of the students.

The parents who were interviewed and negated that children from single parent families are indisciplined were 80 representing 67.8 per cent. This

indicates that children from single parent families are disciplined. Similarly, 98 parents representing 83.05 per cent negated that children from rural setting are indisciplined, showing that children from rural homes are disciplined. Likewise, 102 parents representing 86.44 per cent differed with the statement that orphaned children are indisciplined in our society, clearly meaning that children who are orphans are disciplined in the society.

An equal number of 70 parents representing 59.32 per cent negated the statement that children from polygamous families or whose parents are separated as being indisciplined. Thus, according to the parents, children from polygamous families and whose parents are separated are disciplined. Moreover, 72 parents representing 61.02 per cent disagreed with the suggestion that children whose both parents are alive are disciplined. This shows that children whose both parents are alive are indisciplined.

Table 9: Parents View on Influence of Family background on Students' Discipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Children from single parent families are indisciplined.	<i>f</i>	32	48	14	18	6
	<i>%</i>	27.12	40.68	11.86	15.25	5.08
Mean	2.31	Standard deviation			1.17	
Children from rural homes are indisciplined.	<i>f</i>	40	58	10	8	2
	<i>%</i>	33.9	49.15	8.47	6.78	1.69
Mean	1.93	Standard deviation			0.92	
Orphaned children are	<i>f</i>	40	62	6	10	-

indisciplined in our society.	%	33.9	52.54	5.08	8.47	-
Mean	1.88	Standard deviation			0.85	
Children from polygamous families are disciplined.	<i>f</i>	12	58	16	20	12
	%	10.17	49.15	13.56	16.95	10.17
Mean	2.68	Standard deviation			1.18	
Children whose both parents are alive are disciplined.	<i>f</i>	12	60	22	22	2
	%	10.17	50.85	18.64	18.64	1.69
Mean	2.51	Standard deviation			0.97	
Children whose parents are separated are disciplined.	<i>f</i>	20	50	10	24	14
	%	16.95	42.37	8.47	20.34	11.86
Mean	2.68	Standard deviation			1.30	

Thus, according to the parents, children from single parent or polygamous families, rural homes or whose parents are separated or who are orphans are disciplined in the society. However, children whose both parents are alive are disciplined.

Table 10: Correlation between Family background and Students' discipline

		Students from single parent families are disciplined	Students from rural homes are disciplined	Orphaned students are disciplined in our school	Students from polygamous families are disciplined	Students whose both parents are alive are disciplined	Students whose parents are separated are disciplined
Very few students are absent from school every	<i>r</i>	0.06	-0.07	-0.11*	0.02	0.05	0.03
		0.23	0.22	0.03	0.76	0.35	0.54

week.	<i>p</i>						
No student has ever been suspended from our school.	<i>r</i>	0.01	0.13*	0.08	0.06	0.06	-0.02
	<i>p</i>	0.83	0.01	0.13	0.24	0.23	0.73
Conflicts are resolved amicably in our school.	<i>r</i>	-0.07	-0.08	-0.15*	0.01	0.06	0.02
	<i>p</i>	0.16	0.11	0.00	0.82	0.26	0.69
School communication channels are well utilized in our school.	<i>r</i>	-0.08	-0.07	-0.02	0.08	0.18*	0.04
	<i>P</i>	0.14	0.16	0.68	0.12	0.00	0.50
Noise making in our school is optimal	<i>r</i>	-0.02	-0.05	-0.15*	-0.07	0.05	-0.07
	<i>p</i>	0.74	0.39	0.00	0.19	0.36	0.17
There are no cases of students fighting in our school.	<i>r</i>	0.05	0.02	0.02	-0.03	0.16*	0.01
	<i>p</i>	0.34	0.74	0.65	0.62	0.00	0.89
There are no cases of students doing punishment.	<i>r</i>	0.04	0.10	0.14*	-0.02	0.08	0.03
	<i>p</i>	0.46	0.06	0.01	0.72	0.12	0.58

r and *p* are the spearman's correlation and associated probability values respectively

The Pearson's correlation between different measures of family background and various measures of student's indiscipline are presented in table 10. Also included in the table are the associated probability values, indicating whether the respective measures are significantly related to each other. The statistical significance is deduced at the 5 per cent level of significance.

Table 10 shows that indisciplined students from rural homes was found to be positively and significantly correlated with lack of student's suspension from school. Indiscipline of orphaned students was ascertained to be negatively and significantly correlated with very few students being absent from school every week, resolving of conflicts amicably and noise making being optimal. However, it was positively and significantly correlated to lack of cases of students doing punishment. Disciplined students whose parents are both alive was deduced to be positively and significantly correlated to well utilization of school communication channels and also to lack of cases of students fighting in school. Hence as disciplined students whose both parents are alive increases there would be an increase in well utilization of school communication channels and decline in the cases of students fighting in school.

Indiscipline of students from single parent families was not established to be significantly related to any of the seven measures of students' indiscipline. Contrary to the view given by teachers interviewed which showed that students from single parent families tend to be in-disciplined.

4.6 Different Measures of Students indiscipline

According to 237 students representing 64.76 per cent of the interviewed students agreed that very few students are absent from school every week. The contention that no student has ever been suspended from the school was negated by 277 students representing 75.69 per cent of the students interviewed. Thus based on three-quarters of the students interviewed there are students who have been suspended from their school.

Table 11: Different Measures of Student's Indiscipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
Very few students are absent from school every week.	<i>f</i>	40	67	22	173	64
	<i>%</i>	10.93	18.31	6.01	47.27	17.49
Mean	3.42	Standard deviation			1.27	
No student has ever been suspended from our school.	<i>f</i>	148	129	25	35	29
	<i>%</i>	40.44	35.25	6.83	9.56	7.92
Mean	2.09	Standard deviation			1.25	
Conflicts are resolved amicably in our school.	<i>f</i>	63	75	49	121	58
	<i>%</i>	17.21	20.49	13.39	33.06	15.85
Mean	3.10	Standard deviation			1.36	
School communication channels are well utilized in our school.	<i>f</i>	43	77	40	132	74
	<i>%</i>	11.75	21.04	10.93	36.07	20.22
Mean	3.32	Standard deviation			1.32	
Noise making in our school is optimal	<i>f</i>	62	79	38	128	59
	<i>%</i>	16.94	21.58	10.38	34.97	16.12
Mean	3.12	Standard deviation			1.37	
There are no cases of students fighting in our school.	<i>f</i>	82	137	15	91	41
	<i>%</i>	22.4	37.43	4.1	24.86	11.2
Mean	2.65	Standard deviation			1.36	
There are no cases of students doing punishment.	<i>f</i>	143	136	17	41	29
	<i>%</i>	39.07	37.16	4.64	11.2	7.92
Mean	2.12	Standard deviation			1.26	

In regards to conflicts being resolved amicably in the school 179 students representing 48.91 per cent of students interviewed agreed with this statement. However, 138 students representing 37.7 per cent of the students differed with this statement. Pertaining to school communication channels being well utilized in the school 206 students representing 56.29 per cent agreed while 120 students representing 32.79 per cent disagreed with this argument. This shows that based on more than one half of the students interviewed, school communication channels are well utilized in the school. Regarding noise making in their school being optimal, 187 students representing 51.09 per cent agreed while 141 students representing 38.52 per cent of the students interviewed disagreed.

The students who agreed that there are no cases of students fighting in their schools were 132 representing 36.06 per cent, while those who contended that there are cases of students fighting were 219 representing 59.83 per cent of the students interviewed. Similarly, 279 students representing 76.23 per cent disagreed with the statement that there are no cases of students doing punishment, while only 70 students representing 19.12 per cent agreed. Hence, there exist cases of students doing punishment based on more than three-quarters of the students interviewed.

Thus the interviewed students note that very few students are absent from school every week and there are students who have been suspended from their school. In addition, school communication channels are well utilized in the school with conflicts being resolved amicably in the school. Noise making in

the school is optimal hence there is no noise pollution emanating from the students. However, there are cases of students fighting and doing punishment.

Table 12: Parents View on Different Measures of Students' Indiscipline

		Strongly disagree	Disagree	Undecided	Agree	Strongly agree
My child is never absent from school.	<i>f</i>	20	34	6	42	16
	%	16.95	28.81	5.08	35.59	13.56
	Mean 3.00	Standard deviation				1.37
My child has never had any discipline problems in school.	<i>f</i>	22	30	6	52	8
	%	18.64	25.42	5.08	44.07	6.78
	Mean 2.95	Standard deviation				1.31
Conflicts are resolved amicably in our family.	<i>f</i>	10	24	22	50	12
	%	8.47	20.34	18.64	42.37	10.17
	Mean 3.25	Standard deviation				1.15
Communication channels are well utilized in our family.	<i>f</i>	10	24	18	50	16
	%	8.47	20.34	15.25	42.37	13.56
	Mean 3.32	Standard deviation				1.19
Noise making in our home is optimal	<i>f</i>	10	26	8	56	18
	%	8.47	22.03	6.78	47.46	15.25
	Mean 3.39	Standard deviation				1.23
There are no cases of children quarreling and fighting at home.	<i>f</i>	24	46	12	16	20
	%	20.34	38.98	10.17	13.56	16.95
	Mean 2.68	Standard deviation				1.39
I never punish my children because of indiscipline.	<i>f</i>	32	48	6	12	20
	%	27.12	40.68	5.08	10.17	16.95
	Mean 2.49	Standard deviation				1.42

The parents interviewed who concurred with the statement that their child is never absent from school were 58 representing 49.15 per cent, while those who did not agree with this statement were 54 representing 45.76 per cent. Hence, no conclusive evidence was deduced from parents views, concerning their children being ever absent from school. Sixty of the parents representing 50.85 per cent said that their children have had no discipline problems in the school. Likewise, 62 parents representing 52.54 per cent stated that conflicts are resolved amicably in their families.

In addition, 66 parents representing 55.93 per cent mentioned that communication channels are well utilized in their families. Moreover, 74 parents representing 62.71 per cent argued that noise making in their families is optimal. However, 70 parents representing 59.32 per cent disagreed that there are no cases of children quarreling and fighting at their homes. This implies that cases of children quarreling and fighting are witnessed at the parent's homes. Similarly, 80 parents representing 67.80 per cent negated the statement that they never punish their children because of indiscipline, indicating that the parents punish their children due to indiscipline. Based on the parents, their children have no discipline problems in the school, conflicts are resolved amicably, communication channels are well utilized in their families and that noise making in their families is optimal. No conclusive evidence was deduced from parents views, concerning their children being ever absent from school. There are cases of children quarreling and fighting witnessed at the parent's homes and the parents punish their children due to indiscipline.

The regression model results in table 13 shows that student indiscipline is positively and significantly influenced by parenting style. This was deduced at the 10 per cent level of significance. This implies that the likelihood of student indiscipline increases with improvement in parenting style. Hence, students with relaxed parenting style are more likely to be disciplined. Contrary sentiments emanated from the 7 head teachers interview guide that poor parenting leads to increased cases of student indiscipline.

Table 13: Regression Model Results

Dependent variable is Student Indiscipline	Coefficient	t-value	P-value
Parents economic status	0.013	0.16	0.875
Parenting style	0.106**	1.67	0.095
Family background	-0.023	-0.37	0.710
Constant	3.341*	11.37	0.000
Number of observations	366		
F-statistic	1.93		
P-value	0.026		
R ²	0.066		

* and ** indicates 5 % and 10% level of significance

However, after controlling for other independent variables, parent's economic status and family background do not statistically influence students' indiscipline. Though not statistically significant, parents' economic status had a positive coefficient indicating that better parents economic status is linked to increased chances of student indiscipline. The family background had a negative coefficient, though not statistically significant, indicating that family

background does not influence student indiscipline. Contrary to deductions established in a study by Muema and Kiilu (2013) who argued that students deviance emanate from their home environments. The finding in the current study concerning the influence of home environment on student indiscipline, also differs with the 6 head teachers interview guide that, home environment greatly contributes to students indiscipline.

The F-statistic for joint significance shows that the included independent variables jointly affect student indiscipline since the associated probability value (p-value) of 0.026 is less than five per cent. The R-squared of 0.066 shows that 6.6 per cent of the total variation in the dependent variable (student indiscipline) is accounted for by all the included independent variables in the regression model.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusions and recommendations. The chapter also presents suggestions for further research.

5.2 Summary of Findings

The purpose of this study was to investigate the students' home based factors that influence secondary school students' discipline in Nzau Sub-County, Makueni County, Kenya. Three specific research objectives guided the study. The objectives sought to determine the influence of parental economic status on discipline among secondary school students, establish impact of parenting styles on secondary school students' discipline, and find the effect of family background on discipline among students in secondary schools in Nzau Sub-County. The sample for the study was 385 students, 136 parents and 10 head teachers from the Public Schools in Nzau Sub-County. Descriptive analysis technique was utilized which involved use of descriptive statistics and tabulations. Descriptive statistics used included frequencies, percentages, the Pearsons' correlations and regression.

5.3 Study Findings

Regarding the influence of parent's economic status, information from the students interviewed shows that, students from poor homes are disciplined, while students whose parents have good jobs and drive cars are undisciplined. Hence, the economic status of the parents affects on the students discipline, though in addition, student discipline is affected by parental education level and by peer pressure according to the students interviewed. However, findings from parents interviewed show children whose parents drive cars are disciplined. Further, children from poor homes are disciplined and that children whose parents have good jobs are undisciplined. Similar sentiments were echoed from the interview guide administered to 8 head teachers who noted that wealthy parents tend to lack time for their children.

Extending the influence of parents' economic status on students' undiscipline, the study established a positive and significant relationship between undisciplined students whose parents drive cars and amicable conflicts resolution in school. Negative and significant correlation was established between undisciplined students from poor homes and amicable conflicts resolution, well utilization of school communication channels, optimal noise making and lack of cases of students fighting in school. Undiscipline in schools as mainly being by peer pressure is positively and significantly correlated with very few students being absent from school every week. However, it was negatively and significantly correlated with absence of any student ever being suspended from school.

Students whose parents have good jobs being disciplined was found to be positively and significantly related with failure of any students being suspended from school and lack of cases of students fighting in school. Upon controlling for other independent variables in the regression model, parents' economic status though not statistically significant had a positive coefficient indicating that better parents economic status is linked to increased chances of student indiscipline.

Pertaining to the influence of parenting style on students' indiscipline, information from the students interviewed revealed that students are disciplined when parents are over strict with them and when in boarding primary schools. However, students are indisciplined if parents care less about their children, are unfriendly to the children, lack time with their children and give their children a lot of freedom. This point to the fact, that parenting style is a factor which influence and affect on the discipline of the students. Moreover, based on the parents interviewed, being over strict with our children makes them disciplined. However, less care and being unfriendly by the parents to their children makes students become indisciplined. Moreover, lack of time and dialogue with parents causes children to be indisciplined. Also children who are given a lot of freedom by their parents are indisciplined.

The Pearson's correlation on parenting style ascertains a positive and statistically significant correlation between less care of parents about their children causing indiscipline and optimal noise making in the school. Similarly students being indisciplined due to their parents being unfriendly

was established to be positively and significantly correlated with communication channels being well utilized in school. However, well utilization of school communication channels was found to be negatively and significantly correlated with students from boarding schools being undisciplined. The regression model shows that student undiscipline is positively and significantly influenced by parenting style. This implies that the likelihood of student undiscipline increases with improvement in parenting style. Hence, students with better parenting style are more likely to be undisciplined.

Findings on the influence of family background on students' undiscipline from the students interviewed show that students from single parent families, polygamous families and whose parents are separated are disciplined, as well as students from rural homes and orphaned students. However, students whose both parents are alive are regarded as being undisciplined. According to the parents, children from single parent or polygamous families, rural homes, or whose parents are separated or who are orphans are disciplined in the society. However, children whose both parents are alive are undisciplined.

The Pearson's correlation on family background indicates that undisciplined students from rural homes were positively and significantly correlated with lack of students ever being suspended from school. Undiscipline of orphaned students was ascertained to be negatively and significantly correlated with very few students being absent from school every week, amicable conflicts resolution and optimal noise making. However, it was positively and

significantly correlated to lack of cases of students doing punishment. Disciplined students whose parents are both alive was deduced to be positively and significantly correlated to well utilization of school communication channels and also to lack of cases of students fighting in school. However, after controlling for other independent variables, family background had a negative coefficient, though not statistically significant, indicating that family background does not influence student indiscipline.

5.4 Conclusion

Based on the findings of the study, it was concluded that, concerning the influence of parent's economic status on students' indiscipline, information from both the students and parents interviewed shows that, students from poor homes are disciplined, while students whose parents have good jobs are indisciplined. Based on the Pearsons' correlation, as the number of disciplined students whose parents have good jobs increases, cases of students fighting and suspension from school would decline. Upon controlling for other independent variables in the regression model, parents' economic status though not statistically significant had a positive coefficient indicating that better parents economic status is linked to increased chances of student indiscipline.

Regarding the influence of parenting style on students' indiscipline, information from the students and parents interviewed revealed that being over strict with our students makes them disciplined. However students are indisciplined if parents care less about their children, are unfriendly to the

children, lack time with their children and give their children a lot of freedom. In addition as disciplined students whose both parents are alive increases there is an improvement in well utilization of school communication channels and decline in the cases students fighting in school. The regression model results also show that students with relaxed parenting style are more likely to be in-disciplined.

Findings on the influence of family background on students' indiscipline from the students and parents interviewed revealed that students from single parent or polygamous families, students from rural homes and orphaned students are better disciplined. The Pearsons' correlation on family background indicates that students suspended from school declines as disciplined students from rural homes declines. Disciplined orphaned students increases as students absent from school every week declines, amicable conflicts resolution increases, optimal noise making improves. As disciplined students, whose both parents are alive increases there is improvement in well utilization of school communication channels and reduced cases of students fighting in school. However, after controlling for other independent variables, family background had a negative coefficient, though not statistically significant, indicating that family background does not influence student indiscipline

5.5 Recommendations

Based on the findings of the study, the following recommendations were made.

In order to help address discipline problems in secondary schools within Nzau Sub-County parents should find more time of being involved with their children, be more caring and friendly.

Parents who offer better parenting style for their students and have good jobs ought to be over restrictive to their children by not giving them a lot of freedom.

Students who are either orphans, from single families, from polygamous families, or from rural areas need to be provided with special guidance and counseling to address the problem of indiscipline.

5.6 Suggestions for Further Research

Taking the limitations and delimitations of the study, the following areas were suggested for further research. Since the study was conducted in only one administrative sub-County, it would be vital before generalizing the policy recommendations, to replicate the study using a representative sample of schools in Kenya. This would establish the robustness of the findings and the subsequently policy recommendations and formulation. There is need for a study to be conducted on the effect of noise pollution on academic performance of the students.

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APPENDICES

APPENDIX A:

AN INTRODUCTION LETTER TO THE HEADTEACHER

SOUTH EASTERN KENYA UNIVERSITY,

P.O. BOX 170-90200,

KITUI.

...../...../2015.

THE HEADTEACHER,

.....SECONDARY SCHOOL,

Dear Sir / Madam,

**RE: AN INVESTIGATION INTO THE HOME BASED FACTORS
INFLUENCING DISCIPLINE AMONG SECONDARY SCHOOL
STUDENTS IN NZAUI SUB COUNTY.**

I am a student in the South Eastern Kenya University pursuing Master Education Degree in administration. I am conducting a research on factors influencing discipline among secondary school students in Nzau district.

I am hereby requesting you to allow me to interview your students through questionnaire. The questionnaires are meant for this research only. Therefore the responses will be confidential.

No name is required from the respondent of the institution.

Thank you in advance.

Yours faithfully,

Kithuku Edward Kithome.

APPENDIX B:

LETTER TO THE STUDENTS

SOUTH EASTERN KENYAUNIVERSITY,

P.O. BOX 170-90200,

KITUI.

.....2015.

Dear student,

**RE: AN INVESTIGATION INTO THE HOME BASED FACTORS
THAT INFLUENCE DISCIPLINE AMONG STUDENTS IN
SECONDARY SCHOOLS IN NZAUI SUB-COUNTY.**

I am a student in the South Eastern Kenya University (SEKU) pursuing a Master of Education Degree in Administration.

I kindly request you to answer the questions in this questionnaire as honestly as possible. The questionnaires are meant for this research only and therefore all the responses will be treated confidentially.

NB: No name is required from the respondent as the institution.

Thank you in advance.

Yours faithfully,

Kithuku Edward Kithome.

APPENDIX C:

AN INTERVIEW GUIDE FOR HEAD TEACHERS

1. What discipline problems have you encountered in your school?
2. In your opinion do you think that the parents' economic status has any influence on students' discipline? If yes please explain.
3. What is the effect of the parenting styles on the students' discipline?
4. In your opinion, do you think that the family environment has any influence on students' discipline? If yes please explain.

APPENDIX D:

STUDENTS' QUESTIONNAIRE

Please write the appropriate response in the spaces provided.

SECTION A: STUDENTS BACKGROUND INFORMATION.

Please indicate the following in the spaces provided.

- 1). Gender Male Female
- 2).Class. Form 1 Form 2 Form 3
 Form 4
- 3).Age Below 14yrs. 5-16 yrs. 17-18yrs.
Above 18 yrs.

Type of school

Tick as appropriate.

- 1.)Mixed Boarding
- 2.)Boys' Boarding
- 3.)Girls' Boarding

Indicate the extent to which you agree with the following statements on a scale of 1 – 5 where SA = is strongly agree, A= agree, U = undecided, D = disagree, SD = strongly disagree

SECTION B: PARENTS ECONOMIC STATUS.	SA	A	U	D	SD
Students whose parents drive cars are					

indisciplined.					
Parental education level, affect student discipline.					
Students from poor homes are disciplined.					
Indiscipline in our schools is mainly caused by peer pressure.					
Students whose parents have good jobs are disciplined.					
SECTION C: PARENTING STYLES.	SA	A	U	D	SD
Students whose parents are over strict are disciplined.					
Parents who care less about their children cause discipline.					
Students are disciplined if their parents are unfriendly.					
Students are disciplined if they lack time with parents.					
Students from boarding primary schools are disciplined.					
Students given a lot of pocket money have discipline problems.					
SECTION D: FAMILY BACKGROUND	SA	A	U	D	SD
Students from single parent families are disciplined.					

Students from rural homes are indisciplined.					
Orphaned students are indisciplined in our school.					
Students from polygamous families are indisciplined.					
Students whose both parents are alive are disciplined.					
Students whose parents are separated are indisciplined.					
SECTION E: MEASURES OF DEPENDENT VARIABLE	SA	A	U	D	SD
Very few students are absent from school every week.					
No student has ever been suspended from our school.					
Conflicts are resolved amicably in our school.					
School communication channels are well utilized in our school.					
Noise making in our school is optimal.					
There are no cases of students fighting in our school.					
There are no cases of students doing punishment.					

Thank you for your co-operation.

APPENDIX E:

LETTER TO THE PARENTS

SOUTH EASTERN KENYA UNIVERSITY,

P.O. BOX 170-90200,

KITUI.

.....2015.

Dear parent,

**RE: AN INVESTIGATION INTO THE HOME BASED FACTORS
THAT INFLUENCE DISCIPLINE AMONG STUDENTS IN
SECONDARY SCHOOLS IN NZAUI SUB COUNTY.**

I am a student in the South Eastern Kenya University (SEKU) pursuing a Master of Education Degree in Administration.

I kindly request you to answer the questions in this questionnaire as honestly as possible. The questionnaires are meant for this research only and therefore all the responses will be treated confidentially.

NB: No name is required from the respondent.

Thank you in advance.

Yours faithfully,

Kithuku Edward Kithome.

Parents who care less about their children cause indiscipline.					
Children are indisciplined if their parents are unfriendly.					
Children are indisciplined if they lack time with parents.					
Children are indisciplined if they lack dialogue with parents.					
Children who are given a lot of freedom are disciplined.					
SECTION D: FAMILY BACKGROUND.	SA	A	U	D	SD
Children from single parent families are indisciplined.					
Children from rural homes are indisciplined.					
Orphaned children are indisciplined in our society.					
Children from polygamous families are indisciplined.					
Children whose both parents are alive are disciplined.					
Students whose parents are separated are indisciplined.					
SECTION E: MEASURES OF DEPENDENT VARIABLE	SA	A	U	D	SD
My child is never absent from school.					
My child has never had any discipline problems in school.					
Conflicts are resolved amicably in our family.					
Communication channels are well utilized in our family.					
Noise making in our home is optimal.					
There are no cases of children quarreling and fighting at home.					
I never punish my children because of indiscipline.					

Thank you for your co-operation.

APPEDIX G: RESEARCH PERMIT FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

16th December, 2014

NACOSTI/P/14/8667/4355

Edward Kithome Kithuku
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Home Based factors influencing secondary school students discipline in Nzau Sub County, Makueni County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **31st December, 2015.**

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

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Nairobi County.

*NB: Authority
and Permission
granted to the
above for the said
period. pls do
assist.*

SUB-COUNTY
DIRECTOR OF EDUCATION
P. O. Box 30623-00100
MATILIKU
06/01/2015.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 3892

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. EDWARD KITHOME KITHUKU
of SOUTH EASTERN KENYA UNIVERSITY,
74-90140 Matiliku, has been permitted
to conduct research in Makueni County

on the topic: HOME BASED FACTORS
INFLUENCING SECONDARY SCHOOL
STUDENTS DISCIPLINE IN NZAUI SUB
COUNTY, MAKUENI COUNTY, KENYA.

for the period ending:
31st December, 2015

[Signature]

Applicant's Signature



[Signature]

Secretary
National Commission for Science, Technology & Innovation