

**SCHOOL BASED FACTORS INFLUENCING STUDENTS'
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN SEME SUB
COUNTY, KISUMU COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my family; my wife Verolyne Achieng, son Adams
Titus Okundi.

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ABBREVIATION AND ACRONYMS

M.O.E	Ministry of Education
NACOSTI	National Commission of Science, Technology and Innovation
SPSS	Statistical Package for Social Sciences
T.S.C	Teacher Service Commission
K.C.S.E.	Kenya Certificate of Secondary Education
NACADA	National Authority for the Campaign against Alcohol and Drug Abuse

ABSTRACT

This study sought to determine how school-based factors influenced students discipline in public secondary schools in Seme Sub-county, Kisumu County. The study was guided by the following objectives: to examine the influence of peer pressure on students' discipline, to establish the influence of principals' democratic leadership style on students' discipline, to determine the influence of school population on students' discipline and to establish the influence of Teachers' drunkenness behavior on students' discipline. The study employed descriptive survey research design and targeted 281 teachers, 34 principals and 1451 form four students. The sample size included 141 teachers, 17 principals and 290 form four students. Two sets of instruments were used to collect data. These included the teachers' and students' questionnaire and the head teachers' interview guide which were self-delivered by the researcher and filled. They were analyzed using descriptive statistics including frequencies and percentages which were presented in form of tables. The findings of the study revealed that Principals and teachers warns students against joining peer bad company as shown by (97.9%) of students and (94.8%) of teachers. Peers in the same groups go against the set school rules and regulation as marked by (68.8%) of students and (84.4%) of teachers' responses. The study further established that defiance to authority is commonly associated with bad peer group among the students It was further established that principals democratic style minimized indiscipline cases in schools as shown by (79.9%) of students, (87.6%) of teachers' and (70.6%) of principals' responses. Highly congested class rooms contributed to disorder in classroom cases in school as shown by (67.5%) of students and (71.9%) of teachers' responses. A large number of teachers 94 (69.6%) agreed that high students' population in school overwhelmed them thus little attention was paid on discipline. Students school absenteeism (23.7%) and students' defiance to authority (23.7%) were identified as the most common indiscipline cases in schools. drunkard teachers are always unprepared for lessons and teachers' ill preparedness for lesson encouraged indiscipline in school as shown by (54.6%) of teachers' responses it was affirmed that drunkard teachers cause indiscipline in schools by humiliating and intimidating the students as shown by (54.2%) of teachers, (82.3%) of students and principals' responses. The principals, teachers, guidance and counseling department should conduct constantly guide students on importance of having a good peer company, principals should embrace democratic style of leadership in the management of schools, school management should build spacious classrooms and facilities to cater for high students' population and the Teachers Service Commission should ensure teachers adhere to teachers 'code of conduct and other legal instruments guiding education. The researcher recommended a similar study in private schools and other areas to establish the cases in the regions.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Discipline is a crucial part of human behaviour as it establishes the character of human beings in the society. Discipline is a system of guiding the learners to make reasonable decisions in life (Otieno, 2012). The success of a school greatly depends on the discipline level of its students thus school leaders and teachers have a moral obligation to educate all students and, in the process, instill good discipline in them. Schools in their own right are complex organizations that require simplification to maintain success thus providing a need for an examination of student discipline practices within the organizational culture (Irby & Clough, 2015).

The misbehaviors from students is one of the most challenging obstacles that teachers encounter daily in schools throughout the United States (Bullock, Zolkoski, Lusk, & Hovey, 2017) this hinders the learning and teaching process of students in academic settings. Thus, there is a great need to sensitize educational stakeholders and equip them with tools to tackle students' misbehavior such as truancy, unrests, drugs and substance abuse, bullying, sneaking out of school, fighting and theft in school.

Ponfua (2015), study on common types of indiscipline in Cameroon secondary schools reveals that peer pressure among students has resulted to increasing misbehaviour in schools. This is because students' have adopted the tendency to copy the collective misbehaviour of other students such as the vandalism

and mass protest, chewing gum in class, fighting, wearing dirty and wrong clothing contrary to the official school uniforms. This indiscipline cases undermines the moral values that the students are supposed to acquire in school.

The act of teachers' drunkenness is a misbehaviour that hinders effective learning and teaching in school (Ndibalema, 2013). This is because it may contribute to absenteeism of teachers from school, lateness to class, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records and sexual immorality. These goes against the intentions of our educational system, since teachers as professionals are entrusted with the duty to preserve the future of the society.

Teachers indiscipline especially cases of drunkenness has been on the rise globally according to Ng'oma, and Simatwa, (2013) thus has become a concern to educational stakeholders. For instance, out of 21,000 Utah School teachers of United States of America, about 1000 are being investigated for misconduct related to drunkenness every year.

In Botswana currently, substance abuse among teachers has become prevalent than at any other times. According to Mouwane, (2015) the use of the drugs and alcohol has spread at a fast rate, affecting students 'academic performance and behaviour as students' experience difficulty in their academic work through them attaining unsatisfactory grades in test and examinations. Since the teachers are frequently absent from attending to lessons as a result of being drunk.

Mmopi, (2013) points to the outcry from educational stakeholders in Botswana that teachers do not attend school regularly and some of those who come to school abscond from lessons and only resurface during tea break and lunch time. This causes laxity in supervision of students by teachers, thus providing an opportunity for students to engage in misbehaviour.

In matters of indiscipline in school, Kenya has not been left behind. As several reports on the situation of discipline in educational institutions such as secondary schools in the country experience indiscipline acts of violence, unrest, defiance to authority, truancy and drug abuse, bullying and school fighting, assault to teachers and alcoholism.

Mbogori (2014) study on influence of head teachers' leadership styles on students' discipline in public secondary schools in Nairobi province finds that the type of leadership styles practiced by head teachers has a great influence on students' discipline in schools. The study outlines various leadership style in schools and finds that most of the head teachers in schools are seen to be democratic, then followed by the autocratic head teachers while laissez -faire style of leadership was least embraced in the administration of schools. The study further blames autocratic and laissez-faire leadership styles for the discipline issues in schools.

Rianga, (2013) study on principals' leadership strategies influencing students' discipline in public secondary schools in Kisii Central District, Kenya, reveals that the principals of secondary schools who practices democratic leadership style experiences few cases of indiscipline in their schools. This is because the

principals involved the students in decision making on issues of discipline, thus promoting ownership of discipline policy by students.

David Mulwa (2017), study on influence of school physical facilities on students' discipline in public secondary schools in Makueni County, finds that school population determines the level of adequacy in terms of availability of facilities such as school libraries with relevant books influence students' discipline. The findings are consistent with Muratha (2013) who emphasizes that the availability of learning facilities such as laboratories, clean water supply, adequate classrooms, space and availability of libraries and laboratories have an influence on students' peaceful stay in schools. If the school population is too high it may result to inadequate essential facilities for students, this insufficiency will make learners feel neglected by the administration resulting to frustrations of students and conflicts within the school.

A study done by, NACADA (2017) indicates that students in secondary schools are likely to be influenced by pressure as a result of lack of proper parental guidance and poor guidance and counselling services in schools, thus resulting to indiscipline cases such as consumption of alcohol by students, school riots, bullying and violence against teachers.

Seme Sub-County in Kisumu County has also had its fair share of low levels of student discipline. In 2018, a student was arrested by police in one of the schools in the sub-county after he was caught with a bottle of petrol planning to burn the school claiming unfair treatment by the school administration

causing student unrest (Seme sub-county Education Office ,2019).The Seme Sub-County Education Office report of 2018 shows increasing cases of petty theft, fighting among students, drug and substance abuse, as use of slang language, lateness to school, absenteeism and carrying of mobile phones to school, defiance to authority, disregarding school dress code as some of the major indiscipline cases witnessed in Seme Sub-county. It is for this reason that the study will aim to establish the influence of school based factors on students' discipline in public secondary schools in Seme Sub-County, Kisumu County, Kenya.

1.2 Statement of the problem

The discipline level of students is an issue of great public concern especially to the community, teachers, government and other educational stakeholders. The process of teaching and learning in schools cannot take place effectively due to an insecure school environment created by indiscipline cases of students. Seme Sub-County has not been left behind in the wave of student unrest that is being experienced in the country. Information provided by the Seme Sub-County Education Office (2019), outlines that 4 public secondary schools in the Sub-County witnessed student's unrests between 2017 and 2018. The report also outlines the most reported student indiscipline cases to include drug abuse, fighting, bullying, petty theft, defiance to authority, use of slang language, lateness to school, absenteeism and carrying of mobile phones to school.

This indiscipline cases in schools in the Sub-County has attracted a keen interest from educational stakeholders because it results to inadequate time for study for learners and disruption of school routine, thus the need among stakeholders to eradicate discipline problems in schools has arisen to ensure effective learning in schools. Several studies on school discipline have been done in Public secondary schools but none has been conducted in Seme Sub-County. It is thus on this basis that study will investigate if peer pressure, principal democratic leadership style, school population and Teachers drunkenness behaviour influences students discipline in public secondary schools in Seme sub-county.

1.3 Purpose of the study

The purpose of this study was to investigate school based factors influencing students discipline in public secondary schools in Seme sub-county.

1.4 Objectives of the study

The following are objectives of study: -

- i. To examine the influence of peer pressure on students' discipline in public secondary schools in Seme sub-county.
- ii. To establish the influence of principals' democratic leadership style on students' discipline in public secondary schools in Seme sub-county.
- iii. To determine the influence of school population on students' discipline in public secondary school in Seme sub- county.
- iv. To establish the influence of Teachers' drunkenness behaviour on students' discipline in public secondary schools in Seme sub-county.

1.5 Research questions

The following were research questions of study: -

- i. What is the influence of peer pressure on students' discipline in public secondary schools in Seme sub-county?
- ii. How does principals' democratic leadership style influence students' discipline in public secondary schools in Seme sub-county?
- iii. What is the influence of school population on students' discipline in public secondary schools in Seme sub-county?
- iv. How does Teachers' drunkenness behaviour influence students' discipline in public secondary school in Seme sub-county?

1.6 Significance of the study

The findings will inform the revision of the curriculum in teacher training institutions to equip those being trained as teachers with the necessary skills and knowledge on how to deal with the ever changing dynamic patterns of indiscipline cases depicted by learners in schools.

The findings of this research may encourage further strengthening of various guidance and counseling departments in public secondary schools to assist the students deal with and manage behavior problems closely associated with adolescence in schools. The findings of this study may be used by the Ministry of Education to improve and promote efficient management of students' discipline in public secondary schools by influencing the revision of the existing policies on management of students' discipline to promote discipline in the schools.

1.7 Limitations of the study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. The researcher was not able to regulate the different attitudes and opinions of the respondents who simply gave socially acceptable responses to please the researcher. Some of the respondents in the study may not provide true responses in order to portray their schools well. The respondents were assured by the researcher of the confidentiality of their personal identities and the information they would provide.

1.8 Delimitation of the study

This study aimed at determining the school based factors that influence the discipline of students in public secondary school in Seme Sub-county, Kisumu County. The study was also conducted only in the 34 public secondary schools in the Sub-County. The researcher involved Principals, teachers in the study as they are the ones who are directly involved in management of discipline issues in schools and the form four students because of their long stay in school thus are well placed to understand the school based factors which influence student discipline in their school.

1.9 Assumptions of the study

The assumptions of the study included: -

- i. The principals are facing discipline problems in managing public secondary schools.

- ii. The principals, teachers and students will give reliable information that relate to indiscipline problems in the schools.
- iii. That teachers and principals are well trained and dedicated to establish and address indiscipline challenges in schools.

1.10 Definition of significant terms

The following terms were used in this study:

Autocratic leadership refers to where the leader of a school to makes all decisions concerning what, when, where and how things are done and who will do them.

Democratic leadership refers to where the leader of the school gives members an institution an opportunity to take part in decisions making process through consideration of their opinions and ideas.

Discipline refers to a situation in which a student practice and embraces desired behavior subject to rules and regulation in school.

Drunkenness refers to the state of a teacher being intoxicated with alcohol to the extent of causing him or her to misbehave in school.

Indiscipline refers to a state in which students' behavior goes against the existing code of conduct in a school.

Laissez-faire leadership style refers to where the leader of a school completely delegating the power to make decision to others in the school.

Leadership styles refers to a particular behavior put in place by a leader of school to motivate and inspire people to achieve institutional goals and objectives.

Peer Pressure refers to the external push on a student to support friends group behavior that in turn interferes with his reasoning in order for the group to like and respect him or her.

School based factors refer to the properties that influence students discipline within a school

School population refers to the total number of students enrolled in a school.

1.11 Organization of the study

The study was organized into five chapters as in chapter one consisted of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations and delimitations of the study and definitions of significant terms. Chapter two consisted of the summary of literature review under subheadings: Concept of discipline in school, peer group pressure, principal democratic leadership style, school population and teachers' drunkenness behaviour influence on student discipline, theoretical framework and the conceptual framework. Chapter three consisted of the research methodology together with: research design, target population, sample size and sampling procedure, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques. Chapter four comprised of data analysis and presentation of the findings, while chapter five consisted of the summary of the findings, conclusions and suggestions of areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review covered the concept of discipline, school based factors influencing students discipline in secondary schools that includes; peer group pressure, principal's democratic leadership style, school population and teachers' drunkenness behavior, summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of discipline in school

Student discipline in school is a great concern in the education sector for the parents and other stakeholders. The students in school need to be assured of their physical, mental and emotional security to ensure effective learning and teaching situation (Danso, 2010). According to Karuri (2012) define student indiscipline as the act of lawlessness and going against the set societal norms. The behaviors of students that conflict with desirable learning, can also be referred to as indiscipline (Leach 2003). Student indiscipline has been a common phenomenon of school environment with its causes linked to the social, historical and economic contexts of the time.

Neaves (2009) outlines the various forms of indiscipline cases to include use of abusive language, regular missing classes, drugs and substances abuse, stealing other peoples' property and bullying leading to students' unrest. Ndirangu (2010) rightly recorded that instances of indiscipline could assume many forms such as lying, stealing, playing truant or running away from

home. Momanyi (2011) describes discipline as a method that guides the students to formulate and make reasonable decisions in their lives. He stresses that when there is good management of discipline school the educational resources and time stakeholders will be saved and used effectively.

2.3 Peer group pressure and students' discipline

A peer group is a group of individuals who can dominate or influence others to leave an impression on people; for example, friends who can influence others (Kamus Dewan, 2013).

Peer groups among youth plays a crucial role during the adolescence of a teenager. This is the time when teenagers develop deep friendship among their peers and become permanent during their adolescence (Guzman, 2017). Peer pressure towards persons' behavior is said to be a social phenomenon where the members of a society are or may not be influenced negatively but majority are affected by the undesirable behavior of those people who resist what others do (Gulati, 2017). Peer groups in school answer questions from teenager various concern from adolescence stage including physical appearance or changing bodies and behavior patterns (Ademiyi & Kolawole, 2015).

Peer pressure could easily affect the self-esteem of students as individual adopt attitudes towards a certain aspect that they encountered or they are aware of (Uslu, 2013). The pressure among peer groups may make members to participate in undesired things or negative behavior due to the presence of a particular peer group leader who influences its members to engage and do

deviant acts or promote undesirable things to the group (Dumas, Ellis, & Wolfe, 2012).

Therefore, Peer Pressure can directly have negative or positive impact towards students' behavior. The regular interactions between students with their age mates appeal to enhance their behavior and learning capacity under the guidance of an adult educator (Kinderman, 2016).

2.4 Principal's democratic leadership style and students' discipline

Democracy entails providing the opportunity for people to give their ideas and opinions before a decision is made thus democratic leadership style is largely based on collaboration and cooperation of stakeholders.

In America, school principals face indiscipline cases such as; insubordination, inadequate or lack of support for and from teachers, fighting, lack of respect, and disobedience to the school authority. A study in the USA asserts that 29.6 percent of students at grade 3 to 11 level had an indiscipline act reported (Hammer & Whisman, 2014). This results to disruption of the school activities to the extent that students are not able to attend to learning and teaching situations.

Yaghambe & Tshabangu, (2013), research study on aspects of policy and rights of children in Tanzania asserts that school head teachers possess a crucial role in ensuring a safe environment for children's and also correcting misbehaviour. In the study they recommended various methods to solve discipline problems to include: formulation of curriculum which equip

learners with desired moral values and lessons that instill self-discipline in students; teaching students on social work activities that focus on promoting harmony between community and students (Yusuf, 2008; Yaghambe & Tshabangu, 2013).

School leaders are always responsible for discipline level of students. Kiprop (2012), study on the role of educational stakeholders in the management of discipline in schools in Kenya reveal that many school principals practice a master and servant relationship when interacting with students and do not easily pay attention to opinions and students' grievances about issues. This situation eventually breeds a lot of contempt, stress and misunderstanding between school administration and students resulting frustrations, tension and chaos as seen through students going on strikes.

Sang, Kindiki and Kitilit (2012), studies to investigate the relationship between leadership approach and students' discipline in secondary schools in Koibatek district, Kenya found that principals always involve other stakeholders such as teachers, students and parents, in the management affairs of their schools. It emphasizes on the existence of a close relationship between school leadership approach employed by principals and student discipline. The study encourages the principals to practice democratic based leadership in their role as school leaders by ensuring that teachers, students and other stakeholders take part effectively in decision making processes in school.

Tadic (2015), asserts that democratic process in school gives students the necessary skills and are likely to be more interested in the subject matter and

encouraging positive students' behavior in the school. This because the active involvement among teachers and students to negotiate solutions of conflict situations that may arise in school builds a cohesive unit that uphold good conduct.

Allen & White, (2014) in their study asserts that students discipline problems are closely linked to the way school administrators and teachers handle discipline in school resulting to suspensions, and expulsions that have proven to be costly for students. Mote, Thinguri, & Moenga (2015) study on how student indiscipline can be managed by school principals in public secondary schools in Kenya finds that schools whose student leaders are empowered by the head teacher are mostly likely to provide crucial support to the administration in maintaining student discipline by assisting in reporting indiscipline cases, supervising learning and students' duties such as cleaning, taking meals among others.

2.5 School population and students' discipline

School population greatly contribute to the change of the prevailing school climate by modifying the school's social space and "sense of community". For instance, there exist a more less frequent and direct communication between teachers, school administrators, and students in larger populated schools (Gottfredson & DiPietro, 2011). Boccardo, Schwartz, Stiefel, and Wiswall (2013) submits that students in smaller populated schools tend to be having better interpersonal relationship as they are able to identify with the school and even with each other. Ogunyemi and Hassan (2011) argue that the issue of

large school population can be counter-productive. As this makes the school to be over-congested which is an indication of the strain the student population is placing on existing educational and boarding facilities in schools. This creates sense of frustration on part of students with the school environment seen through misconduct to voice concern.

A study by Oyeniran (2014), finds that the great increase in school population in Lagos state is due to the high enrollment of students in junior secondary schools with classes carrying students between 90 - 110 or even more. Despite these good open enrolments in schools, still the inadequacies present itself through short supply of teachers, inadequate classrooms and structures in poor conditions. To the extreme, in some secondary schools the basic learning and teaching requirement like seats and desks are insufficient forcing students to sit on ransacked furniture and even on bare floor.

Large school population, tend to make schools increasingly unmanageable, leaving the teachers with the impossible task of giving individual attention to the learner's needs. The teachers' contact with the learner in school becomes so minimal to the extent that a number of poorly motivated learners can form small committees in the school to engage in non-school discussion and may result to become disorderly. Muraina and Muraina (2014) submit that such, large school population poses a serious problem to the teachers in their attempt to control and instill discipline in school, besides it could influence how students interact with each other which may determine the level of class discipline.

According to a study conducted by, Animashaun (2009), finds that schools with small school population allows the teachers to comfortably control students' activities thereby enhancing teachers' efficiency and effectiveness in carrying out their instructional and supervisory work thereby encouraging cooperation from students. It also gives chance for the students to get personal attention from the teachers, take part fully in school activities, reduce indiscipline problems than students in schools with larger population (Muraina and Muraina ,2014)

2.6 Teachers drunkenness behavior and students' discipline

Teachers in schools may sometimes promote indiscipline of student by being unprepared due to absenteeism and lateness as a result of their drunkenness behavior as they lack commitment to instructional work (Felix, 2011). Teachers who preside over an ill-prepared lesson risks causing misbehavior among students.

Lochan (2010), also outlines that when lessons are not interesting to students it causes boredom which will result to disruptions of learning through behaviours of truancy and talking during lessons without permission. The absence of commitment on part of teachers leads to neglect to cater for individual learning differences and styles of learners (Felix, 2011). When the teachers do not employ different teaching methods to cater for every student, the students will become bored, not interested in learning, school and unruly.

Some of the behaviors portrayed by teachers lead to student indiscipline (Ozegwu, 2009). The teacher's treatment of learners can lead to discipline

problems as cases of truancy and students refusing to go to school may be products of a hostile school environment characterized by teacher imposing strict rules. Therefore, drunk teachers with impaired judgement may use their position to expose learners to intimidation making them to react through rebellious behaviour causing indiscipline through the display unacceptable behavior

Orji (2014), asserts that maintaining of a positive environment for learning is a core responsibility of a teacher. The ability of a teacher to effectively manage classroom and student behavior is key to realizing educational outcomes in schools. Thus teachers who have behavior problems such as drunkenness' may not have the required basic management skills which involves close understanding of the nature of students in classroom and who have diverse discipline problems and how to cater for them. According to Kilonzo (2009), the teachers are expected to be role models to the students they teach in schools. Teachers who arrive in school drunk, late and not properly dressed, always risk being copied by students thus undermining the discipline of the school.

2.7 Summary of the related literature reviewed

The literature review indicate that currently are few studies conducted on how discipline is influenced by school based factors such as peer group pressure, Principal democratic leadership style, School population and Teacher's drunkenness behaviour.

For instance, Sang, Kindiki and Kitilit (2012), in their research study to evaluate the extent to which democratic style of leadership in management by principals of schools eradicates misbehavior shows little success. As despite involvement of key stakeholders in decision making in relation to management affairs of school, indiscipline cases are still being witnessed and the principal still retains the final say on matters of school against the expectation of some of the stakeholders.

Ogunyemi and Hassan (2011) study focus on how school population strains the limited resource present in schools but scantily mentions how school population can trigger and encourage misbehavior from students which is forming the basis of this study. The other supplementary studies do not show the impact of school population as a measure of misbehavior among students Orji (2014), assessment of positive environment for learning in terms of the ability of a teacher to effectively manage classroom and student behavior is key to realizing educational outcomes in schools. Teachers who have behavior problems such as drunkenness may not understand the nature of students in school who have diverse discipline problems and how to cater for them.

Lastly, Gulati, (2017) discusses peer pressure towards developing a persons' behavior as a social phenomenon in which student may be influenced negatively to embrace undesirable behavior of those people who resist what others do. It elaborates that peer pressure limits self-control in students, thus creating discipline problems in school.

2.8 Theoretical framework

The study will use the social learning theory to discuss the factors influencing discipline in schools. The theory was first used by scholars Ronald Akers and Robert Burgess in 1966. Albert Bandura is regarded as one of the leading proponents of this theory. In his analysis Bandura (1977) explains that Social learning theory puts stress on the effects of observation of examples done by other persons and which is later copied by others. For instance, through media advertisement smoking cigarette and alcohol drinking is made to look as a good way of relaxation after a long tiresome routine, thus many youths are most likely to engage in these habits in order to experience for themselves. The theory argues that the process of learning takes place within a social situation and set up. It takes into consideration the manner in which people learn from each other through principles namely attention, retention, reproduction and motivation. Children tend to portray anti-social and aggressive behavior they are seeing and learning from other children who are frequently exposed to witnessing such behavior among adults in their lives and even between adults and children too.

This theory is relevant in this study. The application of this theory is that students who tend to show bad behavior in their schools are most likely to have learnt that behavior from their environment at home from adults and from friends whom they interact with. The students who engage in drug abuse or defiance to school authority may be doing so since others are also engaging in it. Thus indiscipline cases witnessed in schools among students are closely

linked to imitating a given misbehavior which is being observed and accepted by their peer groups and social set in which they live.

2.9 Conceptual framework

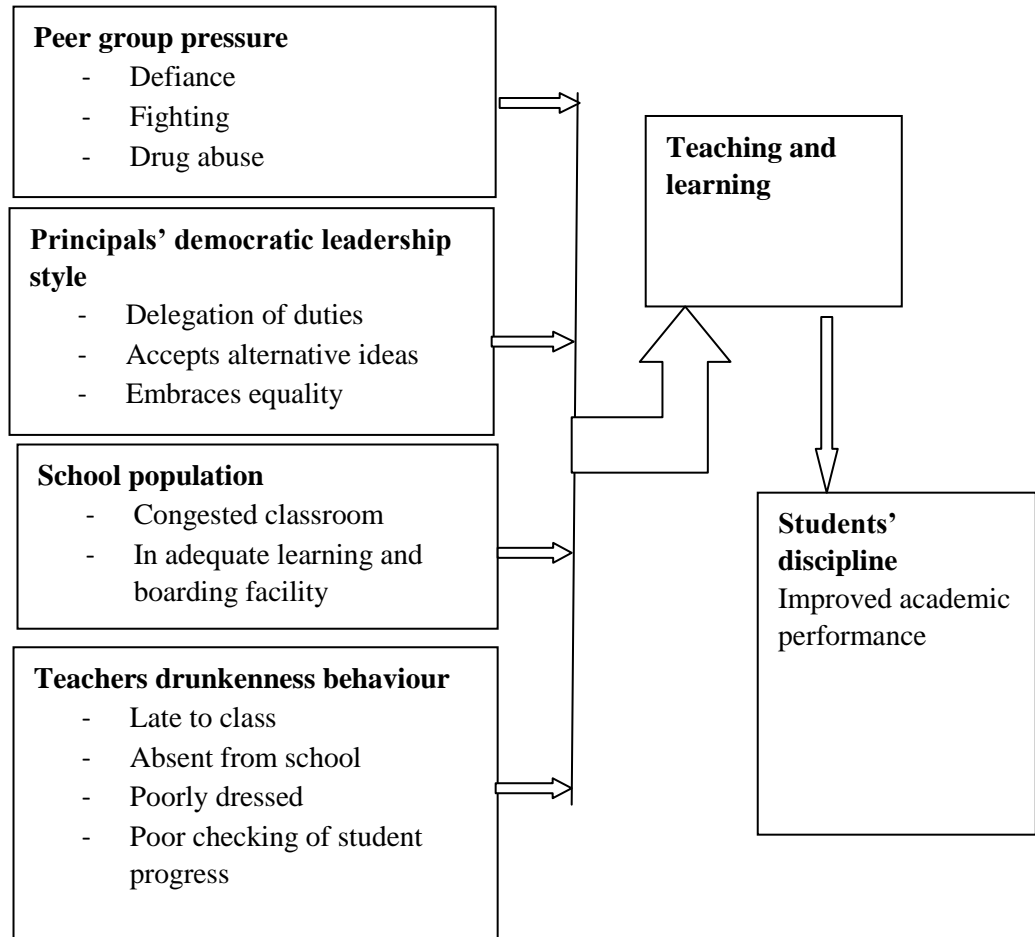


Figure 2. 1 Conceptual framework showing relations of variables

The conceptual framework clearly shows the relationship between independent variables (the inputs) into to the school process, that is peer group pressure, principal democratic leadership style, school population, teachers drunkenness behaviour and dependent variable that is students discipline (the output). When there is lack of close social supportive relation between the student body, school administration and teachers, the students readily find

solace in negative peer group pressure and begin copying bad habits such as drug and substances abuse, defiance to authority. If school principals' leadership style rides on outstanding good communication and collaboration, it creates a platform for healthy discussions and debates that accommodates dissenting opinions from students or school community at large, allowing the students to maintain their composure during difficult and stressful situations in school that may tempt them to engage in misbehavior, thus become discipline. If schools with both large and small population are subject to a wide participatory supervision involving the principal, teachers and student leaders, cases of misbehavior will promptly and easily be identified and arrested before they spiral out of control, thus ensuring discipline.

Teachers' drunkenness behaviour, in terms of coming to class late, absent from school and poor dressing poor checking of student progress, provides avenues through which some students may show contempt to the set rules and regulation, thus likely lead to indiscipline cases in schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter comprises the research design, the target population, sample size and area of study, sampling procedure, research instruments, data collection procedures and data analysis techniques and ethical considerations that affected the study.

3.2 Research design

This study adopted a descriptive survey design. Orodho (2010), asserts that descriptive survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals in the study. This research design was appropriate for this study as it provided both qualitative and numerical description of a population sample through making inferences in terms of behavior, perceptions, attitudes, characteristics, opinions of target population (Paton 2002). This took the form of acquiring information, interpretation of factors such as peer group pressure, principals democratic leadership style, school population, the teachers' drunkenness behaviour and their influence on student s discipline with no alteration.

3.3 Target population

Mugenda and Mugenda (2003), opines that population is a whole group of individuals, events or objects that have common observable characteristics. The target population of this study consisted of all the 34 public secondary

schools in Seme Sub-county with a population of 34 principals, 1451 form four students and 281 teachers (Seme Sub-County Education Office, 2019). The form four students were targeted for this study because of their long stay in school, thus have the capacity to relate well to issues of school-based factors influencing discipline of students in schools

3.4 Sample size and sampling procedures

According to (Cooper & Schindler, 2003), a sample size of 30% or 10% to 50% is always recommended for social sciences. The target sample population and size is shown in the Table 3.1

Table 3.1 Size of sample

Respondents	Target population	Sample	% Sample size
Principals	34	17	50.0
Teachers	281	141	50.0
Form four students	1451	290	20.0
Total	1766	448	25.0

Purposive sampling technique was used to pick 20% of the students taking part in the study translating to 290 form four students. The use of purposive sampling ensured that the selection of form four students sample size takes into consideration the issues of gender balance. A sample size of 50 percent of the teachers was selected using simple random sampling translating to 141 teachers. This was done by writing the names of all the schools in the sub-county on papers, which were then be folded and placed in a basket for

random picking (Mulusa 1990). The study targeted teachers because of their important role in overseeing student discipline in school. Purposive sampling used to get 50% of the 34 principals, translating to 17 principals from the public secondary schools in the Sub-County. The principals were involved in the study because of their administrative roles in the school.

3.5 Research instruments

To undertake this study, the researcher administered questionnaires to the teachers and form four students containing both structured and unstructured questions while interview schedule were used on principals to collect primary data. Questionnaires were used because they allow the respondents to freely express themselves (Mugenda & Mugenda, 2003). The questionnaires for teachers contained two parts of A and B. Part A aimed to gather the demographic information (age, sex, academic qualification), whereas part B sought the information on the influence of school based factors on students' discipline in public secondary schools. The questionnaire for students contained two parts. Part A aimed to collect demographic information (age, sex, class) while part B sought to gather information on influence of school based factors on students' discipline in public secondary school.

Interview schedule for the principal contained unstructured open ended and semi-structured questions regarding the influence of school based factors on students' discipline in public secondary schools. These questions covered the four objectives of the study. Interviews schedules were suitable because they

provided in-depth information of the issues as it enabled the researcher can ask more questions than those that had been formulated (Jwan, 2010).

3.6 Validity of instruments

Validity is the degree to which results obtained from analysis of data actually represents the phenomenon under investigation (Orodho 2004). A pilot study was done in five schools in the neighboring sub-county to pretest the instruments used in the study. The aim of pre-testing was to determine the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were modified to increase the quality of the research instruments. The researcher used content validity to determine if the objectives are adequately covered in the research instruments. The researcher sought expert judgement from the supervisors to validate the instruments (Kombo & Tromp, 2009).

3.7 Reliability of the instruments

Mugenda and Mugenda (1999) defines reliability as a measure of the degree to which a research instruments yields consistent results or data after repeated trial. To ensure the reliability of the items in the questionnaires, the researcher employed a Test-Retest method, thus a pilot study was conducted in three public secondary schools found in Seme sub-county that were not among the selected sample for the main study to pick principals, teachers, and students as respondents for this exercise. The respondents from the piloted schools were then be requested to complete the questionnaire twice within a span of two weeks, in order to check if there existed any constant in their responses. To

establish the correlation between the scores from the pre-test and post- test results, the Pearson product-moment correlation (r) co-efficient technique was be used to compute the scores to find the coefficient of reliability

$$N\Sigma XY - (\Sigma X)(\Sigma Y)$$

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2} \sqrt{N\Sigma Y^2 - (\Sigma Y)^2}} \quad \text{Where}$$

ΣX = sum of X scores

ΣY = sum of Y scores

ΣX^2 = sum of the squared X scores

ΣY^2 = sum of the squared Y scores

ΣXY = Sum of the products of paired score X and Y

N = Number of paired scores

If a coefficient correlation of about 0.8 is realized it will be enough to consider the instrument reliable (Jwan 2010)

3.8 Data collection procedures

The researcher got a departmental clearance letter for purposes of data collection before applying for research authorization permit from the National Commission of Science, Technology and Innovation (NACOSTI). The researcher then made introductory visits to public secondary schools in Seme sub-county. These pre-visits by the researcher aimed to develop a rapport with respondents and ultimately make appointments. The respondents were assured of the confidentiality of their details. The researcher personally administered the questionnaires and interview schedule to the respondents and later picked them.

3.9 Data analysis techniques

Since manual analysis of data is always tedious and prone to resulting to errors. The processing and analysis was done through the use of Statistical Package for Data analysis SPSS version 22 and Microsoft Excels to produce quantitative reports through tabulations, percentages, measures of central tendency, frequency tables distribution and statistical tables were also used for presentation of responses and comparison. As these methods enables easy making of interpretation, conclusion and recommendations by providing a general outlook of a given research problem. On the other hand, analysis of qualitative data was done through illustrating narratives statements that relate to relevant thematic areas and the findings given in prose form.

3.10 Ethical considerations

The study ensured confidentiality of all the respondents who took part as they were not be required to put down their personal information on the research instruments. The researcher assured the respondents that the intention of study was strictly meant for academic use only and not for victimizing and segregating anyone. The researcher got permit to carry out research from the National Commission of Science, Technology and Innovation (NACOSTI) and Ministry of education and a letter of introduction from the university to facilitate seeking official permission from the target school administrations in order to be allowed to carry out the research in the respective stations.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter focuses on the questionnaire return rate, analysis, presentation of data collected from the field and interpretation of the results thereof. In this chapter, data analysis is presented in line with the study objectives thus: the influence of Peer pressure, Principals' democratic leadership style, School Population, Teachers' drunkenness behaviour on students' discipline in public secondary schools in Seme sub-county.

4.2 Response Rate

The researcher scheduled seventeen (17) interviews with the principals. One hundred and forty-one (141) questionnaires were administered to teachers while two hundred and ninety (290) questionnaires were administered to form four students as show in table 4.1. Out of these, all the seventeen (17) principals participated in the interviews, (135) questionnaires were returned by teachers while (282) questionnaires were returned by form four students.

Table 4. 1: Response rate

Respondents	Administered	Returned	% return rate
Principals	17	17	100
Teachers	145	135	93.1
Form four Students	290	282	97.2

The return rates were 100 % for principals, 93.1% for teachers and 97.2% for form four students respectively. According to Babbie (2010) and Best and Khan (2011), a response rate of 50% was considered adequate, 60% good and above 70% very good. Therefore, the response rate from these respondents was considered to be very good and the researcher proceeded to analyze the data as planned.

4.3 Demographic information

The study sought to find out the principals and teachers bio-data by way of gender, teaching experience and professional qualification of the respondents. The researcher would justifiably make inferences based on their responses.

4.3.1 Gender of teachers and principals

The study sought to find identify the teachers' and principals' bio-data by way of their gender. Tables 4.2 shows the distribution in terms of gender of teachers, and principals as shown

Table 4.2: Gender of respondents (teachers & Principals)

Gender	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Male	72	53.3	11	64.7
Female	63	46.7	6	35.3
Total	135	100	17	100

The study findings on the gender of principals indicated that majority (64.7%) were males. This might show that there was gender inequality among the

principals. The study findings on the gender of teachers designated that (53.3%) were males. This further show that there was gender inequality among the teachers. The gender distribution was found suitable to give adequate information about school based factors influencing students' discipline in public secondary schools. According to Musyoka (2018) male teachers and administrators use more rational methods that are related to assertiveness and behavioral modification while female teachers and principals view discipline from a relational perspective which is inclined towards guidance and counseling.

4.3.2 Teachers and Principal academic qualification

The study further sought to find out the level of academic qualification for the teachers and principals and the results are shown in Table 4.3

Table 4.3: Academic qualification (Teachers & Principals)

Qualification	Principals		Teachers	
	Frequency	Percentage	Frequency	Percentage
Diploma	0	0	23	17.0
Degree	6	35.3	90	66.7
Masters	7	41.2	19	14.1
PhD	4	23.5	3	2.2
Total	17	100	135	100

The study findings pointed out that a great number of principals (41.2%) had Masters, (35.3%) had degree and (23.5%) had PhD as their highest level of education. These conclusions show that all principals have knowledge of school related factors influencing discipline in public secondary schools in

Seme. The findings confirm those of Maingi, Mulwa and Maithya, (2017) which indicated school administrators and teachers need various skills and knowledge in order to cope with the emerging issues, schools and environmental factors and demands of maintaining discipline among students.

The study findings indicated out that majority of teachers (66.7%) had degree and (14.1%) masters and (2.2%) had PhD as their highest level of education. Thus the teachers had professional and academic knowledge to understand school based factors influencing students discipline in public secondary schools.

4.3.3 Principals’ headship and Teachers’ working experience

The study sought to find out from the teachers the number of years they have served in the teaching service and from principals the number of years they served as heads of schools.

Table 4. 4: Work Experience (Principals & Teachers)

Principals’ headship Years	experience		Teachers’ Working Experience	
	F	%	F	%
Below 1 year	1	5.9	9	6.7
2-5 years	4	23.5	78	57.8
5-10 years	8	47.1	38	28.1
Over 10 years	4	23.5	10	7.4
Total	17	100	135	100

The findings on table 4.4 revealed that a greater proportion (47.1%) of principals had between 5-10 years’ experience on managing secondary

schools. Based on these findings it can be deduced that most of the principals had adequate experience in performing administrative duties. Onyango (2008) observed that headteachers working experience had positive influence on their ability to maintain students discipline in schools because they understand various means applicable in handling students' discipline.

The findings on table 4.4 further revealed that a greater proportion (57.8%) of teachers had between 2-5 years' teaching experience, (28.1%) had between 5-10 years while (7.4%) had over 10 years teaching experience. From these findings it can be deduced that majority of teachers had worked for long period of time hence had adequate experience on causes of indiscipline in schools and possible ways of alleviating indiscipline cases in schools.

4.4 The Influence of peer pressure on students' discipline

The study sought to establish the Influence of Peer Pressure on Students' Discipline in public secondary schools in Seme sub-county. The components covered included Defiance to authority, Fighting, Drug and substance abuse. The respondents who were form four students, teachers and principals were subjected to the same type of questions. The Yes or No questions related to peer pressure and students' discipline.

Table 4. 5: Peer Pressure on Students’ Discipline (students’ response.)

Statement	Yes		No	
	F	%	F	%
Students in our school have social peer groups	272	96.5	10	3.5
Peers in social groups in our school always copy what their friends do	212	75.2	70	24.8
Our principal and teachers warns us against joining peer bad company	276	97.9	6	2.1
Peers in the same groups go against the set school rules and regulation	194	68.8	88	31.2
Defiance to authority is commonly associated with bad peer group	242	85.8	40	14.2
Cases of fighting in school results from bad peer company	162	57.4	120	42.5
Bad peer company leads to Drug and substance abuse in school	197	69.9	85	30.1

The results show 272 (96.5%) of the students stated that students in their schools had social peer groups and (75.2%) said peers in social groups in school always copied what their friends did. Principals and teachers warns students against joining peer bad company as shown by (97.9%) since peers in the same groups go against the set school rules and regulation as marked by (68.8%) who agreed to the questionnaire proposition. Defiance to authority is commonly associated with bad peer group among the students as marked by

242(85.8%) that agreed. Majority of students 162 (57.4%) agreed that cases of fighting in school resulted from bad peer company. Moreover, (69.9%) of students agreed that bad peer company led to drug and substance abuse in schools.

Table 4. 6: Peer Pressure on Students’ Discipline (Teachers’ response)

Statement	Yes		No	
	F	%	F	%
Students in our school have social peer groups	121	89.6	14	10.4
Peers in social groups in our school always copy what their friends do	132	97.8	3	2.2
Teachers warns students against joining peer bad company	128	94.8	7	5.2
Peers in the same groups go against the set school rules and regulation	114	84.4	21	15.6
Defiance to authority is commonly associated with bad peer group	98	72.6	37	27.4
Most cases of fighting in school results from bad peer company	87	64.4	48	35.6
Bad peer company leads to Drug and Substance abuse in school	82	60.7	53	39.3

The results show 121 (89.6%) of the teachers stated that students in their schools had social peer groups and (97.8%) said peers in social groups in school always copied what their friends did. Teachers warn students against joining peer bad company as shown by (94.8%) since peers in the same groups

go against the set school rules and regulation as marked by 114 (84.4%) who agreed to the questionnaire proposition. Defiance to authority is commonly associated with bad peer group among the students as marked by 98 (72.6%) of teachers who said yes to the questionnaire proposition. Majority of teachers 87 (64.4%) agreed that cases of fighting in school resulted from bad peer company. Moreover, 82 (60.7%) of teachers agreed that bad peer company led to drug and substance abuse in schools.

Table 4. 7: Peer Pressure On Students’ Discipline (Principals’ response)

Statement	Yes		No	
	F	%	F	%
Students in my school have social peer groups	17	100	0	0
Peers in social groups in my school always copy what their friends do	13	76.4	4	23.6
Teachers and principal warns students against joining peer bad company	16	94.1	1	5.9
Peers in the same groups go against the set school rules and regulation	10	58.8	7	41.2
Defiance to authority is commonly associated with bad peer group	13	76.5	4	23.5
Most cases of fighting in school results from bad peer company	10	58.8	7	41.2
Bad peer company leads to Drug and Substance abuse in school	11	64.7	6	35.3

From the above findings all principals 17 (100%) agreed that students in their schools had social peer groups and (76.4%) said peers in social groups in school always copied what their friends did. Principals and teachers warn students against joining peer bad company as shown by 16 (94.1%). Majority of principals (58.8%) agreed that peers in the same groups go against the set school rules and regulation. Defiance to authority is commonly associated with bad peer group among the students as marked by 13 (76.5) of principals who said yes to the questionnaire proposition. Most cases of fighting (58.8%) in school resulted from bad peer company. Moreover, 11 (64.7%) of principals agreed that bad peer company led to drug and substance abuse in schools.

Peer pressure shapes the personalities of students and influences how they relate in their learning environment. According to (Zhao, 2011), persistence of misconduct among the middle schools and adolescents stage of young people are from bad peer company, inadequate parental discipline and poor guidance and counseling among others.

4.5 Principal's democratic leadership style and students' discipline

The study sought to establish the influence of principal's democratic leadership style on students' discipline in public secondary schools in Seme sub-county. The components covered included delegation of duties, acceptance of alternative ideas and embracing of equality in leadership. The respondents who were from four students, teachers and principals were subjected to the same type of questions. In a scale of 1 to 5, the respondents indicated the extent to which they agreed or disagreed with the following

statements pertaining their principal. The agreement codes used were: 1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree.

Table 4. 8: Principal’s democratic leadership style and students’ discipline (Students’ response)

Statements	1	2	3	4	5
	%	%	%	%	%
Students are always free to see the principal to explain their problems	11.3	8.2	1.1	26.2	53.2
The principal consults with students before any changes are made on the school routine	62.3	19.1	0	8.4	10.2
Consulting with teachers and students on maintaining discipline minimizes indiscipline cases in school	7.0	6.3	1.2	27.2	58.3
Allowing students to have a say in determining the school dress code reduces cases of indiscipline in my school	69.7	7.5	0	14.1	8.7
The principal regularly meets students to discuss issues in school	22.3	11.1	1.3	60.1	5.2
Some leadership functions are performed by deputy principal, teachers and students council	11.6	9.3	0	3.7	75.4
The principal involve other persons in finding solution to indiscipline cases in my school	4.6	18.2	2.3	11.4	63.5
Principals democratic style minimizes indiscipline in my school	5.5	3.4	0	11.2	79.9

Table 4.8 shows that students are always free to see the principal to explain their problems as indicated by (26.2 %) that agreed and (53.2%) that strongly

agreed. Students were of the view that the principals do not consult them before any changes are made on the school routine as indicated by (62.3%) that strongly disagreed with the proposition and (19.1%) that disagreed. Majority of respondents (58.3%) were of the view that consulting with teachers and students on maintaining discipline minimized indiscipline cases in school. The principals further regularly meet students to discuss issues in school as shown by (60.1%) that agreed and (5.2%) that strongly agreed. However, allowing students to have a say in determining the school dress code does not reduce cases of indiscipline in my school as indicated by (69.7%) of respondents. Majority of respondents (75.4%) strongly agreed some leadership functions are performed by deputy principal, teachers and students' council in their schools. Moreover, the principals (63.5%) involved other persons in finding solution to indiscipline cases in schools. Most students (79.9%) further strongly agreed that principals democratic style minimized indiscipline in schools.

Table 4. 9: Principal’s democratic leadership style and students’ discipline (Teachers’ response)

Statements	1	2	3	4	5
	%	%	%	%	%
Students are always free to see the principal to explain their problems	11.1	10.2	0	16.4	62.3
The principal consults with students before any changes are made on the school routine	68.1	16.4	1.3	6.7	7.5
Consulting with teachers and students on maintaining discipline minimizes indiscipline cases in school	1.1	3.1	0	17.3	78.5
Allowing students to have a say in determining the school dress code reduces cases of indiscipline in my school	54.8	5.7	1.2	19.8	18.5
The principal regularly meets students to discuss issues in school	6.2	4.2	0	27.1	62.5
Some leadership functions are performed by deputy principal, teachers and students council	6.5	12.1	0	17.1	64.3
The principal involve other persons in finding solution to indiscipline cases in my school	14.0	13.4	1.5	15.3	55.8
Principals democratic style minimizes indiscipline in my school	5.2	7.2	0	11.2	76.4

Table 4.9 shows that majority of teachers (62.3%) were of the view that students are always free to see the principal to explain their problems. Majority of teachers (68.1%) were of the view that principals do not consult with students before any changes are made on the school routine. Majority of respondents (78.5%) were of the view that consulting with teachers and students on maintaining discipline minimized indiscipline cases in school. The principals further regularly met students to discuss issues in school as shown by (27.1%) that agreed and (62.5%) that strongly agreed. However, allowing students to have a say in determining the school dress code does not reduce cases of indiscipline in my school as indicated by (54.8%) of respondents. Majority of respondents (64.3%) strongly agreed some leadership functions are performed by deputy principal, teachers and students' council in their schools. Moreover, the principals (55.8%) involved other persons in finding solution to indiscipline cases in schools. Most teachers (11.2%) agreed and (76.4%) further strongly agreed that principals democratic style minimized indiscipline in schools.

Table 4. 10: Principal’s democratic leadership style and students’ discipline (Principals’ response)

Statements	Yes		No	
	F	%	F	%
Students are always free to see the principal to explain their problems	13	76.5	4	23.5
In maintaining discipline both students and teachers are consulted	11	64.7	6	35.3
students consulted are before any changes are made on the school routine	5	29.4	12	70.6
Students in my school have a say in determining the dress code	3	17.6	14	82.4
Meeting students to discuss issues in school reduces indiscipline cases	12	70.6	5	29.4
Delegating some leadership functions to deputy principal, teachers and students council improves students discipline in my school	14	82.4	3	17.6
I involve other persons in finding solution to indiscipline cases in my school	11	64.7	6	35.3
Principal’s democratic style improves discipline in school	12	70.6	5	29.4

Table 4.10 shows that majority of principals 13 (76.5%) were of the view that students are always free to see them to explain their problems. Majority of

principals 12 (70.6%) were of the view that principals do not consult with students before any changes are made on the school routine. Meeting students to discuss issues in school reduced indiscipline cases as shown by 12 (70.6%) of principals that said yes to the proposition. Most respondents 84.2% agreed that delegating some leadership functions to deputy principal, teachers and students' council improved students discipline in their schools. Moreover, (64.7%) of principals involved other persons in finding solutions to indiscipline cases in my school.

The principals further regularly met students to discuss issues in school as shown by (27.1%) that agreed and (62.5%) that strongly agreed. However, allowing students to have a say in determining the school dress code does not reduce cases of indiscipline in my school as indicated by (54.8%) of respondents. Majority of respondents (64.3%) strongly agreed some leadership functions are performed by deputy principal, teachers and students' council in their schools. Moreover, the principals (55.8%) involved other persons in finding solution to indiscipline cases in schools. Most teachers (11.2%) agreed and (76.4%) further strongly agreed that principals democratic style minimized indiscipline in schools. Majority of principals 12 (70.6%) were of the view that principal's democratic style improved discipline in schools.

The findings confirm that of Njami (2018) which concluded that there was significant relationship between principals' democratic style of leadership and students' discipline in public secondary schools and democratic Principal

Leadership Style affected the level of student discipline in secondary schools in Nakuru County.

4.6. School population and students discipline

The study sought to establish the influence of school population on students' discipline in public secondary schools in Seme sub-county. The components covered included congested classrooms, inadequate learning and boarding facilities. The respondents who were form four students, teachers and principals were subjected to the same type of questions. In a scale of 1 to 5, the respondents indicated the extent to which they agreed or disagreed with the following statements pertaining their school population. The agreement codes used were: 1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree.

Table 4. 11: School population and students discipline (Students response)

Statements	1	2	3	4	5
	%	%	%	%	%
The population in our school encourages bad behavior	9.8	13.3	1.2	11.4	64.3
The school population makes it difficult to regulate indiscipline	8.3	22.4	2.7	8.2	58.4
Measures to control bad behavior among student population in school are effective	7.3	74.3	3.7	6.2	8.5
The students class population contributes to indiscipline cases	11.1	7.4	1.6	67.5	12.4

Table 4.11 shows that majority of students (64.3%) were of the view the population in their school encouraged bad behavior. Majority of respondents (58.4%) were of the school population made it difficult to regulate indiscipline thus measures to control bad behavior among student population in school were ineffective as shown by (74.3%) of the respondents. The findings confirm that of Boccardo, Schwartz, Stiefel, and Wiswall (2013) who submits that students in smaller populated schools tend to be having better interpersonal relationship as they are able to identify with the school and even with each other. Ogunyemi and Hassan (2011) further argued that the issue of large school population can be counter-productive. The students class population contributed to indiscipline cases in school as shown by (67.5%) that agreed with the proposition.

Table 4. 12 School Population and Students Discipline (Teachers response)

Statements	Yes		No	
	F	%	F	%
The school facilities are congested	113	83.7	22	16.3
Congested school facilities leads to increase in indiscipline cases	108	80.0	27	20.0
High population of students in the classrooms limits teachers behaviour management in classes.	97	71.9	38	28.1
High population in school overwhelms me thus little attention is paid on discipline.	94	69.6	41	30.4
Measures of controlling indiscipline cases in my school are effective.	43	31.2	92	68.1

Table 4.12 shows that majority of teachers 113 (83.7%) were of the view the facilities in their schools were congested and congested school facilities led to increase in indiscipline cases as shown by 108 (80%). Majority of teachers (71.9%) were of view that high population of students in the classrooms limited how teachers conduct behaviour management in classes. A large number of teachers 94 (69.6%) agreed that high students' population in school overwhelmed them thus little attention was paid on discipline. Majority of teachers (68.1%) were of the view that measures of controlling indiscipline cases in their school were ineffective. Teachers further identified the following indiscipline cases related to school population as the most prevalent in their school.

Table 4. 13 Students indiscipline cases associated with the school population (Teachers Responses)

Students indiscipline indicators	Frequency	Percentage
Students bullying	14	10.4
Students sexual harassment by other students	8	5.9
Students defiance to authority	32	23.7
Students fighting other students	13	9.6
Disorder in classroom	6	4.4
Petty theft	5	3.7
Students use of slang language	11	8.1
Students school absenteeism	32	23.7
Occurrence of strikes	5	3.7
Students carrying of mobile phones to school	9	6.7
Total	135	100

A large number of teachers' responses rated students school absenteeism (23.7%) and students' defiance to authority (23.7%) as the most common

indiscipline cases in their school in relation to population. Other forms of students' indiscipline highlighted included students' sexual harassment by other students, students fighting other students, disorder in classroom, petty theft, students use of slang language, occurrence of strikes and students carrying of mobile phones to school. Wairagu, (2018) ascertains that students' indiscipline is to a great extent associated with school population if appropriate behaviour management practices are not adhered to. The researcher further clarifies that students' indiscipline can result from a failed psychological construct where students' expectations are not met in school. The findings of this study concur with that of Muraina and Muraina (2014) which submits that such, large school population poses a serious problem to the teachers in their attempt to control and instill discipline in school, besides it could influence how students interact with each other which may determine the level of class discipline.

According to a study conducted by, Animashaun (2009), finds that schools with small school population allows the teachers to comfortably control students' activities thereby enhancing teachers' efficiency and effectiveness in carrying out their instructional and supervisory work thereby encouraging cooperation from students.

4.7 Teachers drunkenness behaviour and students discipline

The study sought to establish the influence of teachers' drunkenness behaviour on students' discipline in public secondary schools in Seme sub-county. The components covered included lateness to class, absent from school, poorly

dressed, poor checking of student. In a scale of 1 to 5, the respondents indicated the extent to which they agreed or disagreed with the following statements pertaining teachers' drunkenness behaviour and students discipline in their schools. The agreement codes used were: 1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree.

Table 4. 14 Teachers drunkenness behaviour and Students Discipline (Students Response)

Statements	1	2	3	4	5
	%	%	%	%	%
Drunkard teachers are always unprepared for lesson	6.9	11.2	1.2	8.3	72.4
Teachers ill preparedness for lesson encourage indiscipline in school	8.7	11.4	2.4	12.3	65.2
Students will doubt teachers' capabilities to deliver content if a teacher comes unprepared	8.3	7.6	0.0	71.5	12.6
Students lack of commitment to learning when a teacher does not attend individual learning styles of learners	9.7	13.9	0.0	68.9	7.5
Learners become bored and reckless if the teacher does not use a variety of teaching methods.	3.5	3.4	1.6	9.2	82.3

Table 4.14 shows that majority of students (72.4%) strongly agreed that drunkard teachers are always unprepared for lessons and teachers' ill

preparedness for lesson encourage indiscipline in school as shown by (65.2%) that strongly agreed. Majority of the respondents (71.5%) agreed that students will doubt teachers' capabilities to deliver content if a teacher comes unprepared. Students lack of commitment to learning when a teacher does not attend individual learning styles of learners as shown by (68.9%) that agreed. Moreover, (82.3%) of the respondents strongly agreed that learners become bored and reckless if the teacher does not use a variety of teaching methods.

Table 4. 15: Teachers drunkenness behaviour and Students Discipline (Teachers Response)

Statements	1	2	3	4	5
	%	%	%	%	%
Drunkard teachers are always unprepared for lesson	15.9	12.5	0.0	8.2	63.4
Teachers ill preparedness for lesson encourage indiscipline in school	14.7	22.3	1.2	54.6	7.2
Students will doubt teachers' capabilities to deliver content if a teacher comes unprepared	5.7	7.3	1.4	7.2	78.4
Lack of various methods of teaching lowers students commitment to learning	8.1	14.2	1.2	64.3	12.2
Drunkard teachers causes indiscipline by humiliating and intimidating the students.	9.1	15.4	0.0	54.2	21.3
Drunkard teachers absenteeism from school contributes to students discipline.	64.7	23.4	0.0	6.1	5.8
Drunkard teachers do not respond promptly to the bell thus contributing students classroom disorders.	19.3	15.6	0.0	58.4	6.7

Table 4.15 shows that majority of teachers (63.4%) strongly agreed that drunkard teachers are always unprepared for lessons and teachers' ill

preparedness for lesson encourage indiscipline in school as shown by (54.6%) that agreed. Majority of the respondents (78.4%) agreed that students will doubt teachers' capabilities to deliver content if a teacher comes unprepared. Students lack of commitment to learning when a teacher does not attend individual learning styles of learners as shown by (64.3%) that agreed. Drunkard teachers causes indiscipline by humiliating and intimidating the students as shown by (54.2%) of respondents that agreed. Moreover, (58.4%) of the respondents agreed that drunkard teachers do not respond promptly to the bell thus contributing students' classroom disorders. However, majority of teachers (64.7%) strongly disagreed with the view that drunkard teachers' absenteeism from school contributes to students' discipline.

According to (Gambo & Muktar 2017); the educators influence the student behaviour negatively. Students may manifest disruptive behaviour when teachers makes ineffective use of innovative pedagogies; shows little interest in students; does not provide academic feedback and guidance (Katola & Nyabwari, 2013); does not communicate effectively; fails to plan in a proactive manner (Rampa, 2014); uses punitive or reactive measures; teaches an irrelevant curriculum; comes late to class; uses the mobile phone in class; does have the leadership and authority to discipline the mischievous students; adopts a self-defeating attitude to the problem of a lack of discipline (Silva, Negreiros & Albano, 2017).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

The findings of the review are summarized in this chapter and presents conclusions obtained, hence recommendations and suggestions for supplementary research.

5.2. Summary of the study

The analysis sought to examine the school based factors influencing students discipline in public secondary schools in Seme Sub-county, Kenya. The research was conducted with the following aims: to examine the influence of peer pressure on students' discipline, to establish the influence of principals' democratic leadership style on students' discipline, to determine the influence of school population on students' discipline and to establish the influence of teachers' drunkenness behaviour on students' discipline in public secondary schools in Seme sub-county. The research design that was used in this study was descriptive survey because it enabled the researcher to examine individual independent variables the influencing students' discipline in public secondary schools in Seme sub-county. The target population of this study consisted of all the 34 public secondary schools in Seme Sub-county with a population of 34 principals, 1451 form four students and 281 teachers (Seme Sub-County Education Office, 2019). The form four students were targeted for this study because of their long stay in school, thus have the capacity to relate well to issues of school-based factors influencing discipline of students in school.

Simple random sampling technique was used to select the sample size for the study.

By purposive sampling technique 20% of the students were picked to take part in the study translating to 290 form four students. This technique ensured that the selection of form four students sample size took into consideration the issues of gender balance. A sample size of 50 percent of the teachers was selected using simple random sampling translating to 141 teachers. The study targeted teachers because of their important role in overseeing student discipline in school. By use of census, 50% of the 34 principals, translating to 17 principals from the public secondary schools in the Sub-County were selected to take part in the study.

This study applied the use of primary data collection technique. This was achieved through the use of questionnaires and guided interviews. The study used quantitative and qualitative data analysis. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages which were presented as tables and figures. Qualitative data was analyzed using content analysis where responses were grouped into themes, transcribed and then reported as narratives. The research instrument was piloted using the test retest technique and a Pearson correlation coefficient computed. The refined instruments were administered, filled and responses analyzed. Upon analyzing the collected data, the following are the study's major findings:

5.2.1 Response rate

On questionnaires return rate seventeen 17 (100%) of the sampled principals, one hundred and thirty five 135 (93.1%) of sampled teachers and two hundred and eighty-two 282 (97.2%) of the sampled form students returned the questionnaires. According to Babbie (2010) and Best and Khan (2011), a response rate of 50% was considered adequate, 60% good and above 70% very good. Therefore, the response rate from these respondents was considered to be very good and the researcher proceeded to analyze the data.

5.2.2 Demographic data

Gender distribution of respondents revealed that 72 (53.3%) and 63 (46.7%) were male and female teachers respectively whereas 11 (64.7%) and 6 (35.3%) were male and female Principals respectively. This showed that there was gender inequality among the teachers and principals.

On level of education, the study findings pointed out that a great number of principals 7 (41.2%) had Masters, 6 (35.3%) had degree and 4 (23.5%) had PhD as their highest level of education. Thus it can be concluded that all principals had knowledge of school related factors influencing discipline in public secondary schools in Seme. The study findings further indicated out that majority of teachers 90 (66.7%) had degree, 19 (14.1%) masters and 3(2.2%) had PhD as their highest level of education. Thus the teachers had professional and academic knowledge to understand school based factors influencing students discipline in public secondary schools.

Finally, on teaching experience, the findings revealed that a greater proportion 8 (47.1%) of principals had between 5-10 years' experience on managing secondary schools. Thus, they had adequate experience in performing administrative duties. The findings further revealed that a greater proportion (57.8%) of teachers had between 2-5 years' teaching experience, (28.1%) had between 5-10 years while (7.4%) had over 10 years teaching experience. Thus, majority of teachers had worked for long period of time and had adequate experience on causes of indiscipline in schools and possible ways of alleviating indiscipline cases in schools.

5.2.3 Influence of peer pressure on students' discipline

The first objective of the study sought to establish the Influence of Peer Pressure On Students' Discipline in public secondary schools in Some sub-county. The study established that students in public secondary schools in Some had social peer group and members of the peers in social groups in school always copied what their friends did. Principals and teachers warn students against joining peer bad company as shown by (97.9%) of students and (94.8%) of teachers. Peers in the same groups go against the set school rules and regulation as marked by (68.8%) of students and (84.4%) of teachers' responses. The study further established that defiance to authority is commonly associated with bad peer group among the students. The study further confirmed that (57.4%) cases of fighting in school resulted from bad peer company as shown by (57.4%) of students and (64.4%) of teachers' responses. Moreover, bad peer company led to drug and substance abuse in schools as shown by 82 (60.7%) of teachers' responses.

5.2.4 Principal's democratic leadership style and students' discipline

The second objective of the study sought to determine the influence of principal's democratic leadership style on students' discipline in public secondary schools in Seme sub-county. The study established that in most schools students are always free to see the principal to explain their problems as indicated by (53.2%) of students and (62.3%) of teachers. that strongly agreed.

However, it was established that the principals do not consult students before any changes are made on the school routine as indicated by (62.3%) of students and (68.1%) of teachers views. The study established that consulting and involving teachers and students' council in maintaining discipline minimized indiscipline cases in school as shown by (78.5%) of teachers, (58.3%) of students' and (84.2%) of principals' responses. The study established that allowing students to have a say in determining the school dress code does not reduce cases of indiscipline in schools. It was further established that principals democratic style minimized indiscipline cases in schools as shown by (79.9%) of students, (87.6%) of teachers' and (70.6%) of principals' responses.

5.2.5 School population and students discipline

The study sought to establish the influence of school population on students' discipline in public secondary schools in Seme sub-county. The study established that congested school facilities led to increase in indiscipline cases in schools and made it difficult to control bad behavior among student

population. The highly congested class rooms contributed to disorder in classroom cases in school as shown by (67.5%) of students and (71.9%) of teachers' responses. A large number of teachers 94 (69.6%) agreed that high students' population in school overwhelmed them thus little attention was paid on discipline. Students school absenteeism (23.7%) and students' defiance to authority (23.7%) were identified as the most common indiscipline cases among public secondary schools in Seme sub-county in relation to population. Other forms of students' indiscipline highlighted included Students bullying (10.4%), Students fighting other students (9.6%), students' sexual harassment by other students (5.9%), disorder in classroom (4.4%) among others.

5.2.6 Teachers drunkenness behaviour and students discipline

The study sought to establish the influence of teachers' drunkenness behaviour on students' discipline in public secondary schools in Seme sub-county. The study established that drunkard teachers are always unprepared for lessons and teachers' ill preparedness for lesson encouraged indiscipline in school as shown by (54.6%) of teachers' responses. Moreover, students doubt teachers' capabilities to deliver the curriculum content if a teacher comes unprepared. It was affirmed that drunkard teachers causes indiscipline in schools by humiliating and intimidating the students as shown by (54.2%) of teachers, (82.3%) of students and principals' responses. Moreover, drunkard teachers also do not respond promptly to the bell thus contributing students' classroom disorders

5.3 Conclusions

The study achieved its objectives in assessing the school based factors influencing students discipline in public secondary schools in Seme Sub-county, Kenya. The factors included; students peer pressure, principals' democratic leadership style, school population and teachers' drunkenness behaviour.

The study findings led the researcher to conclude that students in public secondary schools in Seme had social peer groups and members of the same peer groups in school always copied what their friends did. Peers in the same group go against the set school rules and regulation. Defiance to school authority, cases of fighting and drug abuse in school commonly resulted from bad peer company.

It can further be concluded that consulting and involving teachers and students' council in maintaining discipline minimizes indiscipline cases in schools. Allowing students to have a say in determining the school dress code does not reduce cases of indiscipline in schools. However, principals democratic style minimizes students' indiscipline cases in schools.

On school population, it can be concluded that congested school facilities led to increase in indiscipline cases in schools and makes it difficult to control bad behaviour among student population. High students' population in school overwhelms teachers thus little attention is paid on discipline. Student's school absenteeism and students' defiance to authority are the most common

indiscipline cases among public secondary schools in Seme sub-county in relation to population.

On teachers' drunkenness behaviour it can be concluded that drunkard teachers are always unprepared for lessons which encourages indiscipline in school. Drunkard teachers also humiliate and intimidate students which makes student to be indiscipline in return. Moreover, drunkard teachers also do not respond promptly to the bell thus contributing students' classroom disorders.

5.4. Recommendations

On the basis of the study, the researcher recommends the following;

- i. The principals, teachers, guidance and counseling department should conduct constant guide students on importance of having a good peer company in school.
- ii. The school principals should embrace democratic style of leadership in the management of schools. This can be done by consulting and involving deputy principals, teachers and students' council in maintaining discipline.
- iii. The school management should strive to build spacious classrooms and enough school facilities to cater for high students' population in school. This can be done via partnership with all school stakeholders.
- iv. The school management, Teachers Service Commission (TSC) and teachers should work together to ensure teachers adhere to teachers' code of conduct, TSC act of 2012 and other legal instruments guiding management of education.

5.5 Suggestion for further study

The study has focused on only the school based factors influencing students discipline which included students peer pressure, principals' democratic style of leadership staffing, school population and teachers' drunkard behaviour.

The researcher recommends:

- i. A study be done on other school related factors influencing students discipline in public secondary schools in Seme Sub-county.
- ii. A study be done on school based factors influencing students discipline in private secondary schools in Seme Sub-county

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APPENDICES

APPENDIX I: STUDENTS QUESTIONNAIRE

The purpose of this questionnaire is to study the influence of school-based factors on students' discipline in public secondary schools in Seme sub-county.

Section A: Demographic information

Please tick where appropriate (√) or fill in the required information

1. What is the range of your age?

Below 13years [] 14years [] 15 years [] 16 years [] Above18 years []

2. What is your gender?

Male [] Female []

3. How often do you attend school?

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

4. What class are you in? Form 1 () Form 2 () Form 3 () Form 4 ()

Section B

This section entails some of statements that focus on management of students' discipline and behavior in your school. Kindly rate each item on your level of agreement based on both your general and specific experiences at your school.

Please tick as appropriate.

The Agreement Codes to be used are: **1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree**

Peer group pressure and students discipline

Statement	Yes		No	
	F	%	F	%
Students in our school have social peer groups				
Peers in social groups in our school always copy what their friends do				
Our principal and teachers warns us against joining peer bad company				
Peers in the same groups go against the set school rules and regulation				
Defiance to authority is commonly associated with bad peer group				
Cases of fighting in school results from bad peer company				
Bad peer company leads to Drug and substance abuse in school				

Principal democratic leadership style and student discipline

Statements	1	2	3	4	5
The principal always involve the students and teachers in identifying and choosing the acceptable procedures and consequences for bad behavior in our school.					
The principal regularly communicates the school rules and regulation to the students					

The principal involves student body in making decisions and consultation relating in the students affairs					
The principal is able to promptly identify challenges facing students in school and provide suitable solutions to them					
Principal democratic leadership style plays a role in shaping the students discipline in school					

Statements	1	2	3	4	5
The population in our school encourages bad behavior					
The school population is making it difficult to regulate indiscipline cases in school					
Measures to control bad behavior among student population in school are effective					
The class student population is contributing to indiscipline cases					

Teachers drunkenness and student' discipline

Statements	1	2	3	4	5
Teachers sometimes encourage indiscipline in school by being unprepared.					
An ill prepared lesson has a tendency of causing misbehavior among students					
Students will doubt teachers' capabilities to deliver content if a teacher					

comes unprepared					
When the lessons are not interesting student become indiscipline					
Students lack of commitment to learning occurs when the teacher is not catering for individual learning styles of learners					
If the teachers fail to use a variety of methods to meet the needs of every learner, the learners become bored disinterested and reckless					

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to collect information about the “**School Based Factors Influencing Students’ Discipline in Public Secondary Schools in Seme Sub-County**”. Your responses will be used for the purpose of this study, hence do not identify yourself or school. Kindly show the correct options as correctly and honestly as possible by putting a tick on one of the options. For the question that requires your opinion, use the spaces provided.

PART A: Demographic information

1. What is your age?

Below 25 years ()

26 - 35 years ()

36 – 45 years ()

Over 45 years ()

2. What is your gender?

Male ()

Female ()

3. By means of a tick indicate your academic qualification?

M. Ed ()

B. Ed (Science) ()

MA/MSc ()

B.Ed. Arts) ()

BA (BSC) PGDE ()

Diploma ()

PART B: Peer group pressure on students’ discipline

1. Does peer group pressure influence discipline in your school? Yes () No()

2. Is the department of guidance and counseling dealing with influence of peer group pressure in school? Yes () No ()

3. Does the school have measures in place to control negative peer group pressure influence on student discipline? Yes () No ()

4. What are the bad behaviors shown by students in school due to peer group pressure?

Principal democratic leadership style on student discipline

In a scale of 1 to 5, indicate the extent to which you agree or disagree with the following statements pertaining your principal

Please tick as appropriate. The Agreement Codes to be used are: **1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree**

Statements	1	2	3	4	5
The principal encourages open door policy where students are free to see the principal to explain their problems					
The principal encourages students to bring new innovative ideas					
The principal makes consultation with students before any changes are made on the school routine					
The principal allows students to have a say in determining the rules and regulations dress of the school					
The principal regularly sets aside meetings between the students and him to discuss issues in school					

6. Do you think principal democratic leadership style has any influence on student discipline?

Yes () No ()

7. Does the principal involve other persons in finding solution to indiscipline cases in you school? Yes () No ()

8. a) Do you think there is any relationship between principal democratic leadership style and discipline? Yes () No ()

b) Give reasons to your response

School population on students' discipline

1. Do you think that the school facilities are congested? Yes() No ()

2. Do you think school population has any influence on discipline? Yes ()
No ()

3. What are the students discipline problems associated with the school population?

4. Does the population of students in the classrooms influence students discipline in your school? Yes () No ()

5. Does the population in your school influence your duty thus discipline of students?

Yes () No ()

6. How does school population influence discipline in your school?

7. Depending on the school population, do you have measures of controlling indiscipline cases? Yes () No ()

8. From the list below, which is the most prevalent case of indiscipline in your school? Tick against the indicator

Students indiscipline indicators	Tick
Students bullying	
Students sexual harassment by other students	
Students defiance to authority	
Students fighting other students	
Disorder in classroom	
Petty theft	
Students use of slang language	
Students school absenteeism	
Occurrence of strikes	
Students carrying of mobile phones to school	

Teachers drunkenness behaviour and Students Discipline

The factors stated below relate to Influence of teachers' drunkenness on Students Discipline, Kindly rate each item on your level of agreement based on both your general and specific experiences at your school. Please tick as appropriate. The Agreement Codes to be used are:

1. Strongly disagree 2. Disagree 3. Uncertain 4. Agree 5. Strongly agree

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

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

Discipline: Very great extent [] Great extent [] Moderate extent []

Little extent [] Not at all []

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS

The purpose of this guide is to collect data on school based factors influencing students discipline in public secondary schools in Seme sub-county. The questions below will guide the researcher during the interview.

- i. What are the students discipline problems witnessed in the school?
- ii. How does Democratic leadership style influence students' discipline in school?
- iii. To what extent does peer group pressure influence students' discipline in the school?
- iv. How does School population influence students' discipline in the school?
- v. Do you think teacher drunkenness behavior have any influence on students' discipline in school?
- vi. Do you think your teachers act as student's role model in school?
- vii. What is your general view on the school discipline level for this year?
- viii. How would you rate the discipline of students in Seme sub-county?
- ix. How have administrative leadership affected discipline in schools?

APPENDIX IV: LETTER FROM THE UNIVERSITY



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 – 00100 NRB
OR P.O. BOX 92 -00902
KIKUYU

January 14, 2020

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN


Dear Sir/Madam,

RE: OKUNDI STEVEN OWUOR – REG NO. E55/85113/2016

This is to confirm that **Okundi Steven Owuor** is a Master of Education Student in the Department of Educational Administration and Planning of the University of Nairobi. He has successfully defended his research proposal entitled "**School Based Factors Influencing Students' Discipline in Public Secondary Schools in Seme Sub County, Kenya**", and is expected to go to field for data collection. His area of specialization is Educational Administration.

Any assistance accorded to him will be highly appreciated.

Yours Faithfully,

for 
PROF. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING



JMK/gm

