

**SCHOOL BASED FACTORS INFLUENCING STUDENTS DISCIPLINE  
IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB-  
COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements for  
the Award of Degree of Master of Education in Educational Administration  
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## **DECLARATION**

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

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E55/79107/2012

This research project has been submitted with our approval as university supervisors.

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## **DEDICATION**

This work is dedicated to my dear husband Josphat Kimeu Maingi and my children Reuben, Betty and Sheila.

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## **ABBREVIATIONS AND ACCRONYMS**

<b>CEO</b>	County Education Office
<b>SPSS</b>	Statistical Package for Social Science
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>US</b>	United States

## ABSTRACT

The purpose of the study was to investigate the school-based factors that influence the discipline of secondary school students in Kitui Central Sub-county in Kitui County. The study was guided by the following objectives; to establish the extent to which administration of school rules and regulations by teachers influence students discipline, to determine the extent to which administration of punishments by teachers influence students discipline, to examine the extent to which peer pressure influence discipline of students and to establish the extent to which teachers' absenteeism due to drunkenness influences students' discipline in public secondary schools. This study employed a descriptive survey research design. The target population of this study consisted of all the 29 public secondary schools in Kitui Central Sub-county. For the purpose of this study, the sample size was drawn from all the twenty nine public secondary schools in the sub-county comprising 29 principals, 75 teachers which translates to 50 percentage of the teacher population; 300 students translating to 20 percent of student's population. This study utilized a questionnaire and an interview guide to collect primary data as used in various previous research projects. Data analysis used SPSS version 22 and Microsoft Excels to generate quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to present responses and facilitate comparison. Qualitative data was analyzed using narratives statements based on the relevant thematic areas and the findings given in prose form. The study concludes that head teachers still have a challenge of students who are not aware of the school rules and regulations much as they are given copies and therefore violate them. Many of the students do not take time to read and apply the schools rules and regulations. Students believe that many of their friends have fallen victims, which students believe to be weaknesses from school administrators. Students therefore feel unsatisfied with school judgments in accordance with violated school rules and regulations, which lead to violence in schools affecting student's discipline. With regards to peer pressure the study concludes that students in school belong to peer groups which exert great influence on their activities, interests, discipline and academic success. The study therefore recommends that School rules and regulations need to be emphasized and given enough awareness so as to enable students understand them. The principal should design proper ways of handling punishments. Disciplinary committees therefore need to be installed in schools that they are not in existence and to be respected in terms of decision-making and be given powers and authority to execute their duties. The school administration needs to come up with timetables or regular time intervals to need to provide time for counseling and guidance to students so as to prevent occurrence of offences than punishing the offenders.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Discipline is a fundamental ingredient that plays a crucial role in school system, which insists on upholding the moral values of students. Discipline is very essential in an organization like a school where there is to be order instead of chaos (Field & Ladden, 1964). Schon (1983), says that discipline plays a crucial role in a school system, which upholds moral values of the students.

Indiscipline in secondary schools is a global problem of great concern that cuts across political economic, geographical, racial and even gender boundaries. In a report entitled “school crime, violence and safety in the US public schools 2005-2006” published by the United States Department of education in 2007 revealed that discipline problems in American schools were common (Danso, 2010).

In England, cases of students’ indiscipline have also been noted. The government has had to crackdown on school indiscipline by giving schools power to search for weapons. Incidents involving the use of knives, baseball bats, marijuana, guns and even bombs have become the order of the day. Such incidents of violence have been reported from Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO, 1998).

Another study conducted in Singapore entitled “Discipline in Singapore schools” revealed that discipline in schools in Singapore was bad. The most common

problems according to the report included telling lies, lateness for class or school disruptive behavior, vandalism, truancy, bullying, drinking alcohol and drug abuse. In United Arab Emirates, teaching methods were blamed for children's indiscipline. There was concern for injuries destruction of property and poor academic performance (Khaleef Times, 2006).

In Botswana- the secondary schools had their image marred by acts of student's indiscipline. Some students died and others became blind after they broke into the school science laboratory and consumed toxic amounts of methanol and ethanol. In many urban and rural areas of Nigeria, the percentage of students who school is much higher. Such students develop and exhibit deviant fulfill their potentials. They become and parents are concerned about the increasing rate of indiscipline in Nigerian secondary schools (Denga, 2009). In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in educational institutions. Not a single day passes without a report of an act of indiscipline perpetrated by teenagers of primary and secondary schools.

Kenya has faced increased cases of indiscipline. Some of the acts of indiscipline experienced in Kenya are truancy, bullying destruction of school property, physical violence by students on fellow students and on teachers (Mbiti, 2007 Kindiki, 2009, Were, 2003 & Muchiri, 1998). Peer influence was cited by Were (2003) as a contributing factor to indiscipline in secondary schools. Thus,

evidence adduced reveals that indiscipline is a universal problem. Indiscipline may be caused by home based factors, school based factors or others factors.

Mumo (2004) in her research study on student unrests and indiscipline reported that discipline is considered vital for students' academic and social success. Well-disciplined students perform better academically. Mwangi (2003) also shares the views of Mumo (2004) by arguing that a schools climate that is characterized by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students had a direct influence on the students' performance.

Discipline is the epicenter of success of a school and all members of a school are expected to adhere to various standards or codes of behavior Okumbe (2001). Although discipline has been said to be the epicenter of academic success there is a growing trend of indiscipline among secondary school students. Indiscipline has been defined as the attitude and unwillingness to make the efforts required to achieve the objective chosen (Baraza &Ngugi, 1990). As a result of indiscipline the student becomes a deviant person.

This study will deal with school-based factors that may influence discipline. In 2013, students of Kitui High School broke all the windowpanes and broke down all the wooden doors in the school DEO Kitui 2015. In 2014 a student at Tiva secondary was arrested with a jerrican of petrol (DEO Kitui Central, 2015). There have been other less serious cases of indiscipline like students walking out of

school for example Kitui School had many incidents of unrest between 2012 and 2014. In February 2014 a dormitory was burnt down in Kitui High School allegedly by students who had been suspended for indiscipline DEO Kitui Central (2015).

## **1.2 Statement of the problem**

School discipline is a matter of public concern particularly among teachers, family, educators and religious organizations. Learners cannot learn and teachers cannot teach effectively in an unsafe environment and therefore order and discipline are necessary in schools. Kitui Sub-County has not been spared the wave of unrest that has swept across the country. Information provided by the Sub-county Education Officer Kitui Central Sub-County (2013) indicated that six of the twenty-nine secondary schools in the sub-county had been involved in serious indiscipline cases.

This has therefore created a big concern from teachers, head teachers and stakeholders about the lack of opportunity for learners to concentrate on their academic work for attainment in the tests, internal exams and national level examinations as well as the nature of future citizens. Kenya, school teachers find it difficult to enforce discipline particularly after the abolishment of corporal punishment since discipline is often equated with corporal punishment. The need has therefore arisen for school administrators, teachers, parents and the general public to eliminate indiscipline in schools.

Many studies of school discipline have been carried in Secondary schools but none has been carried out in Kitui Central Sub-County. The study therefore sought to assess the school based factors influencing the discipline of public secondary school students in Kitui Central Sub-County.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the school-based factors that influence the discipline of secondary school students in Kitui Central Sub-county in Kitui County.

### **1.4 Objectives of the study**

The study was guided by the following objectives.

- i. To establish the extent to which administration of school rules and regulations by teachers influence students discipline in public secondary schools
- ii. To determine the extent to which administration of punishments by teachers influence students discipline in public secondary schools.
- iii. To examine the extent to which peer pressure influence discipline of students in public secondary.
- iv. To establish the extent to which teachers' absenteeism due to drunkenness influences students' discipline in public secondary schools.

### **1.5 Research questions**

The study addressed the following research questions;

- i. To what extent did administration of school rules and regulations by teachers influenced students discipline in public secondary schools
- ii. To what extent did the administration of punishments by teachers influenced students discipline in public secondary schools?
- iii. To what extent did peer pressure influenced discipline of students in public secondary?
- iv. To what extent did teachers' drunkenness influenced students discipline in public secondary schools?

### **1.6 Significance of the Study**

The study may be significant in that it may help the school administrations to establish the factors (school based) that contribute to indiscipline in the schools. The study may also help to provide a guide to teachers not only in Kitui Central on how to manage school discipline, but also in other schools in the whole country at large and has also provided preventive measures against indiscipline

The findings of the study may be of help to head teachers, teachers and parents. Educational administrators such as Sub-county Education Officers may also find the findings useful especially in the formulation of guidance and counseling programmes for schools in their sub-County's. The study may also provide an insight on how to manage school rules and regulations and also provide preventive measures against indiscipline.

The study findings may be helpful to the Government of Kenya in solving the escalating problems of indiscipline that are widely spread in most schools. Other researchers who may also wish to conduct further studies on the subject may also find the research findings useful.

### **1.7 Limitations of the study**

Some of the respondents would consciously prefer to give responses that could portray their schools well at the expense of the truth or reality, however the researcher requested respondents to be truthful since the findings could be used in solving the discipline problems facing learning institutions in the sub-County and even other sub-Counties.

### **1.8 Delimitations of the study**

This study aimed at establishing the factors that influence the discipline of students in public secondary school in Kitui Central Sub-county. This study focused on principals, deputy principals and class teachers and learners. The study was also delimited to four specific variables which includes: administration of schools rules and regulation, administration of punishment, peer pressure and teacher's drunkenness.

### **1.9 Basic assumptions of the study**

The study had the following basic assumptions;

- i. The study assumed that schools have put in place mechanisms to control students' discipline.

- ii. It was also assumed that schools have effective guidance and counseling programmes which address matters of indiscipline.
- iii. The study also assumed that teachers are trained to identify and deal with indiscipline problems in schools.

### **1.10 Definition of Significant terms**

**Discipline** refers to the system of rules, punishments, and behavioral strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools. Its aim is to control the students' actions and behavior.

**Drunkenness** refers to the state of being intoxicated; intoxication. When teachers get too drunk they behave badly and in most cases face disciplinary action.

**Indiscipline** refers to the state of physical or mental disorderliness within a learner which makes him erratic, temperamental, emotional and casual in his dispensation of duties.

**Peer pressure** refers to the influence on a peer group, observers or individual exerts that encourages others to change their attitudes, values, or behaviors to conform to groups.

**Punishment administration** refers to the official punishment for mis behaviour by school students which is administered by teachers or any other school official.

**School rules and regulations** refer to the set of rules documented in order to maintain the discipline essential to any educational endeavor. These School Rules must be fully respected in order to allow all to live together in harmony and promote, with everyone's conscious effort, true autonomy.

### **1.11 Organization of the study**

The study was organized into five chapters. The first chapter consists of the background to the study, statement of the problem, purpose of the study, objectives of the study, limitations of the study, delimitations of the study, basic assumptions of the study definitions of significant terms and organization of the study.

Chapter two covers related literature reviewed. It deals with indiscipline, its nature and school based factors influencing discipline. It contain summary of literature review and theoretical frameworks is also covered. Chapter three focused on the research methodology. It contains research design, target population, sample size and sampling procedures, research instruments, piloting of the research instrument and data analysis techniques and ethical consideration. Chapter four comprises of data analysis and discussion. Chapter five has presentation summary, conclusions and recommendations.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The literature review covers the concept of discipline, school based factors that influence the behavior of secondary school students, administration of school rules and regulation, administration of punishment, peer influences, teachers drunkenness, theoretical framework and conceptual framework.

#### **2.2 The concept of discipline**

Mbiti (2007), revealed that discipline a concept is used to mean moral capacity or disposition which is ingrained into the human personality. It becomes a powerful habit for self-control. Mwangi (2006), says that discipline is a set of procedures designed to eliminating behaviours that compete with effective learning. These definitions emphasized the role of the administrator/teacher as that of simultaneously dealing with learning and any behaviour that conflicts learning. This is supported by (Okumbe, 1988, Mbiti, 2007).

Discipline is also regarded as training that develops self-control Oothizen (1998). It must always be prospective, that is directed at developing the adult of the future. Mbiti (2008), views discipline in three major schemes each of which gives its justified position on how it should be managed. These schemes include - the traditional scheme of discipline, the free expression scheme of discipline, the modern scheme of discipline. The traditional scheme of discipline is guided by

the basic idea that the child was born naturally bad. In this view, all children are naturally inclined to do evil unless adults control them properly.

### **2.3 School based determinants of discipline in public secondary schools**

This section discusses the school based factors that influence students discipline in public secondary schools.

#### **2.3.1 Administration of school rules and regulations and students' discipline in secondary schools**

Mafabi (2004), stated that management is the process of working with and through people to accomplish organizational goals. Rules are suggested or self-imposed guides for a scientific communication for conduct or action or an accepted procedure and custom. Rules or standards of behavior can be defined as the shared expectations of a group of people.

Ideally, schools set rules and regulations for the proper governing of the various lifestyles of students containing the dos and don'ts (Okumbe, 1998). Regulations on the other hand are authoritative orders with a course of law intended to promote order and efficiency in an organization. Lupton and Jones (2002), also concurred with Okumbe (1998), and argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice.

According to Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness,

good behavior and obedience to school authority (Adams, 2003). Also on admission schools especially at secondary level, students are given prospectuses, which spell out some of the expectations (Adams, 2003). These rules and regulations specify in most cases what school members should do and what they should not do. Despite this expectation, in most secondary schools in Kitui Central Sub-county, students break these rules and regulations with wide spread indiscipline acts such as escaping from schools, taking of alcoholic drinks, participating in frequent strikes with closure of schools and suspension of students that affect school discipline.

Matsoga (2003), found out that during his study on discipline in schools of Botswana, he discovered the wide spread violence and misbehavior that existed in many secondary schools. This lack of discipline, which interfered with the teaching and learning process, manifested itself in various ways including bullying, vandalism, alcohol consumption and substance abuse, truancy, inability or unwillingness to do class work at home. Theft was also identified as a common activity among secondary school students.

### **2.3.2 Punishment administration and students' discipline in secondary schools**

Mafabi (2007), in his study established that punishments are expected to suppress unwanted response during the time students are under teacher's observation. This opinion is also shared by Cotton (2000), who said that Punishments in a school

system are expected to teach students the relationship between their behaviors and the outcome or accountability for their mistakes.

Teachers are worried about the aggression being directed to them by both students and their parents. This has resulted into some students being expelled, others suspended, forced to do hard labor at school, chased out of classes all of which seem to affect their discipline. According to Nagawa (1998), in Mpiso (2004), there are various types of punishments that are administered in the secondary schools in Uganda. These include the different modes or forms, which prevail in schools in Uganda such as reprimand, bawling out, ridiculing sarcasm, belittling, name calling, withdraw of privileges, social isolation, demotion, putting placards around the offenders neck, standing or kneeling in front of class, exercise drills such as raising arms while carrying weight, suspension and expulsion from school, corporal punishment, restitution and detention or keeping students after school.

Hogan (2007), and Muthoga (1997), revealed that some modes of punishments were discovered to create fear among students that led to truancy and premature attrition. Premature attrition from school could lead to social exclusion, as the students who were affected would not have acquired any productive skills that would benefit them and the society in which they live. The implication is that they would become social outcasts.

However in most secondary schools in Kitui Central Sub-county, some forms of punishments are unfair and undeserved like corporal punishment in schools involving severe canning of students. The effect of such harsh punishments on student discipline had not been given attention.

Evertson, (2003), during their study on children punishment in elementary schools in the United Kingdom established that, small children tend to regard all punishment as unfair and undiscovered. However old students generally were found to regard punishment for misbehavior as fair and accepted, provided that the punishment fits the crime.

Cotton (2000), shares the same idea to those of Evertson (2003), that punishment can be an effective means of remediating individual behavior and therefore improving school order if they commensurate with the offense committed. Harsh punishments are ineffective as Cotton (2000), further argued. Evertson (2003), during their study on children punishment in elementary schools in the United Kingdom established that, small children tend to regard all punishment as unfair and undiscovered. However old students generally were found to regard punishment for misbehavior as fair and accepted, provided that the punishment fits the crime.

### **2.3.3 Peer group pressure and students' discipline in secondary schools**

Peer group refers to people of the same age who share the same interests. Peer pressure occurs when an individual experiences expressed or implied persuasion

to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group (Kibera & Kimokoti, 2007).

Kibera and Kimokoti (2007), assert that students in school belong to peer groups which exert great influence on their activities, interests, discipline and academic success. Peer pressure influence may form a culture within the school and can result in forming of an antisocial group. Students who are socially isolated or rejected by others are considerably more likely to have psychiatric problems, for instance they may become discouraged.

However, students who mix with delinquent groups learn delinquent behaviour Kibera and Kimokoti (2007), assert that pupils in the same class belong to the same age group, and they continually interact with each other as equals. This equality helps them to identify with the classroom group, which is an important feature of peer group socialization in school. Coleman (1961), found out that there's a strong student culture in schools. He found out that informal student activities in school included dating, being in the same class eating together with friends and hanging around together.

The importance of belonging to a peer group is underscored by Coleman and Hendry (2000), who contend that it provides a medium through which a child learns to function more independently, to acquire and test skills and beliefs that earn him/herself esteem among his peers; to develop new outlooks that reflect youthful interests rather than adult ones.

In peer group in schools, the youth learn positive values of cooperation, responsibility and other good habits, which becomes the basis of adult discipline. On the other hand, peer group pressure could also contribute to acquisition of negative habits or vices such a drug abuse, alcohol drinking, immorality and violence (Kibera and Kimokoti 2007).

#### **2.3.4 Teachers drunkenness behaviour and students discipline**

Teachers sometimes perpetuate indiscipline by being unprepared due to absenteeism or lateness as a result of drunkenness that is lack of commitment (Felix, 2011). An ill-prepared lesson has a tendency of and causing misbehavior. Donga (2007) asserts that if teacher comes unprepared and drunk self-confidence will be lost. Learners will doubt teacher's capabilities. Lochan (2010), also posits0. that when lessons are not interesting discipline crumbles, causing boredom which will lead to disruptions such as truancy, and talking during lessons without permission. Lack of commitment also takes place when teacher is not catering for individual learning styles of learners (Felix, 2011).

If teachers fail to use a variety of methods to reach every learner, the learners become bored, disinterested and reckless. Marzano and Marzano (2003), also allude to the fact that ineffective teachers treat all students the same. They are not sensitive to the diverse needs of students and this leads to misbehavior in class. Some behaviors exhibited by teachers lead to student indiscipline (Ozegwu, 2009). Teacher's treatment of learners can lead to indiscipline. Truancy, school phobia, or school refusal may be products of an aversive environment where

teacher imposes rules on learners, uses punishment demeans student in front of peers (Yarason, 2004).

Donga (2007), asserts that adolescents are very sensitive and trying to demean them or force them into doing something they do not like could result in direct confrontation. Thus, teachers by using their position to humiliate and intimidate the learners cause indiscipline. The relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in class. Learners with poor self-concept are more likely to display unacceptable behavior (Felix, 2011). Teachers who are often absent from school for no good reasons and who do not respond promptly to the bell for example, after break contribute to indiscipline (Donga, 1998).

If students are not under teacher's supervision this often causes chaos which range from noise making to fighting, vandalizing school property and sometimes to death of learner. According to Kilonzo (2009), teachers are supposed to be role models behaving in loco parents all the times. Teachers who come to school drunk and improperly dressed, learners will imitate them and the discipline of the school suffers. Rono and Gichana 2006 cited in (Kilonzo, 2009) report of an incident where at a secondary school in Ndanai School Bomet, students went on rampage accusing some of their teachers of being habitual drunkards. Teachers play a vital role in curbing indiscipline at school.

## **2.4 Summary of related literature reviewed**

School discipline plays a crucial role in improving and promoting the performance of teachers and students. It's the professional duty of a teacher in any learning institution to make sure all the students follows the school rules and regulations. The Kenya government has done very little to improve the school based factors which promotes school discipline positively despite several recommendations which has been presented to them by various researchers. It's upon this background the researcher investigated the school-based factors that influence the discipline of secondary school students in Kitui Central Sub-county in Kitui County.

## **2.5 Theoretical framework**

This paper employs Dreikurs' social discipline model (1968), in its discussion of the causes of indiscipline. In his frame of reference Dreikurs asserts that man is recognized as a social being, his actions as purposive, directed toward a goal, and his personality as a unique and invisible entity (Dreikurs, 1968). All behavior including misbehaving is orderly, purposeful and directed towards achieving social approval. Human beings have a need to belong and be accepted. People do not act according to reality that surrounds them but according to their own subjective assessment of it.

Dreikurs identified four types of goals that motivate children's misbehavior. The four main goals or purposes of the child misbehaving include;

Attention Getting: Learners do almost anything to be noticed from being argumentative to being funny. When this fails learner moves on to more problematic goal seeking behavior such as power.

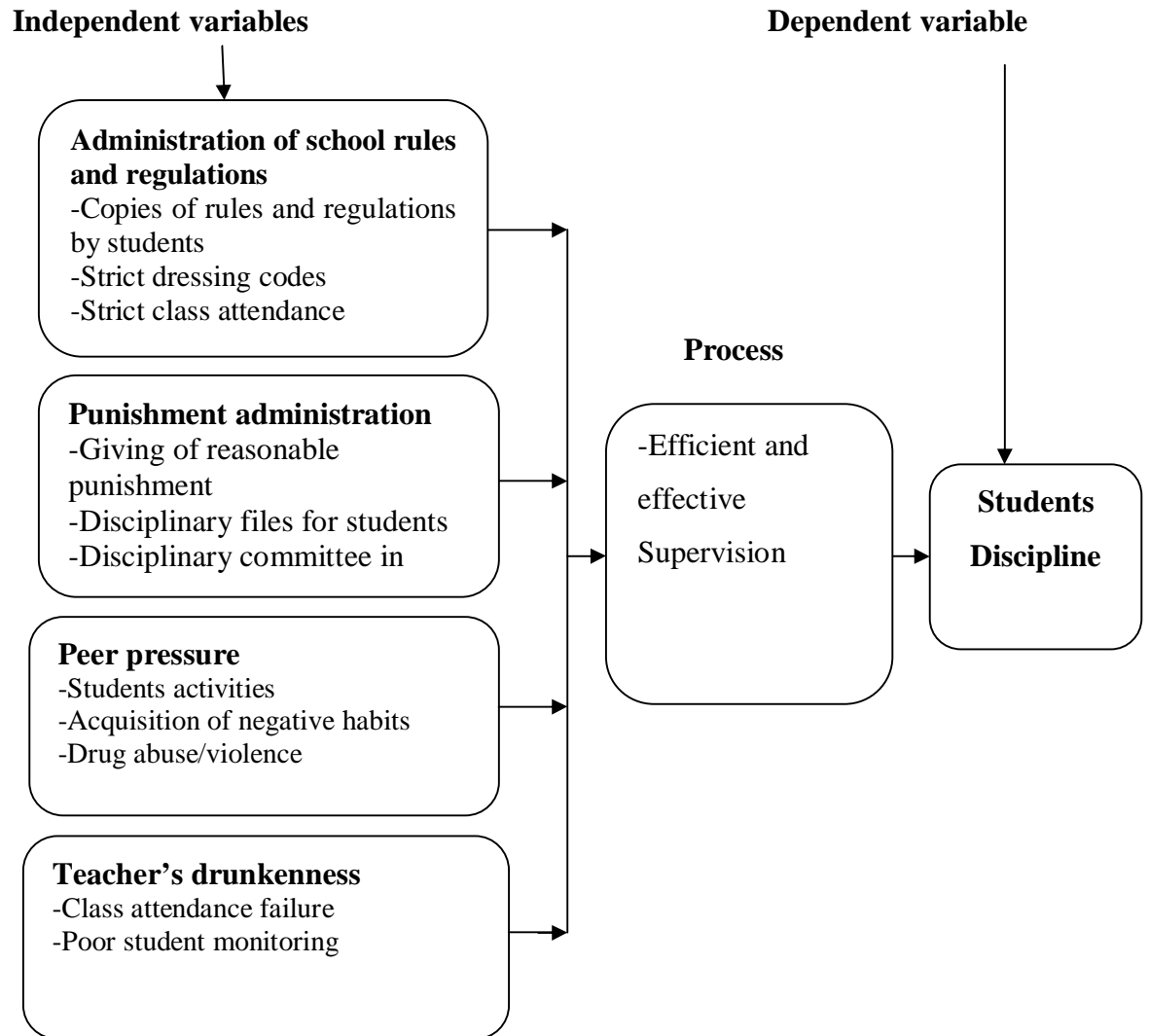
Power and Control: Wanting to be in charge or control provides motivation for some learners to misbehave. The learners simply want their way and are often confrontational in reaching their goal.

Revenge: Lashing out is how some students compensate for real or imagined hurt feelings to teachers, and peers.

Displaying Inadequacy: Some students falsely believe they cannot live up to expectations. They do not attempt anything that might lead to failure. In class they do not pay attention, are dishonesty and this is described as learned helplessness by psychologists.

In application of Dreikurs theory to this study, the main variables are school rules and regulations for efficient management and administration of punishments to students who do not abide by school rules and regulations, peer pressure and teachers drunkenness. These activities include both classroom and outdoor work such as sports, gardening and cleaning work or house work (Mafabi, 1993).

## 2.6 Conceptual framework



**Figure 2.1 Conceptual framework**

The main yardstick to measure a successful and good school is the degree of discipline of its students (output), the dependent variable. The inputs into the school process include administration of school rules and regulations, punishment administration, peer influence and teachers drunkenness. The outcome, namely students discipline. Administration of school rules and regulations measurable

parameters includes the issuance of copies of rules and regulations by students; strict dressing codes and strict class attendance observation.

Punishment administration which is the second variable is measured in terms of giving of reasonable punishment, disciplinary files for students and disciplinary committee in school. Peer pressure is evaluated in terms of Students activities, acquisition of negative habits and Drug abuse/violence. Teacher's drunkenness is evaluated in terms of Class attendance failure Poor student monitoring in the school.

When all the stakeholders and especially the students are sensitized about the need of observing sanity and sobriety in schools, less discipline problems are encountered. This enhances orderliness and creates a conducive learning environment that boosts students' performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research design, the target population, sample size and area of study, sampling procedure, research instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

This study employed a descriptive survey research design. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Kombo and Tromp, 2006). In other words, it is an arrangement of conditions for collection and analysis of data in a way that combines their relationship with the purpose of the research.

It is a means to achieve the research objectives through empirical evidence that is required economically. Descriptive studies portray the variables by answering who, what, and how questions. According to Mugenda and Mugenda (2003), descriptive design is a process of collecting data in order to test hypothesis or to answer the questions of the current status of the subject under study.

#### **3.3 Target population**

Mugenda and Mugenda (2003), state that population is an entire group of individuals, events or objects having a common observable characteristics. The target population of this study consisted of all the 29 public secondary schools in

Kitui Central Sub-county. There are 29 schools in the area with a population of 1450 students in each four class. The schools have a total of 29 principals and 148 teachers (Kitui County Education Office, 2015)

**Table 3.1: Target population**

<b>Population</b>	<b>Frequency</b>	<b>Percentage</b>
Principals	29	2
Teachers	148	9
Form Four Students	1450	89
<b>Total</b>	<b>1627</b>	<b>100</b>

**Source: Kitui County Education Office, (2015)**

### **3.4 Sample size and sampling procedure**

Sampling is defined as a deliberate method of selecting subjects for observation to enable the scientists infer conclusions about a population of interest from the characteristics of a relatively small number of cases (Best and Kahn, 1996). Mugenda and Mugenda (2003), suggest that a sample of between 20 and 50 percent is reliable and sufficient for generalization.

For the purpose of this study, the sample size was drawn from all the twenty nine public secondary schools in the sub-county comprising 29 principals, 75 teachers which translates to 50 percentage of the teacher population; 300 students translating to 20 percent of student's population.

**Table 3.2: Sample size**

<b>Population</b>	<b>Population</b>	<b>Percentage</b>	<b>Sample Size</b>
Principals	29	100%	29
Teachers	148	50%	75
Form Four Students	1450	20	300
<b>Total</b>	<b>1627</b>	<b>100</b>	<b>404</b>

The purposive sampling of the participating teachers and students was done by writing the names of all the schools in the sub-county on papers, folded and put in a basket for random picking (Mulusa 1990). Purposive sampling was done to select the teachers and students to address the issues of gender balance. The principals were targeted because of their administrative and supervisory roles in the school, while the teachers were targeted because of their critical role in the implementation of discipline.

### **3.5 Research instruments**

Schindler (2006) recommends the use of questionnaires in descriptive studies because self-administered surveys typically cost less than interviews and sample accessibility is easy. This study utilized a questionnaire and an interview guide to collect primary data as used in various previous research projects.

#### **3.5.1 Teachers' and students questionnaire**

The questionnaires were used for the following reasons: their potentials in reaching out to a large number of respondents within a short time. The questionnaire comprised of two sections. Part A was on demographic and operational characteristics. Part B covered various aspects of school discipline.

The questionnaire was designed to include both structured and unstructured questions.

### **3.5.2 Interview guide**

The study conduct interviews for the Principals. This helped the students in directing the conversation toward the topics and issues the researcher wants to investigate. This helped in the in-depth analysis of the discipline in Public Secondary Schools.

### **3.6 Validity of the instrument**

The researcher sought expert advice and assistance from the supervisors to help improve content validity of the instruments (Denscombe, 2003). A pilot study was also carried out in five schools in Kitui to pretest the instruments, in order to confirm if they measure accurately the variables they are intended to measure. The results were used for amendments of instruments for accuracy and consistency.

### **3.7 Reliability of the instrument**

The test-retest method was applied to estimate the degree to which the same result could be obtained with repeated measure of accuracy in order to determine the reliability of the instrument (Ibid. 2004).

Questionnaires were administered to the principal, the deputy head teachers and class teachers in schools participating in the pilot study. Similar questionnaires were administered to the same respondents after two weeks using Pearson product

moment correlation coefficient. A coefficient of reliability was calculated for the two sets of scores.

$$r_{xy} = \frac{\sum xy}{\sqrt{\sum x^2 \sum y^2}}$$

$R_{xy}$  = Correlation Coefficient

$\sum xy$  = Sum of the products of each x deviation times each y deviation

$\sum x^2$  = The sum of squared deviations of x scores

$\sum y^2$  = The sum of squared deviations of Y scores.

A correlation of 0.82 was obtained and therefore considered high to judge the instruments as reliable for the study (Source; author, 2015)

### **3.8 Data collection procedures**

The researcher sought departmental clearance before applying for a permit at the National commission of science, Technology and Innovation. The researcher then sought clearance from the education office and the Deputy County Commissioner. The researcher also got a permit from the National Council for Science and Technology and clearance from the Sub-county Education office. The researcher visited the schools to make an appointment with the principals on when to visit their schools. On the appointment dates the researcher visited the schools to administer the interview to the principal and questionnaires to the teachers and students to fill, ready to be collected the same day.

### **3.9 Data analysis techniques**

Data analysis is the process of systematically searching, arranging, organizing, breaking the data into manageable units, synthesizing the data, searching for patterns. Descriptive statistical were used to analyze quantitative data whereby computers software's were used to generate tabulations, percentages, and measures of central tendency.

Data analysis used SPSS version 22 and Microsoft Excels to generate quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to present responses and facilitate comparison. Qualitative data was analyzed using narratives statements based on the relevant thematic areas and the findings given in prose form.

### **3.10 Ethical considerations**

The researcher was objective during the interview, data analysis, and data interpretation to avoid or minimize bias or self- deception. Respect for intellectual property was guaranteed by giving proper acknowledgement or credit for all contributions to this study and did not engage in plagiarism.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter analyses, interprets and presents the study findings as per the aim of this study, which was to investigate the school-based factors that influence the discipline of secondary school students in Kitui Central Sub-County in Kitui County. This section contains the response rate, response from teacher's students and the principals.

#### 4.2 Response rate

The study had a sample size of 29 principals heading secondary schools in the twenty nine public secondary schools in the sub county, 75 teachers who were also drawn from the selected secondary schools and 300 form four students.

**Table 4.3 Response rate**

<b>Population</b>	<b>Questionnaire issued</b>	<b>Questionnaires received back</b>	<b>Response rate</b>
Principals	29	24	82.75
Teachers	75	67	89.33
Form Four Students	300	291	97

Out of 29 principals 24 responses were obtained giving a response rate of 82.75%.

Out of 75 teachers 67 filled in and returned the questionnaires making a response rate of 89.33% and out of 300 students 291 questionnaires were filled and returned making a response rate of 97%. From the questionnaires dully filled and

returned from each of the respondents, the response rate from each category formed an adequate basis for drawing conclusions.

### 4.3 Demographic information

The research sought to establish the teachers and student's personal data that comprised of age, gender, teachers work experience and teachers education level.

The findings were presented in tables and figures.

#### 4.3.1 Respondents age

The researcher requested the respondents to indicate the number of years that they had. The findings were presented in Table 4.4

**Table 4.4 Response rate**

<b>Teachers response</b>	<b>Frequency</b>	<b>Percentage</b>
15	6	8
16	21	32
17	40	60
<b>Total</b>	<b>67</b>	<b>100</b>
<b>Teachers response</b>	<b>Frequency</b>	<b>Percentage</b>
Below 25 years	13	4.5
25- 30 years	35	11.9
30-35 years	56	19.4
35-40 years	87	29.9
40-45 years	65	22.4
45-50 years	22	7.5
Above 50 years	13	4.5
<b>Total</b>	<b>291</b>	<b>100</b>

Table 4.4 shows that majority of the student were aged above 17 years as represented by a 67% response rate. The study further indicates that majority of the teachers were aged 35 to 40 years. This is an indication that most of the teachers in this study were experienced and therefore were in position to give

credible information to the study. It also shows that they had been in the teaching career for a while and had adequate knowledge in regard to discipline in their respective schools.

#### 4.3.2 Respondents gender

The respondents were asked to indicate their gender. The results are shown in Table 4.5

**Table 4.5 Response rate**

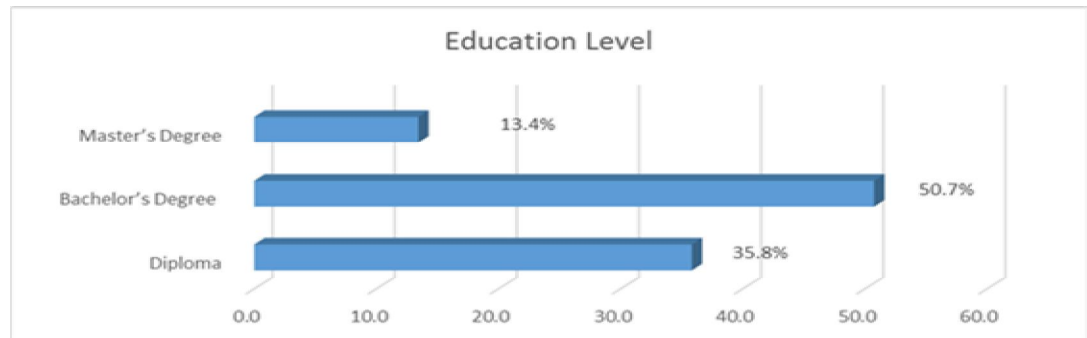
<b>Teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Male	38	56.7
Female	29	43.3
<b>Total</b>	<b>67</b>	<b>100</b>
<b>Students</b>	<b>Frequency</b>	<b>Percentage</b>
Male	186	64
Female	105	36
<b>Total</b>	<b>291</b>	<b>100</b>

Table 4.5 shows that 56.7 % of the teachers indicated that they were male while 44% indicated that they were female. The findings further shows that majority of the students were male as represented by a 64% response rate. This shows that most of the respondents in this study were male although the difference was not very large and thus the study was not gender biased. This suggests that majority of teacher in public primary Schools in Kitui Sub-County were males.

#### 4.3.3 Education level of the teachers

The teachers were requested to indicate their highest level of education. The findings were presented in the figure 4.1

**Figure 4.1: Education level**



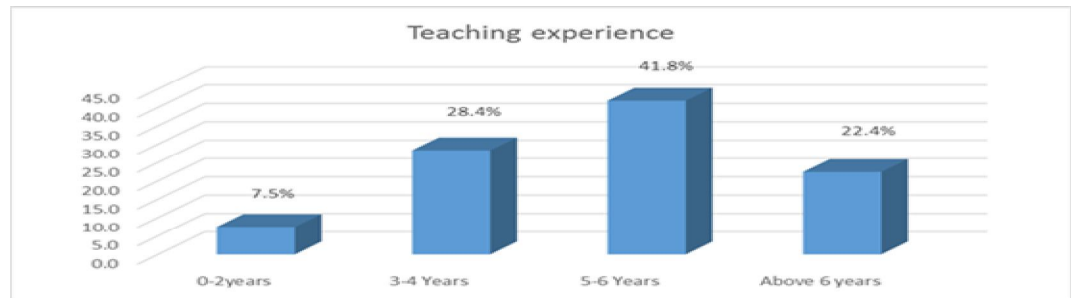
From the findings as indicated in figure 4.1 shows that majority of the teachers had a bachelor's degree as represented by a 50.7% response rate. Only 13.4% of the respondents indicated that they had a master's degree. This clearly shows that most of the teachers involved in the study were having a bachelor's degree as the highest level of education. This also indicates that teachers were qualified enough to instill discipline in their respective schools effectively.

#### **4.3.4 Teaching experience**

In an effort to establish teachers work experience, the respondents were asked to indicate for how long they had been teaching. The results were as shown in figure

4.2

**Figure 4.2: Teaching experience**



According to the findings as indicated in figure 4.2, 41.8% of the teachers reported that they had been teaching for duration of between 5 and 6 years. Further 7.5% of the respondents had been teaching for a period below two years. This shows that most of the teachers had a teaching experience of above 3 years and they were well positioned to give credible information pertaining the study.

#### **4.4: School rules and regulations on students discipline**

##### **4.4.1 Students' sensitization on the schools rules and regulations**

The teachers were requested to indicate their opinion as to whether the students are fully sensitized on the schools rules and regulations. The research findings are presented in the Table 4.6

**Table 4.6: Students sensitization on the schools rules and regulations**

<b>Opinion</b>	<b>Frequency</b>	<b>Total</b>
Yes	59	88.1
No	8	11.9
<b>Total</b>	<b>67</b>	<b>100.0</b>

The data as shown in table 4.6 shows that 88.1% of the teachers indicated that students are fully sensitized on the schools rules and regulations whereas 11.9%

of the respondents were of the contrary opinion. This is an indicator that students are fully sensitized on the schools rules and regulations.

#### **4.4.2 Following the school rules to the letter**

The researcher requested the teachers to indicate whether the school rules were strictly followed to the letter. The results were presented in Table 4.7

**Table 4.7: Following of the school rules to the letter**

<b>Opinion</b>	<b>Frequency</b>	<b>Total</b>
Yes	44	65.7
No	23	34.3
<b>Total</b>	<b>67</b>	<b>100.0</b>

From the findings in table 4.7 shows that 65.7% of the respondents indicated that school rules are strictly followed to the letter whereas 34.3% of the respondents indicated that school rules are not strictly followed to the letter. This indicates that majority of the respondents agreed that school rules are strictly followed to the letter.

#### **4.4.3 Teachers fairness in handling breakages of school rules and regulations**

Teachers were asked to indicate whether the teachers are fair in the way they handles breaking of school rules and regulations. The findings were tabulated in Table 4.8

**Table 4.8: Fairness in handling breakages of school rules and regulations**

<b>Opinion</b>	<b>Frequency</b>	<b>Total</b>
Yes	59	88.1
No	8	11.9
<b>Total</b>	<b>67</b>	<b>100.0</b>

From the findings as shown in table 4.8 the study found out that 88.1% of the respondents indicated that teachers are fair in the way they handles breaking of school rules and regulations whereas 11.9% of the respondents were of the contrary opinion. This indicates that teachers are fair in the way they handles breaking of school rules and regulations.

#### **4.4.4 Management of school rules and regulations**

Teachers were requested to indicate their level of agreement relating to statements about school rules and regulations. The study findings were presented in the Table 4.9. S.D was strongly disagree, D was disagree, A was agree and SA was strongly agree.

**Table 4.9: Management of school rules and regulations**

<b>Aspect of management of school rules and regulations.</b>	<b>Mean</b>	<b>Std.Dev</b>
The head teacher and teachers in this school ensures that all students have a copy of school rules and regulations.	4.20	1.07
The head teacher and teachers of this school is strict on students dressing code.	4.25	1.09
The head teacher and teachers of this school maintains the required size of student's hair.	4.19	1.07
The head teacher and teachers of this school is strict on the possession of mobile phones by students	4.47	1.27
The head teacher and teachers of this school maintains that students get permission before leaving the school.	4.34	1.08
The head teacher and teachers of this school is strict on students having compulsory meals.	4.43	1.19
The head teacher and teachers of this school is strict on student's class attendance.	4.11	0.96
The head teacher and teachers of this school is strict on students having exams.	4.20	1.07

The findings in table 4.9 shows that majority of the teachers agreed that the head teacher and teachers of their schools were strict on the possession of mobile

phones by students this was indicated by a mean of 4.47. Also the study found out that respondents also agreed that the head teacher and teachers of their schools are strict on students having compulsory meals this was indicated by a mean of 4.43. Further the study found out that majority of the respondents also agreed that the head teachers and teachers of their school maintains that students get permission before leaving the school this was indicated by a mean of 4.34.

Also as was indicated by a mean of 4.25 teachers agreed that the head teachers and teachers of their schools are strict on students dressing code further the study found out that majority of the respondents as was indicated by a mean of 4.20 in each case agreed that the head teacher and teachers of their schools are strict on students having exams and also that the head teacher and teachers in their schools ensures that all students have a copy of school rules and regulations. In addition the study also found out that respondents agreed that the head teacher and teachers of their school maintains the required size of student's hair this was indicated by a mean of 4.19. Also the study found out that respondents agreed that the head teacher and teachers of their school are strict on student's class attendance this was indicated by a mean of 4.11.

#### **4.4.5 Sensitization on the schools rules and regulations**

The students were requested to indicate whether they were fully sensitized on the schools rules and regulations. The results were presented in Table 4.10

**Table 4.10: Sensitization on the schools rules and regulations.**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	221	75.95
No	70	24.05
<b>Total</b>	<b>291</b>	<b>100.00</b>

Table 4.10 shows that 75.95% of the students agreed that they had been fully sensitized on the schools rules and regulations whereas 24.05% of the respondents were of the contrary opinion. Thus the study indicates that students are fully sensitized on the schools rules and regulations.

#### **4.4.6 Following of school rules to the letter**

The researcher requested the students to indicate whether school rules are strictly followed to the letter. The results were shown in Table 4.11

**Table 4.11: Following of school rules to the letter**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	200	68.73
No	91	31.27
<b>Total</b>	<b>291</b>	<b>100.00</b>

Table 4.11 shows that 68.73% of the respondents agreed that school rules are strictly followed to the letter whereas 31.27% of the students were of the contrary opinion. Thus the study indicates that school rules strictly followed to the letter by the students.

#### **4.4.7 Teachers fairness in the way they handles breaking of school rules and regulations**

The researcher requested the students to indicate if teachers were fair in the way they handles breaking of school rules and regulations. The findings were presented in Table 4.12

**Table 4.12: Fairness in handling breakage of school rules and regulations**

<b>Opinion</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	250	85.91
No	41	14.09
<b>Total</b>	<b>291</b>	<b>100.00</b>

Table 4.12 shows that 85.91% of the students agreed that teachers were fair in the way they handles breaking of school rules and regulations whereas 14.09% of the respondents were of the contrary opinion. This is an indicator that teachers were fair in the way they handled breaking of school rules and regulations.

#### **4.4.8 Management of school rules and regulations**

Students were requested to indicate their level of agreement on the listed statements about management school rules and regulations.

**Table 4.13: Management of school rules and regulations**

<b>Aspect of management of school rules and regulations.</b>	<b>Mean</b>	<b>S.D</b>
The head teacher and teachers in this school ensures that all students have a copy of school rules and regulations.	4.28	1.03
The head teacher and teachers of this school is strict on students dressing code.	4.08	0.99
The head teacher and teachers of this school maintains the required size of student's hair.	4.34	1.09
The head teacher and teachers of this school is strict on the possession of mobile phones by students	4.34	1.09
The head teacher and teachers of this school maintains that students get permission before leaving the school.	4.04	0.86
The head teacher and teachers of this school is strict on students having compulsory meals.	4.13	1.00
The head teacher and teachers of this school is strict on student's class attendance.	4.08	0.89
The head teacher and teachers of this school is strict on students having exams.	4.23	1.01

Table 4.13 shows that majority of the students agreed that the head teacher and teachers of their schools maintains the required size of student's hair and also that the head teacher and teachers of their schools are strict on the possession of mobile phones by students this was indicated by a mean of 4.34 in each case. Also the study found out that students agreed that the head teacher and teachers in their schools ensured that all students had a copy of school rules and regulations this was indicated by a mean of 4.28.

Further the study found out that respondents agreed that the head teacher and teachers of their school are strict on students having exams this was indicated by a mean of 4.23. Also the students agreed that the head teacher and teachers of their

schools were strict on students having compulsory meals as was indicated by a mean of 4.13. Further the study also found out that the head teacher and teachers of their schools were strict on students dressing code and also that the head teacher and teachers of their school were strict on student's class attendance this was indicated by a mean of 4.08 in each case. In addition also the form four students agreed that the head teacher and teachers of their school maintained that students get permission before leaving the school this was indicated by a mean of 4.04.

#### **4.4.9 Students participation in enforcing school rules and regulations**

On whether students participate in enforcing the school rules and regulations the study found out that the principals ensures that all students have a copy of school rules and regulations. The principals also indicated that the students have a duty to follow the school rules and regulations as failure or breaking of the school rules attracts a punishment to the students thus ensuring that the students do participate in enforcing school rules and regulations.

#### **4.4.10 Students perception on the school rules and regulations**

On how the students find the school rules and regulation the principals indicated that student's behaviors are controlled by the designed school rules and regulations. They also confirmed that students much as they take part in enforcing school rules and regulations, their powers are minimal to initiate change and even implement policies in the school. Students feel deprived of their rights and feel

dissatisfied with the operation of their school but when they cannot do anything. Therefore to demand for change in school rules and regulation such students may resort to aggressive behaviors as a solution to their demands from school administrators. Such misbehaviors could involve damaging school property like classes, library, dormitories and others and this may end up harming students' academic performance thus discipline also.

Also the principals indicated that on school rules and regulations some students views about some regulations in some schools to be very unfair. For examples in some schools students have to report when they have fully paid all the school dues. Respondents indicated that schools have gone a step ahead by printing the total amounts of fees in the pay slips avoiding parents to pay in installments. Students think that such a policy is very unfair to poor parents and their children since they are likely to miss beginning of term exams. Thus the academic performance of such students is likely to be affected as results for beginning of term are computed with final term exam results and in long run affecting the student's discipline.

#### **4.4.11 Rules and regulations enforcement**

On whether the find the School rules and regulations are enforced well, the principals indicated that some school rules and regulations lack consistence in their implementation, regulations such as students are supposed to get entertainment such as watching television on weekends. Many school

administrators never respect such a regulation. Further the respondents indicated that schools lack enough forums for learners to channel their grievances and attempts by learners to express their grievances are in some cases not responded to adequately. This could easily spark off students aggressive behaviors with their consequences that involve damages and vandalisms of school property that eventually affects students' discipline.

#### **4.5 Punishment administration on student's discipline**

##### **4.5.1 Opinion on punishment administration**

Teachers were requested to indicate their level of agreement on the statements about punishment administration. A key whereby strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA was used. The results were presented in Table 4.14

**Table 4.14: Opinion on punishment administration**

<b>Aspect of administration of punishments</b>	<b>Mean</b>	<b>Std Dev</b>
The head teacher and teachers ensures that students are punished for the right cause in this school	4.17	0.98
The head teacher and teachers maintains that all students have a disciplinary file for recording their punishments.	4.28	1.19
The head teacher and teachers maintains that the disciplinary committee handles students' cases in this school.	4.16	0.99
The head teacher and teachers ensures that students are given reasonable punishments.	4.04	0.93
The head teacher and teachers observes that students serve the given punishments in this school.	4.37	1.12
The head teacher and teachers maintains that all students are equally punished in this school.	4.25	1.15

Table 4.14 shows that majority of the respondents agreed that the head teacher and teachers observes that students serve the given punishments in their school as was indicated by a mean of 4.37. Also the study found out that the respondents agreed that the head teacher and teachers maintains that all students have a disciplinary file for recording their punishments this was indicated by a mean of 4.28. Further as was indicated by a mean of 4.25 teachers agreed that the head teacher and teachers maintains that all students are equally punished in their schools.

Also the study found out that majority of the teachers agreed that the head teacher and teachers ensures that students are punished for the right cause their schools this was indicated by a mean of 4.17. Also as was indicated by a mean of 4.16 the study found out that the head teacher and teachers maintains that the disciplinary committee handles students' cases in their school. Further the study found out that as was indicated by a mean of 4.04 respondents agreed that the head teacher and teachers ensures that students are given reasonable punishments.

#### **4.5.2 Punishment and student's discipline**

Students were requested to indicate their level of agreement on the listed statements on punishment administration. The results were presented in Table 4.15

**Table 4.15: Punishment administration**

<b>Aspect of administration of punishments</b>	<b>Mean</b>	<b>S.D</b>
The head teacher and teachers ensures that students are punished for the right cause in this school	4.28	1.08
The head teacher and teachers maintains that all students have a disciplinary file for recording their punishments.	4.20	1.13
The head teacher and teachers maintains that the disciplinary committee handles student's cases in this school.	4.28	1.05
The head teacher and teachers ensures that students are given reasonable punishments.	4.47	1.20
The head teacher and teachers observes that students serve the given punishments in this school.	4.35	1.09
The head teacher and teachers maintains that all students are equally punished in this school.	4.23	1.09

Table 4.15 shows that majority of the students agreed that the head teacher and teachers ensures that students are given reasonable punishments this was indicated by a mean of 4.47. Also the study found out that students agreed that the head teacher and teachers observes that students serve the given punishments in their schools as was indicated by a mean of 4.35. Further the study found out that students also agreed that the head teacher and teachers maintains that the disciplinary committee handles student's cases in their schools and also that the head teacher and teachers ensures that students are punished for the right cause in their schools; this was indicated by a mean of 4.28 in each case.

Further the students agreed that the head teacher and teachers maintains that all students are equally punished in their schools as was indicated by a mean of 4.23. Also the students agreed that the head teacher and teachers maintains that all

students have a disciplinary file for recording their punishments this was indicated by a mean of 4.20.

#### **4.5.3 Punishments administration**

On whether the punishments are given for the right cause, the principals agreed that punishments are given for the right cause. The principals indicated that most of the students believe that punishments are not fairly given. This can easily create dissatisfaction among such students that can end up inducing misbehavior with the aftermath affecting the student's discipline. They further indicated that they only give a punishment to the students when the students have violated the school rules and regulations and that even though the students have violated the laws they are always not willing to undertake the punishment given by the teachers. Students are equally punished in their schools and that students are given reasonable punishments.

#### **4.5.4 Disciplinary committee**

On whether the schools had a disciplinary committee, the principals indicated that they had a disciplinary committee. They further indicated that the disciplinary committee handles students' cases of indiscipline. This is because that the head teachers maintained that students have a disciplinary file for recording their punishments and they could be retrieved for the disciplinary committee if need be to administer punishment fairly.

Regarding to how students perceive punishments generally, the principals indicated that most of the students believe that punishments are not fairly given. This can easily create dissatisfaction among such students that can end up inducing misbehavior. The principals also indicated that most of the students are not happy either when their fellow students are being punished or thus majority of the students dislikes punishments.

#### **4.6: Peer group pressure on students' discipline**

##### **4.6.1 Behaviors witnessed on students as a result of peer group pressure**

The teachers were requested to indicate behaviors they had witnessed on students as a result of peer group pressure. The findings were presented in the figure 4.3.

**Figure 4.3: Behaviors witnessed on students as a result of peer group pressure**

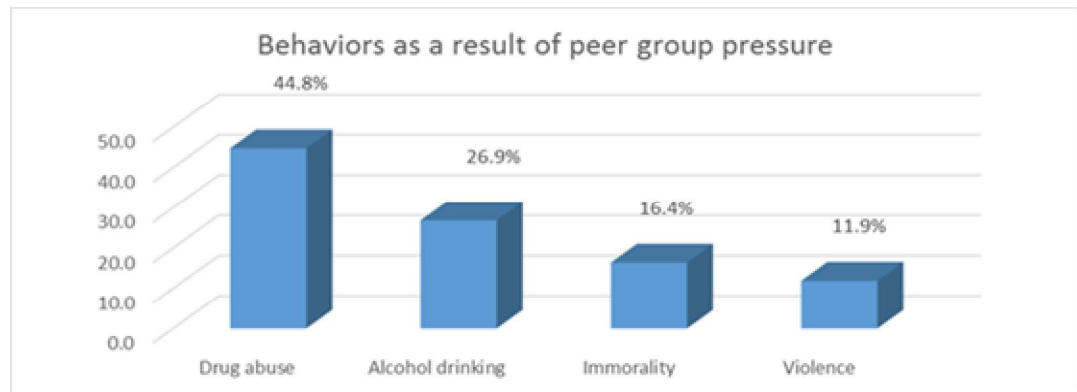


Figure 4.3 shows that out that 44.8% of teachers indicated that drug abuse was the behavior they had witnessed on students as a result of peer group pressure. Also the study found out that 26.9% of the respondents indicated that the students

engaged in alcohol drinking as a result of peer group pressure. This indicates that most of the students as a result of peer group pressure engage in drug abuse.

#### 4.6.2 Peer group pressure and discipline of students

The researcher requested the respondents to indicate their level of agreement on the statements that relate to peer group pressure and discipline of pupils.

**Table 4.16: Peer group pressure and discipline of pupils**

<b>Group pressure</b>	<b>Mean</b>	<b>Std Dev</b>
In peer group in the school, the youth learn positive values of cooperation, responsibility and other good habits	4.00	0.91
Peer group is a very important reference group for the students in school	4.11	0.95
The opinion of the peer group is important to the youth and with which students compare themselves	4.22	0.99
Peer group provides a medium through which a child learns to function more independently	3.97	0.88
Peer group pressure could also contribute to acquisition of negative habits or vices such a drug abuse, alcohol drinking, immorality and violence	4.07	0.92
Almost all young people are eager to participate in shared activities and to exchange ideas and opinions with their friends	4.26	1.12

Table 4.16 shows that majority of the teachers agreed that almost all young people are eager to participate in shared activities and to exchange ideas and opinions with their friends this was indicated by a mean of 4.26. Also the study found out that respondents agreed that the opinion of the peer group is important to the youth and with which students compare themselves this was indicated by a mean of 4.22. Also as was indicated by a mean of 4.11 the study found out that

respondents agreed that peer group is a very important reference group for the students in school.

In addition the study found out that the respondents agreed that peer group pressure could also contribute to acquisition of negative habits or vices such a drug abuse, alcohol drinking, immorality and violence as was indicated by a mean of 4.07. Also as was indicated by a mean of 4.00 the study found out those respondents agreed that in peer group in the school, the youth learn positive values of cooperation, responsibility and other good habits. Further the study found out that respondents also agreed that peer group provides a medium through which a child learns to function more independently this was indicated by a mean of 3.97.

#### **4.6.3 Peer group pressure on students' discipline**

Students were requested to indicate their level of agreement on the listed statements that relate to the peer group pressure and discipline of students. The results were presented in Table 4.17

**Table 4.17: Peer group pressure on students' discipline**

<b>Peer pressure</b>	<b>Mean</b>	<b>S.D</b>
Peer pressure occurs when an individual experiences expressed or implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group	4.20	1.00
The pressure to conform to peers sometimes leads children to violate personal value	4.10	0.95
Peer pressure is closely related to influencing student discipline	3.98	0.85
Students in school belong to peer groups which exerts great influence on their activities, interests, discipline and academic success	4.25	1.04
Students who mix with delinquent groups learn delinquent behaviour	4.25	1.05
The opinion of the peer group is important to the youth and with which students compare themselves	4.14	0.96

Table 4.17 shows that majority of the students agreed that students who mix with delinquent groups learn delinquent behaviour and also that students in school belong to peer groups which exerts great influence on their activities, interests, discipline and academic success this was indicated by a mean of 4.25 in each case. Further the study found out that students agreed that peer pressure occurs when an individual experiences expressed or implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group this was indicated by a mean of 4.19.

In addition majority of the students also agreed that the opinion of the peer group is important to the youth and with which students compare themselves as was indicated by a mean of 4.14. Also majority of the students agreed that the pressure to conform to peers sometimes leads children to violate personal value this was

indicated by a mean of 4.10. Further the study found out that respondents agreed that peer pressure is closely related to influencing student discipline this was indicated by a mean of 3.98.

#### **4.6.4 Peer group in schools towards positive values of cooperation and responsibility**

The students were asked to indicate whether peer group in schools helped them learn positive values of cooperation and responsibility. The study findings are presented in Table 4.18

**Table 4.18: Peer group in schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	121	41.58
No	170	58.42
<b>Total</b>	<b>291</b>	<b>100.00</b>

Table 4.18 shows that 58.42% of the students disagreed that peer group in schools helped them learn positive values of cooperation and responsibility whereas 41.58% of the respondents agreed that peer group in schools helped them learn positive values of cooperation and responsibility. Thus the study indicates that peer group in schools does not help students to learn positive values of cooperation and responsibility.

#### **4.6.5 Peer pressure among students has influence on student's discipline**

With regards to whether peer pressures among students have any influence on student's discipline, the principals agreed that peer pressure among students have

influence on student's discipline. They further indicated that peer pressure occurs in schools when an individual experiences expressed or implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group.

Principals further indicated that students in school belong to peer groups which exert great influence on their activities, interests, discipline and academic success. Also the respondents indicated that peer pressure influence may form a culture within the school and can result in forming of an antisocial group. Students who are socially isolated or rejected by others are considerably more likely to have psychiatric problems, for instance they may become discouraged and engage in indiscipline cases.

#### **4.7: Influence of teachers drunkenness on students discipline**

##### **4.7.1 Teachers' drunkenness effect on students' discipline**

Teachers were requested to indicate their opinion regarding Teachers' drunkenness on students' discipline. The research findings were presented in figure 4.4

**Figure 4.4: Teachers' drunkenness on students' discipline**

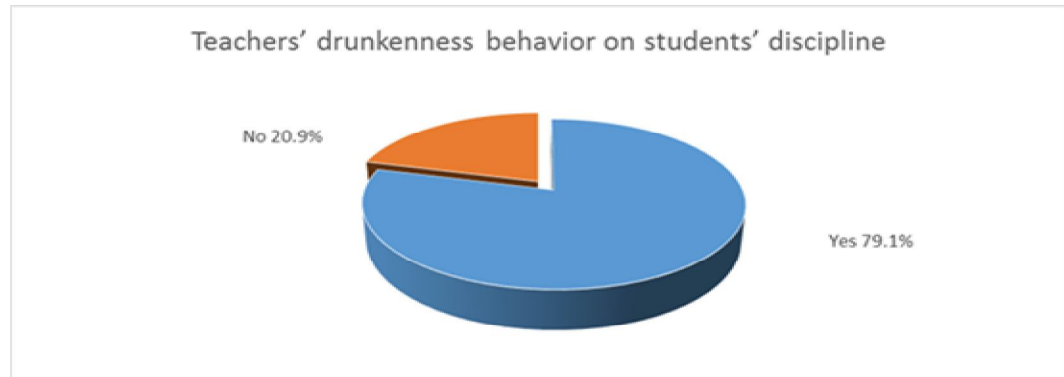


Figure 4.4 shows that 79.1% of the respondents agreed that teachers' drunkenness have an effect on students' discipline whereas 20.9% of the respondents were of the contrary opinion. Thus the study indicates that teachers' drunkenness behavior have an effect on students' discipline.

#### **4.7.2 Influence of teacher's drunkenness on student's discipline**

Teachers were requested to indicate their opinion on the statements about the influence of teachers' drunkenness on student's discipline. The findings were represented in in Table 4.19

**Table 4.19: Influence of teachers drunkenness on students discipline**

<b>Statement</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>	<b>Total</b>
Drunk teachers perpetuates indiscipline by being unprepared and that is lack of commitment	62	92.54	5	7.46	100%
When lessons are not interesting discipline crumbles, causing boredom which will lead to disruptions such as truancy	57	85.07	10	14.93	100%
Drunk teachers mostly humiliate and intimidate the learners causing indiscipline	60	89.55	7	10.45	100%
The relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in class.	64	95.52	3	4.48	100%

Table 4.19 shows that majority of the respondents agreed that the relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in class, this was indicated by 95,52% of the respondents whereas 4.48% of the respondents were of the contrary opinion. Thus the study indicates that the relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in class

Also the study found out that respondents agreed as was indicated by 92.54% that drunk teachers perpetuates indiscipline by being unprepared and that is lack of commitment whereas 7.46% of the respondents contradicted to the statement. This shows that drunken teachers perpetuate indiscipline by being unprepared and that is lack of commitment.

Respondents also agreed as was indicated by 89.55% that drunken teachers mostly humiliate and intimidate the learners causing indiscipline whereas 10.45% of the respondents indicated otherwise. This indicates that drunken teachers mostly humiliate and intimidate the learners causing indiscipline.

Also the respondents agreed that when lessons are not interesting discipline crumbles, causing boredom which leads to disruptions such as truancy this was indicated by 85.07% of the respondents whereas 14.93% of the respondents were of the contrary opinion. This indicates that when lessons are not interesting discipline crumbles, causing boredom which leads to disruptions such as truancy.

#### **4.7.3 Level of agreement on listed statements on factors that relate to influence of teachers drunkenness on students discipline**

The researcher requested teachers to indicate their level of agreement on listed statements on factors that relate to influence of teachers drunkenness on Students Discipline. The results were presented in Table 4.20

**Table 4.20: Teachers drunkenness on Students Discipline**

<b>Teachers drunkenness</b>	<b>Mean</b>	<b>S.D</b>
Some behaviors exhibited by teachers lead to student indiscipline	4.08	0.91
Student behavior, it is also important to consider teacher behavior	4.01	0.92
Teachers causes indiscipline by using their position to humiliate and intimidate the learners	4.29	1.08
The relationships between teachers and students have an influence	4.19	1.00
Teachers who are often absent from school for no good reason and who do not respond promptly to the bell for example, after break contribute to indiscipline.	4.20	1.10

Table 4.20 shows that majority of the teachers agreed that teacher's cause's indiscipline by using their position to humiliate and intimidate the learners this was indicated by a mean of 4.29. Also the study found out that learners with poor self-concept are likely to display unacceptable behavior this was indicated by a mean of 4.23. Further the study revealed that respondents agreed that teachers who are often absent from school for no good reason and who do not respond promptly to the bell for example, after break contribute to indiscipline this was indicated by a mean of 4.20.

Respondents also agreed that the relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in class this was indicated by a mean of 4.19. In addition the study found out that respondents also agreed that some behaviors exhibited by teachers lead to student indiscipline this was indicated by a mean of 4.08. Finally the study found out that as was indicated by a mean of 4.01 respondents agreed that in order to understand student behavior, it is also important to consider teacher behavior.

#### **4.7.4 Extent to which the influence of teachers drunkenness affect students discipline**

Teachers were requested to indicate the extent to which the Influence of Teachers drunkenness affects Students Discipline. The study findings were presented in figure 4.5

**Figure 4.5: Teachers drunkenness on Students Discipline**

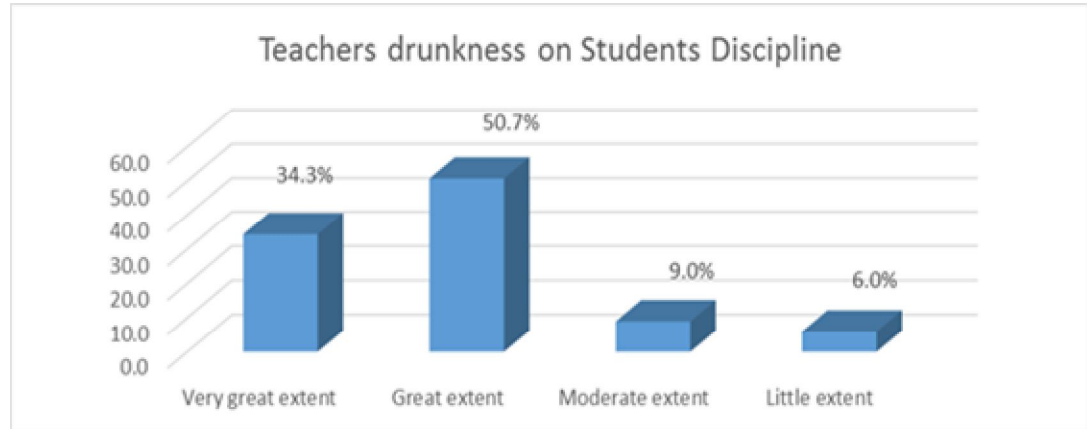


Figure 4.5 shows that that 50.7% of the respondents indicated to great extent teachers drunkenness affect Students Discipline, 34.3% of the respondents indicated that to a very great extent teachers drunkenness affect Students Discipline. Also the study further found out that 9% of the respondents indicated that to a moderate extent teacher’s drunkenness affect students discipline whereas 6% of the respondents indicated to a little extent teacher’s drunkenness affect Students Discipline. Thus the study indicates that teacher’s drunkenness affect students discipline to a great extent.

#### **4.7.5 Influence of teachers drunkenness on students discipline**

The students were requested to indicate their opinion if their teachers’ drunkenness affect their discipline. The findings are presented in figure 4.6

**Figure 4.6: Teachers' drunkenness effect on discipline**



Figure 4.6 shows that 79% of the students agreed that their teachers' drunkenness affect their discipline while on the other hand 21% of the students indicated that their teachers' drunkenness do not affect their discipline. Thus the study indicates that teachers' drunkenness affects students' discipline.

#### **4.7.6 Statements on the influence of teachers drunkenness on students discipline**

Students were requested to indicate their level of agreement on about the influence of Teachers drunkenness on student's discipline. The study findings were presented in Table 4.21

**Table 4.21: Statements on the influence of teachers drunkenness on students discipline**

<b>Statement</b>	<b>Mean</b>	<b>S.D</b>
Learners will imitate teachers who come to school drunk and improperly dressed, and the discipline of the school suffers.	4.13	0.96
Students can cause rampage accusing their teachers who are habitual drunkards.	4.16	0.99
Teachers play a vital role in curbing indiscipline at school.	4.19	0.99
If teachers fail to use a variety of methods to reach every learner simply because they are drunk, the learners become bored disinterested and reckless	4.13	0.99
When teachers are under the influence of alcohol, they may not prepare well for a class and learners will doubt teachers' capabilities if a teacher comes unprepared.	4.08	0.89

Table 4.21 shows that majority of the students agreed that teachers play a vital role in curbing indiscipline at school this was indicated by a mean of 4.19. Also the students agreed that students can cause rampage accusing their teachers who are habitual drunkards this was indicated by a mean of 4.16. Also students agreed that learners will imitate teachers who come to school drunk and improperly dressed, and the discipline of the school suffers and also if teachers fail to use a variety of methods to reach every learner simply because they are drunk, the learners become bored disinterested and reckless this was indicated by a mean of 4.13 in each case.

Further the study found out that respondents also agreed that when teachers are under the influence of alcohol, they may not prepare well for a class and learners

will doubt teachers' capabilities if a teacher comes unprepared this was indicated by a mean of 4.08.

#### **4.7.7 Aspects of discipline caused by behaviours exhibited by drunk teachers**

The students were requested to indicate the aspect of discipline is caused by behaviors exhibited by drunk teachers. The results were presented in figure 4.7.

**Figure 4.7: Aspects of discipline is caused by behaviours exhibited by drunk teachers**

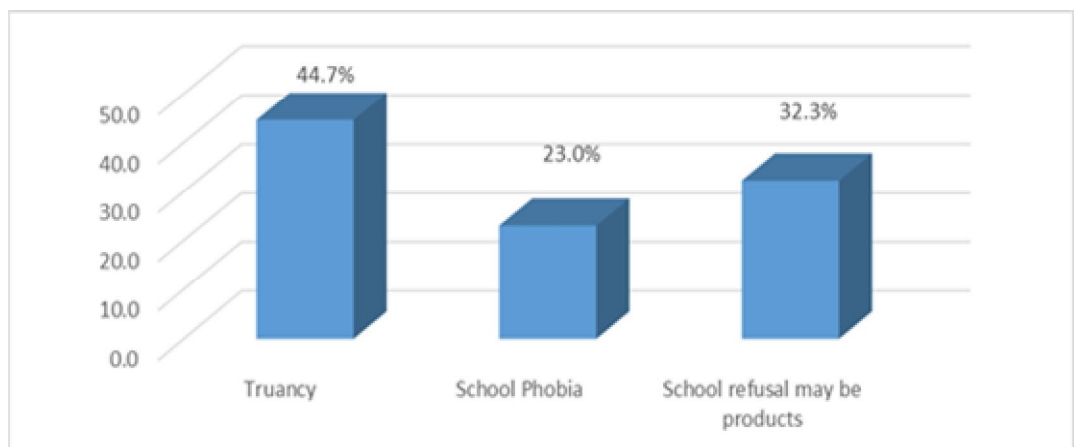


Figure 4.7 shows that 44.7% of the respondents indicated that truancy is the aspect of discipline caused by behaviors exhibited by drunken teachers while 32.3% of the respondents indicated that it was School refusal may be products and 23% of the respondents indicated that it was School Phobia.

#### **4.7.8 Teachers as student's role model**

On whether the teachers acted as student's role model, the principals indicated that teachers acted like students role model in various aspects like teachers

behaviour, how they organize and manage classroom activities and their efforts to establish and uphold positive roles in the school. Respondents indicated that the majority of the teachers were very cautious not to act in a way that could portray a negative image on students mind.

#### **4.7.9 General opinion on the school discipline this year**

On the respondent's general opinion on the school discipline this year, the principals indicated that the discipline was above average due to the ways adopted to improve the discipline. The teachers had taken the initiative to ensure that students have a copy of school rules and regulations which emphasized on students hair size and dressing code ensuring that they were on line with the listed school rules and regulations.

#### **4.7.10 Ways in which teacher's drunkenness influence the students' discipline**

Regarding the ways in which teachers drunkenness influence the students discipline, the principals indicated that teachers who come to school drunk and improperly dressed, are imitated by students thus affecting the discipline of the school. Also the respondents indicated that teachers who are often absent from school for being habitual drunkards and who do not respond promptly to the bell simply because they are drunk contribute to indiscipline and if the students are not under a teachers supervision, this can often causes chaos which range from noisemaking to fighting, vandalizing school property and sometimes death of a learner which are all indiscipline cases.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings, conclusions and recommendations for practice and further research on the problem. The main objective of this study was to investigate the school-based factors that influence the discipline of secondary school students in Kitui Central Sub County in Kitui County. Further the study also sought to; to establish the extent to which administration of school rules and regulations by teachers influence students discipline in public secondary schools, to determine the extent to which administration of punishments by teachers influence students discipline in public secondary schools, to examine the extent to which peer pressure influence discipline of students in public secondary and to establish the extent to which teachers' drunkenness influence students discipline in public secondary schools.

This study employed a descriptive survey research design. The target population of this study consisted of all the 29 public secondary schools in Kitui Central Sub-county. For the purpose of this study, the sample size was drawn from all the twenty nine public secondary schools in the sub-county comprising 29 principals, 75 teachers which translates to 50 percentage of the teacher population; 300 students translating to 20 percent of student's population.

This study utilized a questionnaire and an interview guide to collect primary data as used in various previous research projects. Descriptive statistical tools were used to analyze quantitative data whereby computers software's were used to generate tabulations, percentages, and measures of central tendency. Data analysis used SPSS version 22 and Microsoft Excels to generate quantitative reports through tabulations, percentages, and measures of central tendency. Tables were used to present responses and facilitate comparison. Qualitative data was analyzed using narratives statements based on the relevant thematic areas and the findings given in prose form.

## **5.2 Summary of the key findings**

### **5.2.1: School rules and regulations on students discipline (teachers)**

The study revealed that the teachers fully sensitized students on the schools rules and regulations and also that majority of school rules are strictly followed to the letter. Further the study indicated that teachers are fair in the way they handles breaking of school rules and regulations. In addition the study revealed that majority of the teachers agreed that the head teacher and teachers of their schools were strict on the possession of mobile phones by students. Also the study unveiled that the head teacher and teachers of their schools are strict on students having compulsory meals.

Further the study revealed that majority of the respondents also agreed that the head teachers and teachers of their school maintain that students get permission

before leaving the school. Also teachers agreed that the head teachers and teachers of their schools are strict on students dressing code further the study unveiled that majority of the respondents agreed that the head teacher and teachers of their schools are strict on students having exams and also that the head teacher and teachers in their schools ensures that all students have a copy of school rules and regulations.

The study revealed that students are fully sensitized on the schools rules and regulations and that majority of the students follow school rules to the letter. Further the study revealed that teachers were fair in the way they handled breaking of school rules and regulations. Also the study revealed that majority of the students agreed that the head teacher and teachers of their schools maintains the required size of student's hair and also that the head teacher and teachers of their schools are strict on the possession of mobile phones by students.

In addition the study revealed that the head teacher and teachers in their schools ensured that all students had a copy of school rules and regulations. The study findings concur with those of Adams (2003), schools rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behavior and obedience to school authority.

Further the study revealed that the head teacher and teachers of their school are strict on students having exams. Also the study revealed that the students agreed that the head teacher and teachers of their schools were strict on students having

compulsory meals. Also the study revealed that the head teacher and teachers of their schools were strict on students dressing code and also that the head teacher and teachers of their school were strict on student's class attendance. In addition also the form four students agreed that the head teacher and teachers of their school maintained that students get permission before leaving the school.

The study findings concurs with those of Okumbe (1998), who argued that ideally schools set rules and regulations for the proper governing of the various lifestyles of the students containing the dos and don'ts. Also the study findings agrees with those of Adams (2003), who argued that school rules and regulations are among the strategies designed to instill good conduct of students such as self-control, orderliness, good behavior and obedience to school authority.

### **5.2.2 Punishment administration on student's discipline**

The study revealed that about punishment administration majority of the respondents agreed that the head teacher and teachers observes that students serve the given punishments in their school. Also the study revealed that the respondents agreed that the head teacher and teachers maintains that all students have a disciplinary file for recording their punishments. Further teachers agreed that the head teacher and teachers maintains that all students are equally punished in their schools.

Also the study revealed that majority of the teachers agreed that the head teacher and teachers ensures that students are punished for the right causes their schools.

Further the study unveiled that the head teacher and teachers maintains that the disciplinary committee handles students' cases in their school. In addition the study revealed that the head teacher and teachers ensures that students are given reasonable punishments.

The study findings concur with those of Mafabi (2007) he stated that punishments are expected to suppress unwanted response during the time students are under teacher's observation. Also the study findings agree with those of Cotton (2000), who said that Punishments in a school system are expected to teach students the relationship between their behaviors and the outcome or accountability for their mistakes.

On punishment administration, the study revealed that the head teacher and teachers ensures that students are given reasonable punishments. Also the study revealed that students agreed that the head teacher and teachers observes that students serve the given punishments in their schools as. Further the study revealed that the students agreed that the head teacher and teachers maintains that the disciplinary committee handles student's cases in their schools and also that the head teacher and teachers ensures that students are punished for the right cause in their schools.

Further the students agreed that the head teacher and teachers maintains that all students are equally punished in their schools. Also the students agreed that the head teacher and teachers maintains that all students have a disciplinary file for

recording their punishments. The study findings agrees with those of Hogan and Pressley (2007) who agreed that some modes of punishments were discovered to create fear among students that led to truancy and premature attrition. Premature attrition from school could lead to social exclusion, as the students who were affected would not have acquired any productive skills that would benefit them and the society in which they live

### **5.2.3: Peer pressure on students' discipline**

The study revealed that most of the students as a result of peer group pressure engage in drug abuse. Further the study revealed that almost all young people are eager to participate in shared activities and to exchange ideas and opinions with their friends. Also the study found out that respondents agreed that the opinion of the peer group is important to the youth and with which students compare themselves. Also study revealed that peer group is a very important reference group for the students in school. In addition the study revealed that peer group pressure could also contribute to acquisition of negative habits or vices such a drug abuse, alcohol drinking, immorality and violence.

Also the study research revealed that in peer group in the school, the youth learn positive values of cooperation, responsibility and other good habits. Further the study revealed that peer group provides a medium through which a child learns to function more independently. The study revealed that majority of the students agreed that students who mix with delinquent groups learn delinquent behaviour

and also that students in school belong to peer groups which exerts great influence on their activities, interests, discipline and academic success.

Further the study revealed that students agreed that peer pressure occurs when an individual experiences expressed or implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group. The study findings agree with those of Kibera and Kimokoti (2007). They stated that peer group pressure could also contribute to acquisition of negative habits or vices such a drug abuse, alcohol drinking, immorality and violence.

In addition the study established that the opinion of the peer group is important to the youth and with which students compare themselves. Also the study revealed that pressure to conform to peers sometimes leads children to violate personal values. Further the study revealed that peer pressure is closely related to influencing student discipline. Further the study revealed that peer group in schools does not help students to learn positive values of cooperation and responsibility. The study findings agree with those of Kibera and Kimokoti (2007). They stated however, students who mix with delinquent groups learn delinquent behaviour assert that pupils in the same class belong to the same age group, and they continually interact with each other as equals.

#### **5.2.4: Influence of teachers drunkenness on students discipline**

The study revealed that teachers' drunkenness have an effect on students' discipline. Further the study revealed that the relationships teachers establish with

their students have an influence on the development of self-concept which in turn affects discipline in class. Also the study revealed that drunk teachers perpetuates indiscipline by being unprepared and that is lack of commitment. Further the study research established that drunk teachers mostly humiliate and intimidate the learners causing indiscipline. In addition the study also revealed that when lessons are not interesting discipline crumbles, causing boredom which leads to disruptions such as truancy.

With regards to the teacher's drunkenness on students discipline, the study revealed that majority of the respondents agreed that teachers causes indiscipline by using their position to humiliate and intimidate the learners. Also the study established that learners with poor self-concept are likely to display unacceptable behavior. Further the study revealed that teachers who are often absent from school for no good reason and who do not respond promptly to the bell for example, after break contribute to indiscipline.

The study also revealed that students have an influence on the development of self-concept which in turn affects discipline in class. In addition the study revealed that some behaviors exhibited by teachers lead to student indiscipline. Further the study revealed that teachers drunkenness affect students discipline to a great extent. Finally on teacher's analysis the study established that in order to understand student behavior, it is also important to consider teachers behavior. The study findings concurs with those of Lochan (2010) who argued that when

lessons are not interesting discipline Crumbles, causing boredom which will lead to disruptions such as truancy.

The study revealed that the teachers' drunkenness affects students' discipline. Further the study revealed that majority of the students agreed that teachers play a vital role in curbing indiscipline at school. Also the study revealed that the students can cause rampage accusing their teachers who are habitual drunkards. Also the study revealed that learners will imitate teachers who come to school drunk and improperly dressed, and the discipline of the school suffers and also if teachers fail to use a variety of methods to reach every learner simply because they are drunk, the learners become bored disinterested and reckless.

Further the study revealed that when teachers are under the influence of alcohol, they may not prepare well for a class and learners will doubt teachers' capabilities if a teacher comes unprepared. Also the study revealed that there are aspects of discipline that are caused by behaviors exhibited by drunken teachers, these aspects are truancy, school refusal and school phobia. Also the study findings agrees with those of (Felix, 2011) who stated that lack of commitment also takes place when teacher is not catering for individual learning styles of learners if teachers fail to use a variety of methods to reach every learner, the learners become bored disinterested and reckless.

### **5.3 Conclusions**

The study concludes that head teachers still have a challenge of students who are not aware of the school rules and regulations much as they are given copies and therefore violate them. Many of the students do not take time to read and apply the schools rules and regulations. Students believe that many of their friends have fallen victims, which students believe to be weaknesses from school administrators. Students therefore feel unsatisfied with school judgments in accordance with violated school rules and regulations, which lead to violence in schools affecting student's discipline.

The study concludes that students at times are not punished for the right cause though in minimal cases. Various forms of punishments were also discovered such as hard labor, caning, cleaning of toilets and compounds, suspension from school and expulsion, kneeling or standing in front of the classes, exercise drills among others. Punishments were also proved by head teachers to be a way of keeping order and maintaining discipline in schools provided they fit the committed offences. At times these punishments are unfairly administered, as they are not given for the right cause making students dissatisfied. This raises students anger which could result into violent behavior among them as a way of raising their voice to school administrators. Such violent behavior could result into a lot of damage to school property such as classes, dormitories, and library materials, laboratories all of which affects student's discipline.

With regards to peer pressure the study concludes that students in school belong to peer groups which exert great influence on their activities, interests, discipline and academic success. Also that the pressure to conform to peers sometimes leads students to violate personal value as peer pressure is closely related to influencing student discipline. The study concludes that students can cause rampage accusing their teachers who are habitual drunkards and also that learners will imitate teachers who come to school drunk and improperly dressed, and the discipline of the school thus suffers.

#### **5.4 Recommendations**

School rules and regulations need to be emphasized and given enough awareness so as to enable students understand them. These will help to prescribe the standard of behavior expected of students and teachers. Students will learn to behave like students and so will be the teachers.

Head teachers should design proper ways of handling punishments. Disciplinary committees therefore need to be installed in schools that they are not in existence and to be respected in terms of decision-making and be given powers and authority to execute their duties.

The school administration needs to come up with timetables or regular time intervals to need to provide time for counseling and guidance to students so as to prevent occurrence of offences than punishing the offenders.

Also the study recommends that the ministry of education should put up policies to ensure that teachers are not getting drunk while attending the classes this will

aid in ensuring that they remain more prepared while attending their classes thus curbing indiscipline cases.

### **5.5 Suggestion for further research**

This study was limited to investigate the school-based factors that influence the discipline of secondary school students in Kitui Central Sub County in Kitui County. The study recommends that a similar study should be conducted this time to investigate the influence of peer pressure on students' academic performance. The study also recommends further research in the other 46 counties all over Kenya for comparison.

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**Appendix I**  
**Introduction Letter**

Maingi Clementine Koki  
Department of Educational  
Admin & Planning  
University of Nairobi  
P.O BOX 30197-00100  
Nairobi  
Kenya  
11/10/2015

To The Principal

Dear Sir / Madam,

**RE: REQUEST TO CARRY OUT RESEARCH IN YOUR SCHOOL**

I am Maingi Clementine Koki a Master student at Nairobi university. I am conducting a research on **“Influence of school based factors on students discipline in public schools in Kitui Central District”**. I therefore kindly request you to allow me conduct research in your school.

Thank you

Yours faithfully,

Maingi Clementine Koki

## Appendix II

### Teachers questionnaire

Kindly supply truthful information for each of the questions asked. You are guaranteed that the information supplied by you as regards the questions shall be used only to facilitate the success of this research and it shall be held in strict confidentiality. Kindly do not write your name in the questionnaire.

#### Part A: General information

1. What is your gender

Male  Female

2. What is your highest academic qualification

Diploma  Bachelor's Degree  Master's Degree

Other, specify.....

3. What is your age bracket

Below 25 years  25- 30 years  30-35 years

35-40 years  40-45 years  45-50 years

Above 50 years

4. What is your teaching experience

0-2years  3-4 Years  5-6 Years  Above 6 years

5. Level (Class) taught

Class 1-3  Class 4-8

#### Section B: School rules and regulations on students discipline

6. Are students fully sensitized on the schools rules and regulations?

Yes  No

7. Are the school rules strictly followed to the letter?

Yes  No

8. Are the teachers fair in the way they handles breaking of school rules and regulations?

Yes  No

9. Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

<b>Aspect of management of school rules and regulations.</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The head teacher and teachers in this school ensures that all students have a copy of school rules and regulations.					
The head teacher and teachers of this school is strict on students dressing code.					
The head teacher and teachers of this school maintains the required size of student's hair.					
The head teacher and teachers of this school is strict on the possession of mobile phones by students					
The head teacher and teachers of this school maintains that students get permission before leaving the school.					
The head teacher and teachers of this school is strict on students having compulsory meals.					
The head teacher and teachers of this school is strict on student's class attendance.					
The head teacher and teachers of this school is strict on students having exams.					

### **Section C: Punishment administration on student's discipline**

10. Using the key given, choose or tick the right alternative that fits your opinion on punishment administration as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

<b>Aspect of administration of punishments</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
The head teacher and teachers ensures that students are punished for the right cause in this school					
The head teacher and teachers maintains that all students have a disciplinary file for recording their punishments.					
The head teacher and teachers maintains that the disciplinary committee handles students' cases in this school.					
The head teacher and teachers ensures that students are given reasonable punishments.					
The head teacher and teachers observes that students serve the given punishments in this school.					
The head teacher and teachers maintains that all students are equally punished in this school.					

**Section D: Peer Group Pressure on Students' Discipline**

11. Which of the following behaviours have you witnessed on your students as a result of peer group pressure?

- Drug abuse [    ]      Alcohol drinking [    ]      Immorality [    ]  
 Violence [    ]

12. The factors stated below relate to the peer group pressure and discipline of pupils, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

	1	2	3	4	5
In peer group in the school, the youth learn positive values of cooperation, responsibility and other good habits					
Peer group is a very important reference group for the students in school					
The opinion of the peer group is important to the youth and with which students compare themselves					
Peer group provides a medium through which a child learns to function more independently					
Peer group pressure could also contribute to acquisition of negative habits or vices such a drug abuse, alcohol drinking, immorality and violence					
Almost all young people are eager to participate in shared activities and to exchange ideas and opinions with their friends					

**Section E: Influence of drunkenness on Students Discipline**

13. The factors stated below relate to Influence of teachers drunkenness on Students Discipline, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

	1	2	3	4	5
Some behaviours exhibited by teachers lead to student indiscipline					
To understand student behaviour, it is also important to consider teacher behaviour					
Teachers causes indiscipline by using their position to humiliate and intimidate the learners					
The relationships teachers establish with their students have an influence on the development of self-concept which in turn affects discipline in class					
Learners with poor self-concept are likely to display unacceptable behaviour					
Teachers who are often absent from school for no good reason and who do not respond promptly to the bell for example, after break contribute to indiscipline.					

14. To what extent does the Influence of other Teachers affect Students Discipline

Very great extent [ ] Great extent [ ] Moderate extent [ ]  
 Little extent [ ] Not at all [ ]

### Appendix III

#### Students questionnaire

The purpose of this questionnaire is to study the effects of school-based factors that influence the discipline of secondary school students in Kitui Central District in Kitui County.

##### Section A

1. What is your age bracket

Below 13 [ ] 13years [ ] 14years [ ]

15 years [ ] 16 years [ ] Above17years [ ]

2. what is your gender

Male [ ] Female [ ]

3. How often do you attend school?

Daily [ ] Not regularly [ ] during examination time [ ]

##### Section B: School rules and regulations on students discipline

4. Are students fully sensitized on the schools rules and regulations?

Yes [ ] No [ ]

5. Are the school rules strictly followed to the letter?

Yes [ ] No [ ]

6. Are the teachers fair in the way they handles breaking of school rules and regulations?

Yes [ ] No [ ]

7. Using the key given, choose or tick the right alternative that fits your opinion on management of school rules and regulations as follows: Strongly Disagree

=SD, Disagree =D, Agree =A, Strongly Agree =SA

Aspect of management of school rules and regulations.	1	2	3	4	5
The head teacher and teachers in this school ensures that all students have a copy of school rules and regulations.					
The head teacher and teachers of this school is strict on students					

dressing code.					
The head teacher and teachers of this school maintains the required size of student's hair.					
The head teacher and teachers of this school is strict on the possession of mobile phones by students					
The head teacher and teachers of this school maintains that students get permission before leaving the school.					
The head teacher and teachers of this school is strict on students having compulsory meals.					
The head teacher and teachers of this school is strict on student's class attendance.					
The head teacher and teachers of this school is strict on students having exams.					

### Section C: Punishment administration on student's discipline

8. Using the key given, choose or tick the right alternative that fits your opinion on punishment administration as follows: Strongly Disagree =SD, Disagree =D, Agree =A, Strongly Agree =SA

Aspect of administration of punishments	1	2	3	4	5
The head teacher and teachers ensures that students are punished for the right cause in this school					
The head teacher and teachers maintains that all students have a disciplinary file for recording their punishments.					
The head teacher and teachers maintains that the disciplinary committee handles student's cases in this school.					
The head teacher and teachers ensures that students are given reasonable punishments.					
The head teacher and teachers observes that students serve the given punishments in this school.					
The head teacher and teachers maintains that all students are equally punished in this school.					

### Section C: Peer Group Pressure on Students' Discipline

9. The factors stated below relate to the peer group pressure and discipline of pupils, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

	1	2	3	4	5
Peer pressure occurs when an individual experiences expressed or implied persuasion to adopt similar values, beliefs and goals to participate in the same activities as those in the peer group					
The pressure to conform to peers sometimes leads children to violate personal value					
Peer pressure is closely related to influencing student discipline					
Students in school belong to peer groups which exerts great influence on their activities, interests, discipline and academic success					
Students who mix with delinquent groups learn delinquent behaviour					
The opinion of the peer group is important to the youth and with which students compare themselves					

10. Has the peer group in schools helped you learn positive values of cooperation and responsibility?

Yes [ ]

No [ ]

### Section E: Influence of Teachers drunkenness on Students Discipline

11. The factors stated below relate to Influence of other teachers on students discipline, kindly (tick) all the appropriate columns. Kindly indicate your level of agreement. Use a scale of 1 to 5 where 1 is to a strongly agree and 5 is strongly disagree.

	1	2	3	4	5
Teacher sometimes perpetuates indiscipline by being unprepared					
An ill prepared lesson has a tendency of causing misbehavior					
Learners will doubt teachers' capabilities if a teacher comes unprepared					
when lessons are not interesting discipline Crumbles					
Lack of commitment also takes place when the teacher is not catering for individual learning styles of learners					
If teachers fail to use a variety of methods to reach every learner, the learners become bored disinterested and reckless					

12. Which of the following aspects of discipline is caused by behaviours exhibited by teachers?

Truancy [ ] School Phobia [ ] School refusal may be products [ ]

## Appendix IV

### Principals interview guide

The purpose of this interview guide is to enable the researcher obtain information about the effects of school-based factors that influence the discipline.

1. Do students participate in enforcing school rules and regulations?  
.....

2. How do students find the School rules and regulations?  
.....

3. Do you think these rules and regulations are enforced well?  
.....

4. Do you think punishments are given for the right cause?  
.....

5. Do you have a disciplinary committee?  
.....




6. How do students perceive punishments generally?  
.....



7. Do you think peer pressure among students have any influence on students discipline  
.....

8. Do your teachers act as student's role model?  
.....

9. What is your general opinion on the school discipline this year?

## Appendix VI: Research permit

<p><b>THIS IS TO CERTIFY THAT:</b>  <b>MS. CLEMENTINE KOKI MAINGI</b>  <b>of UNIVERSITY OF NAIROBI, 459-90200</b>  <b>Kitui, has been permitted to conduct</b>  <b>research in Kitui County</b></p> <p><b>on the topic: INFLUENCE OF SCHOOL</b>  <b>BASED FACTORS ON STUDENTS</b>  <b>DISCIPLINE IN PUBLIC SECONDARY</b>  <b>SCHOOLS IN KITUI CENTRAL DISTRICT</b></p> <p><b>for the period ending:</b>  <b>3rd November, 2016</b></p> <p style="text-align: center;">           Applicant's          Signature       </p>	<p><b>Permit No : NACOSTI/P/15/34802/8577</b>  <b>Date Of Issue : 3rd November, 2015</b>  <b>Fee Received :Ksh 1000</b></p> <div style="text-align: center;">     <b>Director General</b>  <b>National Commission for Science,</b>  <b>Technology &amp; Innovation</b> </div>
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<p style="text-align: center;"><b>CONDITIONS</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Government Officers will not be interviewed without prior appointment.</li> <li>3. No questionnaire will be used unless it has been approved.</li> <li>4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.</li> <li>5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.</li> <li>6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.</li> </ol>	 <b>REPUBLIC OF KENYA</b>  <b>National Commission for Science,</b> <b>Technology and Innovation</b> <b>RESEARCH CLEARANCE</b> <b>PERMIT</b> <b>Serial No. A 7056</b> <b>CONDITIONS: see back page</b>
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## Appendix V: Letter of authorization



### 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

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

Ref. No. **NACOSTI/P/15/34802/8577**

Date:

**3<sup>rd</sup> November, 2015**

Clementine Koki Maingi  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of school based factors on students discipline in public secondary schools in Kitui Central District,”* I am pleased to inform you that you have been authorized to undertake research in **Kitui County** for a period ending **3<sup>rd</sup> November, 2016.**

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

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

  
**SAID HUSSEIN**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Kitui County.

The County Director of Education  
Kitui County.

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