

**THE INFLUENCE OF HOME BASED FACTORS ON STUDENTS' DISCIPLINE IN
SECONDARY SCHOOLS IN MANYATTA DIVISION, EMBU EAST DISTRICT.**

FLORAH NJOKI NGARI

**A Research Project Submitted to the Department of Educational Foundations in Partial
Fulfillment for Requirement for the award of the Degree of Master of Education of the
University of Nairobi.**

2014

DECLARATION

(a) Declaration by Student

This is my own original work and has not been presented for award of a degree in any other University.

Signed: _____

NgariFlorahNjoki

Date

Registration number: E56/62965/2011

(b) Declaration by Supervisor

This research Project in Master of Education has been submitted to the University with my approval as the University supervisor.

Signature: _____

Dr. Lewis Ngesu

Date

Senior Lecturer

Department of Educational Foundations

University of Nairobi

DEDICATION

This work is dedicated to my wonderful family. To my husband Johnson Njagi, and my children Judy Murugi, Derrick Muriithi and Doris Wangari. Your support was priceless.

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I take this opportunity to acknowledge the contribution of the numerous people who in one way or another contributed to my education and in this research project. I first thank the Almighty God who strengthened me throughout this process and my family for encouraging me when things were difficult. I am in greatly indebted to my supervisor Dr. Lewis Ngesu of the University of Nairobi for his kindness, professional guidance and availability for consultation throughout this study. Finally, I thank my colleagues both in the College of Education and External Studies and in my place of work for encouraging me while I was pursuing my Degree of Master of Education.

May God bless you all.

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LIST OF ABBREVIATIONS AND ACRONYMS

GoK	:	Government of Kenya
MDG's	:	Millennium Development Goals
NACADA	:	National Authority for Campaign against Alcohol and Drug Abuse
NGO's	:	Non-Governmental Organization
CDE	:	County Director of Education
PSTD	:	Post-traumatic Stress Disorder
SPSS	:	Statistical Package for Social Sciences
UN	:	United Nations
UNESCO	:	United Nations Educational Scientific and Cultural Organization

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ABSTRACT

The purpose of the study was to investigate how home based factors affect the discipline of students in secondary schools. The objectives of the study were to investigate the influence of parental level of education on discipline, investigate the influence of parental economic status on discipline, and to investigate the parenting style used at home to correct unbecoming behavior and their effect on general discipline at school. The study was a descriptive research. The main method of acquiring data was through administration of questionnaires. The target population of this study was approximately 1420 students from the 18 secondary schools. This comprised the students from secondary schools in Manyatta Division. The data was analyzed descriptively by use of SPSS and the findings presented in figures and tables.

The study indicated that parental economic status and their level of education were factors that significantly affected the level of discipline in a student at school. Therefore, the study recommended that the government should educate parents through civil education and encourage them to further their studies. Another recommendation was that teachers should work hand in hand with both parents and students to improve discipline in schools. Lastly, similar studies should be done in other areas to enable comparison and contrasting of home based factors influence on student discipline in the country.

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statement of the research problem, purpose of the study, objectives of the study, research questions as well as the significance of the study, justification of the study, assumptions of the study, scope and limitation, definition of terms and organization of the study. Each of the mentioned sub-section is discussed separately as follows:

1.1 Background to the Study

The home environment plays a key role in an individual's initial stages of life. It is the primary agent of socialization and the first "educator" (Perrino, 2011). This is because a child will see the world and life from the perspectives of those that are around him or her. This means that the way the child is socially, politically and economically socialized will carry a huge impact throughout his or her life. This can be explained by the fact that children are gullible, an open book which can be easily written on. Because they are most open to learning at early stages, the lessons learnt are heavily imprinted in their psyche. If a child is taught the value of hard-work, they carry on with this to their adult life. This is especially so when these values are modeled in everyday life.

On the other hand, a child will inculcate bad tendencies and habits when exposed to a negative environment. Whatever is modeled as bad, at the worst being that they experience it first hand, will most likely manifest in their later years. According to the U.S. Department of health and Human services (2011), children who experience child abuse and neglect are 59% more likely to be arrested as a juvenile (usually at the adolescence stage), 28% more likely to be arrested as an adult, and 30% more likely to

commit violent crimes. This means that the development of a child from childhood to adulthood has an impact on the kind of socialization a person will tend to exhibit, more so in their adolescent stage.

It is essential to understand that during the teen years of an individual's life transition from childhood to adulthood takes place. This is usually when the average Kenyan child will attend Secondary School. There is physical, psychological and emotional changes and growth. During this stage, cognitive changes are quite evident. Most studies indicate that abstract reasoning, memory and the formal capacity for planning are fully developed by age 15 or 16 (Harvard Mental Health letter, 2005). The ability to rationalize abstractly and multi-dimensionally can be seen when they engage in debates, everyday conversation and even the solutions they come up with to life's problems.

This is also the period that most scholars believe that an individual develops ones' identity. Therefore there is a heightened need for one to identify with particular peer groups and exhibit certain behaviors that are attributed to the desired self-image. It is thereby that the concept of discipline will be seen through the eyes of self-image. The way that teenagers respond to having socially acceptable behaviors will boil down to the self-imposed, peer and further down and more crucially home values.

The issue of discipline to date remains the single, most rampant and pernicious problem that educators face in their day-to-day teaching (Gachigua, 2005). In Kenyan schools, strikes and riots are some of the common features of indiscipline. The consequences of such behavior include incidents of rape, violence, disobedience to school authority, drug addiction and damage of school property (Kinyanjui, 1975). One example of deviant

behavior is the St. Kizito tragedy in Meru District in 1991, whereby boys invaded their female colleagues dormitories and raped them, leading to the death of nineteen female students (GoK, 2001). The incident was accompanied by excessive property damage.

Another incident related to the one of St. Kizito was the killing of a headmaster of Kibiringo Secondary School by six of his students (GoK, 2001). There was also the case of Kyanguli School where 67 male students were burnt to death by two of their colleagues, who had been suspended from school due to indiscipline and thus were undertaking revenge against the school (GoK, 2001). This paints the grim picture of what indiscipline in secondary schools has led to in the recent history of Kenya.

According to Theuri (2004), schools in densely populated areas are characterized by high rates of indiscipline. This is so because students whose schools are located in areas high in crime, drug use among other manifestations of indiscipline tend to display the same behaviors in school. Kusienya (2004), writing about Mathare Slum in Nairobi, observes that highly populated areas are characterized by high incidences of social instability (crimes and burglary, high school drop-out rates, unstable families and teenage pregnancies). This was compared and contrasted to the population that consists Manyatta constituency, bordered by Kianjokoma town and Mutunduri town.

It is undeniable that discipline is essential for effective management of any organization and especially in the school setup. It is an important component of human behavior which not only helps to regulate people's reactions to various situations, but also their relations with others. In school, discipline is central to developing an environment that is conducive for serious learning.

The sources of school discipline problems are many and varied. Educators have to contend with these problems stemming from children's experiences at home or in society at large. However, schools must take responsibility for some of these problems because at the end of the day, learning is what schools are about (Gachigua, 2005). The main goal, which is to learn, cannot be sidetracked. He continues to state that teachers can work with administrators and counselors in an attempt to alter school practices and procedures that impede effective discipline. They can do little however to change influences outside the school that causes students misbehavior, but by understanding these outside influences, especially those that come from the homes the students come from, they can be better prepared to manage the discipline problems that result.

Guidance and counseling that is provided in schools can then be more effective with correct knowledge and understanding of the root cause of indiscipline. Koech (1999) notes, "this once vibrant unit is no longer as effective as it used to be". With proper understanding of home based factors that propagate indiscipline in schools, it will avert the problem of misunderstanding and insensitivity to students that struggle with indiscipline as a result of their home background.

1.2 Statement of the Problem

The home environment to a certain extent is a contributing factor to discipline in secondary schools. This is manifested by parent-child relationship, open rebellion, truancy, "don't care" attitude among others. However, there are other contributing factors to indiscipline in these schools, namely; inadequate continuous dialogue between students and administrators, poor management skills by the administrators and teachers, peer and mass media influence (Were, 2003). All these factors have a portion of influence

on how well disciplined a student is. The objective of the researcher in conducting this study was to investigate and establish the influence of home based factors on students discipline in secondary schools in Manyatta Division, Embu East District.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of home based factors on students' discipline in secondary schools in Manyatta Division, Embu East District.

1.4 Objective of the Study

The objectives of the study was to:

- (i) To investigate the influence of parental level of education on discipline.
- (ii) To investigate the influence of parental economic status on discipline.
- (iii) To investigate the parenting style used at home to correct unbecoming behavior and their effect on general discipline at school.

1.5 Research Questions

The study was guided by the following questions:

- (i) What is the influence of parental level of education on discipline?
- (ii) How does the economic status of parent(s) impact on the discipline of students?
- (iii) To what extent are the disciplinary measures used at home to correct bad behavior effective in instilling general discipline at school?

1.6 Justification of the Study

Adolescents gather information from different quarters and therefore learn from the environment they are exposed to. The environment shapes their beliefs and values that

they will in most cases carry throughout their lives. In their early childhood, they spend a significant amount of time in the home environment. The researcher found it needful to thus establish the extent to which the home environment influences student discipline. This was in the hope that where the home environment has been wanting, parents/guardians can improve on it and provide a conducive environment for their children to develop proper behavior at school and at home.

1.7 Significance of the Study

The study results and findings may be of benefit to teachers, education policy makers, school counselors, NGO's dealing with adolescents, the Ministry of Education and other ministries dealing with issues of youth and gender, planning and culture. The findings may be of value to them on their quest to understand the causes of indiscipline and how best to handle them from the home perspective. This study is overdue because it comes at a time when the United Nations Organization is in the process of pushing for the realization of the Millennium Development Goals (MDG's) by 2015. The first goal is to eradicate extreme poverty and hunger (UN, 2000). This is only possible when the society is disciplined to working on the path to liberation and self-reliance. This kind of discipline that requires consistency is a cultured process which begins from the early stages of life. Hence this study was a good addition to the world of academia.

1.8 Assumptions of the Study

The study was based on the following assumptions:

- (i) All the key respondents would be cooperative in providing the information requested for.

- (ii) The findings of the study will be received well by both teachers and parents/guardians, with a keen eye to implement the recommendations.

1.9 Delimitations of the Study

The study focused on investigating and establishing home based factors that contribute to indiscipline in secondary schools. In Manyatta Division, Embu East District there are 18 secondary schools. This area features fertile soil that is good for agriculture and also has relatively good infrastructure. Most secondary schools are day schools.

1.10 Limitations of the Study

There were a number of limitations that were encountered during this study. They included:

- (i) Most of the schools sampled in the study are in the rural areas where agriculture is the main source of income. Therefore, the generalized findings of the study may not be applicable to urban schools or those in areas where pastoralism is the main economic source of income.
- (ii) The schools in Manyatta Division comprise of a very small percentage of schools in Kenya and hence the findings of the study cannot be generalized as a representation of the whole country.
- (iii) The respondents have biases and therefore there might have been subjectivity in answering of the questionnaires.
- (iv) Apart from the factors that were singled out by the researcher, there are other factors that influence discipline in secondary schools.

1.11 Definition of Key Terms for the Study

Home environment: This refers to the conditions that prevail in a home setting which influences a child's physique, intellect and emotions in this study.

Discipline : This refers to the acceptable behavior that is expected from an individual by the society with regards to the norms of a particular community.

Students Discipline: This refers to what is expected of the students in regards to following rules and regulations in the school environment.

Digital generation: This refers to persons who are born in the computer era who are computer literate.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The home environment plays a vital role in the development of a child's personality and discipline. It is undeniable that children need a pleasing and interesting environment characterized by human care and at the same time providing various experiences and stimulations. New research shows how the impact of "environment of relationships" in a child's developing brain architecture during the early years of life is significant. New evidence shows that these relationships do shape brain circuits and lay the foundation for developmental outcomes in academic performance, mental health and interpersonal skills later on in a child's life (National Scientific council on the Developing child, 2004).

The chapter also outlines the theoretical and conceptual framework that guided this study.

2.1 An Overview of Discipline in Kenyan Secondary Schools

Over the years, the education system in Kenya has gone through massive changes from the 7.4.2.3 system that was ubiquitous with the old East African Community to the current 8.4.4. system of education. It has not gone without notice that there have been a lot of challenges faced in the implementation of the current system of education.

During the early years of the curriculum implementation, the same problem of indiscipline in schools was rampant. Therefore, this problem cannot be said to be new. Kangare (2008) asserts that violence has been going on since 1970, more so in boys' schools. Bullying was at this time also very prevalent in secondary schools as noted by Olweus (1993). During these days, teenagers who were small in stature would fear to go

to school because they could not adequately defend themselves when met with a threat or during an assault. There was a lot of physical, sexual abuse and teenage violence. Olweus further claimed that bullying was not given the due attention it deserved through professional investigations. This dark history has been carried on to the 90s and even features in the 21st century.

A list of these costly and sad incidents can be drawn. On July 13, 1991, reports indicate that over 70 girls were raped and 19 killed. On 25th May 1999, male students in Nyeri High School locked the school prefects in their cubicles while they were sleeping, killing four of them by pouring petrol on them and torching them. (See GoK, 2001; Githongo, 1999; Nation Correspondent, 2001; Nation team, 1999). In 2001, 68 students were burnt to death (ibid). On March 28, 2006 in mixed boarding school in Nyeri, 15 girls were raped when staging a nighttime protest march for better living conditions (ibid).

After the 2008 post-election violence, there was uproar in the Kenyan secondary schools as never before witnessed in the history of the country. Schools everywhere were going on strikes which mostly were accompanied by great destruction. That year, about 72 students were charged with arson and other offences related to the huge unrest in secondary schools (Kangare, 2008). Other 90 students were arrested in connection with the chaos. Most of the students charged in court for destruction of property estimated at more than Ksh. 5 million were from two and three students. Property worth Ksh. 5.2 million was destroyed at the coast with 10 students being arrested as suspects.

Overall, 254 secondary schools were directly affected by the wave of unrest in secondary schools. During the time, statistics collected over the regions, then by provinces indicated

that; Central (68), Rift valley (55), Eastern (53), Nyanza (27), Coast (24), Nairobi (19), Western (8), with North Eastern having none of the schools strikes. There were other cases of violence and students indiscipline in the Western part of the country (CDE's office, Western Province, 2008).

However, it is to be noted that all cases of indiscipline are not as extreme as those in the above cases. However, seemingly small cases of indiscipline when not curbed are what will often lead to such extremes. Small changes in students' behavior such as increased aggressiveness, late coming, noisemaking, truancy, petty theft amongst others should be carefully noted and nipped at the bud before they develop and grow into monstrous problems.

2.2 Factors Contributing to Indiscipline in Secondary Schools

The following are home related factors that contribute to indiscipline in secondary schools.

2.2.1 Anomie and Breakdown of Traditional Family Setup

Today's family setup is detaching itself from the traditional way of operating in the society. In the traditional African society, the family was and still is considered to be responsible for the upbringing of a child. The family defined social and moral norms while at the same time providing role models for a child to grow into adulthood as was expected. In today's world, the expected presence of both father and mother is not typical in every home. In 2003 in Kenya, 4.8% of men aged 30-34 had separated from their wives and 3.5% between ages 35-39. The statistics on women that year indicate that

between the ages of 30-34, 5.3% and between 35-39 years 6.4% of women were divorced or separated (Demographics and Health Survey, 2003).

It is important to note that the most effective way of learning in children is through imitation. Therefore, it is safe to associate role modeling that comes from both parents as a learning process for the child. In this case, how one is socialized to know the norms and practices of the society in which they live in largely has to do with learnt or rather, experienced behavior.

Anomie refers to social instability resulting from a breakdown of standards and values. It is the inadequacy of the usual social or ethical standards in an individual or group. According to Durkheim (1951), normlessness (anomie) is caused by the breakdown of the traditional social order. He sees a situation where people are no longer governed by rules of the traditional social order. He argues that the traditional agrarian social structure which preceded industrialization was close knit. People were aware of what was expected of them. There was a very high sense of morality in society which was primarily instilled by the guardians – morality being defined as manner, character, and proper behavior. It is the differentiation of intentions, decisions and actions as being good or bad.

It is difficult in these times to agree on fundamental issues in society as being wrong or right. A mother will be heard telling her child to reciprocate force by force when facing a bully in school as the best way of earning respect and asserting oneself. Also, the parent in the slum who is brought vegetables by their child will sometimes not bother to know where these things came from or by which means was the child able to acquire the goods. The times of “it takes a village to raise a child” is in most cases over. Another adult

cannot be able to discipline a child who is not theirs. Hence there is low accountability in children from their environment.

From statistics, there is a steady increase in the number of single parents, separations and divorces. This may be a possible suggestion on teenage indiscipline in school. This is especially so because divorce and separation rates are highest between the ages of 30 and 40 when children born into families are averagely in their adolescent stage. It is therefore not surprising to have teenagers who have personal unrest, alienation and uncertainty that comes from a lack of purpose or ideals, consistent with another definition of anomie therefore precipitating indiscipline in school.

2.2.2 Marital Conflict and Violence

There is no marriage that exists without conflict. The mere fact that two different people from different backgrounds come together to form a home from different environments means there will definitely be rubbing of shoulders. However, these small and big conflicts can be handled amicably and children can easily learn how to neutralize tension in the home environment.

On the other hand, prolonged conflict and shows of hostility between parents or guardians can have a negative impact on the young people's psyche. It has been established that marital psychological and physical abuse is a risk factor to children's socio-emotional, behavioral and cognitive problems (Saltzman et al, 2005; Ybarra et al, 2007). This extends even to their school lives. Most couples facing serious marital problems will often stay in such marriages with the mind that it would not be good for the children to grow up without either parent. This however is sometimes more harmful to

the child's psychological well-being as the emotional aloofness and strain that dominates their environment gradually gets to them.

Smith Slep and O'Leary (2005) assessed prevalence rates and patterns of aggression among married and cohabiting couples in America with at least one child at the age between 3 and 7 using a random digital dialing process. 49% of the couples reported some form of physical aggression with 24% bordering on severe physical violence.

Using an analog model whereby children were exposed to simulated conflict scenarios, Cummings, El-Sheikh and colleagues (2003) have found that children take physical inter-adult conflict as more angering and distressful than verbal marital altercations as previously theorized (Goeke-Morey et al, 2003; Harger and El-Sheikh, 2003). It was found out that children who were affected by marital aggression had internalization and externalization problems, symptoms of post-traumatic stress disorder (PTSD) and physical health problems. These problems are breeding grounds for teenagers to become oblivious to their current environment, including school. They can try to cope with what is happening at home by retreating into themselves or resorting to violent behavior when provoked by their classmates or anyone else in order to ventilate their emotions. They will imitate their parents' responses towards authority figures in conversations while in school which are mostly rude and lack courtesy and in the process landing them into trouble since they have not learnt respect from home.

2.2.3 Parenting Style

According to the UN General Assembly (2001) parenting styles can be summarized as follows:

- (i) Authoritative parents are warm and use firm control.
- (ii) Authoritarian parents exert firm control, but do so in a rejecting or unresponsive manner.
- (iii) Permissive parents are warm, but exert little control.
- (iv) Rejecting/neglecting parents not only set few limits, they are also unresponsive.

Guardians known to engage in violent child discipline most closely resemble authoritarian parents. Their discipline methodology is harsh and punitive. They will rarely discuss issues of indiscipline the child, rather will employ immediate punishment. Research shows that children raised by authoritarian parents have less academic success, are more likely to be hostile and aggressive and less popular with their peers, and are less independent. They will often engage in more substance use in their teen years at home and in school.

Using violence as a tool for child discipline may manifest as either being physical or psychological in nature. The two forms of violence generally overlap one another and frequently occur together and it might sometimes to find one and miss the other.

Violent physical discipline (also known as corporal punishment) will use physical means to control children. This consists of slapping, hitting, spanking or physically forcing children to do things. The Committee on the Rights of the Child has defined corporal

punishment as “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light.”

The use of guilt, humiliation, the withdrawal of love, or emotional manipulation to control children is an extended implementation of abuse in the name of discipline. A study conducted using Chinese families indicated that fathers who used physical control had sons who were more physically aggressive with their peers (who most of the time come from their school environment), and mothers who used psychological control had daughters who were both more physically and emotionally aggressive.

It is possible to employ non-violent child disciplinary practices which elevate an authoritative parenting style. This means that the means of disciplining consist of taking away privileges and or explaining why something is wrong. This kind of parenting yields better results as parents are able monitor their children more closely as they are more open to yield information, even that which may be classified as sensitive. Authoritative parenting creates better understanding in the home and can be able to sustain high expectations. This method uses supportive disciplinary methods which allow the lines of communication to remain open between parent and child. It is notable that children raised by authoritative parents perform better in school, are less hostile and more popular with peers, have higher self-esteem, and show more purpose and independence.

At best, corporal punishment which has not totally died in the Kenyan community should be heavily discouraged as this behavior is associated with adult mental health problems, delinquency and adult criminal behavior (UN, 2001). Students will learn to control, manipulate and use violence with other students to get what they want as this is the

method they have been taught to apply. Both at home and in school, parents and educators need to relearn how to instill discipline in students without necessarily resorting to violence or other controlling behavior.

2.2.4 Economic Status of a Parent

The Kenya Economic Survey (2008) noted that the rise of poverty levels in Kenya is one of the major factors that discourage parents from investing in their children's education and their behavior uprightness. The survey indicated that 46.8% of Kenyans live below the poverty line. This is a clear indication that parents have a struggle in providing basic school needs such as uniform and stationery. This poses a challenge to the children who do not have these things. Therefore, they will resort to stealing from other students to survive in the school environment. Their indiscipline will often be as a result of impoverishment.

It is now worse for parents who have taken their children through the government primary schools which are basically free. When a child does his or her exams and they are invited to join high ranking secondary schools, their parents will often find it hard to pay the high fees on their own. This has led to students breaking into other students' lockers to steal food, clothing and money so that they can maintain a certain standard of life.

We can also note that indiscipline and by extension crime is highest in poor areas. This is true by the very fact that both poverty and crime are rampant in the same geographical location. The United Nations define poverty as a denial of choices and opportunities. It also means susceptibility to violence.

On the other hand, students being given too much pocket money by their parents will mostly end up using that money to engage in anti-social behavior like drug and alcohol abuse (GoK, 2001). This is because they have the means and opportunity to do so with ease, money not being a problem. Therefore, there has to be some balance in giving students pocket money. Not too little that they cannot be able to survive and thus look for other means, and not too much that it can lead to misuse.

2.2.5 Parental/Guardian Level of Education

In 1990, adult literacy rate was 52% in Africa. In 2008, it was 63% (UNESCO, 2010). In 2011 Kenya has 87.4% literacy rate. This means that formal education has gained ground over the years from the pre-colonial times. According to Day and Peterson (1998), parents with higher levels of education tend to utilize non-physical means of discipline. These parents tend to have more money and a larger social network that offers them support and hence do not have a lot of stress which contributes negatively to the home environment.

Education exposes one to different ways of employing discipline. It can therefore be argued that perhaps this causes them to be less overbearing to their children which can lead to rebellion. Perner (1995) investigated interrelations among conditions of households' social economic disadvantages, proximal environmental experiences and adaptation sample of 398 middle grades, among early adolescents from predominantly poor rural areas. Findings indicated that youth from families in which neither the parent had graduated from high school exhibited significantly worse social emotional and academic adjustment (discipline) than those whose parents had higher education level.

Also, Chakrabarti (1986) revealed that the children who were highly educated and involved in their study had better performance; both in school examinations and achievement tests as well as in discipline than those whose parents were rich but less educated.

Therefore, it can be asserted that the more educated a parent is – the more likely a child will be disciplined. A parent who is more educated will most of the time avoid wrongful punishing because they are more understanding and patient, which will desist them from making their child rebellious or bitter which in the most likely event lead to indiscipline in school.

2.3 Conceptual Framework

This study is based on the home environment as the contributing factor to students' discipline. In this case; role modeling, conflict and violence in the home, parenting style, economic status, drug and substance abuse, religion and other factors. These factors contribute positively or negatively depending on each unique situation in family life. There are intervening variables such as the school and societal environment in enhancing discipline in an adolescent. A teenager does not live in a vacuum and thus these other factors will contribute to the overall discipline in secondary schools. Figure 2.3 showcases the relationships between the various variables.

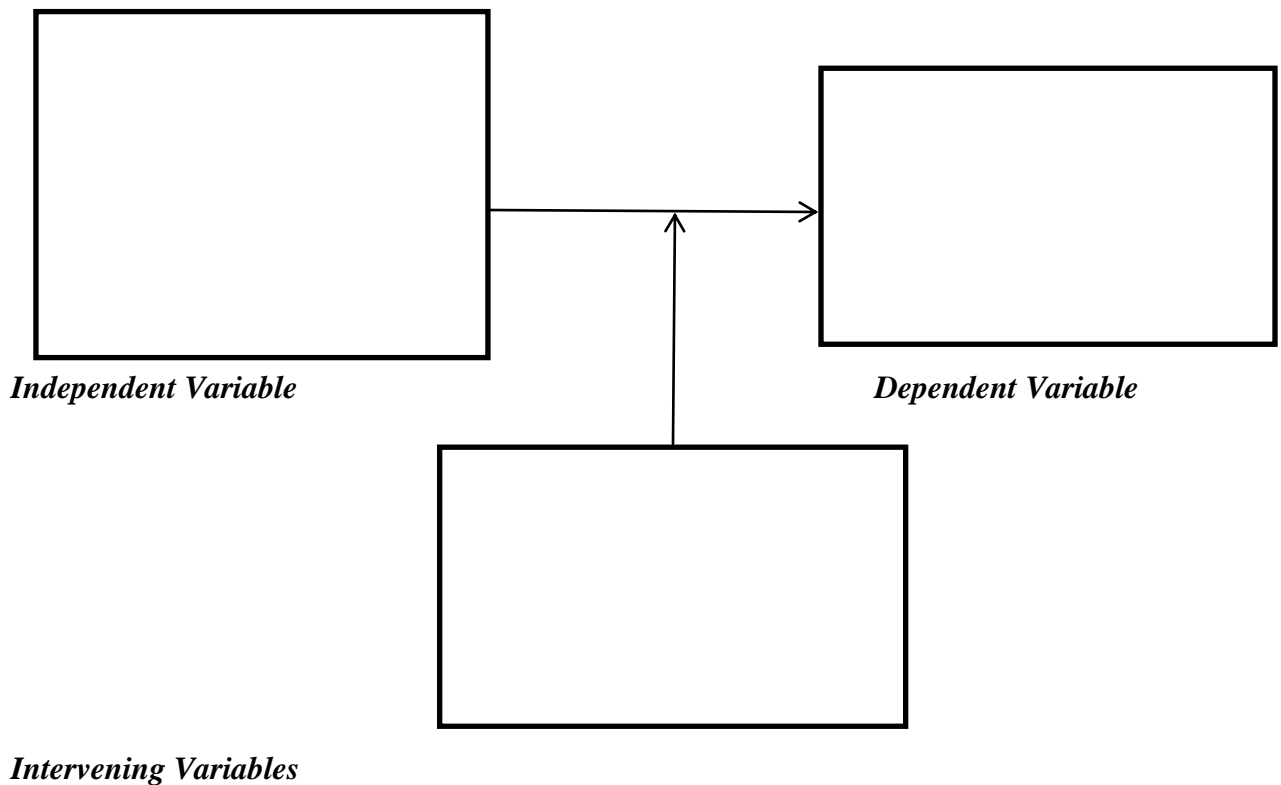


Fig 2.3 Influence of home based factors on student discipline

2.4 Summary

The literature review and consequently the conceptual framework presented has indicated that incidences of indiscipline are manifested in secondary schools in Kenya because no society is perfect. It has emerged that indiscipline has far-reaching effects and impacts including loss of life, property, and poor academic performance among others.

Moreover, deviant behavior directly or indirectly touches the lives of all of us either through personal contact with the troubled young person or in the extra money paid for extra security in the neighborhood and in schools due to heightened anxiety about the safety. This study therefore attempted to investigate the influence of home based factors on students' discipline in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter shall discuss methodically procedures of collecting data, analyzing the same data, the location of the study population, research design, sampling procedures, sample size and instrumentations.

3.1 Research Design

The study was a descriptive research as this mode of research describes data and characteristics about the target population being studied. The data collected is factual, accurate and systematic. However, causal relationships cannot be established. The data was analyzed to answer the how, when and why questions posed by the study. Statistical research generated frequencies, averages, modes amongst other measurements of value.

The main method of acquiring data was through administration of questionnaires. The questionnaires were thought to be the best way to collect data because they are useful in saving time and the researcher could collect a lot of information within a short period of time. For the research to be valid, the questions endeavored to be short and precise for better comprehension by the respondents.

3.2 Location of the Study

The study was carried out in Manyatta Division, Embu East District. The area is endowed with rich red loamy fertile soils that support agriculture as the main economic activity of the area. Rainfall is adequate to support this practice. Farmers engage in both subsistence and cash crop farming. These crops include: maize, beans, bananas and tea as the main cash crop. There is a good tarmac road connecting the tea growing area with Embu town.

Electricity and piped water are readily available for the population. Manyatta has only 18 secondary schools. The researcher thought that this location offered a good combination of an urban and rural population for such a study where students' indiscipline continue to be a major headache to school administrations and other stakeholders in education.

3.3 Target Population

The target population of this study was approximately 1420 students from the 18 secondary schools. This comprised the students from the secondary schools in Manyatta Division. These schools are unique in location and gender distribution.

3.4 Sample and Sampling Techniques

The study sought to have the sample be large enough so that the results gotten from the research can be easily replicated if another random sample from the same population is taken. Simple random sampling was used to get the sample population. In this case, 10% of the target population was sampled giving a sample size of 142, a percentage that is adequate for description studies (Mugenda and Mugenda, 1999). All Forms, that is, from Form one to Four were included in the study. This is because the researcher wanted a holistic view of incidences of indiscipline in secondary schools. Due to confidentiality, the actual school names were not used in the study.

3.5 Instrumentation

Questionnaires were used as the main research tool for data collection. The questionnaires were administered by the researcher to the randomly selected students with the assistance of teachers responsible in the schools for such work. The

questionnaire was divided into two sections: section A for collecting background information of the respondents and section B for determining the causes of indiscipline in secondary schools. They were both closed-ended and open-ended questions. This is because:

“Open-ended questions allow for a greater variety of responses from participants but are difficult to analyze statistically because the data must be coded or reduced in some manner. Closed ended questions are easy to analyze statistically, but they seriously limit the response that participants can give.” (Jackson, 2009, p.89)

This means that the study was able to benefit from both the closed and open-ended questions. Meaning that, what the open-ended questions might leave out may hopefully be captured in the open-ended questions. Also, what cannot be measured in the open-ended questions may be supplemented by the closed-ended questions.

3.6 Validity of the Instrument

Validity refers to the degree of accuracy that the data collected in the study is a representation of the subject under study. Content validity therefore refers to the extent to which a measure represents all facets of a given social construct. To enhance it, piloting was carried out to identify areas of weakness, ambiguity and gaps that should be covered.

The researcher carried out a pilot study by administering questionnaires to one school in Manyatta Division with 30 respondents. This helped the researcher gauge the

effectiveness of the instrument used and came up with the right and more precise questions that were relevant for the study.

3.7 Reliability of the Instrument

Reliability of the instrument was established through piloting, where the respondents were given the measuring instruments and then the answered questions were scored manually. The same measuring tools were administered to the same group after two weeks and the responses were scored manually. A comparison was made to establish the differences in the responses as suggested by Mugenda and Mugenda (1999).

3.8 Data Collection Procedure

The researcher got an introduction letter from Nairobi University and a research permit from the National Council of Science and Technology. The researcher then visited each school sampled and booked an appointment with the principals after which the researcher visited each of the schools and administered some of the questionnaires through the teacher appointed by the principal to assist. The questionnaires were administered over lunch hour and after the lessons. The respondents were given instructions and assured of confidentiality. They were given adequate time to fill in the questionnaires after which the researcher collected the filled-in questionnaires.

3.9 Data Analysis Technique

The process of data analysis was done in systematic phases. The first phase included the data cleaning phase where data was inspected, and if necessary was corrected. The original data was not thrown away as subsequent manipulation of data should always be

cumulatively retrievable (Ader, 2008). Then the quality of data was assessed, the initial data analysis was documented and necessary corrective actions were taken. Quantitative data was analyzed using SPSS software. This was the main analysis phase aimed at answering the research questions. The data was then presented through tables and graphs which are simple in explaining analysis of complex information.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

This chapter has the findings of the research carried out in Manyatta Division, Embu East District. It documents the data collected from the questionnaires given to sampled students from the target population of the study. Explanations are provided for every graph or Table in relation to the stated objectives of the study. The data was analyzed, interpreted and presented by use of SPSS.

4.1 Questionnaire Response Rate

The researcher gave out 142 questionnaires to be filled in by the students. However, only 132 questionnaires were returned completely filled. The Table 4.1 below shows the percentages of the questionnaires given and those returned.

Table 4.1 Response Rate

No. of Questionnaires	Returned Questionnaires	Percentage	Questionnaires not Returned	Percentage
142	132	92.96%	10	7.04%

The rate of return was perhaps affected by the mood of the respondents since the time the questionnaires were being filled in was during their break-time or lunch time. This could have caused them to be distracted and preoccupied by what they could have been doing at that time. Also, the length of the questionnaire and mood of the respondents may have affected the rate of return.

4.2 Demographic Information and Profile of Respondents

Table 4.2 shows demographic factors of students.

Table 4.2: Demographic factors of parents and students

Variable	Categories	Unit	Percentage
Student Gender			
	Male	68	51.52
	Female	64	48.48
	Total	132	100.00
Student Form			
	Form 1	28	21.26
	Form 2	35	25.98
	Form 3	32	24.41
	Form 4	37	28.35
	Total	132	100.00
Type of school			
	Girls	27	20.61
	Boys	33	25.19
	Mixed	72	54.20
	Total	132	100.00
Age of Student			
	Below 15yrs	17	12.88
	16-18yrs	95	71.97
	19-21yrs	18	13.64
	Above 22yrs	2	1.52
	Total	132	100.00
Mother 's Source of Employment			
	Employed	37	28.24
	Unemployed	31	23.66
	Self-employed	64	48.09
	Total	132	100.00
Father's Source of Employment			
	Employed	40	33.33
	Unemployed	20	17.07
	Self-employed	60	49.59
	Total	120	100.00
Father's Level Education			
	Graduate	41	33.6
	Tertiary	14	11.2

	Secondary	43	35.2
	Primary	23	19.2
	None	1	0.8
	Total	122	100.00
Mother's Level of Education			
	Graduate	38	29.01
	Tertiary	18	13.74
	Secondary	47	35.88
	Primary	27	19.85
	None	2	1.53
	Total	130	100.00
Parental Marital Status			
	Married	112	84.73
	Divorced	2	1.53
	Separated	4	3.05
	Single	14	10.69
	Total	132	100.00

Source: Author 2013.

As shown from Table 4.2, some respondents did not know some of their parents information such as their level of education and how they got their income. Out of 132 respondents, only 120 knew their father's source of employment and 122 their father's level of education. Also, 130 out of the 132 respondents knew their mother's level of education. This is because 1.53% of the respondents have parents who are divorced, 3.05% whose parents are separated and 10.69% were being raised by single parents.

The findings show that there were more male students than female students. Male students consisted of 51.52% while female students were 48.48% of the sampled population. There were slight differences in percentages of participation in the study across the Forms as Form 4 students had the highest percentage of 28.35% while Form 1 students had the lowest percentage of participation of 21.26%. Most students came from mixed schools, which constituted 54.20% of the sampled population, while the least percentage came from girl's school at 20.61%. Majority of students were in the age

bracket of 16-18yrs which was 71.97% of sampled population while students who were above 22years were only 1.52% of sampled population. This means that the majority of students in the sampled secondary schools, as earlier anticipated in the literature review would be at the adolescent stage of their lives.

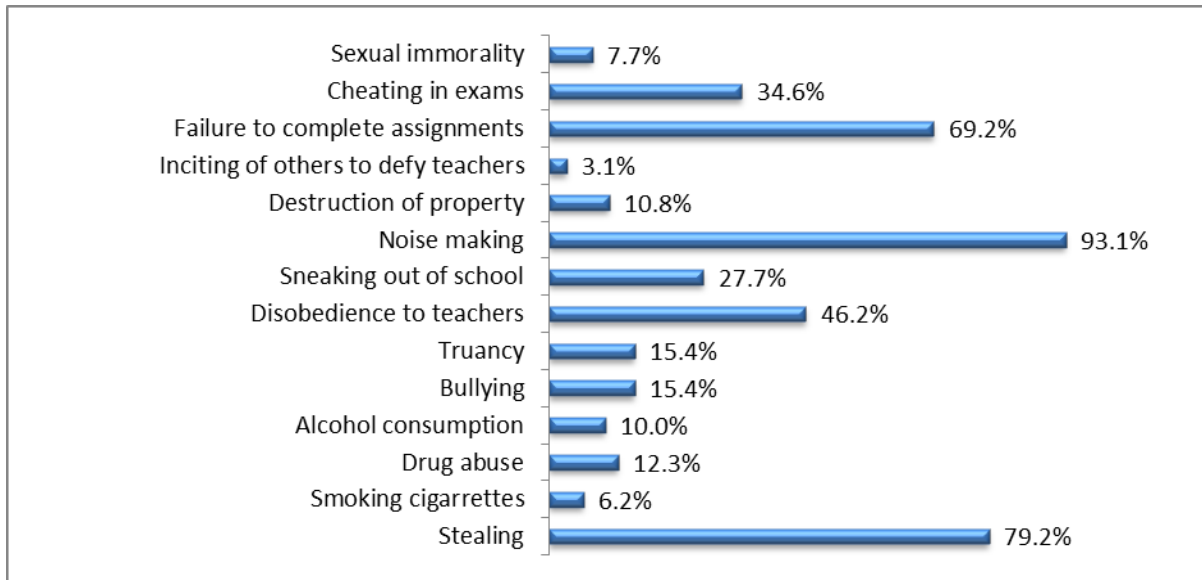
A higher percentage of mothers and fathers were self-employed at 48.09% and 49.59% respectively. However, there were more unemployed mothers than fathers at 23.66% and 17.07% respectively. This implied that more mothers are stay-at-home mothers and hence are more involved in the everyday parenting and disciplining of the children.

Findings indicate that almost both parents had gotten at least basic education with small percentages having no education at all. The fathers were found to be more educated than mothers as 33.6% were graduates compared to the mothers at 29.01%. Fathers had the least percentage at 0.8% of those who had not stepped inside a classroom compared to 1.53% of the mothers. The data collected showed that most students came from families where parents are married at 84.73% as compared to a few who come from divorced parents at 1.53%.

4.3 Manifestation of Indiscipline

Some of the common cases of indiscipline witnessed in secondary schools over the past years included bullying, drug abuse, stealing, sneaking out of school, failure to complete assignments among others. The researcher included these examples of indiscipline from students to assess if they still occurred in their schools since the objective of the study was to investigate how the home environment influences discipline in students.

Figure 4.1: Percentages of cases of indiscipline witnessed among students

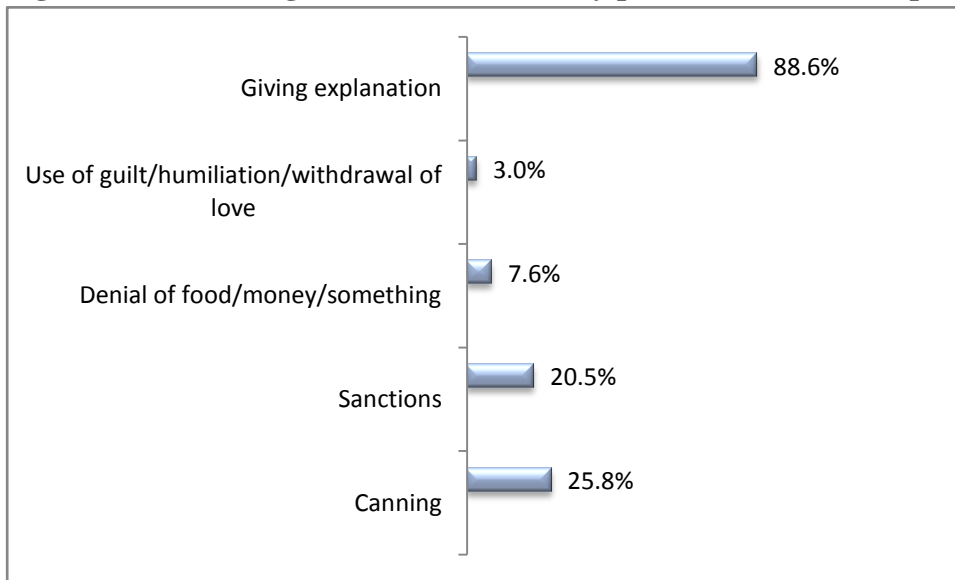


As shown in Figure 4.3, noise making was highlighted first at 93.1%, followed by stealing at 79.2% and failure to complete assignments at 69.2%. This implied that a number of students were not given enough pocket money by their parents hence some of their basic school needs were not met hence leading to stealing. This meant that the parents' level of income did affect the level of discipline in a student's life. Making noise may have be a sign of students looking for attention while failure to complete assignments showed poor work ethics of the student that might have been learnt at home. Small percentages were inciting others to defy teachers at 3.1%, smoking cigarettes (6.2 percent) and committing sexual immorality (7.7 percent). This implied that most students had been taught to respect authority. Drug use in particular smoking of cigarettes and sexual immorality were not common.

4.4 Measures Used By Parents to Discipline Students

Parenting style as was mentioned in the study's objectives was one of the factors that was being investigated. Parenting style involved how the parent dealt with cases of indiscipline at home. As shown in the Figure 4.2, majority (88.6%) of parents preferred giving explanation on why something is wrong to their children while only 3.0% used guilt/humiliation/withdrawal of love as a method of instilling discipline in their children. Other measures cited were denial of food/money (7.6%), canning (25.8%), and sanctions (20.5%).

Figure 4.2: Percentages of measures used by parents to instill discipline



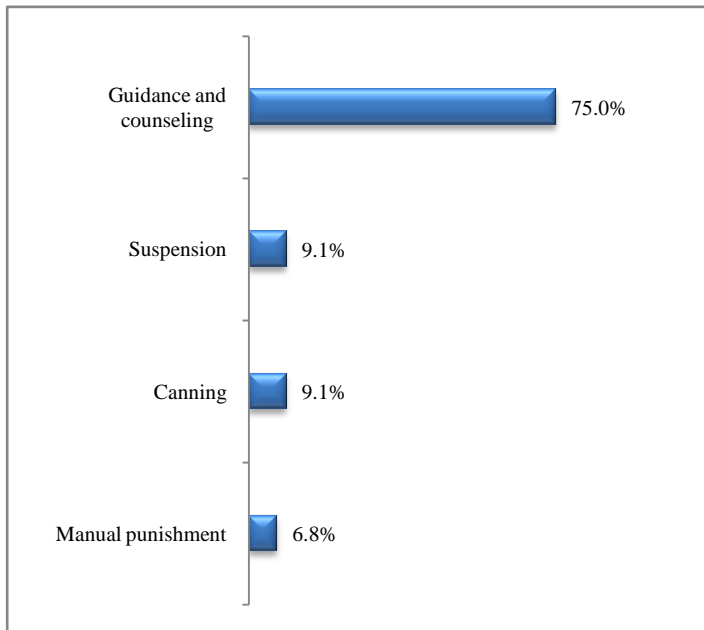
4.5 Students Suggestions

In Figure 4.3, guidance and counseling was reported by students to be the most effective way of ensuring high level of discipline in schools at 75.0% while manual punishment was the least preferred at 6.8%. This implied that students prefer being treated as mature

by other people by resolving issues through reasoning rather than by physical means such as canning.

Canning can be humiliating to students and therefore only 9.1% preferred it. Suspension was also suggested by 9.1% of the population. This implied that students did not like their school work being interrupted and consequently leading to their parents being involved in disciplining them. Manual punishment had the least percentage implying that students do not like this approach to discipline. One uses a lot of energy and wastes a lot of time outside the classroom therefore having a negative effect on students' performance. Also, this form of punishment may be very humiliating.

Figure 4.3: Students' suggestions on instilling discipline

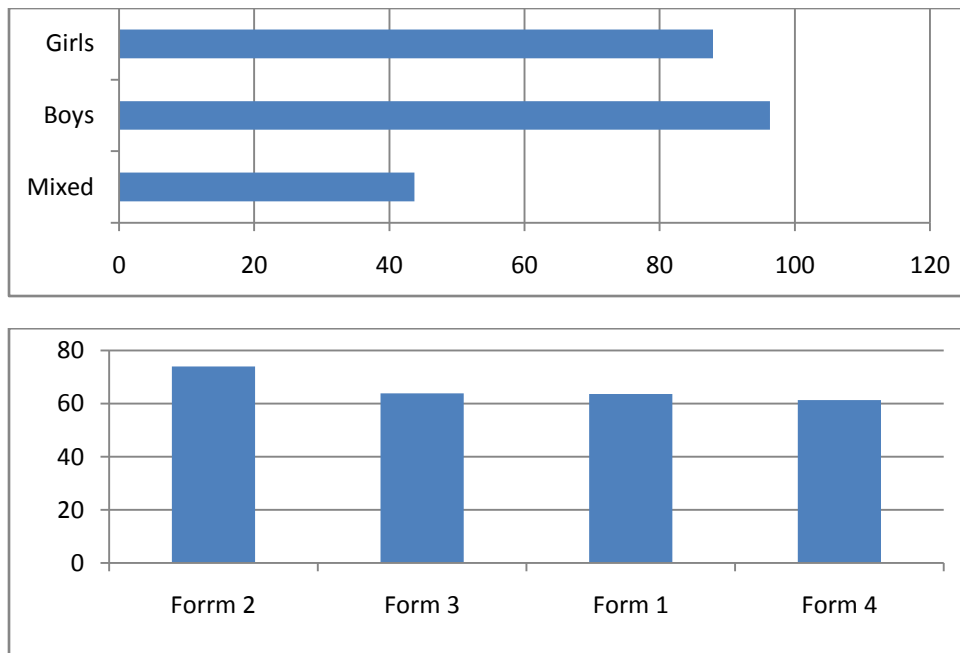


4.6 Distribution of Incidents of Indiscipline by Form and School Type

In the Figure 4.4, boys' schools were reported to have high incidences of indiscipline (96.3%) while mixed school had the least (43.7%). Most incidences of indiscipline were reported in Form 2 at 74% as compared to Form 4 at 61.3%. This implied that Form 2

students had a lot of time in their hands which led to idleness and thus contributed to cases of indiscipline. Also, Form 2 students were still trying to fit in the new environment and find their niche and curve out a new social group, as they were at the peak of their adolescence stage, and this could have led to incidences of indiscipline.

Figure 4.4: Incidences of indiscipline in schools by Form and school type



4.7 Home Based Factors Contribution to Students' Indiscipline

4.7.1 Parents Income, Level of Education and Marital status

Table 4.3: Influence of the home based factors on students' indiscipline in schools

Variable	statistical test	Value	P-value
	Cramer's V		
Father's source of income		0.3	0.004
Mother's source of income		0.27	0.008
Father's level of education		0.43	0.000
Mother's level of education		0.39	0.000
Parental marital status		0.05	0.943
Parenting style		0.11	0.221

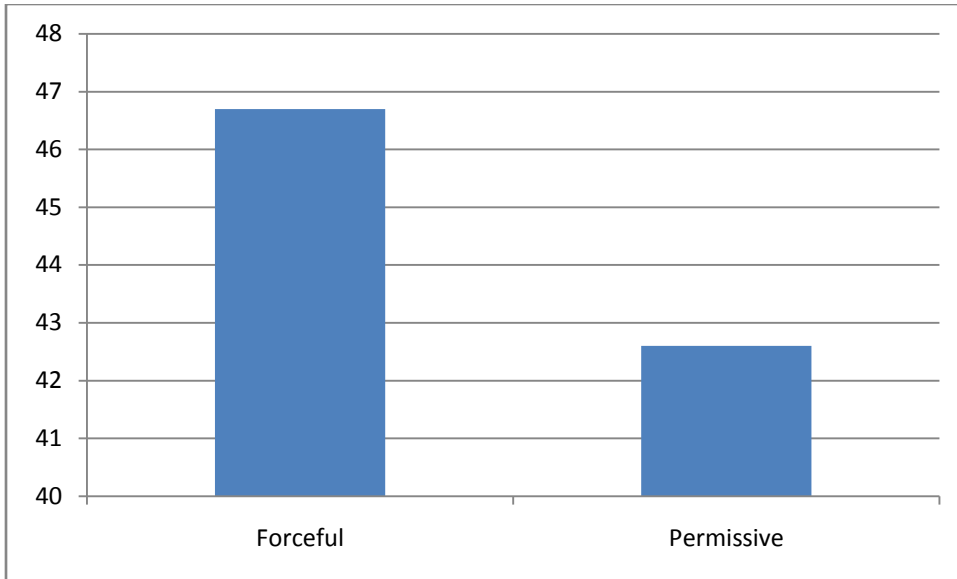
The correlation factors were analyzed using the Cramer's V statistical test from data collected during the research in SPSS. From the table above, the association between father's source of income and indiscipline in school, Cramer's statistic was 0.3 out of possible maximum value of 1. This represented a medium association between the father's source of income and indiscipline in schools. This value was significant ($p < .004$) indicating that a value of the test statistic that is big is unlikely to have happened by chance, and therefore the strength of the association was significant. For the association between mother's source of income and indiscipline in school, Cramer's statistic was 0.27 out of possible maximum value of 1. This represented a medium association between the mother's source of income and indiscipline in schools. This value was significant ($p < .008$) indicating that a value of the test statistic that is big is unlikely to have happened by chance, and therefore the strength of the association was significant. For the association between father's level of education and indiscipline in school, Cramer's statistic is 0.43 out of possible maximum value of 1. This represented a medium association between the father's source of income and indiscipline in schools. This value was highly significant ($p < .000$) indicating that a value of the test statistic that is big is unlikely to have happened by chance, and therefore the strength of the association was significant. For the association between mother's level of education and indiscipline in school, Cramer's statistic was 0.39 out of possible maximum value of 1. This represented a medium association between the mother's source of income and indiscipline in schools. This value is highly significant ($p < .000$) indicating that a value of the test statistic that is big is unlikely to have happened by chance, and therefore the strength of the association was significant.

For the association between parental marital status and indiscipline in school, Cramer's statistic was 0.05 out of possible maximum value of 1. This represented a small association between the parental marital status and indiscipline in schools. This value was not significant ($p > .943$) indicating that a value of the test statistic that is big is likely to have happened by chance, and therefore the strength of the association was not significant. For the association between parenting style and indiscipline of students in school, Cramer's statistic was 0.11 out of possible maximum value of 1. This represented a small association between the parenting style and indiscipline of students in schools. This value was not significant ($p > .221$) indicating that a value of the test statistic that is big is likely to have happened by chance, and therefore the strength of the association was not significant.

4.7.2 Parenting Style

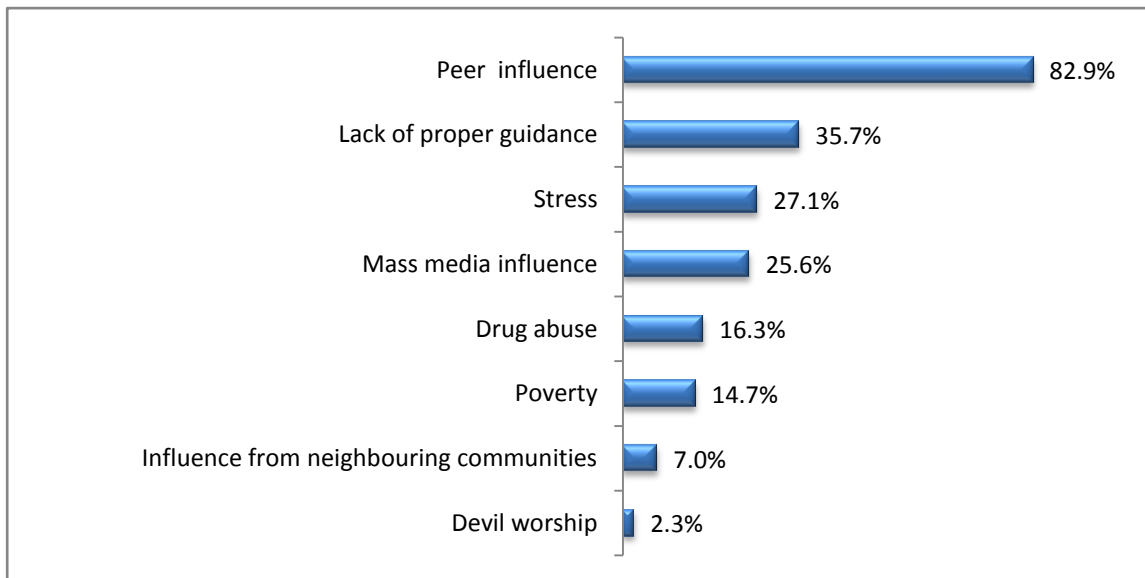
Figure 4.5 shows that parents who had permissive parenting styles had lower rates of incidences of indiscipline at 42.6% as compared to those with forceful parenting style at 46.7%. These findings were anticipated from the research carried out before the actual collection of data. Parents whose discipline methodology was harsh and punitive were called authoritarian parents. Their children were more likely to be hostile, aggressive, less popular with their peers, and less independent. They were more likely to engage in more drug and substance use in their teen years at home and in school.

Figure 4.5: Distribution of parenting style by rate of the incidences of indiscipline



4.8 Other Causes of Indiscipline

Figure 4.6: Other causes of indiscipline in the schools



Students reported other factors that contributed to indiscipline in secondary schools that were not necessarily related to home based factors. It is observed from Figure 4.6 that peer influence is the most common (82.9%) cause of indiscipline in schools while devil

worship is the least (2.3%). Peer influence was the leading influence in the discipline of students in secondary school since the students spend more time with their peers than with their families during this stage of their lives. These other influences affected discipline in the students as they formed part of their environment in school and at home. The respondents lived in an environment that constitute other factors apart from home based factors and hence these influence behavior in school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter makes a summary, conclusion and recommendation from the findings of the research carried out. The conclusions drawn focus on the objectives of the study.

5.1 Summary

The purpose of the study was to investigate the influence of home based factors on student's discipline in secondary schools in Manyatta Division, Embu East District. The home based factors that were investigated were chosen bearing in mind that the home environment is the first environment an individual is exposed to and therefore has a significant impact on the individual's life, and especially how they relate within the society. In this case, the society being the school constituents which include teachers and fellow students.

The literature review covered some of the factors in the home environment that contribute to indiscipline in students namely the breakdown of the traditional family setup, parenting style, the economic status of a parent/guardian and parental/guardian level of education.

One hundred and thirty two respondents filled in the questionnaire out of the expected one hundred and forty two. The respondents were randomly chosen by virtue of their school type (that is whether mixed or not) and level of education. The questionnaire was the major research instrument used in the collection of data in this study.

The data was qualitatively and quantitatively analyzed using SPSS. Noise making, as a form of indiscipline, was reported to have the highest percentage (93.1%), followed by

stealing at 79.2%, failure to complete assignments at 69.2% and disobedience to teachers at 46.2%. The second lowest form of indiscipline was smoking cigarettes at 6.2% and the lowest being inciting of others to defy teachers at 3.1%

5.2 Conclusions

Discipline in secondary schools is inseparable from home related factors such as parents/guardian economic status, parenting style and level of education. These two factors were found to have a significant influence on the discipline in students in secondary schools.

Cases of theft in schools, which was the second highest form of indiscipline, stemmed from the poor economic status of parents. Poverty was a major contributing factor to incidences of indiscipline. Therefore if the economic status of parents were improved, levels of indiscipline in secondary schools would decrease significantly.

Counseling is the best way of correcting behavior as opposed to other methods such as suspension, canning and manual punishment. The commonest method of instilling discipline in students by their parents/guardians was found to be giving of explanations at 88.6%. The method of correcting behavior can be attributed to the level of education of parents/guardians in the area of study as over 70% of them had attended secondary schools.

Highest incidences of indiscipline were likely to occur in Form 2 and the lowest being in Form 4 and Form 1. Form 2 students were reported to have considerably a higher percentage of increasing cases of indiscipline. The findings are consistent with the general knowledge that Form 4 students are generally more focused in their final year, their main preoccupation being to study in the hope of passing the K.C.S.E. at the end of

the year. Form 2 students are usually about 16 years of age and at the peak of their adolescence stage. The report demographics indicate the same. At this age, the students are still learning and figuring out who they are, what they want in life and hence the issue of identity can lead them to form “clicks” that are destructive discipline wise. This means that a student acting out and even engaging in cases of indiscipline is not surprising.

5.3 Recommendations

The following are the recommendations of the study:

- (i) The Ministry of Education should develop a curriculum in the form of civic education for the general public on how to enhance their livelihood through self-employment. This can be done by furnishing parents with the information that their economic status may affect the level of discipline that their children displayed in school. With this information, parents will be better equipped to understand and handle their children.
- (ii) The government should encourage parents to pursue further education, both formally and informally. This will place them at a better place in understanding the needs of their children even as they grow and get into higher institutions of learning. A parent who has attended schools of higher levels of education is better placed to advise and prepare his/her child for the same than one who has no previous experience. These parents are better equipped to put realistic demands on their children that facilitate a healthy home environment. Also, parents should be willing to change their parenting style as their children transit from childhood to

adulthood to better child-parent relationship by embracing more dialogue and lessening physical punishment.

- (iii) The Ministry of Education should ask teachers at school to be more observant of their students. This will enable early detection of a troubled child and hence help can be provided earlier than later. Teachers should be more understanding of their students by realizing that they come from diverse backgrounds and have different needs emotionally and materially. Guidance and counseling office should have an open door policy where students can be comfortable to open up with no fear that their issues will be leaked out to other students and teachers. The school should involve the parents when it is found out that home based factors affect their child's discipline. A way forward should be sought with the input of the child so that all parties, that is the teacher, child and parent can work together.

5.4 Suggested Areas for Further Research

- Another study should be done in other areas in the country to enable comparisons and contrasting of the findings on the influence of the home environment on discipline in our secondary schools.
- A larger sample size should be taken so that the data can be more reliable in its conclusions.
- Other home based factors that may influence the level of indiscipline in secondary schools such as substance abuse and the use of drugs, number of siblings amongst other factors in the home environments should be explored.

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APPENDIX 1

QUESTIONNAIRE FOR STUDENTS

Introduction

This questionnaire is an attempt to establish the influence of home based factors on student discipline in secondary schools. Kindly answer the questions honestly and diligently following the instructions given. Please do not write your name anywhere in this questionnaire. The answers you give will be treated with utmost confidentiality.

Section A

1. Gender: Male Female Form
2. Type of School Girls Boys
Mixed
3. Age: Below 15yrs 16 – 18yrs
19 - 21 Above 22yrs
4. Father's source of Income Employed Unemployed Self-Employed
5. Mother's Source of Income Employed Unemployed Self-Employed
6. Father's Level of Education Graduate Tertiary
Secondary
Primary None
7. Mother's Level of Education Graduate Tertiary
Secondary
Primary None

8. Parent's Marital Status Married Divorced
 Separated
 Single

9. Which methods do your parents use to instill discipline in you? (can tick more than one)

- Canning
- Sanctions (e.g. not going out to see friends)
- Denial of food/money/something you want etc.
- Use of guilt, humiliation or withdrawal of love
- Explaining why something is wrong

Section B

10. Does your school have incidences of Indiscipline? (Please tick one response)

- Yes No

11. How do you rate the incidences of indiscipline among students in your school?

(Please tick one response)

- Very High High
- Low Very Low

12. Would you say that cases of indiscipline in your school have been increasing or decreasing

- Increasing Decreasing

13. What do you think are the causes of indiscipline in your school? (Tick all that apply)

- Poverty Peer influence Mass media Influence
- Drug abuse Devil worship Lack of proper guidance
- Influence from neighboring community Stress
- Others (**specify**).....

14. Given below is a list of various types of indiscipline. Please tick against each that you have witnessed among students in your school

- a. Stealing Sneaking out of school
- b. Smoking Cigarettes Noise Making
- c. Drug abuse Destruction of Property
- d. Alcohol Consumption Inciting others to defy teachers
- e. Bullying Failure to complete assignments
- f. Truancy Cheating in Exams
- g. Disobedience to teachers Sexual Immorality
- h. Others (**Specify**).....

15. According to you, which would be the most effective way of ensuring high level of discipline in your school?

- Caning
- Suspension
- Expulsion
- Manual punishment
- Guidance and counseling
- Others (specify).....

16. What recommendations would you give as a student to the guidance and counseling teacher in relation to control of indiscipline?.....

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17. What recommendations would you give as a student to the head teacher and the school administration in relation to strengthening guidance and counseling?.....

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