

**INFLUENCE OF PARENT RELATED FACTORS ON PUPILS  
DISCIPLINE IN PUBLIC UPPER PRIMARY CLASSES IN BUSIA  
SUB-COUNTY, BUSIA COUNTY, KENYA**

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of Master's Degree in Educational Administration**

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## **DECLARATION**

This research project is my original work and has not been submitted for the award of a degree in other university

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## **DEDICATION**

I dedicate this work to my family wife Dorah Juma , my parents Benson Wafula and Beatrice Wafula ,my siblings Collins Kisyang'ani ,and Josephine Nasimiyu , my aunt Christine Nekesa , my uncle Collins Wema and Dr Robert Wafula of Kibabii University.

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## **ABBREVIATIONS AND ACRONYMS**

<b>AGM</b>	Annual General Meeting.
<b>BOM</b>	Board of management.
<b>CDE</b>	County Director of Education.
<b>DEO</b>	District Education Officer.
<b>DQASO</b>	Directorate Quality Assurance and Standards Officer.
<b>EFA</b>	Education for All.
<b>MOE</b>	Ministry of Education.
<b>NACOSTI</b>	National Council of Science, Technology and Innovations.
<b>PTA</b>	Parents Teachers Association.
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission.

## ABSTRACT

The purpose of the study was to investigate influence of parent related factors on pupils discipline in public upper primary classes in Busia sub county, Busia county, Kenya. Objectives of the study were to establish influence of parents' religious beliefs, 'exposure to substance and drug abuse, level of income influence, and level of education on pupil's discipline. The theory of the study was based on reciprocal determinism model (Albert Bandura) stated that behaviour, cognitive and environmental influences operates interactively. The study used descriptive survey design since it less expensive than using a study of whole population. The target population were 24 public schools, 24 head teachers, 240 teachers, 1440 pupils and 1440 parents. Sample consisted of 12 primary schools, 12 head teachers, 24 teachers, 144 pupils and 144 parents as the respondents to be used in his study. Questionnaires and interview schedules were used for data collection. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Reliability analysis of questionnaire was determined by test and re test method. Validity was determined by experts and pre testing instruments to ascertain whether the content of the questionnaire was appropriate and relevant to the study. Primary data were collected and analysed using quantitative and qualitative techniques and presented in tables and graphs. Data collected were analysed using SPSS (Statistical Package for Social Sciences). Rating techniques was used to classify behaviour according to evaluative characteristics and fairly gives accurate information Parents with high level of income motivate their pupils to ensure they perform and don't miss lessons. Educated parents do help their children to do assignments. Parent's exposure to drug and substance has a negative impact on pupils, especially if they don't dedicate time to talk to children on issues discipline. Pupils from strong religious background are taught their mother tongue, manners and etiquette both at school and home, they end up behaving well at school. Some of the recommendations were Ministry of Education should sensitize parents about parental factors affecting pupil's discipline. The head teacher should hold meetings with parents that address the influence of parent related factors on their children's discipline and should come up disciplinary committee at school level that will help in addressing discipline cases. A replica of a study should be carried out in other counties to establish other parental factors that influence pupils discipline in public upper primary classes.

## **CHAPTER ONE**

### **INTRODUCTION**

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

Discipline is not only paramount at home but also at school. Parent factors have an impact on behaviour of pupils. Deterioration of discipline among students is a problem which has persisted for a long period of time across many countries around the globe (Chinanya 2011; Salifu & Agbenyega, 2012; Kilonzo, 2013; Kapuenja, 2014; Mahamud, 2014). Management of discipline of pupils is crucial since the effectiveness of a school is reflected in the level of both academic and psychosocial achievement of its students (Okumbe, 2011). Disciplined children are always responsible, attend school regularly, adhere to school rules and regulations, perform well at school, respect one another and do their assignments on time with minimal supervision.

In America indiscipline is linked to lack of parental involvement in activities such as ensuring school attendance and monitoring homework (Hack, 2010). According to Taffel, (2012), teenagers in America grow up with few guidelines to regulate behaviour since many parents prefer being friends with their children's instead of being disciplinarian. Radu, (2011) averred that more parental involvement without a clear understanding of what the parent can do through their involvement may lead to more frustration and uninformed decisions. According to Edwards (2010), poverty can adversely influence children's behaviour in school, as they seek unsuitable social

experiences elsewhere if their parents spend little time with the children at home. Absence of parents at home after school hours implies there is no role model and authority figure to give guidelines (Codrington, 2012); Merikangas; Avenevoli, 2011). Frisher E.T al (2011) showed significance relationship between parental drug and substance abuse and their initiation of drug and substance abuse. According to Scott, Doolan, Beckett, Harry and Cartwright (2012) stated that quality vision of education will be realised if parents are involved in handling discipline of their children both at home and school.

In Africa there are many cases of indiscipline in different countries. In Botswana, discipline problems are manifested through drug abuse, violence, vandalism, truancy (Garagae, 2011). Akpan C.P (2014) argues that low parental involvement in students' discipline in Nigeria is caused by poor socioeconomic background of parents ,lack of expertise in school management practices, parental apathy ,lack of time and inflexible work schedules.

Indiscipline in Malaysia is a concern to parents, schools, and students whose education is affected negatively (Yahaya, Ramli, Hashim, Ibrahim, Rahman, Roslan and Yahaya, 2011). According to Gould and Ward (2015) in South African schools, they stated that major challenge was poverty and lack of financial resources influenced ability of parents to provide basic needs and education for their pupils.

In Uganda secondary strikes was common as students were seeking attention and destroying school property (Fiona, 2011). Nakkajjo; Isoke (2010) in their studies indicated that uneducated parents are unable to help their children with homework, guide their behaviour and provide the motivation needed for schooling. Nyamusana (2010) argues that involvement of parents in pupils' activities did not improve discipline, implying it didn't effectively address students discipline issues. Family –based parental involvement in students' discipline should be increased to enforce discipline in schools. Many cases of truancy behaviours among pupils in school is a big challenge in Tanzania, a study which was conducted by (Nyandwi, 2014).

In Kenya, discipline problems are manifested through drug and substance abuse, school strikes, absentees from schools, theft, disobedience and defiant to authority, quarrels and fights, burning and damaging school property, unsafe sex practices, early pregnancies, refusing to take meals , absenteeism, rudeness, (Ekombe ,2010 ; Murithi 2010;Githu 2014). Murithi (2010) advice education stakeholders should come up with affirmative action on drug and substance abuse to curb the menace down.

Its parent's responsibility to ensure children at home are brought up with good morals. (Akeri , 2015) supports the findings by noting that most parents in Kenya have no formal education and thus they are unable to model appropriate behaviour to encourage their children etc.(Wango, Musomi and Akinyi, 2012) assert that low economic status of parents contributes to poor



school attendance among pupils hence leading to high levels of drop –outs in our Kenyan Schools. Cultural and religious beliefs also has made parents expose their children to early marriages ,making teenage girls to get early pregnancies, child labour to meet their basic need of the family.

In Busia sub-county indiscipline cases among children manifest itself through, drug and substance abuse, truancy, theft, early pregnancies, bullying, disruptive behaviours in classes and use of abusive languages. Absence of parents at home after school hours is the major causes of indiscipline among children in the sub county.

According to Busia county education report (2017), indiscipline cases among pupils are caused by home based factors which includes: income and education level of the parent. Most of the parents are low income learners, small businesses, and small scale farmers. These parents are not able to provide basic need for their children, pay school fees on time, and motivate their children by giving them incentives when they perform well. Children from such homes end up dropping out of school, stealing from other pupils at school, engage in immoral behaviours such as sex to get money to buy basic needs.

Pupils are unable to do their assignments on time, since most the parents have not gone beyond secondary level of education. They don't assist their children in doing assignments given at school. They are not role models to their children. Parents who are less educated are ignorant and don't check on their children's progress at school.

Exposure to drug and substance abuse among some parents in Busia sub-county has been a major problem when it comes to handling issues concerning discipline among pupils (Busia County Newspaper 2019).

Parent's religious beliefs plays a major role on pupil's discipline. Pupils brought up from strong religious background Busia Bishops Journal (2019) They behave well at school and adhere to school rules and regulations.

Study available on influence of parent related factors on pupil's discipline have revealed knowledge gaps on influence of parent level of income, education, exposure to drug and substance abuse, and religious beliefs on parental participation in pupils discipline in public day school in Busia County.

## **1.2 Statement of the problem**

Deterioration of discipline is a serious problem in public primary school. Pupils are expected to behave well and have self-discipline.

Teachers, parents and educational stakeholders have come up with have come up with strategies to improve discipline among pupils. These strategies include; having education days whereby best pupils in different academic fields are awarded for outstanding performance. Parents AGM in schools, allows parents to give their opinions on issues of discipline of their children. Pupil's grievances are addressed by teachers and parents. All schools in Busia County have Parents Teachers Association and class representatives who are chosen by parents and then confirmed by Ministry of education to serve for five years. These committees can suspend, or expel pupils who are indisciplined.

Government policy on corporal punishment, no remedial lessons, no mock exams, guidance and counselling, pupils choosing their leaders, has not improved discipline among pupils in primary schools. It has made pupils become defiant to authority, and despise teachers. Parents are in forefront to defend their children and to report teachers to M.O.E and T.S.C in when their children are punished. Parents have failed to support teachers in instilling right moral values to their children. Teachers have become reluctant when it comes to punishing to avoid being interdicted or transferred. There is limited literature on parent factors. The influence of parent factors on student discipline in public upper primary classes has not been substantially studied to provide insight into how to deal with student's discipline. The study sought to analyse all gaps and see on to help parents handle discipline among pupils both at home and at school level

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

The purpose of the study was to investigate the influence of parent related factors on pupils discipline in public upper primary classes in Busia Sub County, Busia County Kenya.

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

The study was guided by the following objectives:

- i. To determine extend to which parent's level of income influence parental involvement on pupils discipline.
- ii. To assess the extent to which parent's level of education influence pupils' discipline.

- iii. To establish parent's 'exposure to substance and drug abuse level influence on pupils discipline.
- iv. To examine the influence of parents' religious beliefs on their involvement on pupils' discipline.

### **1.5 Research questions**

The research questions of the study were:

- i. To what extent does parents' level of income influence parent involvement on pupils' discipline?
- ii. To what extent does parents' level of education influence parent involvement on pupil's discipline?
- iii. How does parents' exposure to drug and substance abuse influence discipline of children in public primary schools?
- iv. How do parents' religious beliefs influence children's discipline in schools?

### **1.6 Significance of the study**

The head teacher may use the findings to promote discipline through instilling respect among members of the community through AGMs and parents workshops organized by school, involve staff and pupils in establishing, maintaining and revising the school rules, and develop effective communication among members of school. Teachers may use the findings of the study to improve discipline through well-structured rules and regulations that may coordinate home-made policies and school policies with help of parental related factors. Teacher Training Colleges may use the findings and

recommendations of this study to design programs to train the teachers in validated disciplinary techniques to equip teachers who graduate to teach in primary schools. PTA may use the findings to recognize pupil's feelings, and behave flexibly without oversensitivity. This will enable them to determine causes of behavior disorder, avoid situations whereby they will increase problems through their own reaction. Pupils may use the findings to understand the importance of embracing religious values, which are being spearheaded by their parents and society at large, to improve on their own behavior both at home and school. The study findings may be used by M.O.E to develop policies regarding children welfare, teacher and parent welfare on discipline, improve discipline in public schools' parents to create awareness of their influence of parental factors on improving the discipline of the children.

The Ministry of Education may also use the findings of the study to sensitize parents on their significant role in modelling appropriate student behaviour that contributes to discipline in schools. Other scholars may use the data as the study related areas.

### **1.7 Limitation of the study**

Data was only collected from public upper primary classes in Busia County, therefore conclusions cannot be generalized unless precaution. The major limitation of this study was that the respondents' could not have released complete information for fear of being victimized based on the findings and

recommendations of the research. However, the researcher assured them of confidentiality by re - assuring the respondents that their identity would not be revealed in the findings. This assurance made them provide genuine responses to the questions.

### **1.8. Delimitation of the study**

The study was de limited to primary schools specifically public upper primary classes in Busia sub –county. The area of study was delimited to parental factors influence on pupil’s discipline. The respondents were head teachers, teachers, parents and pupils. The target population was 2920 but the researcher only sampled 316 respondents due to time and financial constraints. Schools in the study area are located far apart from each other and the public infrastructure is poor the researcher had to walk for a long time between schools and used motorbike where necessary

### **1.9 Basic assumption of the study**

- i. Respondents were willing to cooperate and give their opinion honestly, truthfully, about parental related factors and its effects on discipline of their children.
- ii. Pupils discipline both at home is affected by parental factors
- iii. All respondents gave genuine responses
- iv. The researcher also assumed that all schools in Busia Sub County have all necessary discipline records and enrolment records of their specific schools.

### **1.10 Definition of significant terms**

**Academic qualification** refers to the parents' course of study that enable him or her perform a certain work specialization satisfactorily

**Counselling** refers to process that empowers individuals to get access to a greater part of their personal resources as a means of responding to challenges of life.

**Culture** refers to a community way of life includes, food eaten, dressing, way of worshipping God.

**Discipline** refers to a system of teaching and nurturing that prepares to achieve competence, self -control, self -direction, and caring for others.

**Drug abuse** it's the intentional use of psychoactive substances for the purposes of altering one's psychological state without medical supervision.

**Exposure to Drug substance abuse** refers to a process of using substances that may affect the normal body function.

**Guidance** refers to a system and a continuous process of determining and providing for the development needs of all children.

**Income** these are wages or salary one gets after working for a certain period of time, to enable him / her cater for basic and secondary needs.

**Indiscipline** This is an act of lawlessness and disorder committed individually or collectively which are against the established norms of an organisation, in this case the school

**Parental related factors** refers to attributes within parents' circle that affect discipline of students. Parental factors investigated in this study include level of income, religious beliefs, level of education and drug and substance abuse.

**Religious beliefs** course of action, which follows given rules and is therefore, to large extent, independent from spatial or temporal conditions and appears repeatable.

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

The study is organized into five chapters. Chapter one comprises of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significant of the study, limitation of the study, delimitation of the study, assumptions of the study, definition of the significant terms, and organisation of the study.

Chapter two is on review of literature .This consists of the concept of parenting and discipline, parents education level and pupils discipline in schools, parents level of income and pupils discipline in schools, parents' substance and drug abuse and influence on pupils discipline, parents religious beliefs influence on discipline. Summary of literature review, theoretical framework, and conceptual framework.

Chapter three is the research methodology. This consists of research design, target population, sample size and sampling procedures, research instruments, validity of the instrument, reliability of the instrument, data collection procedures, data analysis techniques and ethical consideration. Chapter four presents data analysis, discussions and interpretation of research findings. Chapter five focuses on summary of the study, conclusions, recommendations and suggestions for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter contains concepts of discipline, parent level of income, parent's level of education, parents' substance and drug abuse level, parents' religious beliefs and their influence on improving discipline.

#### **2.2 Concept of discipline**

Discipline is a force that prompts an individual to obey rules and regulations of an organization which are necessary for the functioning of that organisation towards a stated mission (Kochhar, 2010). In this study discipline is a process of giving instructions to pupils in order for them to follow school rules and regulations and obey authorities in public primary schools in Busia County to enhance effective learning. Discipline play a major role when it comes to implementing school curriculum and co- curricular activities. Where there is discipline the school manage will always get better results in all aspects of child development i.e. physically, emotionally ,spiritually ,aesthetically etc.

#### **2.3 Parent level of income and the influence on pupil's discipline**

Parent's level of income can be a parental factor influencing parents' participation in learner's behaviour control in public upper primary classes. In America research findings have shown how parents are so committed to their work at the expense of helping their children improve on discipline. They have to work in order to sustain their family expenses; children in most cases are

left alone to manage themselves. (Hacker, 2010) observed that parents were unable to adequately finance their children education due to their low level of income. (Edward, 2010) concurs by emphasizing that low level of income among parents can negatively affect children ability to learn well and be productive members of the society. Waring (2014) who maintains that parents with low income in Europe experience more work stress, are less involved as they seek balance their ability to provide for their children as well as physically and emotionally present. This implies that children of such parents pick parental stress and develop anti-social behaviour at school.

Kindiki (2011) established that many parents in developing countries of Africa cannot afford to pay fees on time due to widespread poverty which results in students truancy. (Kumu; Isoke2012) who found that chances of pupils dropout in Uganda increases as the family income decreases. Family with high income can provide the necessary skills, knowledge, tools, and instruments that are needed. The findings of current study are consistent with findings of (Midrag & Midrag, 2014), in regards of parent level of income on their involvement strategies at home.

Findings of various studies in Kenya indicate that poverty levels among parents contribute to students' truancy, due to lack of school fees and child labour to supplement family income (Inziani, 2013; Adan & Orodho). This implies that children of low income parents are likely to stay away from schools, and engage themselves in house hold tasks and casual labour to

meet their basic needs. In this study, a research gap was identified on effect of parental level of income on improving discipline in public upper primary classes in Busia County.

#### **2.4 Parents level of education and the influence on pupil's discipline**

There are several reasons why education level of parents may be related to the amount of their involvement they have in their child's discipline. Parents' level of education is an influencing factors, their inclusion in handling discipline issues of their children is paramount. These parents may not have same capabilities to offer their child, such as tutors or computers Sander fur (2015). According to Hack (2010) ,less educated parents are not caring ,they deny that their children have a problem ,think it is the school responsibility to discipline pupils, they have poor relationship with their children and lack parenting skills .This is consistent with (Cross white, 2011) who contend that poor parenting skills in America .

The constitution of Kenya (2010) articles 43.1f,53.1b and 55a makes education a right of every Kenyan while the Kenyan vision 2030 underscore s the importance of education in ensuring relevant human and social capital for sustainable development .According to bill of rights (2010),basic education is fundamental human right. One of challenges facing its implementation and realization of the goals of education is indiscipline among students.

In Africa (Kabiru, 2012) who emphasized the need for parents to instil discipline in their children at the family level. He observes that parents contribute to children indiscipline in many ways by being bad morals and by avoiding parental responsibilities such as teaching their children good behaviour.

Indiatsi (2015), in Kenya conducted a study to investigate how parent involvement affects management of student's behaviour in Kakamega; He came up with strategies which are developing policies for managing discipline, assisting students develops pro-social skills and adhering to the code of ethics. Nona and Rodeo (2015) found that most parents are not close to their children, they are not role models, and there is communication barrier to inspire their children to improve on discipline. Sectional Paper No.14 of 2012. The paper indicates that the Government of Kenya has committed itself to achieve Education For All(EFA) goals and Millennium development Goals(MGD) in line with Ministry of Education and Ministry of Higher of Education, science and Technology, 2012. EFA Goals have not yet been achieved since many parents are still semi illiterate. However the study conducted still left some gaps on parental level of education influence on discipline in Busia County, so the research gap my study attempted to fill.

## **2.5 Influence of parents' exposure to drug and substance abuse on pupils discipline**

Drug and substance abuse among parents can be a household factor influencing parental involvement on controlling behaviour of their children in public day schools. Kari (2012) noted that students' future initiation of drug and their abuse in Finland is caused by association with parents and community norms that support drug abuse. The researcher further noted that drug and substance abuse leads to aggressiveness, indiscipline, poor academic performance, impairment of educational focus and school drop outs. Merikangas and Avenevoli (2011) in the United Kingdom as cited by Frisher ET al. 2012. Showed significance relationship between parental drug and substance abuse and their initiation of drug and substance abuse.

In Africa, household factors that predict anti-social behaviour among students include substance use by parents, drug availability, poor parenting monitoring, parental conflicts, lack of family cohesion and peer drug use. Temitayo, Nayaya and Lukman (2013) conducted a study which aimed to investigate types of discipline issues in Nigeria.

Findings indicated that drug addiction was one of the problems of discipline. Kimu, (2012) concurs by noting that parents in Kenya neglect their role of disciplining children due to interference by drugs especially alcohol did not reveal any significant association between parental involvement and children's aggressive behaviour. A report by the Ministry of Education (2013)

indicates that drug abuse in Kenya causes indiscipline in schools which leads to destruction of property. This underscores need for parents to uphold the positive traditional values and the law enforcement officers to enforce laws against drug abuse particularly among parents and students (NACADA 2012). The quoted studies did not investigate the effect of parents' exposure to drug and substance abuse level on discipline among pupils in public primary school in Busia County, hence a gap which the researcher intended to fill.

## **2.6 Parental religious beliefs and a the influence on pupils' discipline**

A ritual is a course of action, which follows given rules, and is therefore, to large extent, independent from spatial or temporal conditions and appears repeatable. (Michaels, 2010). Hitchcock (2011) asserts that parents have a responsibility of towards their children. Mileant, (2014) explains, the Orthodox Church always regards family as the main source of Christian enlighten of children. It's within the family that a person receives foundation of faith, moral direction and sense of duty.

In Africa Selimian (2014) asserts that parents have given children life, they are bound by the most serious obligation to educate their children and they must be recognised as the primary and principal educators. According to Islamic Resource and Information Service (IRIS) (2013), Islam places much emphasis on the family unit. The ties of kinship are so important that they are to be upheld, irrelevant of whether family members are Muslim or not.

Akinfenwa (2014) has always cherished its offspring. Children were raised as members of the community and it was the responsibility of everyone to see that they were raised appropriately as they grow up. Mothers were to cater for physical, emotional, and the spiritual needs of the family. They were expected to inculcate virtues of obedience, tolerance, love, kindness, honesty and to fear God. The major aim of the family in ATS is to inculcate Attitudes and values capable of integrating the individual into wider society (Ndofirepi, 2012)

In Kenya, Sheikh (2013) moreover notes that the parents have the responsibility of raising their children in an Islamic manner. They can do it by setting good examples through living according to the laws of Allah and practising Islam in its entire and complete form as a way of life. Jayaram, (2015) engages that Hindus live in a joint family also called Hindu Undivided Family. Multiple generations in the family live together under one roof. Elders take important decisions, and based on their own experience in life, offer guidance to younger members. They teach children their mother tongue, manners and etiquette. Hindus are possessive of their children, spend greater time and energy in bringing them up, and consider them their product of past deeds.

## **2.7 Summary of literature review**

The review has dealt with various parental factors that affect pupils discipline. First on parents' level of income, Chinanda (2011) found that many parents in developing countries could not pay school fees due to their low economic which results to truancy and drop out. Second On parental level of education influence on discipline, less educated parents lacked parenting skills, had poor relationship with their children and thought it was teachers responsibility to discipline children (Kerpelman, 2011). Thirdly on effect of parents' drug and substance abuse level on discipline, Temitayo, Nayaya, and Lukman (2013) observed that problems experienced in management of pupil's discipline in schools are drug addiction, truancy, absenteeism, fighting and stealing. This implies that drug and substance abuse by parents is associated with their children's deviant behaviours at school, as pupils project negative behaviours modelled by their parents who have no moral authority. Reviewed literature on parents' religion on discipline as fourth factor, Sheikh, (2012) noted that parents have the responsibility of raising their children in an Islamic manner. This can be done by setting good examples, living according to the laws of Allah and practising Islam in its entire and complete form as a way of life.

In this study a research gap was identified on effect of parental level of income, parental level of income, parental exposure to drug and substance abuse and parental religion on discipline in upper primary classes in Busia Sub-county, Busia Kenya.

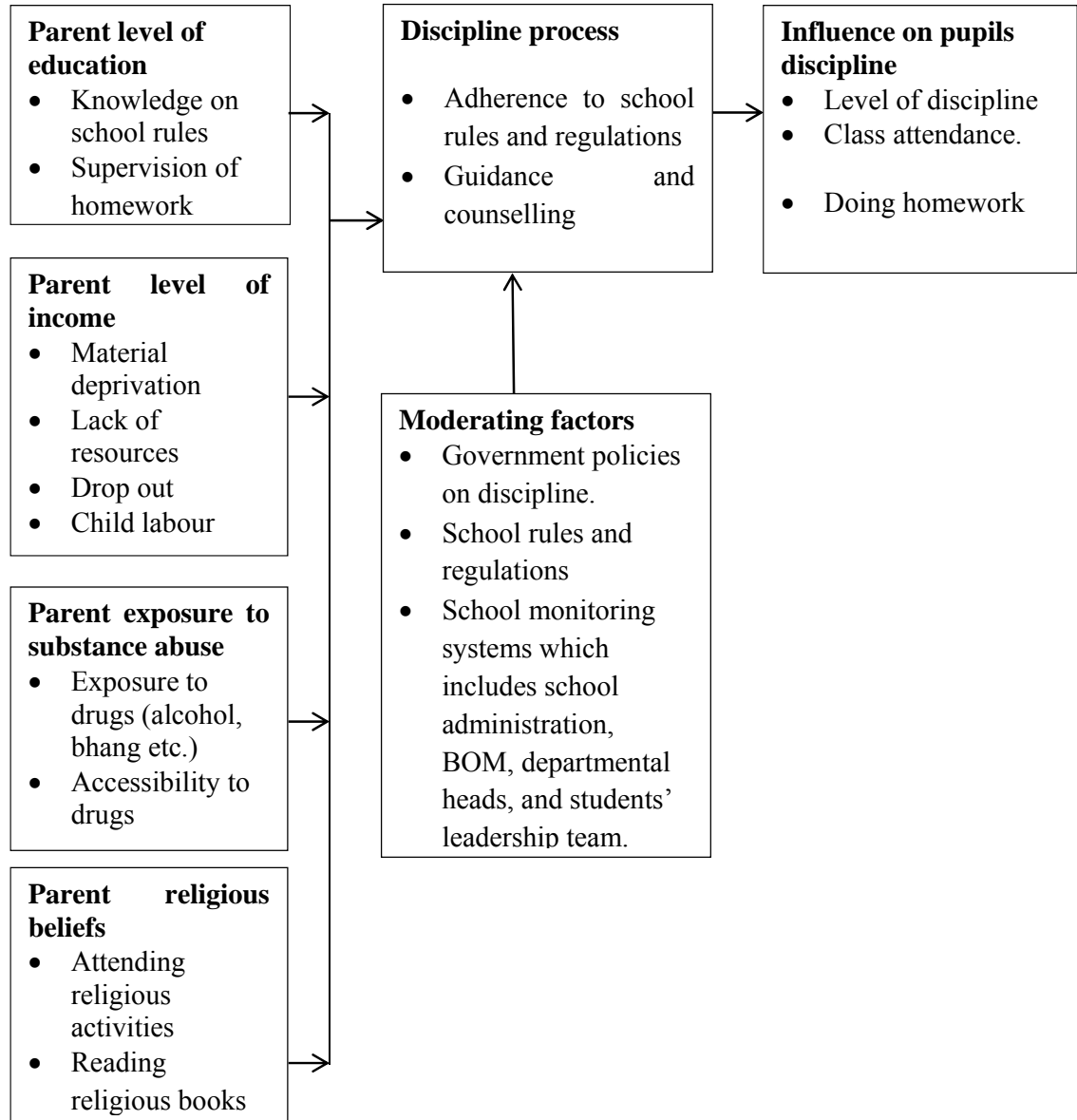


## **2.8 Theoretical framework**

The study was based on reciprocal determinism model (observational learning or modelling) by Albert Bandura, it states that behaviour, cognitive and other personal factors, and environmental influences operate interactively. The rationale of the theory is that it be used explain unpredictability of students' discipline that may have good character traits ,if they are taught to evaluate the behaviour of people around them and only copy what they assess to be good. That makes it appropriate for this study since it guided in investigating independent variable that also form school system as whole, Strengths of the theory is that children can imitate good discipline if their parents don't condition them, understand them, and identify the personality type. The weakness of theory is that if the model is producing in appropriate, irresponsible and negative behaviour, the observer will end up imitating. Reviewed literature on four independent variable parent level of education, exposure to drugs and substance abuse, religious beliefs and education level, identified a research gap on influence of parent factors on discipline in public upper primary classes in Busia Sub-County ,Busia County Kenya. This justified the need for the study to fill knowledge gaps.

## **2.9 Conceptual Framework**

It shows the relationship between independent variable (parental factors i.e. level of education, income level, parental substance and drug abuse, and parental religious beliefs), and dependent variable which is pupils discipline.



**Figure 2.1 Parental factors influence on pupil's discipline**

The independent variable includes the levels of education, parent level of income, parent level of education; parent exposure to substance and drug abuse and parent religious beliefs is an issue to discipline.

In this study it was conceptualized that there are parental factors that influence pupils discipline either positively or negatively. The parental factors which are independent variables include, parents level of income, parents level of

education, parents exposure to drug and substance abuse, and parents religious beliefs. Pupils discipline in public schools dependent on these independent variables e. g educated parents motivate their children to work at school by giving them material rewards, supervise their homework and reinforce school rules. A pupil who associates with parents who are exposed to drugs may end misusing the drugs. Some pupils may copy behaviours of religious parents and teachers, work hard and behave well in school without influence of their parents.

These factors are assumed to be the input that determines pupil's participation in doing the right activities at school that promote discipline which is the output. The conceptual model is demonstrated in figure 2.1. It illustrates the relationship between independent variable and dependent variable. Discipline process include: adherence to rules, good role models and mentors, annual general, guidance and counselling, parental involvement in decision making. The moderating factors are Ministry of Education policies on discipline and monitoring. The expected discipline management outcome included improved school attendance and their homework with minimal supervision.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presented details of the research design, target population, sample size and sampling procedures, description of research instruments, validity and reliability of the instruments, data collections procedures and data analysis techniques and ethical considerations.

#### **3.2 Research design**

The researcher used a descriptive survey design which involved describing, recording, analysing, and representing conditions that exist. The study employed a survey research design, mainly because it was useful in describing the characteristics of large population, makes use of large samples, thus making the results statistically significant even when analysing multiple variables. The design allowed various methods of data collection like questionnaire and personal interview methods. It used standardized questions where reliability of the items is determined (Creswell, Owen, 2012)

#### **3.3 Target population**

Data collected from the sub county education office showed that there are 24 public primary, 24 head teachers, 1440 parents representatives, 240 teachers, and 2880 pupils in class seven and eight.

### 3.4 Sampling size and Sampling procedure

Mugenda and Mugenda (2009) defined a sample as that part of the target population that was used for the study. Sample is the study of part of the selected population to represent the whole group. The study used random sampling techniques to select the population for the study. The total number of public primary school in Busia county is 24, all public primary schools used for the study was in the Busia sub county. The researcher conducted the study on 12 head teachers which represented 50 percent of all head teachers. Out of the entire population of 240 teachers in the sub county, researcher sampled 10 percent of teachers and conducted his study on 24 teachers. Researcher sampled 50 percent of the entire population of 2880 pupils, and conducted his study on 144 pupils. The researcher sought to determine the sample size of parents' .Scott Smith formulae were used as illustrated below and table below:

#### Determination of sample size of parents

$N = z^2 * d (1-d)$  Where; n=sample size, z= z.score, d= standard deviation,

$$ME^2$$

ME= margin of error

#### Assumptions;

Margin of error = + 5 percent, Confidence level = 90 percent confident (z. score = 1.645)

Standard deviation = 0.5

$$N = \frac{1.645^2 \times 0.5 (1 - 0.5)}{0.05^2}$$

$$N = 144$$

**Table 3.1 Target population and sample size**

<b>Category</b>	<b>Estimated Total population</b>	<b>Sample size</b>
Head teachers	24	12
Teachers	240	24
Pupils	2880	144
Parents	1440	144

### **3.5 Research instruments**

#### **Questionnaire**

The researcher used questionnaires for head teachers, teachers, and pupils which was open ended and close ended items. Kothari (2014) emphasised that while open ended gives freedom of response, close ended type facilitates consistency of certain data. It has ability to collect a large number of information in a reasonable quick space of time and can easily be analysed (Orodho,2011).It was used to collect data on current conditions and opinions in a quick and detailed way about influence of parent related factors on pupils discipline in public upper primary classes in Busia Sub-County ,Busia County ,Kenya. Section I was on demographic information which contained general information of the respondents, whereas section II looked into specific information on: parent level of income influence on pupil's discipline, parents level of education influence on pupil's discipline, parent's exposure to drug and substance abuse level influence on pupils discipline and influence of parents religious beliefs on pupil's discipline.

### **Interview schedule**

It was used to collect data through direct verbal interactions between individuals, the researcher asked questions while observing the interviewee (Kothari, 2014). It was to standardize interview situations so that interviewer can ask same questions in the same manner (Orodho, 2011). In my study, interviews were administered to parents due to limitation on some parent who might not be able to read and write in English

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

Orodho, (2011) states validity as extent to which findings of a study represents the situation being studied. The researcher used content validity to ascertain whether the content of the questionnaire was appropriate and relevant to study objectives. It was done through piloting of research instruments which involved 10 percent of 23 targeted schools (Mugenda & Mugenda 2003). This was to pre-test data collection instrument in three schools which were not used for the actual study, where the 3 principals , 6 teachers and 12 students from each school participated. It allowed corrections and adjustments under the guidance of supervisors who are experts, helped in rephrasing and making it clearer to be understood easily, before embarking on the actual data collection exercise(Mugenda & Mugenda 2003).

### 3.7 Reliability of the research instruments

Desforges, (2011) defines reliability as the constancy research tool yielding similar results over several repeated trials. The researcher measured the reliability of the instruments to determine their consistency in testing what they are intended to measure. To establish reliability of the research instruments, researcher carried out a pilot test of the instruments using schools in Busia sub county group with the same characteristics as the one to be targeted in the study. The reliability of the questionnaires was computed using Pearson Correlation coefficient to check reliability as shown below

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{N})(\sum y^2 - \frac{(\sum y)^2}{N})}}$$

Where N =Number of pairs of scores

X=Values from first test

Y=Values from second scores

∑=Summation

∑ X y=Sum of products of paired scores

A reliability of at least 0.6 for the questionnaires for heads, 0.8 for teachers and 0.6 for pupils, this was considered high enough for the instrument to be used for the study since it was more than 0.5 (Kerlinger, 2008).



### **3.8 Data collection procedures**

The researcher obtained an introduction letter from the University of Nairobi and made an application for research permit from the National Council Of Science, Technology and Innovations (NACOSTI) to authorize data collection. A copy was given to the County Commissioner's office and he was informed of the study to be carried out in the Busia County. The researcher booked an appointment with the head teachers and gave instructions and assurance of confidentiality after which questionnaire were administered. A second visit was made for the purpose of actual data collection. The researcher then collected filled questionnaire after they were completed.

### **3.9 Data analysis techniques**

Descriptive statistics was used to analyse quantitative data after which findings was presented in frequency tables, bar graphs and pie charts (Kothari, 2012). It was done using a five point Likert scale that measured the influence of parental factors influence on pupils discipline which include parental level of income, and parental drug and substance abuse influence on discipline. A rating of Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1) Pearson correlation co-efficient( $r$ ) was used to test for relationship between parent related factors and discipline. Quantitative analysis necessitates analysing numbers about situations by choosing specific aspect situations.

Qualitative data from questionnaires was analysed by assigning open - ended response to specific response categories each of which was assigned a specific value. The values obtained from both quantitative and qualitative data were analysed to establish correlation between outcomes of the study using Statistical Package For Social Sciences (SPSS)

### **3.10 Ethical considerations**

McMillan (2006) refers it as need for researcher to be tactful about ethical issues concerning anonymity and permission to collect data. The researcher made sure he takes into account the following factors in relation to privacy, freedom and procedure information being collected does not encroach on private life of respondent and confidentiality. My research work was my original work and no plagiarism. Researcher credited all the sources of information obtained from books, other publishers and intern

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This consists of data analysis, presentation, interpretation and discussion of research findings.

#### 4.2 Response rate

**Table 4.1: Response rate**

Respondents	Sample	Returned	%
Head teachers	12	7	58.3
Teachers	24	16	66.7
Pupils	144	144	100
Parents	144	103	71.5

A total of 12 questionnaires were administered to head teachers, 24 to teachers 144 to pupils and 144 interview guides to PTA members. Not all questionnaires and interviews guides given out were returned. A total of 7 questionnaires from head teachers 58.3 percent, 16 from teachers 66.7 percent, 144 from pupils 100 percent, and 103 from parents 71.5 percent were returned resulting to above 50 percent response rate. According to Mugenda and Mugenda (2009), 50 percent is good and above 70 percent very good. The response rate in this case of 50 percent and above which was very good.

Parents were asked to give information on their level of education ,and the results are presented in Table 4.2.

**Table 4.2 Parents Level of education**

	<b>Frequency</b>	<b>Percent</b>
Primary	15	14.6
Secondary	45	43.7
Post-secondary	35	34.0
University	8	7.8

Data presented in Table 4.2 shows that most of the parents 43.7 percent indicated that they had attained secondary education as the highest level of education. Post-secondary education gave a percentage of 34.0 percent.14.6 percent had primary education. University education was 7.8 percent.This shows that most parents went up to secondary with only few who reached university education. This findings was also heightened by the PTA members who indicated that parent’s level of education influences pupils’ discipline and therefore should be enhanced.

### **4.3 Demographic information**

The researcher investigated the influence of parent related factors on pupils discipline in public upper primary classes in Busia Sub County, Busia County Kenya, the demographic information of respondents included: Age, Gender, and caretaker. The distribution of the respondents according to the age group is shown in Table 4.3.

### 4.3.1 Age of the respondents

**Table 4. 3 Age of the head teachers, teachers and parents**

Age bracket	Head teachers		Teachers		Parents	
	F	%	F	%	F	%
21-34	1	14.3	8	50	21	20.4
35-48	1	14.3	5	31.25	55	53.4
49-60	5	71.4	3	18.75	27	26.2

From Table 4.3 majority of head teachers 71.4 percent were between 49-60 years, 14.3 percent are between 21-34 years and only 14.3 percent are 35-48 years. This shows that most of the headteachers are older (above 49 years).

Majority of teachers 50 percent are between 21-34 years, 31.25 percent are between 35-48 years and only 18.75 percent are between 49-60 years. This indicates majority of teachers are younger (21-34 years).

Teachers service commission policy on appointment to headship is that one should have a diploma, and more than five years experience in teaching. Most of older headteachers have more teaching experience and have a diploma. Very few young headteachers have a diploma, and more than five years experience in teaching profession, this gives them little chance to be appointed as heads of public primary schools.

Parents: majority 53.4 percent were 35-48 years, 26.2 percent were between 49-60 years and only 20.4 percent were 21-34 years. This implies that

majority of parents are middle aged (35-48 years). Pupils were asked to state their age group and the results were presented in Table 4.4

**Table 4.4 Age of pupils**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
12-15	98	68.1
16-21	46	31.9

From Table 4.4, the majority of pupils 68.1 percent are between 12-15 years and only 31.9 percent in 16-21 years. This shows that most schools have younger pupils in upper primary classes and are mostly affected with indiscipline issues as compared to older pupils.

#### **4.3.2 Gender**

**Table 4.5 Gender of respondents**

<b>Gender</b>	<b>Head teachers</b>		<b>Teachers</b>		<b>Parents</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Male	4	57.1	7	43.75	43	40.8
Female	3	42.9	9	56.25	61	59.2

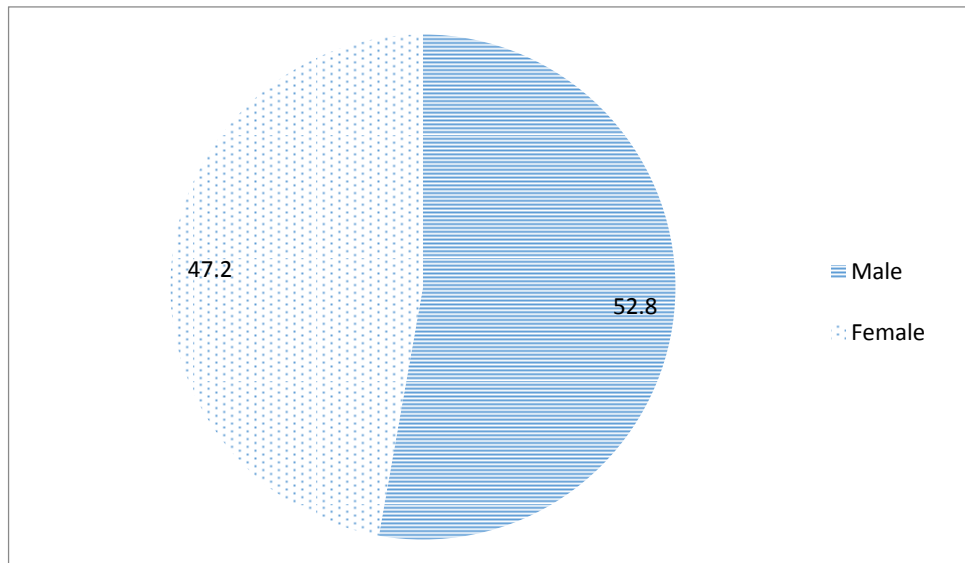
From the conducted research in Table 4.5, it's very evident that the number of male head teachers 57.1 percent interviewed outweighs their female counterparts 42.9 percent. This shows males were slightly more than females. It can be explained by the fact that most public primary in Busia Sub County

are mixed primary schools as compared to girls' primary schools which are headed by female teachers.

Majority of the teachers are female 56.25 percent and 43.75 percent are male. This implies female teachers are slightly more as compared to male counterparts. This can be explained by the fact that most female teachers enrolled to teacher's colleges to train as p1 teachers as compared to male teachers.

Female parents are the majority 59.2 percent and only 40.8 percent are male. This shows most parents are female and slightly more than male parents. Most pupils stay with single mothers, the reason being death of their husbands, divorce or early pregnancies.

Pupils were asked to state their gender and the data presented in Figure 4.1

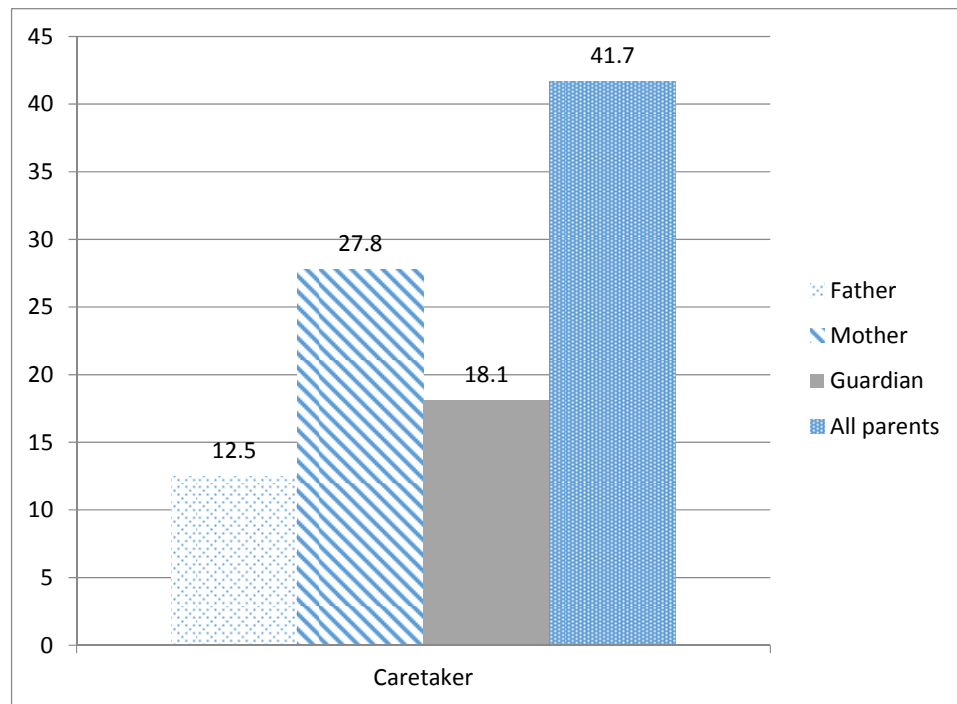


**Figure 4.1 Gender of pupils**

From the research carried out as indicated in Figure 4.1, the number of male pupils 52.8 percent were slightly more than female pupils 47.2 percent. This is simply because most public primary schools in Busia Sub County are mixed with many boys enrolled than girls.

### 4.3.3 Child stay with whom as they attend school.

Pupils were asked to state whom they stay with as they attend school and the results were presented in Figure 4.2



**Figure 4.2 Pupils Caretaker**

From the data collected Figure 4.2, it's clear that most pupils stay with all parents thus 41.7 percent, 27.8 percent stay with their mothers, 18.1 percent stay with guardians and only 12.5 percent stay with their fathers. This implies most children stay with all parents as compared to those who stay with father, mother or guardian. Pupils staying with both parents are likely to



behave well, because all parents help one another to bring up children with good morals kerlinger, (2012)

#### 4.4 Parent level of income and the influence on pupils discipline

For the researcher to investigate the influence of parent related factors on pupils discipline in upper Primary classes in Busia Sub County, Busia County. The researcher sought to know the influence of the level of income and parental influence on pupil’s discipline.

The distribution of the respondents according to the level of parental income characteristics was as shown in Table 4.6.

**Table 4.6 Head teacher’s response on level of income and influence on pupils’ discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i) Low income affects parents involvement on discipline	3	42.9	2	28.5	1	14.3	1	14.3
ii) High economic status reduces parent control on discipline	2	28.5	2	28.5	2	28.5	1	14.5
iii) Provision of basic need promotes school discipline	3	42.9	2	28.5	1	14.3	1	14.3

From the Table 4.6 42.9 percent of head teachers strongly agreed that low income level affects parent involvement on pupils discipline, 28.5 agreed, and only 14.3 percent either disagreed strongly disagreed. This implies that

majority of parents who have low income don't involve themselves on discipline issues of their children .(Hack ,2010) conveys by emphasizing that low level of income among parents can negatively affect children ability to learn well and be productive members of the society.

Majority of head teachers 57 percent either strongly agreed or agreed that high economic status reduces parent control on pupil's discipline, and only 14.5 strongly disagreed. This implies that parents with high economic status don't control pupil's discipline.

Majority of the head teachers 42.9 percent agreed that provision of basic needs promotes school discipline .These were followed by 28.5 percent who agreed and only 14.3 percent who strongly disagreed. The wealthier and better educated parents utilize their education, deploy resources and create school conditions which are conducive to a successful school discipline. This provides initial advantages which are difficult to match those of the poor, uneducated slum dwellers and rural (A.L Maltaka, 2005).

The researcher studied teacher's level of agreement on parents' level of income and influence on pupil's discipline. The findings are as shown in Table 4.7

**Table 4.7 Teacher’s responses on parent’s level of income and the influence on pupil’s discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i)Low income affects parents involvement on pupils discipline	5	31.3	4	25	3	18.8	4	24.9
ii) High economic status reduces parent control on discipline	4	25	6	37.4	3	18.8	3	18.8
iii) Provision of basic need promotes school discipline	7	48.7	4	25	4	25	1	6.3

From the Table 4.7, majority of teachers 31.3 percent of teachers strongly agreed educated parents motivate pupils to work hard, 25 percent agreed. These were followed by 24.9 percent who strongly disagreed, and only 18.8 percent disagreed. This shows that parent involvement on pupils discipline is greatly influenced by parent’s low level of income. (Orodho, 2011) notes that parent level of income is a critical issue in many African communities where illiteracy and poverty levels are high, thus limiting parental involvement in pupils discipline. On economic status of the parents, most teachers 37.4 percent agreed that high economic status reduces parent control on discipline, 25 percent strongly agreed, while 37.6 percent either disagreed or strongly disagreed. This indicates parent’s control of pupil’s discipline is greatly influenced by high economic status.

Majority of teachers 48.7 percent agreed that provision of basic need promotes school discipline, 25 percent agreed and only 6.3 percent strongly disagreed. The findings of current study are consistent with Midrag and Midrag , (2014) who stated that, family with high income can provide the necessary skills ,knowledge ,tools and instruments that are needed, but parents involvement on pupil’s discipline is very minimal.

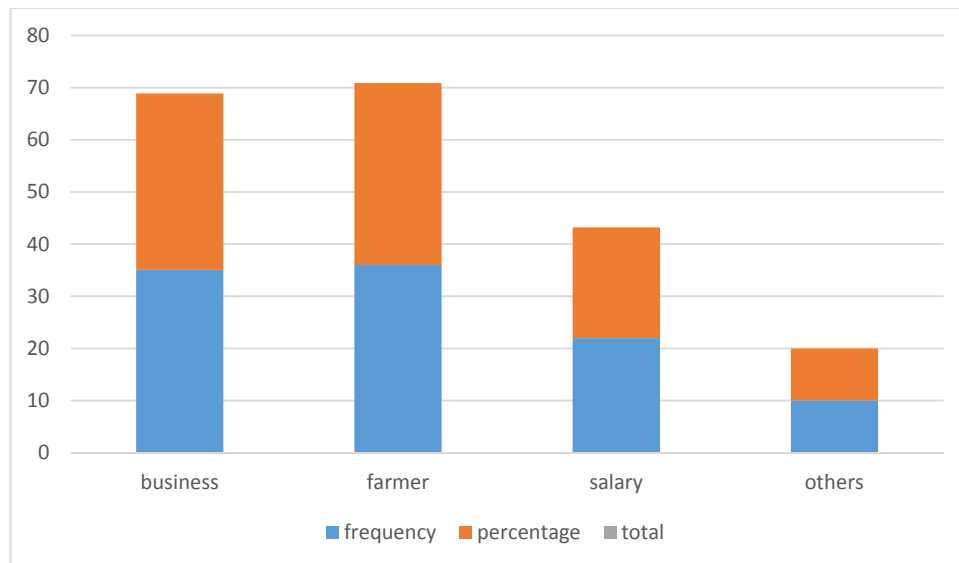
The researcher investigated parents level of income and the influence on pupils and data presented in Table 4.8

**Table 4.8 Parent’s response on level of income and the influence on pupils discipline**

	<b>Frequency</b>	<b>Percent</b>
High	15	14.6
Medium	57	55.3
Low	31	30.1

From Table 4.8, most parents indicated that they are medium earners 55.3 percent. These were followed by low income earners 30.1percent and only 14.6 percent are high income earners. This implies that most parents are medium earners and very few parents get high income .This can be explained by the fact that most parents who are medium earners and low income earners in Busia County are either self-employed or casual laborers in different companies.

The researcher studied parents’ sources of income influence on pupil’s discipline. The findings are as shown in Figure 4.3.



**Figure 4.3 Parents responses on their sources of income and the influence on pupil's discipline**

The data on Figure 4.3 majority of parents (69.4 percent) engage either in farming or business .29.6 percent are employed and earn salaries. As indicated very few parents are employed in offices, this can be explained by the fact that most of them don't have post graduate level of education to earn them jobs in offices. The fact that Busia Sub County has fertile soils for farming, most parents have engage themselves in farming activities as a way of earning income for the family. The county location at border of Kenya and Uganda, has created so many business opportunities for parents where they can import or export goods and get income for the family. This agrees with Hacker (2010)who asserts that parents work in order to sustain their family expenses, and in most cases, most are farmers or small entrepreneurs due to few chances of white collar and low education level of parents.

The researcher studied pupil's level of agreement on parents' level of income influence on pupil's discipline. The findings are as shown in Table 4.9

**Table 4.9 Pupil's responses on level of income and the influence on discipline**

Statement	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
i)Parents pay fees on time and I'm not sent for fees	39	27	26	18	5	3.48	54	37.5	20	14.0
ii)Some learners steal other students property	57	39.5	60	41.7	2	1.39	20	14.0	5	3.48

The data in Table 4.9 Indicates that most of pupils (37.5 percent) disagreed that parents pay fees on time and that they are not sent home for fees, 27 percent strongly agreed ,18 percent agreed and only 3.48 percent of pupils who agreed that parents pay fees on time and they stay in schools. This implies that most pupils stay away from school due to lack of fees. Findings of various studies in Kenya indicate that poverty levels among parents contribute to students truancy, due to lack of school fees and child labor to supplement family income Inziani , (2013).

Majority of pupils 41.7 percent agree that some learners steal other students' property. These were followed by 39.5 percent who strongly agreed, 14.0 percent disagreed, 3.48 percent strongly disagreed and only 1.39 percent were undecided. This implies that most of indiscipline case at school as per the study finding is stealing other students property. This makes most children from humble backgrounds desire what is unattainable as per their status hence

indulge in stealing from their colleagues hence promoting indiscipline ,as noted by IRIS , (2013)

#### **4.5 Parents level of education and the influence on pupil’s discipline**

For the researcher to investigate influence of parent related factors on pupils discipline in public upper classes in Busia Sub County, Busia County, the researcher sought to know the influence of the level of education of parents on pupils behaviour .

In the light of this the researcher enquired whether this is the case, the extent of influence, level of agreement on educated parents’ pupils have better discipline, educated parents’ seriousness in monitoring pupils class attendance, and educated parents’ school work assistance and motivation.

The researcher investigated the Influence of parents’ level of education and its influence on pupil’s discipline, and the head teachers responses were presented in Table 4.10

**Table 4.10 Head teacher’s responses on level of education and the influence on pupil’s discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i)Educated parents motivate pupils to work hard in school	4	25	5	31.3	4	25	3	18.7
ii)Educated parents express high expectations in learning process	5	31.3	4	25	3	18.8	4	24.9
iii)Lowly educated parents don’t monitor pupils attendance	7	48.7	4	25	4	25	1	6.3

Table 4.10 shows that the majority of head teachers 31.3 percent agreed that parents who are educated do motivate their children to work hard at school. These were followed by 25 percent who strongly agreed .25 percent disagreed and only 18.7 percent strongly disagreed. This shows that motivated pupils work hard at school and educated parents are role models to pupils.

Most of the head teachers 31.3 percent strongly agreed that educated parents express high expectations in learning process. These were followed by 25 percent who agreed, 24.9 percent strongly disagreed and only 18.8 percent disagreed. This indicates educated parents value learning process and expect better results from pupils and this should be enhanced since it promotes discipline.

Majority of head teachers 48.7 percent strongly agreed that lowly educated parents don't monitor pupils attendance, 25 percent agreed, 25 percent disagreed and only 6.3 percent strongly disagreed. Highly educated parents are strict about children progress record at school. (Hack 2010) conquers with this findings by stating less educated parent are not caring ,they deny that their children have a problem ,think that it is the school responsibility to monitor pupils discipline, they have poor relationship with their children and lack parental skills.

The researcher investigated the Influence of parents' level of education and its influence on pupil's discipline, and teachers' responses were presented in Table 4.11



**Table 4. 11 Teachers’ responses on level of education and the influence on pupils discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i)Educated parents motivate pupils to work hard	7	43.8	4	25	3	19	2	12.5
ii)Educated parents express high expectations in learning process	4	25	6	37.5	2	12.5	4	25
iii)Lowly educated parents don’t monitor pupils class attendance	5	31.2	7	43.8	2	12.5	2	12.5

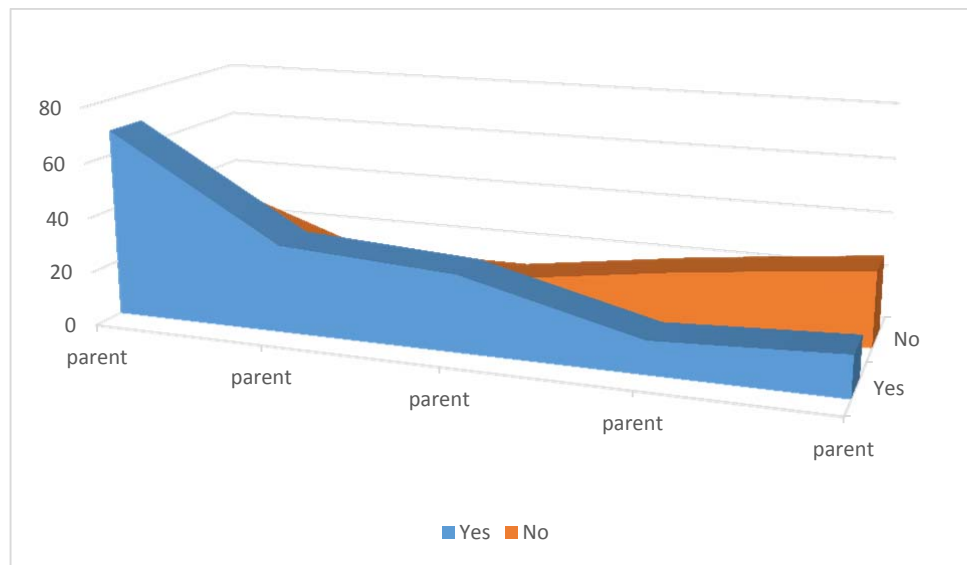
From Table 4.11 the study findings show that the majority of teachers 43.8 percent agreed that educated parents motivate pupils to work hard at school. These were followed by 25 percent who agreed.19 percent disagreed and only 12.5 percent strongly disagreed. This implies children who work hard at school are motivated by educated parents. This can be explained by the fact that pupils schooling is positively related to their parents’ education, because children tend to imitate their parents and also aspire to be highly educated as their parents. Parent’s educational value has direct impact on their pupil’s educational aspirations Ajayi, (2016).

Majority of teachers 37.5 percent agreed that educated parents express high expectation in learning process. These were followed by 25 percent who either strongly disagreed or agreed.12.5 percent disagreed. The study findings

show that parents with high expectations in learning process are educated and know importance of children getting good results in schools.

The majority of teachers 43.8 percent agreed that lowly educated parent don't monitor pupils class attendance .31.2 percent strongly agreed .These were followed by 12 .5 percent of teachers who strongly disagreed. This findings show that pupils class attendance is consistent, when parents understand the value of education and do a follow up to ensure they a follow to ensure they attend school regularly. It can therefore be concluded that parents' education influences greatly pupils' class attendance and therefore should be enhanced.

Parents were asked whether they have knowledge on school rules and regulations and results are presented in Figure 4. 4



**Figure 4.4 Parent's response on whether they have knowledge on school rules and regulations**

From data on Figure 4.4 most of the parents (66.9 percent) have knowledge on school rules and regulations, while 33.1 percent are not aware of school rules and regulations. This indicates that most parents have knowledge on school rules and regulations. The findings of the study shows PTA are involved in developing school rules and regulations. To support this study findings, Indiatsi (2015) came up with strategies to improve discipline in schools. Those strategies included :developing policies for managing discipline , assisting students develop pro- social skills and adhering to the code of ethics. In conclusion parent’s awareness on school rules and regulations has a positive impact on pupils discipline and this should be encouraged.

Pupils were asked to state whether their parents help them in doing assignment and the data presented in Table 4.12

**Table 4.12 Pupils responses on whether parents help them in doing assignment**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	71	49.3
Disagree	20	13.9
Undecided	7	4.9
Agree	46	31.9

From Table 4.12, majority of the 49.3 percent strongly disagree consent that parents don’t help them in doing assignments. This is slightly higher than those Pupils who agreed 31.9 percent. These were followed by 13.9 percent who disagreed and only 4.9 percent were undecided. Pupils not doing

assignment is greatly influenced by their parent’s level of education. It can therefore be concluded that parents’ education influences greatly pupils’ discipline in doing assignment and therefore should be enhanced. This finding is in line with indication of (Codriton, 2011) who said that the educational attainment of parents determines the kind assistance to give to pupils in different areas of learning.

The researcher further studied pupils’ level of agreement in regard to their parents checking their progress in school work and seeking advice from teachers on their area of weakness. The data presented in Table 4.13

**Table 4.13 Parents always check on my progress in school and seek advice from teachers on my areas of weakness**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	61	42.4
Disagree	30	20.8
Undecided	7	4.9
Agree	46	31.9

From Table 4.13, majority of pupils 42.4 percent strongly disagree that parents check on their progress and seek advice from teachers. This slightly higher than those who agree 31.9 percent of pupils agreed. These were followed by 20.8 percent who disagreed and only 4.9 were undecided. This implies most of the parents don’t check pupil’s progress and seek advice from teachers. This can be explained by the fact that pupils seek advice from teachers without parent’s presence. Parent’s educational value has direct impact on their pupils’

educational aspirations (Chinada, 2008). Pupils schooling is positively related to their parents' education because children tend to imitate their parents and also aspire to be highly educated as their parents. It can therefore be concluded that pupil's good progress and improving in areas of weakness is greatly influenced by parent's being close to pupils and seeking advice from teachers.

#### **4.6 Influence of parents exposure to drug and substance abuse and pupils discipline**

For the researcher to investigate influence of parent related factors on pupils discipline in public upper classes in Busia Sub County, Busia County, the researcher sought to know the influence of parents exposure to drug and substance abuse level on pupils discipline . In the light of this the researcher enquired whether this is the case, the extent of influence, level of agreement on parents exposure to drug and substance abuse level' pupils have better discipline.

The distribution of the head teacher's responses according to parent's exposure to drug and substance abuse and pupils discipline is presented in Table 4.14

**Table 4. 14 Head Teachers’ responses on influence of parent’s exposure to drug and substance abuse and pupil’s discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i)Parents control of drug and substance abuse enhances discipline	3	42.8	2	28.6	1	14.3	1	14.3
ii)Absence of drugs of abuse enables pupils to avoid drug abuse	2	28.6	3	42.8	1	14.3	1	14.3

From Table 4.14, majority of the head teachers strongly agreed 42.8 percent and 28.6 percent agreed parents’ control of drug and substance abuse enhances discipline. These were followed by 28.6 percent who either disagreed or strongly disagreed. This indicates parents control of drug and substance abuse play a major role in enhancing pupil’s discipline.

Majority of head teachers 42.8 percent agreed that absence of drugs of abuse enables pupils to avoid drug abuse. These were followed by 28.6 percent who strongly agreed, and only 14.3 percent who strongly disagreed. The findings suggest that absence of drugs enables pupils to avoid abuse drugs and hence promote school discipline.(Kari ,2012) noted that students future initiation of drug and their abuse in Finland is caused by association with parents and community norms that support drug abuse. This increases the number of pupil drug utilization hence become indiscipline. It can therefore be

concluded that parents' control of drug and substance abuse and absence of drugs promotes discipline and therefore should be enhanced.

The distribution of the teachers' responses according to parent's exposure to drug and substance abuse on pupils discipline characteristics was as shown in Table 4.15

**Table 4.15 Teachers responses on influence of parents exposure to drug and substance abuse and pupils discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i)Parents control of drug and substance abuse enhances discipline	8	50	4	25	2	12.5	2	12.5
ii)Absence of drugs of abuse enables pupils to avoid drug abuse	9	56.3	5	31.3	1	6.2	1	6.2

From Table 4.15, it's statistically evident that 50 percent of teachers strongly agreed that parent's control of drug and substance enhances discipline.25 percent agreed with the statement. These were followed by 12.5 percent who either disagreed or strongly disagreed. This indicates parents who control and substance abuse enhance discipline both at home and school.56.3 percent agreed absence of drug abuse in family enhances pupils to avoid drug abuse. These were followed by 31.3 percent who agreed and only 6.2 percent who strongly disagreed. This implies most pupils who end up using drugs is

determined by parents availing drugs to children.(Temitayo , Nayaya , and Lukman 2013) conquers with this by stating that parental factors that predict anti-social behavior among students include : substance use by parents ,drug availability ,lack of family cohesion and peer drug use.

The distribution of the parents’ responses according to exposure to drug and substance abuse on pupils discipline .characteristics was as shown in Table 4.16

**Table 4.16 Parents response to drug exposure and substance abuse on pupil’s discipline**

	<b>Frequency</b>	<b>Percent</b>
Exposed	60	58.3
Not Exposed	43	41.7

From Table 4.16, 58.3 percent of the parents indicated that they are exposed to drugs which was slightly high than 41.7percent those who are not exposed to drugs. It’s clearly evident that most parents are exposed to drugs and these might compromise discipline of their children .(Kimu, 2012) in his findings ,he noted that drug addiction in parents was one of the problems of indiscipline cases in schools.

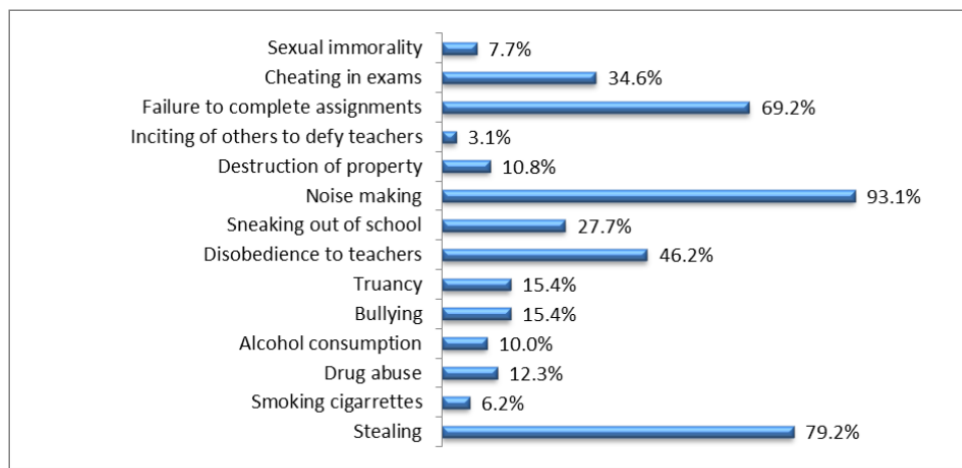
**4.6.1 Parents responses on Cases of indiscipline related to exposure to drug and substance abuse**

Indiscipline cases has always been on an upward trend in most school, in figure 4.6, discipline related cases range from drug and substance abuse, school strikes, absentees from schools, theft, disobedience and defiant to



authority, quarrels and fights, burning and damaging school property, unsafe sex practices, early pregnancies, refusing to take meals behaviours, absenteeism, rudeness among others. This calls for a collective responsibility to help in reducing this vice.

Parents were asked to state cases of indiscipline witnessed among pupils and the results presented in Figure 4.5



**Figure 4.5: Percentages of cases of indiscipline witnessed among pupils**

As shown in Figure 4.5, noise making was highlighted first at 93.1%, followed by stealing at 79.2% and failure to complete assignments at 69.2%. This implied that a number of pupils were not given stationaries by their parents, instead money is used to buy drugs hence some of their basic school needs were not met hence leading to stealing. This meant that the parents' exposure to drug and substance did affect the level of discipline in a student's life. Making noise may have be a sign of pupils looking for attention while failure to complete assignments showed poor work ethics of the pupils that might have been learnt at home. Parents exposed to drugs make a lot of noise when

they come back from restaurants. Small percentages were inciting others to defy teachers at 3.1%, smoking cigarettes (6.2 percent) and committing sexual immorality (7.7 percent). This implied that most pupils had been taught to respect authority. Drug use in particular smoking of cigarettes and sexual immorality were not common. (Temitayo, Nayaya ,and Lukman 2013) conquers by stating that parents who are drug addicts don't monitor their children discipline, have poor parenting skills and lack that family cohesion. Pupils from such families end up being neglected and engage in bad behaviors both at school and home.

The researcher then studied the pupils level of agreement on parents exposure to drug exposure and substance abuse and results presented in Table 4.17

**Table 4.17 Pupil's response on whether parents exposed to drugs misbehave and they are likely to imitate their bad character**

	Frequency	Percentage
strongly disagree	50	34.7
Disagree	15	10.4
Undecided	5	3.5
Agree	72	50.0
strongly agree	2	1.4

From Table 4.17,majority of the pupils agreed 50 percent that parents who are exposed to drugs misbehave they are likely to imitate their bad character.34.7 percent of pupils strongly disagreed .These were followed by 10.4 percent of pupils who disagreed and only 3.5 percent were

undecided. This can be explained by the fact that pupils who are abusing drugs are likely to have imitated parents are addicted to drugs. (NACADA, 2012) reports agrees with findings, by stating a need for parents to uphold the positive traditional values and the law enforcement officers to enforce laws against drug abuse in Kenya ,especially to those parents who abuse drugs. Ideally parents should lead an exemplary life so that their sibling emulate, exposure to drug is a personal lifestyle hence parents should be keen not to misbehave before their children with an excuse of drug effects. Most children have confident that everything their parents do is right and final Kimu, (2012).

The researcher then studied the pupil’s level of agreement that parents taking drugs don’t guide pupils and the results presented in Table 4.18

**Table 4.18 Parents taking drugs don’t guide pupils**

	<b>Frequency</b>	<b>Percent</b>
Strongly disagree	120	83.3
Disagree	5	3.5
Undecided	3	2.1
Agree	16	11.1

From Table 4.18, majority of pupils 83.3 percent strongly disagreed .These were followed by 11.1 percent who agreed, 3.5 percent disagreed and only 2.1 percent were undecided. These implies parents who take drugs guide pupils, despite being addicted or exposed to drugs and substance abuse. It can therefore be concluded that both parents’ who are exposed or not exposed

to drugs guide pupils not to take drugs and therefore should be enhanced to promote discipline in schools

#### **4.7 Parents religious beliefs and the influence on pupils' discipline**

For the researcher to investigate influence of parent related factors on pupils discipline in public upper classes in Busia Sub County , Busia County, the researcher sought to know the influence of parents religious beliefs and the influence on pupils discipline . In the light of this the researcher enquired whether this is the case, the extent of influence, level of agreement on parent's religious beliefs have better discipline.

The distribution of the Head teacher's responses according to parent religious beliefs and influence on pupils discipline was as shown in Table 4.19.

**Table 4.19 head teachers' response on parent's religious beliefs and the influence on pupil's discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i)Parent educate their children about religious values	3	42.9	1	14.25	1	14.25	2	28.6
ii)Parents control their children exposure to secular values which may compromise their religious values	1	14.25	1	14.25	3	42.9	2	28.6
iii) Pupils from strong religious background behave well at school.	3	42.9	2	28.6	1	14.25	1	14.25

From Table 4.19, majority of head teachers 42.9 percent strongly agreed. These were followed by 28.6 who strongly disagreed parents and only 14.25 percent disagreed. This implies that parents religious practices has great influence on promoting discipline at school.(Suleiman, 2014) conquers by this findings by asserting that parents have life to children ,they are bound by the most serious obligation to educate their children and must be recognized as the primary and principal educators of religious values.

Most head teachers (42.9) percent disagreed parents control of their children exposure to secular values may compromise religious values .These were followed by 28.6 who strongly disagreed.14.25 percent strongly agreed and 14.25 agreed on this statement. This implies most parents have no control on secular values children are exposed to bad morals and this compromises religious values instilled to pupils.

Majority of head teachers strongly agreed 42.9 percent that pupils from strong religious background behave well at school. 28.6 percent agreed and only 14.25 percent strongly disagreed. This can be explained by the fact that religious values instilled in pupils at home contributes to good behavior at school. In Kenya Sheikh (2013) agrees with the findings by noting that parents have the responsibility of raising their children in religious manner. This can be done by setting good examples through living according to the laws of religion and practicing it fully. It can therefore be concluded that parents' religious beliefs has a great influence on pupils discipline and therefore should be enhanced.

The researcher then studied the teacher’s level of agreement on whether parent’s religious beliefs has influence on pupil’s discipline. Data presented in Table 4.20

**Table 4.20 Teachers response on parent’s religious beliefs and influence on pupil’s discipline**

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
i)Parent educate their children about religious values	6	37.5	2	12.5	5	31.25	3	18.75
ii)Parents control their children exposure to secular values which may compromise their religious values	3	18.5	8	50	3	18.75	2	12.5
iii) Pupils from strong religious background behave well at school.	8	50	4	25	2	12.5	1	12.5

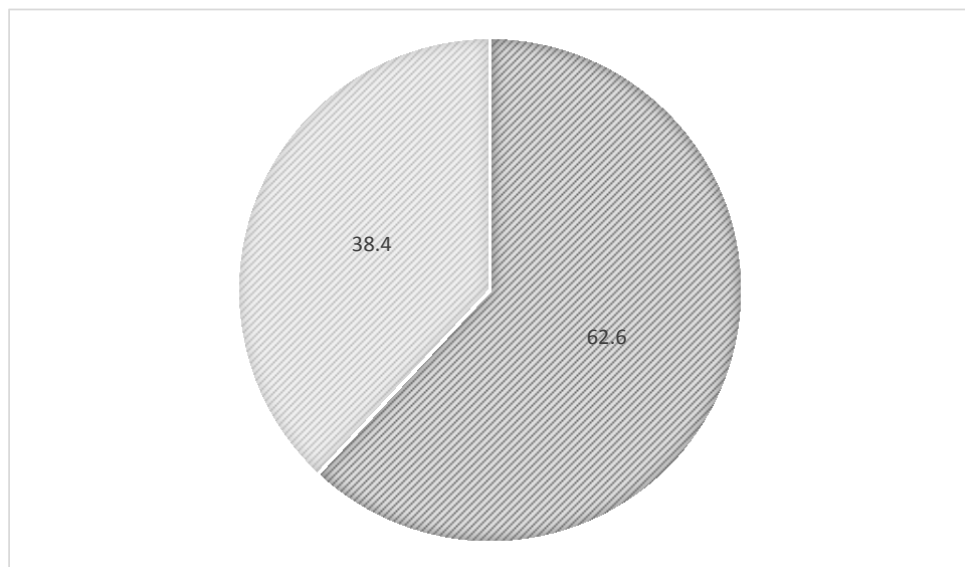
From Table 4.20, the results show 37.5 percent of teachers strongly agreed parents educate children about religious values. This is slightly more than those who disagreed 31.25 percent. These are followed by 18.75 percent who strongly disagreed and only 12.5 percent agreed. This shows most parents teach children religious values.

The results show 50 percent agreed that parent control their children exposure to secular values which compromises religious values .These are followed by 18.5 percent who strongly agreed and only 12.5 percent who strongly disagreed .

Pupils from strong religious background behave well at school, majority of teachers 50 percent strongly agreed on this while 25 percent agreed. These were followed by 12.5 percent who either disagreed or strongly disagreed.

The findings shows that good behaviors seen at school is greatly influenced by pupils religious background .(Akifenwa ,2014) conquers with the findings of the study by noting that children should be raised with religious values as this makes parents have easy time to control their behaviors.

Parents were asked on whether they advise their children on religious based practices, and the results presented in Figure 4.6



**Figure 4.6 Parent’s response on whether they advise their children on religious based practices**

The data from Figure 4.6 Indicates that most parents 62.6 percent agreed that they advise children on religious based practices as compared to 38.4 percent who don’t advice children .This shows that parents advise children on religious based practices. Jayram (2015) concurs by noting Hindus live in a joint family also called Hindu Undivided Family, where children are taught mother tongue, manners, discipline and etiquette. This enhances pupil’s codes of conduct not only at home but also at school hence discipline is realized. It

can be concluded that parent's advice to children on religious practices has greatly improved pupils discipline and it should be encouraged.

Pupils were asked on how frequent they read religious holy books and the data presented in Table 4.21

**Table 4.21 Pupils response on their Frequency of reading holy books**

	<b>Frequency</b>	<b>Percent</b>
1 – 3	54	37.5
4 – 6	68	47.2
Daily	22	15.3

From the Table 4.21, majority of the pupils 47.2 percent read holy books 4-6 times a week .These were followed by 37.5 percent who read 1-3 times a week and only 15.3 percent read holy books daily. This implies that most pupils get time to read holy books more than 4 times as compared to those that read daily. (Mileant, 2014) conquers with this finding by asserting that pupils brought up in families with strong religious background, dedicate most of their time reading holy books and understand what is expected of them when it comes to embracing religious values ,as this will improve discipline. It can be concluded that pupil's consistency in reading religious holy books has greatly influenced pupils discipline and these should be enhanced. The researcher asked pupils whether they attend religious activities at home with parents and data is presented in Table 4.22



**Table 4.22 I attend religious activities at home with my parents**

	<b>Frequency</b>	<b>Percent</b>
Strongly agree	71	49.3
Agree	20	13.9
Undecided	7	4.9
Disagree	46	31.9

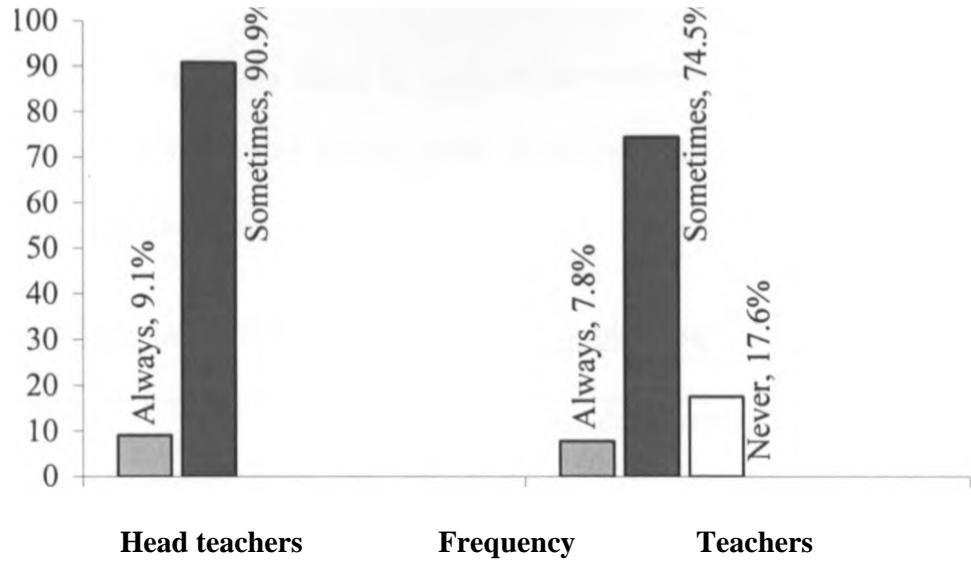
From Table 4.22 the majority of pupils (49.3 percent) agreed that they attend religious activities with their parents while 31.9 percent of pupils disagreed. These were followed by 13.9 percent who agreed and only 4.9 percent who were undecided .This implies that most children attend religious activities with parents at home. (Ndofirepi ,2012) concurs with the findings of the study by noting that major aim of the Family in African Traditional Society is to inculcate attitudes and values capable of integrating the pupil into the wider society. This is achieved when parents start engaging children in religious when they are still young.

#### **4. 8 Parents’ involvement in pupils’ discipline**

This research item required the head teachers and teachers to indicate whether parents are supportive in matters concerning the discipline of their children.

Head teachers and teachers were asked whether they are supported by parents on matters concerning children discipline and the results presented in Figure

4.7



**Figure 4.7 Parents’ support in matters concerning children discipline**

The data in Figure 4.7 revealed that (9.1%) head teachers and (7.8%) teachers reported that parents are always supportive in matters concerning children discipline. (90.9%) head teachers and (70.5%) teachers indicated sometimes. (17.6%) teachers reported never. From the findings, majority of the parents are only sometimes supportive in matters concerning children discipline as indicated by the head teachers (90.9%) and teachers (74%). This implies that in some cases, parents do not support head teachers and teachers in matters concerning children discipline at school. A significant number of the parents as reported by the teachers (17.6%) are never supportive of children discipline.

#### 4. 9 Strategies used by head teachers and teachers to involve parents in pupils' discipline.

Head teachers and teachers were asked to state strategies they use to involve parents in pupils discipline and data presented in Table 4.23

**Table 4.23 Strategies used to involve parents in pupils' discipline**

Strategy	Head teachers		Teachers	
	F	%	F	%
i) Summon the parent and discuss	2	28.6	6	37.5
ii) Parent class meetings using school diary	2	28.6	4	25
iii) Open days at school	1	14.2	2	12.5
iv) Guiding and counselling	1	14.2	2	12.5

From Table 4.23 , 28.6 percent of head teachers ,and 37.5 percent of teachers summon the parents and discuss.28.6 percent of head teachers and 25 percent of teachers conduct parents meetings.14.2 percent of head teachers and 12.5 percent of teachers use school diaries to communicate to parents on issues concerning discipline.14.2 percent of head teachers and 12.5 percent of teachers use open days at school to discuss with parents on issues pertaining discipline of their children.14.2 percent of head teachers and 12.5 percent of teachers engage parents on guidance and counselling session to help parents understand to handle pupils discipline both at home and school. The most preferred way of addressing indiscipline in Busia sub

county schools is through summoning parents and regular class meetings as compared to other strategies of involving parents in pupil's discipline, which are not common. It can be concluded that head teachers and teachers involve parents to support promotion of discipline in schools and these should be encouraged.

#### **4.10 Indicators of discipline**

Parents were asked to state indicators of discipline in children and results presented in Table 4.24

**Table 4.24 Parents response on indicators of discipline in children**

Indicators of discipline	Frequency	Percentage
i)Respect among pupils	40	38.8
ii)Completion of assignments	49	47.6
iii)Regular school attendance	14	13.6

From table 4.24, majority of the parents 47.6 percent indicated completion of assignments is the other indicator of discipline among pupils. 38.8 percent of the parents indicated that respect among the pupils is the other indicator of discipline. A small percentage of parents 13.6 indicated that regular school attendance as indicator of discipline. This implies most parent's measure discipline by checking completion of assignment by children both at school and home. This can be explained by the fact that parents interact more with pupil's assignment given at school by the teachers at home as compared to respect among pupils and regular school attendance.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter makes a summary ,findings ,conclusion and recommendation drawn from the findings of the research carried out. The purpose of the study was to Investigate the: Influence Of parent Related Factors On Pupils Discipline in Public Upper Primary Classes in Busia Sub County, Busia County, Kenya.

#### **5.2 Summary of the study**

The study sought to investigate the influence of parent related factors on pupils discipline in public upper primary classes in Busia sub county , Busia county Kenya. Objectives of the study were to establish influence of parents' religious beliefs, 'exposure to substance and drug abuse, level of income influence, and level of education on pupil's discipline. The study was based on reciprocal determinism model (observational learning or modelling) by Albert Bandura,. The researcher sampled 12 primary schools, 12 head teachers, 24 teachers, 144 pupils and 144 parents. Questionnaires and interview schedule guides were used research instrument to collect data. Reliability analysis of the questionnaires was determined by test retest method Head teachers = 3 ,teachers = 6 and pupils =.12 Content Validation was determined by experts and pre testing instruments as this was to ascertain whether the content of the questionnaire was appropriate and relevant to study objectives.

### **5.3 Major findings of the study**

The major findings of the study presented in the section are drawn from objectives.

#### **5.3.1 Parent level of income and influence on pupil's discipline**

The study found out that the majority of the parents are medium earners thus 55.3 percent which is slightly more than 30.1 percent who are low income earners .High and medium income earners provides basic need to pupils this promotes discipline ,since children won't steal property at school as compared to 30.1 percent who are low income earners. High income learners have reduced control on pupil's discipline. The parents with low income are less involved in pupil's discipline.

#### **5.3.2 Parental level of education and the influence on pupil's discipline**

From the study findings a good number of parents have either secondary or post-secondary education giving a percentage of 78.1 percent. Educated parents motivate their pupils to work hard, express high expectations in learning process, monitor pupil's school attendance, and this greatly improved discipline standards. Parent's knowledge on school rules and regulations has greatly influenced pupil's discipline and this should be enhanced.

### **5.3.3 Influence of parent exposure to drug and substance abuse on pupils discipline**

The study found out that the majority of the parents 58.3 percent are exposed to drugs as compared to 41.7 percent those who are not exposed to drugs it's clearly evident that most parents are exposed to drug based on their experiences. Parents addicted to drugs don't control their children discipline , but guide children not to abuse drugs .Pupils living with parents exposed to drugs and substance abuse are likely to end up abusing drugs in future, this will reduce discipline standards in schools

### **5.3.4 Parental religious belief and the influence on pupils discipline**

From the interview conducted on P.T.A, 71.4 percent of the parents are strong in religious practices and only 28.6 percent are weak. Parents with strong religious beliefs always get time to educate their children about religious values ,and control pupils exposure to the secular values that may compromise religious values .Pupils from strong religious background behave well at school.

## **5.4 Conclusions**

The study drew following conclusions based on the findings of the study.

From data obtained in:

- I. Parent's level of income influence on pupil's discipline, study indicated most children from family with less income, are not able to attend classes regularly, hence end up dropping out of school. The low income parents don't provide

basic needs to children and this promotes theft cases in school, which is one way of indiscipline manifestation.

- II. Parent level of education has a great influence on pupil's discipline, educated parents play a major role on pupil's discipline. The parent's knowledge on school rules and regulations has positive impact on pupil's discipline as this minimizes indiscipline cases among pupils. Parents can interpret these rules for pupils to understand
- III. Parents exposure to drug and substance abuse has made children exposed to drugs, give parents and teachers hard time to control discipline. The majority of this children start drug and substance abuse at early stage hence disregard rules and regulations at school.
- IV. On parents religious beliefs on pupils discipline, Children from strong religious ,dedicate most time 4-6 times in a week to study religious books . Parents always control discipline by monitoring activities children are engaged in, as this compromises their faith. These good religious practices should be encouraged as it makes pupils be disciplined both at school and home.
- V. The strategies that should be put in place to promote discipline included summoning parents and discussing, parents class meetings, use of school, use of open days at school and lastly guiding and counselling. All these strategies have greatly influenced discipline positively and should be used in schools.
- VI. Regular school attendance, completion of assignments and regular school attendance are some of the indicators of discipline in schools as noted by parents. All these indicators have a positive impact and should be practiced in school to improve discipline standards in pupils.



## **5.4 Recommendations**

Based on the conclusion, the following recommendations were made:

### **To the Head teacher**

- They should hold meetings with parents that will address issues on parental factors that may affect discipline in public primary upper classes.
- He / she can invite guest speakers on Education Days, AGM, and Prize Giving Day to address parents on their role regarding pupil's discipline.

### **To the teachers**

- They should have parents' class meetings to discuss on challenges they face when it comes to handling discipline among pupils.
- Teachers should use school diaries, it's the best way of communicating to parents on matters concerning pupil's discipline, and it should be adopted wide scale as one of the strategies to constantly keep in touch with parents.

### **To the School Board of Management**

- They should come up with school policies which help to improve discipline in schools
- They should seek meetings with parents through AGM, Prize Giving Day ,Education Day where specialists can be called to give talks on parents role on discipline.

### **To the parents**

- Should be responsible in paying fees on time, providing personal effects to sustain their children at school.
- Parents should set some time to talk to their children on matters pertaining children discipline and advise them on how to achieve academic excellence.

- They should be good role models i.e. avoid drug and substance abuse.
- Attend school open days to discuss issues regarding discipline

**To the pupils**

- Seek guidance and counselling to support them regarding discipline.
- They should be open and share or report indiscipline cases to their teachers or the authorities to minimise the spread on indiscipline cases.
- They should be obedient and follow school rules
- Students should be ready to consult and to ensure all assignments are done on time.

**To the Ministry of Education**

- The ministry should re - organize curriculum by making drug and substance abuse compulsory and examinable and strengthen supervision and monitoring procedures

**5.5 Suggested Areas for Further Research**

Another study should be done in other areas in the country to enable comparisons and contrasting of the findings on the influence of parent related factors on pupils discipline in public primary schools.

Another study should be done in other categories of Primary schools for example the boarding and private since this one only covered the day Public Primary schools in Busia Sub County.

A study to investigate teacher preparedness to guide and counsel pupils should be conducted.

A study to investigate pupils' perceptions of causes of indiscipline in primary schools should be conducted.

Other Influences of parent related factors on pupils discipline in public upper primary classes, such as substance abuse, number of siblings amongst other factors in the home environments should be explored

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**APPENDIX I**  
**INTRODUCTION LETTER**

University of Nairobi,  
School of education,  
Department of educational  
Administration and planning,  
Nairobi. (k)  
10<sup>TH</sup> April 2019.

To the Head teacher,

Dear Sir/Madam,

**RE: REQUEST TO PARTICIPATE IN RESEARCH**

I am a postgraduate student at the University of Nairobi, and I am currently conducting a study on **Influence of parent related factors on pupil discipline in public upper primary classes in Busia Sub County, Busia County Kenya**. Kindly find some time to participate by filling in the questionnaire in the study. The information you give will be used for academic purposes only while your identity will be kept confidential. Your cooperation will be highly appreciated.

Yours faithfully,

Edwin Juma Wafula.

**APPENDIX II**

**QUESTIONNAIRE FOR HEAD TEACHERS**

This questionnaire is designed to gather information on the **parental factors influencing on improving discipline in upper primary classes of Busia County**. Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only. All the information in this questionnaire is confidential. You are therefore requested not to write your name or the name of your school anywhere in questionnaire.

**SECTION I: Demographic information**

1. What is your age bracket? 21 - 34years [ ] 35- 48 years [ ] 49 - 60 years [ ]
2. What is your gender? Female [ ] Male [ ]
3. Are there discipline problems in yours school? Yes [ ] No [ ] if yes state some of them.....

**Section II: Parents level of income influence on pupil’s discipline**

Please tick the number that describes your opinion about influence of parent related factors on discipline in upper primary classes on rating scale of 1-5 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

<b>NO.</b>	<b>Parents level of income and school discipline</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>SD</b>	<b>D</b>
<b>4</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(a)	Low income level affects parent involvement on discipline					

(b)	High economic status reduces parent control on pupils					
(c)	Provision of basic needs promotes school discipline					

**Section III: Parents level of education influence on pupil's discipline**

No	Parent level of education and school discipline	SA	A	U	D	SD
5		5	4	3	2	1
(a)	Educated parents motivate pupils to work hard and finish school					
(b)	Educated parents express high expectations in learning process					
(c)	Lowly educated parents monitor pupils school attendance					

**Section IV: Parent's exposure to drug and substance abuse level influence on pupils' discipline.**

6 .Parents' exposure to drug and substance abuse and pupils discipline	5	4	3	2	1
a)Parents control of drug and substance abuse enhances discipline					
b)Absence of drugs of abuse in family enables pupils to avoid drug abuse					

**Section V: Influence of parents religious beliefs on pupils discipline**

<b>7 .Parents religion and school discipline</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a)Parents educate their children about religious values					
b)Parents control their children exposure to secular values which may compromise their religion values					
c)Pupils from strong religious background behave well at school					

8. To what extent do parents support matters concerning discipline?

Always  Sometimes  Never

9. Which strategies do use to involve parents in pupils' discipline?

Summon the parent and discuss  parent class meetings  using school diary

Open days at school

**Thank you very much for taking your time to fill this questionnaire.**

**APPENDIX III**

**QUESTIONNAIRE FOR TEACHERS**

This questionnaire is designed to gather information on the parental factors influencing on improving discipline in upper primary classes of Busia County. Your responses will be completely anonymous and will be used by the researcher for the purpose of this study only. All the information in this questionnaire is confidential. You are therefore requested not to write your name or the name of your school anywhere in questionnaire.

**SECTION I: Demographic information**

1. What is your age bracket? 21 - 34years [  ] 35- 48 years [  ] 49 - 60 years [  ]
2. What is your gender? Female [  ] Male [  ]
3. Are there discipline problems in your school? Yes [  ] No [  ] if yes  
(Please list).....

**Section II: Parents level of income influence on parental involvement on pupil's discipline**

Please tick the number that describes your opinion about influence of parent related factors on discipline in upper primary classes on rating scale of 1-5 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree

<b>NO.</b>	<b>Parents level of income and school discipline</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>SD</b>	<b>D</b>
<b>4</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(a)	Low income level affects parent involvement on					

	discipline					
(b)	High economic status reduces parent control on pupils					
(c)	Provision of basic needs promotes school discipline					

**Section III: Parents level of education influence on pupil's discipline**

<b>No</b>	<b>Parent level of education and school discipline</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>5</b>		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(a)	Educated parents motivate pupils to work hard and finish school					
(b)	Educated parents express high expectations in learning process					
(c)	Lowly educated parents monitor pupils school attendance					

**Section IV: Parent's exposure to drug and substance abuse level influence on children's pupils' discipline.**

<b>6 .Parents' exposure to drug and substance abuse and pupils discipline</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a)Parents control of drug and substance abuse enhances discipline					
b)Absence of drugs of abuse in family enables pupils to avoid drug abuse					

**Section V: Influence of parents religious on their involvement on pupils**

**discipline**

<b>7.Parents religion and school discipline</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a)Parents educate their children about religious values					
b)Parents control their children exposure to secular values which may compromise their religion values					
c)Pupils from strong religious background behave well at school					

8. To what extent do parents support matters concerning discipline?

Always  Sometimes  Never

9. Which strategies do use to involve parents in pupils' discipline? Summon

the parent and discuss  parent class meetings  using school diary

Open days at school

**Thank you very much for taking time to fill this questionnaire**

#### **APPENDIX IV**

##### **INTERVIEW GUIDE FOR PARENTS' TEACHERS ASSOCIATIONS**

The following questions will guide the researcher during the interview sessions with parents:

1. What are your sources of income? Business() Farmer () Salary / wage earner ()
2. What is your level of income? High () Medium () low ()
3. What is your level of academic qualification? Primary () Secondary () Post-secondary () University ()
4. Have you read rules and regulations of your school? Yes () No ()
5. What is the level of your income? high () medium () low()
6. What are your sources of income? business () farmer () salary () others()
7. What is your level of drug and substance abuse? exposed() not exposed ()
8. Does your school encounter students discipline problems related to parents exposure to drug and substance abuse? Yes () No (), If yes, give examples?
9. What is your religious belief? Strong () Weak ()
10. Do you advise your child on religious practices? yes () No ()
11. What strategies can head teachers and teachers use to effectively involved you in instilling discipline in your children? summons and discussions () class meetings () use school diary () open days at school ()
12. What are indicators of discipline among pupils in your school?  
Respect among pupils () regular school attendance () Completion of assignments () guiding and counselling ()

**Thank you for participating in this interview**



**APPENDIX V**

**QUESTIONNAIRE FOR PUPILS**

I will be conducting a study on parent factors influence on improving discipline in upper primary classes in Busia sub-county Busia County. I would like to assure you that all the information you will provide will be used strictly for research purposes and will be treated with outmost confidentiality.

**Section I: Demographic information**

1. Sex            Male [ ]      Female [ ]
2. Age bracket    10-14 [ ]    15-19 [ ]    20-24 [ ]
3. Whom do you stay with? Father [ ] Mother [ ] Guardian [ ] All parents [ ]

**Section II :Parents level of income influence on parental involvement on pupils discipline**

Please tick the number that describes your opinion about influence of parent related factors on discipline in upper primary classes on rating scale of 1-5 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly Disagree.

<b>4</b>	<b>Parents level of income and pupils discipline</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
(a)	My parents always pay school fees on time and ensure I'm not sent home for fees					
(b)	Some learners steal other students property in school					

<b>Section III :Parents level of education influence on pupils discipline</b>						
		<b>SA</b>	<b>A</b>	<b>U</b>	<b>SD</b>	<b>D</b>
<b>5.</b>	<b>Parents level of education influence on pupils discipline</b>					
a)	Parents help me to do my homework and ensure I complete assignments given at school					
b)	Parents always check on my progress in school and seek advice from teachers on areas of my weakness					

**Section V: Influence of parents religious beliefs on pupil's discipline**

<b>6.Parents' exposure to drug and substance abuse and control of school discipline</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a)Parents who are exposed to drugs e.g. Alcohol, misbehave and pupils are likely to imitate their bad character					
b) Parents taking drugs don't guide pupils					

<b>7.Parent's religious beliefs and school discipline</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
a)When I am at home I spent some time reading religious books to understand our religious values					
b)I attend religious activities at home with my parents					

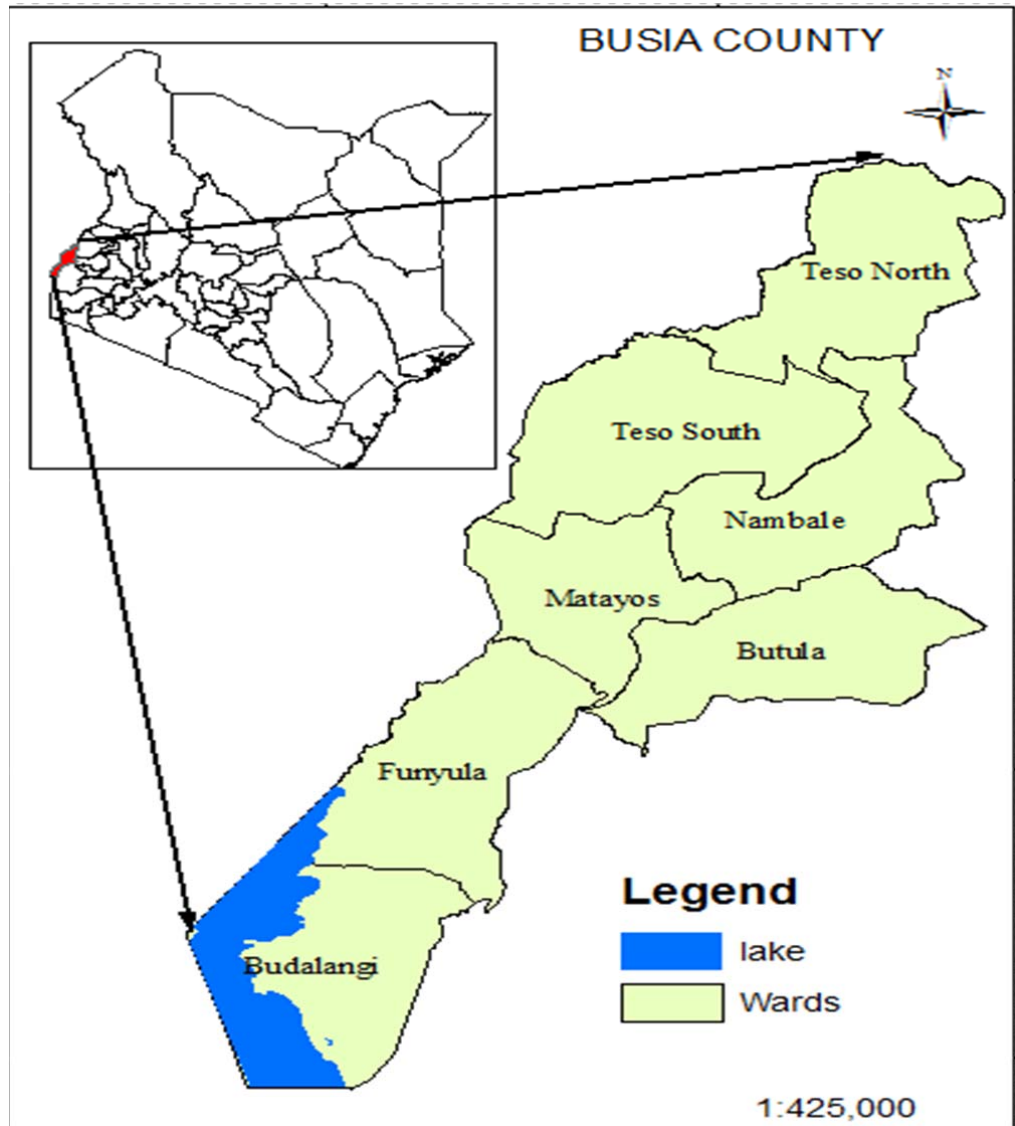
8. Do you find time to study the Holy books i.e. Bible, Quran etc.?

Yes  No  If yes how frequent do you study them

1 - 3 times per week  4 - 6 times per week  Daily

**Thank you very much for your cooperation**

APPENDIX VI  
MAP OF STUDY AREA




## APPENDIX VII RESEARCH PERMIT


Permit No : NACOSTI/P/19/17849/30977  
Date Of Issue : 25th June,2019  
Fee Received :Ksh 1000

**THIS IS TO CERTIFY THAT:**  
**MR. EDWIN JUMA WAFULA**  
**of UNIVERSITY OF NAIROBI, 92-9092**  
**Kikuyu,has been permitted to conduct**  
**research in Busia County**

**on the topic: 'INFLUENCE OF PARENT**  
**RELATED FACTORS ON PUPILS**  
**DISCIPLINE IN PUBLIC UPPER PRIMARY**  
**CLASSES' IN BUSIA SUBCOUNTY BUSIA**  
**COUNTY KENYA**

**for the period ending:**  
**24th June,2020**

  
**Signature**

  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**


**THE SCIENCE, TECHNOLOGY AND**  
**INNOVATION ACT, 2013**


**The Grant of Research Licenses is guided by the Science,**  
**Technology and Innovation (Research Licensing) Regulations, 2014.**

**CONDITIONS**

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

**National Commission for Science, Technology and innovation**  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 788787, 0735 404245  
Email: dg@nacosti.go.ke, registry@nacosti.go.ke  
Website: www.nacosti.go.ke

  
**REPUBLIC OF KENYA**

  
**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH LICENSE**  
Serial No.A 25491

**CONDITIONS: see back page**

**APPENDIX VII**  
**AUTHORIZATION LETTER**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref No. **NACOSTI/P/19/17849/30977**

Date: **25<sup>th</sup> June, 2019.**

Edwin Juma Wafula  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Influence of parent related factors on pupils discipline in public upper primary classes in Busia Sub County Busia County Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Busia County** for the period ending **24<sup>th</sup> June, 2020.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

  
**DR. ROY B. MUGIIRA, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Busia County.

The County Director of Education  
Busia County.