

**INFLUENCE OF PEER PRESSURE ON FORM TWO STUDENTS' DISCIPLINE
IN PUBLIC SECONDARY SCHOOLS (A CASE OF EMBAKASI SUB-COUNTY –
NAIROBI, KENYA)**

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**A research project submitted to the department of education in the college of
education and external studies for the partial fulfillment of the requirement for the
award of a post graduate diploma in education in the University of Nairobi**

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DECLARATION

This is my original work and has not been submitted to any other university for examination for the award of a post graduate diploma.

Signature

Date.....

Dennis Ogendi Onsoti
Reg. no. L40/6001/2017

Supervisors' declaration

This project has been submitted for examination with my approval as the University Supervisor.

Signature.....

Date.....

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DEDICATION

I dedicate this project report to my family who played a very important role towards its successful completion, my siblings and friends. This project is also dedicated to anyone it may inspire and those not mentioned above.

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LIST OF ABBREVIATIONS

UNICEF	United Nations International Children's Emergency Fund
NACADA	National Authority for the Campaign against Alcohol and Drug Abuse
MOEST	Ministry of Education, Science and Technology

ABSTRACT

The purpose of this study was to establish the influence of peer pressure on Form two students' discipline in Embakasi Sub-County, Nairobi-Kenya. The study was guided by four objectives which included; finding out to what extent drug abuse influences the form two students discipline, to establish how social media influences the form two students' discipline, to identify the extent to which risky attitude influences the form two students' discipline and to determine how peer judgment and evaluation influence the form two students' discipline in Embakasi Sub County. The researcher developed research questions to gather information in order to meet the objectives of the study. The researcher applied descriptive survey research design. Data was collected by use of self-administered questionnaires and analyzed based on descriptive statistical method using percentages. The target population consisted of 700 students an average of 100 students per school and 7 guidance and counseling teachers making a total of 707 respondents. A sampled population of 70 form two students, with 10 students from each school plus the 7 guidance and counseling teachers from each school making a total of 77 respondents was selected using random sampling technique. The data was analyzed using frequencies and percentages presented in tables and graphs and then discussed. From the study findings, factors that contributed to student discipline as revealed by the study were social reasons such as peer pressure, socialization and drug abuse. This shows that majority of the students abused drugs in order to be accepted among their peers. This led to negative change in behavior in school. In view of the above, there is need to strengthen and enforce the school rules and regulations, strengthen guidance and counseling department, train the teachers with skills of countering new trends of student's indiscipline. This would go a long way in reducing occurrence of indiscipline cases hence creating a conducive learning environment for the students. The findings indicated that 44.3% of the students understood peer pressure. This clearly indicated that most of the students did not have proper information on the peer influence they were facing in school. The most commonly abused drug by form two students were cigarettes with 33% , alcohol with 40% and Kuber with 33%. Drug taking, fighting and absenteeism were rated highly by students as contributors to student indiscipline. The findings indicated that media encourages irresponsible sexual behaviour as indicated by 64% of the respondents who strongly agreed. Social media being the most commonly used media especially among the students, posed great risks to its users thus calling for a greater involvement of the guidance and counseling teachers.57.7% felt that sometimes they don't use independent judgment. This shows that, some people don't even know when they are making decisions whether they are based on peer pressure or independent. Peer counselors are crucial because they teach others the positive aspects of behaviour. They enlighten their fellow peers on the dangers of negative peer influence and how to choose friends wisely. Based on the findings of the study, the researcher suggests further study could be done on measures schools can take to curb deviant behaviours associated with peer pressure whether lack of parental involvement is a contributing factor that makes peer pressure influence students behaviour among secondary school students and any other social factor that can impact on the behaviour of students in secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Background of the Study

Discipline is an important component of a human behavior as it directly defines the character of a human being. It is a product of acceptable values in the human society that one subscribes to and quite often it regulates human conduct and his/her relations with others. Some school's success growth and development is largely determined by the discipline standards of its stakeholders. According to Otieno (2012) discipline is a system of guiding the learners to make reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Wango (2010) defines discipline as the training especially of the mind and character aimed at producing self-control, ordered behavior and skillfulness.

Koutseline (2002) defines student indiscipline as any student behavior that deviates from school expectations. These expectations may vary from school to school and also depend on societal perceptions of ideal behavior as understood in different cultures. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public. These indiscipline cases include bullying, acts of disrespect for teachers, verbal abuse for teachers, racial tension, widespread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities.

Results from global facts by UNICEF in 2009 reveal that there are a total of 1.2 billion adolescents aged from 10 to 19 years in the world. Approximately 88% live in a developing country, while an estimated 27% (a total of 329 million) adolescents live in East Asia and the Pacific. In addition, based on the evidence UNICEF (2011) it is also

estimated that about one in every five adolescents suffer from behavioral problems throughout. Therefore, behavior problem is a global issue faced in many countries.

Among the behavioral problems is peer pressure. A peer is defined as an individual that can dominate or influence others to leave an impression on people; for example, a friend who can influence others (Kamus, 2013). The term 'friend' also refers to a companion, close friend or acquaintance. While the term 'peer' refers to same age, i.e., young children of the same age in a group. The term 'teens' refers to those who grow up together with their peers in school through the process of social development and through it they establish their own identity.

Peers are an important factor in influencing the formation of a person's personality and self-formation. Pundits have long pointed to the power of peer pressure when seeking to explain why people, particularly young people make bad or otherwise questionable decisions (Abdul-Alim, 2014) Aspen Educational Group (2016) noted that peer pressure tends to have more of an effect on children with low self-esteem.

Peer pressure occurs when an individual experiences implied or expressed persuasion to adopt similar values, beliefs, and goals, or to participate in the same activities as those in the peer group (Rubin, Bukowski, & Parker, 2016). Paying attention to own feelings and beliefs about what is right and wrong can help in knowing the right thing to do. Inner strength and self-confidence can help one to stand firm, walk away, and resist doing something when they know better. Therefore, peer pressure exists for all ages and no one is immune to peer influence.

Expressed peer pressure is when an individual is challenged directly to comply with existing norms. Studies show that both peers are inclined to take risks they do not want to

take because they believe the risky behavior will increase their standing in the eyes of their peers and assure their acceptance in the group (Cotterell, 2011).

Implied peer pressure is more subtle and can be harder to combat. For example, a group of peers may make fun of the way another peer is dressed up, pressuring members of their group to dress only in one acceptable style. Often young people who look, dress, or act differently, or who have significant interests that differ from those of their age group become outcasts because of the pressure groups place on their members not to associate with anyone unlike themselves (Perkins, 2013). This can lead the rejected person to feel desperate and depressed.

Peer pressure appears to be a powerful force affecting educational choices and whether students undertake important investments that could improve academic performance or outcomes, (Abdul-Alim, 2014). In fact, male students are willing to take the risk of their actions and behaviors, as well as to face failure in their studies, as long as they could show the negative self-image that can be valued and accepted by their peers (Mok, 2012).

In the USA, student discipline is affected by several societal factors such as; pre-marital sex that often leads to early instances of unplanned pregnancies among girls from carefree sexual practices, the socio-cultural factors and the different geographical factors.

Research by Drewry (2011) indicated that peer pressure within the USA influenced student discipline among students making them involved in increased rates of cigarette, bhang and other illicit substances usage as compared to those who remained in school despite the problem of peer pressure.

Things are no better in Uganda. Just recently, fifty students of Blessed Sacrament Kimanya secondary school in Masaka district were expelled for alleged academic and criminal indiscipline which involved gambling, smoking marijuana and sneaking from

school to go to the dance halls, (Bindhe, 2012). In one of the latest incidence from Kabale in Uganda, Brainstorm high school expelled seventy students following clashes between the students and the teachers overnight roll calls, reports (Kushaba, 2012) He claimed teachers had stormed their hostels with canes, beating them mercilessly after a blackout and they had to defend themselves. Apparently, they were resisting the roll call - taking by the teachers after it was alleged that some students had sneaked out of school.

In Kenya, lack of parental guidance and poor guidance and counseling services within the school leads to most of the students succumbing to the influence of peer pressure, resulting into indiscipline and hence social problems (Ombuya, 2012). From the indicated problems brought about by peer pressure, there calls for investigations of the influence of peer pressure on student discipline in Embakasi Sub-County. Previous issues of the many school riots, consumption of alcohol among students, violence against teachers and students bullying others. For instance, in Jamhuri Boys the students demonstrated against the administration of the school (www.capitalfm.co.ke) and it forced the administration to close the school for two days for the case to be followed.

Embakasi Sub-County is part of Nairobi's County - East lands area. It is located east of the central business district. It houses mostly lower middle income citizens. It is also a host to informal settlements like 'Mukuru Kwa Njenga' and Kayole just to mention a few. The sub County has seven public secondary schools. The form two students were picked for the study as research done by National Authority for the Campaign Against Alcohol and Drug Abuse NACADA (2017) indicated that form two students are likely to be influenced by peer pressure than the rest of the students due to some reasons.

1.2 Problem Statement

Secondary schools in Kenya have experienced unrest and indiscipline, over the years since independence in 1963 (GoK, 2010). Initially, the strikes were relatively calm and involved such things as sit-ins and peaceful demonstrations. However, the recent cases have been marked by violence and destruction of property (GoK, 2012). Several studies have been carried out on secondary school discipline. Examples of such studies include those based on bullying (Njeru, 2016); methods used to manage students discipline (Mugo, 2015) and challenges faced by secondary school principals in maintaining discipline (Munyao, 2014). In spite of that, there is still an outcry on the behavior of some of the students in some secondary schools and what could be behind all this indiscipline among some students. All the mentioned research was not done specifically in Embakasi Sub County and none looked at peer pressure as a factor. Therefore, there is need for research to be carried out to establish the influence peer pressure has on student's discipline in Embakasi Sub County.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study was to find out the extent to which peer pressure influences the student discipline in Embakasi Sub County.

1.3.2 Specific Objectives

The specific objectives were:

- i. To establish how social media influences the form two students' discipline in Embakasi Sub County.
- ii. To identify the extent to which drug abuse influences the form two students' discipline in Embakasi Sub County.

- iii. To determine how peer judgment and evaluation influence the form two students' discipline in Embakasi Sub County.
- iv. To find out the extent to which the form two students are knowledgeable on peer pressure.

1.4 Research Questions

The research questions will be:

- I. To what extent does drug abuse influence form two students discipline in Embakasi Sub County?
- II. In what ways does social media influence form two students discipline in Embakasi Sub County?
- III. How does peer judgment and evaluation influence form two students discipline in Embakasi Sub County?
- IV. Do the form two students have any knowledge on peer pressure?

1.5 Significance of the Study

The findings would provide valuable information to the Ministry of Education as well as to the Teachers Service Commission. The Ministry of Education may use the findings to influence management of discipline in secondary schools while the TSC may use the findings to influence deployment of head teachers in the country. Also, the findings may be used in teacher training institutions to provide the trainees with a bearing on what should be done to enhance discipline of learners who come from different backgrounds. Specialists working with the KIE may find the findings useful while formulating the syllabi for the learners in secondary schools. The findings may also stimulate the need to strengthen guidance and counseling departments in secondary schools to help the students cope with challenges of adolescence.

1.6 Assumptions of the Study

In this study the researcher had the following basic assumptions:-

- i. The guidance and counseling teachers and form two students would provide reliable information on indiscipline issues in their schools.
- ii. The guidance and counseling teachers were trained and committed to identify and deal with indiscipline problems in schools.
- iii. The guidance and counseling teachers were faced by discipline challenges in running public secondary schools.

1.7 Delimitation of Study

The study will be conducted in Embakasi Sub-County, majorly on the 7 public schools and only form two students will respond to the study since they indicate high cases on peer pressure.

1.8 Limitations of the Study

School administrators may not be ready to divulge full information about their schools freely for fear of exposing weaknesses that might impact negatively on their image. The researcher was not in a position to control the attitudes of the respondents and this might have affected the research findings since they might have given socially accepted answers in order to avoid offending the researcher

1.9 Definition of Key Terms

Peer Pressure: This indicated as some pressure on the social perspective, making children, pupils or students adopt a specific behavior, way of life such as dressing style or even attitudes as a group, with both positive and negative implications.

Student : A learner or someone who attends an educational institution.

Discipline : Training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behaviour produced by this training.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter mainly covers the theories and historical studies done, both recent and sometimes back on the influence of peer pressure on student discipline. This comes in the various parts indicated by the empirical literature and theoretical literature.

2.1 Drug Abuse addicts influence on Discipline

Peer Pressure is undeniably avoidable in adolescent development. Peer influence is regarded as one of the strongest determinants of juvenile delinquency and particularly adolescent substance use. A commonly held view is that social pressure from friends to use drugs and alcohol is a major contributor to drug abuse.

According to the United Nations (2012), drug users, like other people seek approval for their behaviour from their peers whom they attempt to convince to join them in their habit as a way of seeking acceptance. Drug use is an increasing problem among teenagers in today's high schools. Most drug use begins in the teenage years; these years are the most crucial in the maturing process. During these years adolescents are faced with the difficult tasks of discovering their self-identity, clarifying their sexual roles, assenting independence, learning to cope with authority figures and searching for goals that would give their lives meaning. Drugs are readily available, adolescents are curious and venerable, and there is peer pressure to experiment, and there is a temptation to escape from conflicts. The use of drugs by teenagers is the result of a combination of factors such as peer pressure and curiosity.

At this age, the level of drug abuse is startling and even more frightening because of the fact that many young people are getting wired on drugs each passing day. Alcohol, bhang

and tobacco are increasingly being abused by school going children. Research and seizure statistics show it has a steady upward trend. Those between 16 to 30 years of age, a critical period in one's development are most affected. A few years ago the most commonly abused drugs among students were tobacco, alcohol, bhang and "Mira" but today opium, cocaine and heroin have added to the list. Use of sleeping pills, tranquilizer, cough mixture, inhalants such as glue and petrol is now rampant especially among the street youngsters. In Nairobi alone 50% of students have in the past taken drugs.

According to the United States Department of Health and Human Services (2010) alcohol is the most abused psychoactive drug in the United States. About 90% of the students use it before they leave high school. In Kenya a report by NACADA (2008) indicated that alcohol is the most commonly abused drug by about 61% of the population. The same report indicated that 40.9% of the students were abusing alcohol in Nairobi Province and 26.3% in Central Province. These percentages indicate that students are abusing drugs and it is important to address this issue with the seriousness it deserves.

Scholars such as Kaluga and Olla (2013), Muthigani (2005) and Kamonjo (2007) who have conducted studies on the issue of drug use and abuse agree that there is a significant relationship between the subjects' drug using behaviour and the involvement of their friends in drugs. According to them, if an adolescent associates with other adolescents who use drugs, the risk of involvement with drugs is further increased. Another survey of youth in southern Nigeria, also found out that the source of drugs for drug using-students was friends in the same or neighbouring schools, and students who reported using drugs had more drug using than abstinent friends (Nevadomsky, 2012). Confirming this finding, Kiiru (2014) argues that peer pressure influences youth to use substances under

the false impression that some drugs stimulate appetite for food, increase strength and give wisdom as well as courage to face life.

2.2 Social Media and its influence on Discipline

According to Junco et al (2010), social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing". The growing dimension of the use of social media among the youth of today cannot be over emphasized. Over the years, social networking among second cycle students has become more and more popular. It is a way to make connection with friends in school, but with friends outside of school. Social networking is a way that helps many people feels as though they belong to a community.

Today's students communicate via technology, and that If you say absolutely no Facebook or texting, you are cutting off an important relationship with students technology as an online teacher use of technology via the use of a variety of tools such as Skype, text, email, Facebook and twitter. Social media open up new ways for collaboration and discussion in the sense that, it offers a great deal of content posting, coping, sharing and search ability by easily using online search tools. Students today use social media anywhere and at any time where internet connection is available in order to meet their educational needs Dewing, 2010).

According to Lenhart et al., (2010), about 57% of social network users are 15-29 years old and have a personal profile on multiple social media websites. In a study by Pempek, Yermolayeva, and Calvert (2009), the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated most participants spent approximately thirty minutes a day socializing, mostly during the evening hours between 9p.m to 12a.m students spent an average of forty seven minutes a day on

Facebook. More than 50% of college students go on a social networking sites several times a day (Sheldon, 2008). Quan-Haase and Young (2010), found that 82% of college students reported logging into Facebook several times a day. Younger students tended to use Facebook more frequently than older students to keep in touch with friends from high school or from their hometown (Pempek et al., 2009).

Nowadays, social media has paved for a broader way to influence our youth. Peer pressure can follow them from school to the right under our roof. Facebook, Instagram, YouTube and Twitter set the new standard for the most vital aspects of the life of not just our youth but sadly most of ours. From peer pressure, it has advanced to something that could get a hold of us, social media pressure.

Peer and social media pressure play a key role in building the mindset and at the same time influencing our behavior of our youth. Their mindset determines their perception of life in general and their behavior towards certain situations and other people. There are countless ads and videos shared by their peers who promote love or hate. They affect how they feel and react to a particular act, preference, religion or race. They alter their behavior towards people, and it's the parents' responsibility to make sure these ads and videos influence our youth to a positive mindset.

There is evidence of negative influences such as advertising pressure, exposure to inappropriate behavior and/or dialogue, and fake news. These versions of digital peer pressure exist between youth, adults and businesses. In some cases, people can feel pressure to make them available 24/7 or to be perfect. Within this digital conversation there can be pressure to conform, especially as people are impacted by the frequency of times others hit the like button. The way others portray themselves on social media might lead to young people trying to mimic those qualities or actions in an attempt at

conformity. It may also lead to a fear of missing out, which can pressure youth into irresponsible actions or decisions. Actions and influence on social media may lead to changes in identity, confidence, or habits in real life for children, adolescents, and adults.

2.3 Judgment and Evaluation

Peer pressure highly exists within the young people and its impact could either be positive or negative. As a positive aspect, it challenges or motivates the student to do their best. The effect can be viewed as direct, indirect and individual effect on a peer (Friedman, 2011). Directly an individual could experience peer pressure as someone possibly a group leader where he or she is told how to behave. A direct effect could be as a result of the individual being in need to attain something immediately. The student is fully aware of his peer group and the demands stated and as to adhere to them in order to fit in the social group. Failure to conform to the requirements of their respective group could encourage deviance among his followers (Hoffman, Monge, Chou & Valente, 2007).

Indirectly, group of friends commonly have particular habits or activities that they do together and the student could also be exposed to another social group where he also acquires other traits. New behaviors and mannerisms are acquired. This is considered as a social group that encourages deviant behavior which one learns from other individuals of the new peer group. At the individual level, a student undergoes peer pressure. This is attributed to the fact that the individual feels different whenever they find themselves in a given social group and with time they develop an anti-social attitude whereby they are comfortable being alone (Fishbeim, 2008).

When people are in peer groups, their ability to make decisions can be affected by copying the behaviors of the peers. This can be viewed as an act of modelling which is

defined as “the processes by which information guides an observer (often without messages conveyed through language) so that conduct is narrowed from „random“ trial and error toward an intended response. By intended response, we mean that much of the practice takes place covertly, through information processing, decision making and evaluative events in advance of visible or audible overt performance—(Rosenthal and Steffek, 2011)

A person can acquire new behaviors from live or symbolic modeling. Modelling can help a person perform an already acquired behavior in more appropriate ways or at more desirable moments. Modelling is also a process of observing an individual or a group and imitating similar behaviors. This acts as a stimulus for thoughts, beliefs, feelings, and actions of the observer.

2.4 Theoretical Framework of the Study

This study was guided by social cognitive learning theory by Albert Bandura (2006). According to this theory behaviour is determined by the persons thought processes, the environment and behaviour itself. This means that individuals determine their own behavior while being influenced by the environmental factors and their own behaviour. The theory emphasizes social cognition and not simply coping. Bandura’s social cognitive learning theory tends to focus more on cognitive expectances, vicarious learning and self-regulations as explanatory mechanism of drugs and substance abuser. For example individuals who believe that alcohol will make them more attractive, less inhibited better lovers and more fun to be around, will be more prone to use alcohol. Bandura (2006) contends that behaviour is largely regulated by cognitive factors such apperception of an issue and the pattern within the environment.

Social cognitive learning theory postulates that role modeling does not only affect behaviours but also leads to the development of thoughts and emotions that shape behaviour. Students who get engaged in the behaviour of drugs and substance abuse, they have most likely learnt the behaviour from their environment. The violent attitudes and behavior displayed by adults and teachers are learned by students through imitation. Adults and teachers are role models for students to emulate. Using socialization methods leads to reduction of aggression and violence in the society. Aggression and violence are learned responses. Perpetrators of aggression and violence such as bullying may have learned from witnessing violence in their environment.

According to Bandura (2006) the environment influences one's behavior and at the same time behaviour influences the environment. This theory is therefore relevant to the proposed study as it forms a basis for studying the factors that determine development of behavior among secondary school students. The social cognitive theory indicates to what extent substance abuse among students could be influenced by their gender, age and the social pressure they could be experiencing as they interact in the secondary schools. The aspect of interaction indicates that students choose to engage in activities that are risky making them vulnerable to substance abuse.

Students may have knowledge about the altering moods and behaviour by drugs, yet they go ahead abusing them.

The Social Cognitive Theory also explains that the external influences affect the behavior through cognitive processes. Human beings are capable of forming symbols which they can use to guide their future behaviour. Through this process a person is able to model observed behaviour. It is through understanding of the processes involved in one's construction of reality that will enable a human behaviour be understood, predicted and

changed. To apply this knowledge in the current study, the social cognitive theory indicates that behaviour that students have acquired over time interact with their current secondary school environment to determine their substance abuse trend.

2.5 Conceptual Framework

This study, adopted a conceptual frame work based on the fact that students' discipline can be affected by peer pressure. However, the conceptual framework included the assumption that student's discipline can be corrected using intervening variables like the implementation of the government policy on discipline, use of guidance and counseling and implementation of school rules and regulations.

Independent Variables

Dependent Variable

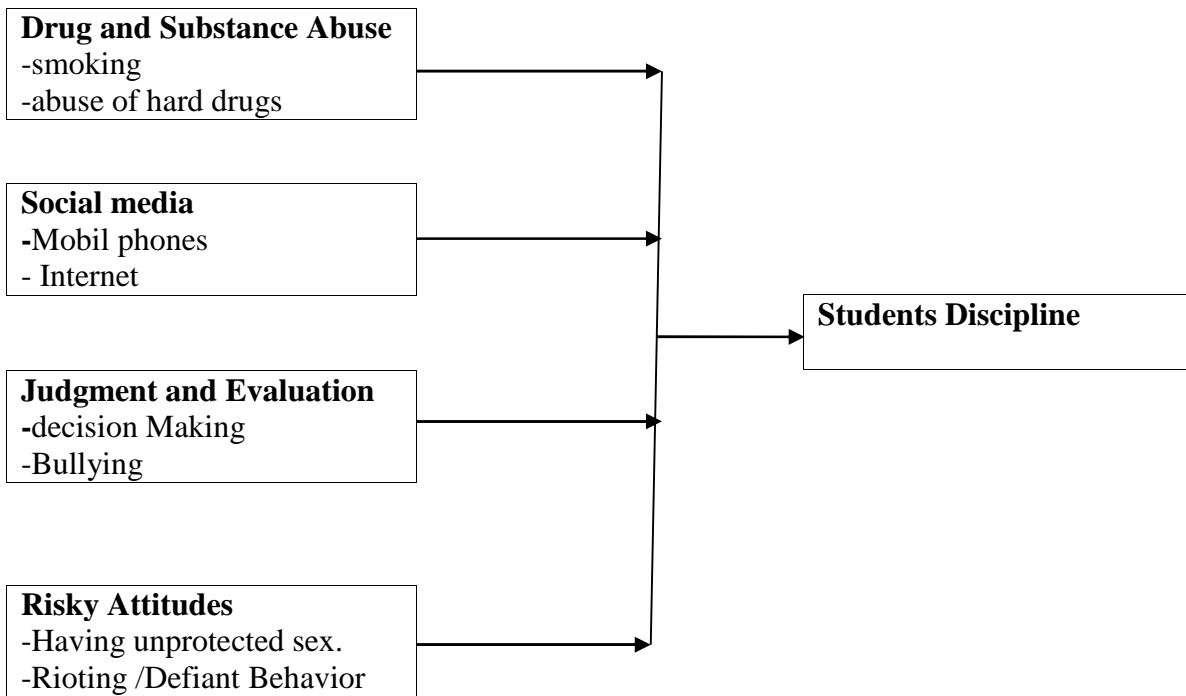


Figure 2: 1 Conceptual Framework

Figure 2.1 shows the interrelationship between independent variable and the dependent variable on students' discipline. The independent variable has been broken into sub-variables namely; drug and substance-abuse; social media and judgment and evaluation etc.

2.6 Summary of Literature Review

This review has discussed and examined the influence of peer pressure on student discipline. These include study on factors like the effect of drug abuse, social media, judgment and evaluation and risky activities on the behavior of students. Nasibi (2013) observed that to educate a person in mind and not morals is to educate a menace in society.

Hence discipline is part of moral education which is important in the development of one's culture. Scanty studies have been done on this from Embakasi Sub-County. Therefore this study intends to fill this knowledge gap hence the justification of this study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

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

3.2 Research Design

The research design adopted in the study was the descriptive survey. According to Orodho (2010) descriptive research designs are designed to obtain important and precise information concerning the status of phenomena and wherever possible to draw valid general consensus from the facts discovered. Kombo and Tromp (2010) maintain that descriptive survey design is a method of collecting information by interviewing or administering questionnaire to a sample of individuals. The descriptive survey design was the most appropriate for the study because the researcher collected information on the status of affairs in the schools without manipulating any variables.

3.3 Target Population

Kothari (2014) defines target population or universe as being all member of the real hypothetical set of people, events or objectives to which a researcher wishes to generalize the results of the research study. In this research, the target population consisted of all the students in public schools in Embakasi Sub County. According to the statistics available in the Sub-County Education Office Embakasi Sub County, there are 7 public secondary schools in the sub county (ShuleZote website). Each has an average of 100 students in form two so the targeted student's population was 700. All the seven guidance and

counseling teachers formed part of the target population. Thus, the total population was 707.

3.4 Sample Size and Sampling Procedure

This section includes the sample size of the study and the sampling procedure.

3.4.1 Sample Size

A sample is a group of the target population that the researcher plans to study for generalizing about the target population. The sampled population was 70 form two students, with 10students from each school plus the 7 guidance and counseling teachers from each school making a total of 77 respondents. The 10 students in each school formed 10% which is recommended for any sample (Mugenda and Mugenda, 1993).

3.4.2. Sampling Procedure

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected Mugenda (1999). The study employed random sampling technique to select the sample size from individual schools. A sampling frame was developed per school that listed all the units in the population. The units were picked randomly until the desired sample size was attained. This enabled every member of the accessible population to have equal chance of participating in the study.

3.5 Research Instrument

The researcher made use of self-administered questionnaire to obtain information from all selected respondents. This is because the instrument can be used for a population simultaneously and can also provide the investigator with an easy accumulation of data. It also gives respondents freedom to express their views and make suggestions. The questionnaire for the guidance and counseling teachers and students was in two parts.

Part one was used to gather demographic data such as age, sex, academic qualification and administrative experience. Part two was used to gather information on how peers pressure influence student discipline in Embakasi Sub-County. Questionnaires had both open ended and close-ended questions. The closed questions were used because they dealt with facts and were less time consuming, while open-ended questions were used to give the respondent space to explain themselves.

3.6 Data Collection Procedures

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

3.7 The Validity of the Research Instruments

Validity is the degree to which all the evidence point to the intended interpretation of the test scores for the proposed purpose. According to Borg and Gall (2009) validity refers to the quality of a data gathering instrument or procedures that enables us to measure what it is supposed to be measured. It is the extent to which the instruments cover the objectives. The validation of the research instruments was done through the lecturer supervising the researcher, examined the instruments and gave her feedback and recommendations.

3.8 The Reliability of the Research Instrument

Reliability means that scores from an instrument are stable and consistent (Gay, 2013). An instrument is reliable when it can measure variables accurately and obtain same results under same conditions over a time. To determine the reliability of the instruments the researcher applied the split – half method. In this case the questionnaires were separated into two sets using the odd number questions for one set and the even numbered questions for the other set. Each of the two sets was correlated and the correlation coefficient obtained.

3.9 Data Analysis Procedures

Data analysis is an ongoing process which begins at the onset of data collection. After the researcher received all the instruments dully filled, he went through them to ensure accuracy and completeness. The data was then converted into a format that could be easily analyzed. This was achieved by coding and classifying fully filled responses, using frequency distribution tables, pie charts and graphs. The responses were tallied according to the research questions. The data was presented in descriptive statistics such as Tables, graphs and pie charts.

3.10 Ethical Considerations

After seeking permission from the Sub County Education Office and the principals of the school, the researcher visited the selected schools and assured the respondents with the confidentiality of the information they were going to give. Also, the researcher assured the respondents that the information given would not be used for any other purpose other than that of academic purposes.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents with itself the results of the conducted study. This mainly covers the demographic analysis, analysis based on the objectives of the study. This presents descriptive statistics and graphical presentations from the conducted study made from the peer influence implicated from the data collected within Embakasi Sub-County.

4.1 Questionnaire Return Rate

This study was done in 7 public secondary schools in Embakasi Sub-County. Questionnaires were administered to 7 guidance and counseling teachers and 70 students.

Table 4.1: Questionnaire Return Rate

Respondents	Questionnaires Issued	Questionnaire Returned	%
Guidance and Counseling teachers	7	5	71
Students	70	62	89

Out of these questionnaires, those successfully collected were from 5 (71%) guidance and counseling and 62 (89%) from two students. This is an indication that the questionnaire return rate was good because it was above the recommended 80% and hence deemed adequate for the study.

4.2 Demographic Information

4.2.1 Gender Response for students

There were more females 72.6% as compared to the males 27.4%. This is due to the presence of Embakasi Girls Secondary School in the target population which is a girls' only secondary school.

4.2 Table for Gender Response for students

Gender	N	%
Boys	17	27.4
Girls	45	72.6
Total	62	100.0

4.2.2 Gender Response of guidance and counseling teachers

Table 4.3: Gender of Guidance and Counseling teachers

Gender	N	%
Male	0	0
Female	5	100
Total	5	100.0

Table 4.3, indicated that 100% of all guidance and counseling teachers were female. From the gender response rate, there is need to involve more male teachers to the guidance and counseling departments since majority of the schools in Embakasi – six out of seven-are mixed schools hence the need to take care of the boy child.

4.2.3: Age brackets of the Guidance and Counseling Teachers

Table 4.4: Age brackets of the guidance and counseling teachers

Age	N	%
31-35 years	1	20.0
36-40 years	1	20.0
Above 40 years	3	60.0
Total	5	100.0

Data in table 4.4 shows that 60% of the guidance and counseling teachers' are aged above 40 years and 20% between 36-40 years and 20% between 31-35 years. This indicates that most guidance and counseling department secondary schools in the district are done relatively by middle aged female teachers. Therefore, they are qualified to deal with the students peer pressure issue as they are experienced enough in terms of age and teaching experience.

4.2.4 Academic qualifications of the guidance and counseling teachers

The guidance and counseling teachers were asked to indicate their academic qualifications. This was to find out whether the guidance and counseling teachers were trained hence the right skills and knowledge. The findings are presented in the Table 4.5

Table 4.5: Academic qualifications of the guidance and counseling teachers

Qualification	frequency	%
B. Ed (Arts)	4	80
Higher Diploma in Education	1	20
Total	5	100

The data showed that four of the guidance and counseling teachers are B. Ed (Arts) degree holders while one is a Higher Diploma holder in Education. According to the data therefore, guidance and counseling teachers in the district have met prerequisite academic qualifications.

4.2.5 Experience of the guidance and counseling teachers

The guidance and counseling teachers were asked to indicate their experiences in counseling. This was in order to find out whether the teachers had enough experience to solve the peer influence problem. Findings are represented in Table 4.6

Table 4.6 on experience of the guidance and counseling teachers

Experience of the guidance and counseling	Frequency	%
Less than 3 years	1	20
3-6 years	3	60
7-10 years	1	20
Over 10 years	0	0
Total	5	100

Data on the experience indicated that 20% of the guidance and counseling teachers have carried out guidance and counseling for a duration of 7 – 10 years, 60% of the guidance and counseling teachers have carried out guidance and counseling for a duration of 3-6 years and 20% % of the guidance and counseling teachers have carried out guidance and counseling for a duration of less than 3 years. This shows that majority of the teachers have enough experience of over five years therefore, they have enough experience to solve the peer pressure problems.

4.3 In-Service Training on Guidance and Counseling

The teachers were asked to state whether they had attended in-service courses on guidance and counseling.

This was demonstrated in the table 4.6 below:

Table 4.7: Responses showing the training attendance of the guidance and counseling teachers

Attended in-service training	Frequency	%
Yes	5	100
No	0	0
Total	5	100

In their response all the teachers indicated that they had attended workshops and seminars which enabled them acquire new skills of handling students' discipline in their schools hence influencing them positively.

4.4. Response of students on Knowledge on Peer influence on the students

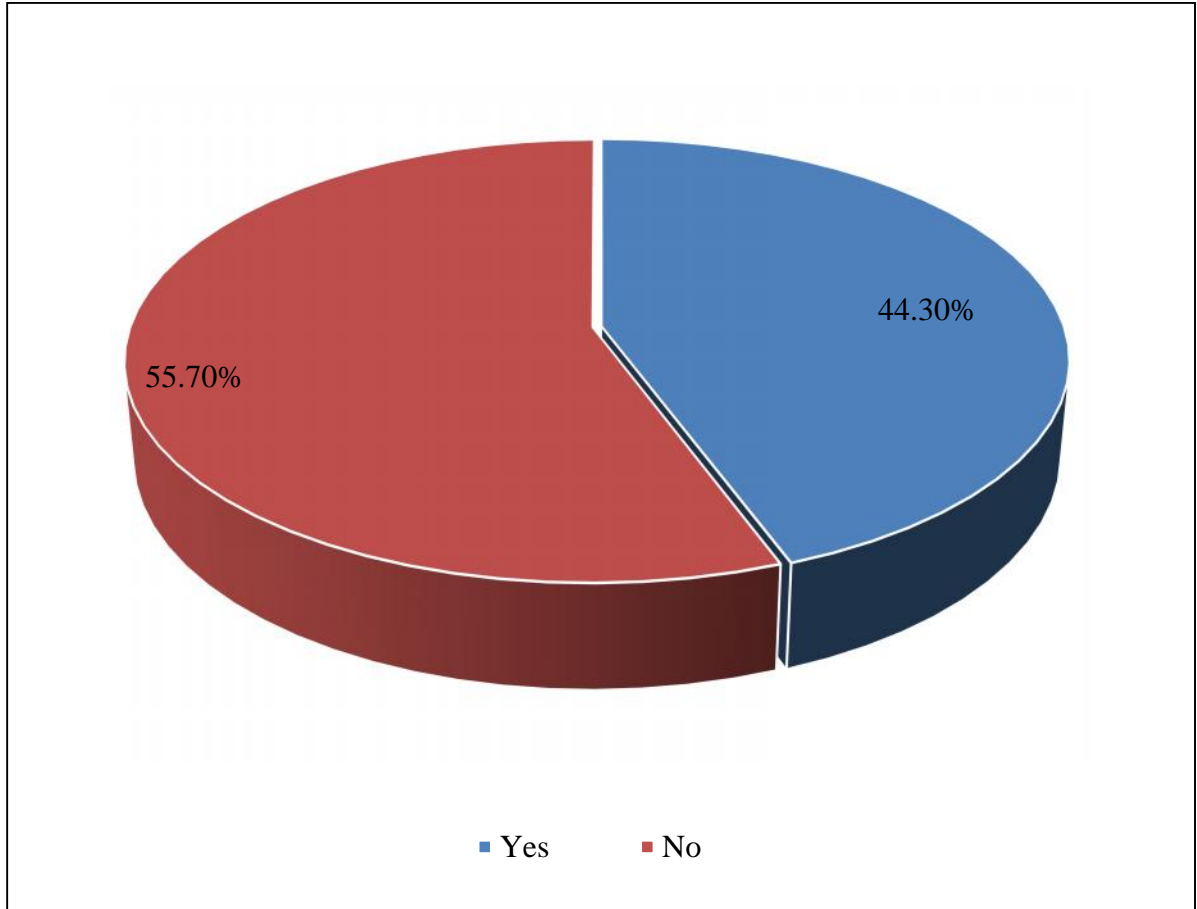


Figure 4.1: Knowledge on Peer Influence by the students

On the knowledge of peer influence, 44.3% of the students understood the issue while 55.70% indicated not being aware of the issue. This clearly indicated that most of the students did not have proper information on the peer influence they were facing in school.

4.5 Effects of Drug and Substance Abuse on Students Discipline

4.5.1 Types of Drugs and Substance abused by Students

The first research objective sought to identify the types of drugs and substance abused by students in public secondary schools in Embakasi Sub-County. The researcher sought to

establish from the respondents whether they were aware of the drugs abused by students in public secondary schools. This is shown in Table 4.8.

Table 4.8 Type of Drug and Substance abused by Students

Statement	NA (%)	LE (%)	ME (%)	GE (%)
Smoking Cigarette	12	22	30	26
Smoking Bhang	10	34	33	12
Kuber	10	24	45	21
Chewing Miraa	10	20	50	20
Alcohol	20	40	17	23

Key: **NA** – Not at All; **LE** – Limited Extent; **ME** – Moderate Extent; **GE**: Great Extent;
M –Mean; **f** – Frequency

Table 4.8 shows that 30% of the students abused cigarette to a great extent, 33% smoked bhang to a moderate extent, 33%Kuber to a moderate extent, 45% chewed miraa to a large extent and 40% alcohol to a large extent. So the most commonly abused drug by form two students’ were Cigarettes, Alcohol and Kuber.

4.5.2 Students’ perceptions on the effects of drug and substance abuse on students’ discipline

To establish this, the students were given a list of items in a table regarding the students’ perceptions on the effects of drug and substance abuse on students’ discipline. They were required to rate their agreement levels with the items on a five-point Liker scale ranging from strongly agree to strongly disagree. The frequencies and mean are presented in table

Table 4.9: Students’ perceptions on the effects of drug and substance abuse on students’ discipline

Perceptions	5	4	3	2	1
Drugs and substance abusing students					
Loose interest in academic thus	14	40	34	5	7
Perform poorly					
Smoking Bhang					
Kuber					
Drug and substance-abusing students					
become indiscipline due to poorly	54	34	6	6	0
academics performance					
Drug and substance abusing students					
compensate for their poor academic	14	40	34	5	7
performance by disrupting others					
Drug and substance abusing students					
always disobey school rules and	54	34	6	6	0
regulations					

The table indicates that 40% of the students agree that drug and substance abusing students loose interest in academic, 54% of the students strongly agree that students become indisciplined due to the abuse of drugs and 46% agree that students compensate their poor academic performance by disrupting others and a high percentage of 56% agree that drug and substance abusing students disobey school rules and regulations.

This clearly shows that drug and substance abuse affects student’s discipline.

4.5.3 Teachers' perceptions on the effects of drug and substance abuse on students' discipline

To establish this, the teachers were given a list of items in a table regarding the students' perceptions on the effects of drug and substance abuse on students' discipline. They were required to rate their agreement levels with the items on a five-point Likert scale ranging from strongly agree to strongly disagree. The frequencies and mean are presented in table 4.10.

Table 4.10: Teachers' perceptions on the effects of drug and substance abuse on students' discipline

Perceptions	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)
Drugs and substance abusing students Loose interest in academic thus perform poorly	60	20	20	0	0
Drug and substance-abusing students become indisciplined due to poor academic performance	40	40	0	0	20
Drug and substance abusing students compensate for their poor academic performance by disrupting others	0	40	20	40	0
Drug and substance abusing students always disobey school rules and regulations	100	0	0	0	0

The table indicated that 60% of the teachers agreed that drug and substance abusing students loose interest in academic, 40% of the teachers strongly agreed and agreed that students become indiscipline due to the abuse of drugs and an equal percentage 40% agreed and disagreed respectively that students compensate their poor academic performance by disrupting others and a 100% of the teachers strongly agreed that drug and substance abusing students disobey school rules and regulations.

This clearly shows that drug and substance abuse affects student’s discipline.

4.5.4 Guidance and counseling teachers and students response on contribution of drug and substance towards indiscipline

The researcher sought from both the students and teachers to find out the factors that contribute to student indiscipline in form two students. This was obtained from all the respondents who took part in the study. The findings are presented in the Table 4.11 that entails information on contribution of drug and substance abuse towards student indiscipline.

Table 4.11: Guidance and counseling teachers and students response contribution of drug and substance towards indiscipline

Indiscipline	5	4	3	2	1
Case					
Sneaking	45	22	7	10	23
Stealing	37	34	5	1	0
Fighting	45	32	0	0	0
Strikes	34	33	2	5	3
Absenteeism	53	12	0	0	12

Findings of the study indicated that most students were of the opinion that drug taking contributes to indiscipline cases in schools.45% of the respondents strongly agreed that it contributed to sneaking, 37% of the respondents strongly agreed that it contributed towards stealing, 34% of the respondents also agreed that it contributed to strikes, while 5% and 1% respondents agreed and strongly disagreed respectively. Fighting was reported by 45% of the respondents who strongly agreed that it contributed to drug and substance abuse and 32% agreed. A high percentage of 34% and 33% of the respondents strongly agreed and agreed respectively that the student drug abusers were involved in strikes and 53% strongly agree that drug and substance lead to substance abuse.

4.6 Social Media and Students Discipline

4.6.1 Effects of Media use on Students' Behaviour

The researcher investigated the response on the effects of media use on students' behaviour. The respondents were required to respond to the effects suggested by indicating their opinion in a five Likert scale showing, 1 = strongly agree, 2 =Agree, 3 =Neutral, 4 =Disagree and 5 = strongly disagree with the given suggestions. The results were shown in Table 4.12 below.

Table 4.12: Guidance and counseling teachers and students’ responses on suggested effects of media use on students’ behaviour.

Suggested effects	1	2	3	4	5
Violence	33	23	12	0	9
Cyber bullying and online harassment	42	21	9	5	0
Alcoholism	45	23	8	1	0
Drug and substance use	53	17	7	0	0
Use of foul language	23	23	29	2	0
Irresponsible sexual behavior	64	12	1	0	0
Poor academic performance	23	23	10	10	11
Deaths	16	13	27	10	11
School drop outs	20	19	21	10	7
Bullying	11	33	24	9	0
Theft	5	34	21	16	1

Table 4.12 showed the suggested impacts of media use on students. Media encourages irresponsible sexual behaviour as indicated by 64% of the respondents who strongly agreed. Drug and substance abuse indicated a percentage of 53% of the respondents who strongly agreed that it’s mainly affected by media, Violence 33% strongly agreed, on

Cyber bullying and online harassment 42% strongly agreed, Alcoholism 45% strongly agreed and Poor academic performance indicated 23% who strongly agreed and agreed.

This clearly shows that media use mostly leads to irresponsible sexual behaviour, use of alcoholism and cyber bullying.

4.6.2 Response on deviant behaviours associated with students on media use

To establish the deviant behaviours associated with students on media use, the researcher asked the respondents to identify the risks associated with learners' behaviour on media use by students and these were summarized in Table 4.13

Table 4.13: Deviant behaviours associated with students on media use

Deviant behaviors	Frequency	Percentage
Drug and substance abuse	22	28.57
Irresponsible sexual behavior	12	15.58
Physical violence	5	6.49
Using foul language	9	11.69
Stealing	4	5.19
Skipping classes	3	3.90
Disrespect	7	9.91
Unhealthy diets	6	7.79
Media	7	9.91
Total	77	100

As indicated in Table 4.12, majority of the respondents agreed that media use by students was associated with many deviant behaviours with 28.57% of the respondents associating media use with drug and substance abuse, 15.58% associating it with irresponsible sexual behaviour, 6.49% associating it with physical violence, 11.69% with using foul language, 5.19% with stealing, 3.90% with skipping classes, 9.91% with disrespect, 7.79% with unhealthy diets while 9.91% associated media use with other deviant behaviours. The researcher therefore agreed with the majority of the respondents that in deed media use is associated with deviant behaviours among form two students in Embakasi Sub- County.

4.6.3 Risks associated with the use of Social Media by Students

The respondents were requested to indicate the risks associated with the use of social Media by secondary school students and were as in Table 4.13.

Table 4.14: Guidance and counseling teachers and students responses on risks associated with the use of social media by student

Risks	Frequency	Percentage
Cyber bullying and online harassment	23	30.11
Facebook depression	17	22.58
Lack of privacy	19	24.73
Risks of improper use of technology	10	13.55
Others	7	9.03
Total	77	100

Table 4.14 indicated that 30.11% of the respondents showed that cyber bullying and online harassment were some of risks associated with the use of social media by students, 22.58% associated face book depression as risks, 24.73% associated lack of privacy as the risks, 13.55% associated improper use of technology as the risks while 9.03% indicated other risks.

The researcher therefore agreed with the majority of the respondents that the use of social media by students was found to have risks associated with its use. Social media being the most commonly used media especially among the students, posed great risks to its users thus calling for a greater involvement of the guidance and counseling teachers.

4.7 Judgment, Evaluation and Student Discipline

4.7.1 Independent Decision Making

Table 4.15: Guidance and counseling teachers and students responses on whether Peer Pressure influence Independent Decision making

Response	Frequency	Percent
Yes	67	87.01
No	10	12.99
Total	77	100.0

Table 4.15 above showed that majority of the respondents agreed that peer pressure influences responsible behavior among students i.e. 87.01% and only a small number of respondents disagreeing with the statement i.e.12.99%.

This clearly indicates that peer groups influence the decisions made by an individual.

4.16 Response on Students' Independent Judgments

Table 4.16: Guidance and counseling teachers and students responses on how often the peers use independent judgment

Response	Frequency	Percentage
Always	30	30.8
Sometimes	16	57.7
Rarely	14	7.7
Never	12	3.8
Total	77	100

According to the respondents, 30.8% indicated that they always use independent judgment when making decisions. 57.7% felt that sometimes they don't use independent judgment, 7.7% said they rarely use it and 3.8% never especially those who always rely on others to make decisions for them.

This clearly indicates that most students sometimes make decisions by influence of their peers.

4.17 Response on Independent Judgment.

Table 4.17: Importance of using independent judgment

Response	Frequency	Percentage
Very important	30	57.7
Important	15	28.8
Not important	5	9.6
None	2	3.9
Total	77	100

The respondents indicated that it is very important to use independent judgments when making decisions represented by 57.7%. A total of 28.8% indicated that it was important. About 9.6% and 3.9% felt that it was not important and others were not sure respectively. This shows that, some students don't even know when they are making decisions whether they are based on peer pressure or independent.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of the study, conclusions from the analysis of the data obtained, recommendations of the study and suggestions for further research.

5.2 Discussion of the Findings

5.2.1 Findings on the Demographic Characteristics of the Respondents

This study attracted (71%) guidance and counseling teachers and (89%) of students. The questionnaire return rate was adequate to make conclusions for this study. The female students were more 72.6% as compared to the males 27.4%. This is due to the presence of Embakasi Girls Secondary School in the target population which is a girls' only secondary school. Results indicate that 100% of all guidance and counseling teachers were female. From the gender response rate, there is need to involve more male teachers to the guidance and counseling departments since majority of the schools in Embakasi – six out of seven-are mixed schools hence the need to take care of the boy child.

5.2.2 Knowledge on the extent of peer pressure influence on student discipline

On the knowledge of peer influence, 44.3% of the students understood the issue with 55.70% indicating not being aware of the issue. This clearly indicated that most of the students did not have proper information on the peer influence they were facing in school.

5.2.3 Drug abuse and student discipline

From the research, the findings indicated that 30% of the students abused cigarette to a great extent, 33% smoked bhang to a moderate extent, 33% Kuber to a moderate extent, 45% chewed miraa to a large extent and 40% alcohol to a large extent. So the most commonly abused drug by form two students were cigarettes, alcohol and Kuber.

Factors that contributed to drug abuse as revealed by the study were social reasons such as peer pressure, socialization, role models, family members and close friends. This shows that majority of the students abused drugs in order to be accepted among their peers. This leads to negative change in behavior in the school.

These findings are in line with a study carried out by Kaguthi (2005) who observed that students abuse drugs such as alcohol, cigarettes, bhang, khat and industrial solvents more than prescription drugs. The findings also agree with those of NACADA (2007) who found that alcohol, khat and tobacco were the commonly abused drugs. This possibly reflects the overall current situation of drug abuse among the youth in the country. Use of drugs such as alcohol, khat and tobacco is culturally, socially and legally acceptable in Kenya and these drugs are locally produced. Such factors have compounded the problem of substance abuse and dependence among the youth including students. From the findings, the researcher observes that the students are abusing more than one drug at the same time and this could affect their physical and mental health thus result to students indiscipline as Were (2003) found that drugs contribute to poor health, and lower the body's natural immunity against infections.

Findings of the study contribution of drug taking to indiscipline cases in schools revealed that 45% of the respondents strongly agreed that it contributed to sneaking, 37% of the respondents strongly agreed that it contributed towards stealing, 34% of the respondents also

agreed that it contributed to strikes, while 5% and 1% respondents agreed and strongly disagreed respectively. Fighting was reported by 45% of the respondents who strongly agreed that it contributed to drug and substance abuse and 32% agreed. A high percentage of 34% and 33% of the respondents strongly agreed and agreed respectively that the student drug abusers were involved in strikes and 53% strongly agree that drug and substance lead to substance abuse.

Drug taking, fighting and absenteeism were rated highly by students as contributors to student indiscipline. BuchwaBuchere (2008) points out that drugs influence indiscipline in that pupils under the influence of drugs are difficult to deal with. They are disruptive, do not pay attention in the class, display poor academic performance, engage in risky sexual behavior and become delinquent according to an observation by some of the principals of the institutes. Once the students consume the substances they are no longer in control of their instincts.

5.2.4 Social Media and Student Discipline

The findings indicated that media encourages irresponsible sexual behaviour as indicated by 64% of the respondents who strongly agreed. Drug and substance abuse indicated a percentage of 53% of the respondents who strongly agreed that it's mainly affected by media, Violence 33% strongly agreed, on Cyber bullying and online harassment 42% strongly agreed, Alcoholism 45% strongly agreed and Poor academic performance indicated 23% who strongly agreed and agreed.

This clearly shows that media use mostly leads to irresponsible sexual behaviour, use of alcoholism and cyber bullying.

Response on deviant behaviours associated with students on media use established that the deviant behaviours associated with students on media use, the researcher asked the respondents to identify the risks associated with learners' behaviour.

Majority of the respondents agreed that media use by students was associated with many deviant behaviours with 28.57% of the respondents associating media use with drug and substance abuse, 15.58% associating it with irresponsible sexual behaviour, 6.49% associating it with physical violence, 11.69% with using foul language, 5.19% with stealing, 3.90% with skipping classes, 9.91% with disrespect, 7.79% with unhealthy diets while 9.91% associated media use with other deviant behaviours. The researcher therefore agreed with the majority of the respondents that in deed media use is associated with deviant behaviours among form two students in Embakasi Sub- County.

The respondents were also requested to indicate the risks associated with the use of social. the results indicated that 30.11% of the respondents showed that cyber bullying and online harassment were some of risks associated with the use of social media by students, 22.58% associated face book depression as risks,24.73% associated lack of privacy as the risks, 13.55% associated improper use of technology as the risks while 9.03% indicated other risks.

The researcher therefore agreed with the majority of the respondents that the use of social media by students was found to have risks associated with its use. Social media being the most commonly used media especially among the students, posed great risks to its users thus calling for a greater involvement of the guidance and counseling teachers.

The researcher observed that with the current trend in technology, one needs to be informed posing a challenge to the young generation on the risk and benefits associated with media use. Equally, the study has shown that media use by students was associated with both positive and negative effects on their behaviour. The researcher observed that negative effects overweighed positive effects.

5.2.5 Judgment, Evaluation and Student Discipline

According to the respondents, 30.8% indicated that they always use independent judgment when making decisions. 57.7% felt that sometimes they don't use independent judgment, 7.7% said they rarely use it and 3.8% never especially those who always rely on others to make decisions for them.

A number of people are unknowingly making decisions based on peer pressure. It kills and gives rise to a set of people who are merely clones of each other. Often what people do not realize is that although there exists the garb of a similar fashion or a similar trend that masks these clones, the actual faces behind these facades are unique. Main triggers of peer pressure are lifestyle and career growth as it has been seen from the results of the research.

The respondents indicated that it is very important to use independent judgments when making decisions represented by 57.7%. A total of 28.8% indicated that it was important. About 9.6% and 3.9% felt that it was not important and others were not sure respectively. This shows that, some people don't even know when they are making decisions whether they are based on peer pressure or independent.

Peer groups allows individuals to meet like-minded individuals, allows one to take positive risks and test out values and opinions of others, test out their strengths and limitations, feel safe and boost their self-confidence, explore new and positive things including music, other interesting activities, feel understood and accepted by others going through the same phase and improve their ability to make personal choices.

5.3 Conclusion

From the study findings, factors that contributed to student discipline as revealed by the study were social reasons such as peer pressure, socialization and drug abuse. This shows that majority of the students abused drugs in order to be accepted among their peers. This leads to negative change in behavior in the school.

5.4 Recommendations

According to the discussions on the findings of previous studies, the researchers hope there will be more in-depth studies conducted in the future. As today's students are a valuable asset to the country, they are hoped to be able to control themselves from all the challenges in every aspect of life. All in all, the researcher hopes that there will be more studies in the future that could offer solutions in changing peer influence on student discipline. Hopefully, there will be more a comprehensive proposal with an increasing number instruments or models that will assist the discussion of the study in the near future.

5.5 Areas of Further Research

Based on the findings of the study, the researcher suggests further study could be done on measures schools can take to curb deviant behaviours associated with peer pressure influencing students 'behaviour among secondary school students and any other social factor that can impact on the behaviour of students in secondary schools.

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APPENDIX 1: QUESTIONNAIRE FOR FORM TWO STUDENTS

Introduction

Dear respondent,

My name is Dennis Ogendi Onsoti. I am undertaking a study on “*the influence of peer pressure on students’ discipline in public secondary schools, a case study of Embakasi sub-county, Nairobi County*”. The study is in partial fulfillment of my academic requirements at the University. I am requesting your contribution in filling this questionnaire that will be highly appreciated. Information provided will be treated with uttermost confidentiality and for the purposes of this academic work only.

SECTION A: Demographic information

Kindly answer the questions in this section by ticking in the boxes provided.

1. What is your Gender?

Male () Female ()

2. Do you know about peer pressure?

Yes () No ()

3. Are you aware of the drug and substance abused by the students? Yes () No ()

4. To what extent do students in your school use the following drugs/substance?

Key: 1- Not at all 2- To Limited extend 3- to a moderate extent 4 -To a great extent

Type of Drug/Substances	1	2	3	4	5
Smoking Cigarette					
Smoking Bhang					
Kuber					
Chewing Miraa					
Alcohol					

5. To what extent do you agree with the following statements on students' perceptions on: The effects of drug and substance abuse on students' discipline.

Key: Strongly agree (SA) =5, Agree (A) =4, Undecided (U) =3, Disagree (D) =2, and strongly Disagree (SD) =1.

Statement	5	4	3	2	1
Drugs and substance abusing students lose interest in academic thus perform poorly					
Drug and substance-abusing students become indiscipline due to poorly academics performance					
Drug and substance abusing students compensate for their poor academic performance by disrupting others					
Drug and substance abusing students always disobey school rules and regulations					

6. What risks do you think are associated with social media?

[a] Cyber bullying and online harassment ()

[b] Face book depression ()

[c] Lack of privacy ()

[d] Risks of improper use of technology ()

[e] Others ()

7. The following have been suggested to be the impacts of media on students' behaviour.

Please indicate the level to which you agree with them

Impact 1= Strongly Agree

2= Agree

3= Neutral

4= Disagree

5= Strongly Disagree with Statement

Statement	5	4	3	2	1
Violence.					
Cyber bullying and online harassment.					
Alcoholism.					
Drug and substance use					
Use of foul language					
Irresponsible sexual behaviour					
Poor academic performance					
Deaths					
School drop outs					
Bullying					
Theft					

8. What type of deviant behaviour is mostly experienced among students?

- a) Smoking ()
- d) Stealing ()
- e) Disrespect ()
- f) Skipping classes ()
- g) Abusing others ()
- h) Others ()

9. What are the risks associated with learners 'behaviour that may be influenced by media use?

- (a) Drug and substance abuse..... ()
- (b) Irresponsible sexual behaviour..... ()
- (c) Violence..... ()
- (d) Strikes..... ()

10. As a Student do you make decisions based on independent judgment?

- Yes ()
- No ()

11. Are your decisions affected by the peer group or friends?

- Yes ()
- No ()

12. How often are your decisions affected by the peer group or friends?

- Always ()
- Sometimes ()
- Rarely ()
- Never ()

13. What is the importance of using independent judgment when making decisions?

Very important ()

Important ()

Not important ()

None ()

14. From 1-Less important, 2-Important, 3-Unaware and Very important, rate the following measures to safeguard against peer influence. Tick appropriately.

Questions	1	2	3	4
The need of involvement in the lives of teen adolescents by the parents				
Parents to give guides on the likely activities in which the teens engage with, and the nature of friends they need to have				
Teachers to stop judging students based on academic performance to give way for co-curricular aspects, to reduce depression and negative peer influence to endanger students				
Teachers to reduce stereotyping on students on poor performance, through proper guide on how to become better				

Thank you for the responses

**APPENDIX II: QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING
TEACHERS**

Letter to the guidance and counselling teachers

Introduction

Dear respondent,

My name is Dennis Ogendi Onsoti. I am undertaking a study on “*the influence of peer pressure on students’ discipline in public secondary schools, a case STUDY of Embakasi sub-county, Nairobi County*”. The study is in partial fulfillment of my academic requirements at the University. I am requesting your contribution in filling this questionnaire that will be highly appreciated. Information provided will be treated with uttermost confidentiality and for the purposes of this academic work only.

SECTION A: Demographic information

Kindly answer the questions in this section by ticking in the boxes provided.

1. What is your Gender?

Male [] Female []

2. Age (tick)

Below 35 years [] 36-50 years [] over 50 years []

3. How many years of experience do you have?

Below 3 years [] 3-5 years [] 6-10 years [] over 10 years []

4. Have you ever attended an in service seminar?

Yes [] No []

5. Do you know about peer pressure?

Yes [] No []

6. Are you aware of the drug and substance abused by the students? Yes [] No []

7. To what extent do students in your school use the following drugs/substance?

Key 1- Not at all **2-** To Limited extend **3-** to a moderate extent **4 -**To a great extent

Type of Drug/Substances	1	2	3	4	5
Smoking Cigarette					
Smoking Bhang					
Kuber					
Chewing Miraa					
Alcohol					

8. To what extent do you agree with the following statements on students' perceptions on the effects of drug and substance abuse on students' discipline.

Key: Strongly agree (SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree (SD)=1.

Statement	5	4	3	2	1
Drugs and substance abusing students loose interest in academic thus perform poorly					
Drug and substance-abusing students become indiscipline due to poorly academics performance					
Drug and substance abusing students compensate for their poor academic performance by disrupting others					
Drug and substance abusing students always disobey school rules and regulations					

9. What risks do you think are associated with social media?

[a] Cyber bullying and online harassment ()

[b] Face book depression ()

[c] Lack of privacy ()

[d] Risks of improper use of technology ()

[e] Others ()

10. The following have been suggested to be the impacts of media on students' behaviour.

Please indicate the level to which you agree with them

Impact 1= Strongly Agree

2= Agree

3= Neutral

4= Disagree

5= Strongly Disagree with Statement

Statement	5	4	3	2	1
Violence.					
Cyber bullying and online harassment.					
Alcoholism.					
Drug and substance use					
Use of foul language					
Irresponsible sexual behaviour					
Poor academic performance					
Deaths					
School drop outs					
Bullying					
Theft					

11. What type of deviant behaviour is mostly experienced among your students?

- a) Physical violence ()
- b) Smoking ()
- c) Stealing ()
- d) Skipping classes ()
- e) g) Abusing others ()
- f) Others ()

12. How often are your decisions affected by the peer group or friends?

Always ()

Sometimes ()

Rarely ()

Never ()

13. What is the importance of using independent judgment when making decisions?

Very important ()

Important ()

Not important ()

None ()

13. From 1-Less important, 2-Important, 3-Unaware and Very important, rate the following measures to safeguard against peer influence. Tick appropriately.

Questions	1	2	3	4
The need of involvement in the lives of teen adolescents by the parents				
Parents to give guides on the likely activities in which the teens engage with, and the nature of friends they need to have				
Teachers to stop judging students based on academic performance to give way for co-curricular aspects, to reduce depression and negative peer influence to endanger students				
Teachers to reduce stereotyping on students on poor performance, through proper guide on how to become better.				

Thank you for the responses