

**INFLUENCE OF SOCIO-CULTURAL AND SOCIO-ECONOMIC
FACTORS ON PRIMARY SCHOOL PUPILS' DISCIPLINE IN KILIFI
DISTRICT, KENYA**

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**A Project Report Submitted in Partial Fulfillment for the Requirements
of the Award of the Degree of Master of Education in Educational
Administration.**

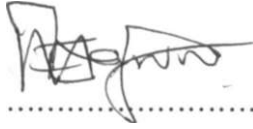
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DECLARATION

This project report is my original work and has not been presented for a degree in any other university



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This project report has been presented for examination with our approval as university supervisors

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DEDICATION

I dedicate this work to my wife Gladys Mzungu, our children Wesley Karuke, Winnie Mapenzi and Wycliff Munga.

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ACKNOWLEDGMENTS

I am grateful to God for his grace and provision which enabled me to pursue Master of Education studies at the University of Nairobi. My appreciation goes to the family members for their continued moral support which enabled me to pursue the studies.

Deserving special mention and my supervisors Dr. Ursulla Okoth and Dr. Ibrahim Khatete for their tirelessly constructive guidance and support that has greatly enriched the results of this study, their advice and encouragement gave me an inner strength that inspired me.

I also extend my sincere gratitude total! my lecturers who took me through the course successfully. The same appreciation also goes to Gaudencia Wanjku .i

Muthoni the department secretary who greatly assisted me in sending my drafts through courier services.

My heartfelt appreciation goes to my late father Karuke Kaulu Munga who never lived to see the level of education his last born son has reached, may the Almighty God continue resting his soul in eternal peace. My beloved mother Winnie Nzingo who has greatly put me in prayers and encouragement throughout the course, my unreserved appreciation also goes to my elder brother Rophus Muhaso Karuke who was my guardian throughout my education life. My elder brother Stephen Ulenje, Duncan Charo, Nixon Kaulu and my young sister Beatrice Kanze.

I acknowledge the support of various individuals and organization that facilitated completion of this work. Dickson Ole Keis my District Education Officer who has become the County Director Ministry of education Kilifi County, C.D.FBahari constituency and my zonal Quality Assurance and Standards Officers Chonyi zone, central and Shariani zone. My college mates at the university whom we encouraged and assisted each other. My staff mates from Ngamani, Chipande and Mayueni Primary school, my spiritual father in the church Rev. Samuel Ochieng Abade for his devoted prayers and all my church members in the Methodist church for their spiritual and moral support throughout the study.

Finally I appreciate the contribution by the ministry of Higher Education Science and Technology resource center to my literature review and the Teachers service commission, Kilifi teacher co-operative society for the financial part of the course.

Lastly above all to God the almighty for his mercy love, grace and gift of life this saw me throughout the study.

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LIST OF ACRONYMS AND ABBREVIATIONS

DEO	District Education Officer
KCPE	Kenya Certificate of Primary Education
KESI	Kenya Education Staff Institute
MEO	Municipal Education Officer
SMC	School Manageme Committee
SPSS	Statistical Packages for Social Sciences
UK	United Kingdom

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ABSTRACT

The purpose of this study was to investigate the socio- cultural and socio-economic factors influencing pupils' discipline in Primary schools in Kilifi District, Kenya. The study involved 78 head teachers and 418 standard 8 pupils from the district who were randomly selected to participate in the study. The study was guided by four objectives which looked into how pupils discipline is influenced by child labour, tourism practices, cultural ceremonies and child rearing practises. The study was guided by the Reinforcement theory by Skinner(1993).Descriptive survey design and data was collected through the use of questionnaires. Data of the study was both qualitative and quantitative. Qualitative was analysed using statistical packages for social sciences (SPSS). The computed data was then presented using descriptive statistics.

The study established that all the primary schools in Kilifi District experienced discipline problems, which were influenced by community socio-cultural and socio-economic activities. The study found out that staffing in the primary schools was gender imbalanced with more male head teachers 80% than female head teachers who were only 20%. The professional qualification of the head teachers was also noted to be low with most of them having PI certificates. The study also revealed that the education level of the parents was low especially the mothers who majority of them 60.3% have managed up to primary level. The type of child activity which mostly influenced pupils' discipline was noted to be tapping of palm wine 34.4%. The study also noted 25% of the tourism activities along the beaches which made pupils' to sneak from school and home was entertaining of tourists . The study also found out that majority of the parents 72% are not bothered by their children sneaking out during the day or the night to attend ceremonies. The study also noted that absentism was the most discipline problem experienced in the primary schools. The study also noted that majority of the head teachers 90.9% use disciplinary committees in dealing with discipline problems. The findings of the study also revealed that the major home based factor which influences pupils' discipline is unstable families 95.7%.

The study recommended that Parents should embrace education of their children and be strict on the discipline of their children. The head teachers, teachers, pupils' and parents should work harmoniously and co-operate effectively on the discipline of children. The Ministry of Education should equip and strengthen guidance and counseling desks in the schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is fundamental to enhancing the quality life and ensuring social and economic progress. United Nation reports on World social situation (World Bank 1999). It is key to creating, adopting and spreading knowledge, but the aims in access to education have been unevenly distributed with the poor seldom getting their fare share (World Bank report 1998 - 1999). Nahant and Pigram, (1997, 2004), Since 1987, Tourism industry has become the countries' largest single source of foreign exchange surpassing earnings from the traditional cash crops such as coffee and tea.

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Tourism has greatly impacted negatively on the discipline of the pupils in the towns along the coast. During the tourist high season in the months of September up to March, tourists come in large numbers filling the tourist beach hotels to capacity. In their leisure activities they stroll along the sandy beaches visiting local villages, schools to admire the coastal sceneries and its cultural beauties. This has compromised discipline in the primary schools. According to the District labour officer Kilifi district, pupils sneak out of school and look for tourist friends along the beaches, becoming beach boys. The pupils struggle to learn few foreign languages mostly Germany and French so as to be able to communicate to the tourists. To Head teachers, they are faced with challenges in enforcing discipline in the schools because to the learners education and excelling in exams is not an issue but what matters

most is to look for a tourist friend and bid goodbye to the poverty cycle, (Deche,2010).

Community poverty level has pushed learners to drop out of school and work in the coral block cutting companies which are just next to the school. The coastal strip is endowed with high deposits of coral rocks where companies have established themselves and employed the locals. Pupils sneak out of school to offer labour in the companies so as to be able to pay school levies and assist their family upkeep. Fishing as an economic activity being practiced by the community along the Coast also has its share towards discipline standards in the school. During the high fishing, seasons families use the children to assist them in fishing where they go over night because of high catches. The

children also sneak out of school to go for fishing on their own. Culturally girl education has no great importance attached to it despite the many efforts on campaigns mounted on its importance. Girls dropping out of school to work as a house help, staying with the young siblings at home or because of early pregnancy and early marriage is common with provincial administration doing little to curb the problems, (Salim,2009).

According to the Chairlady MaendeleoyaWanawake Kilifi District, socially, life along the coast has been negatively effected because of the interaction with the tourists. Along the beaches tourists stroll almost half naked while others were lying on the beaches caressing each other happily in the presence

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of pupils who have sneaked from school to see the life in the beaches. This has led to the deteriorating of moral standards of the children.

Academic performance is judged through examination results. On importance of examination Wamahu, (1996), observed that exams are taken as a valid measure of a pupil's education achievement and Kenya regards examination as a measure of categorizing pupils into achievers and non-achievers the most important manifestation of school quality is literacy, greater cognition abilities and better student performance in examination. Most parents are less involved in the education of their children. Some pupils take it upon themselves in educating themselves going fishing in the evening after school and weekends by tapping the local brew, coconut palm wine, offering labour in the coral block cutting companies so as to pay school levies and other educational requirements.

Studies done by Abdulatif, (2019), Deche, (2010) and Nkaduda, (2011), demonstrated a number of ways through which community participation influences curriculum implementation and academic performance of pupils. Henderson and Berla, (2004), argue that the most accurate predictors of a student achievement in school is not income or social status, but the extent to which that student's family is able to create a home environment that encourages learning; express high (but not unrealistic) expectation for their children achievement and future careers and become involved in their children's education at school and in the community. Research has also shown

that students achievement improves when parents become involved in their children's education. The family setting asserts Kyungu, (1999), influences the character building of a child.

Thornton and Voight,(1992), states that negative family environment contributes to the delinquent behavior of children because the family is the primary unit in which children learn value, attitudes and process that guide their actions throughout their lives. Caregne, (2008), states that in Botswana, violence and misbehavior exist. In 2003 students in one senior school in Botswana broke into a biology laboratory to steal ethanol. In the event some students lost their lives and others losfttheir sight.

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This manifests the level of discipline in the schools. In Senegal a primary school strike following embezzlement of school funds turned violent when secondary school and university students joined the pupils in a show of solidarity. This is a clear indication of how discipline levels have gone down in our institutions of learning.

According to Albert Bandura, children learn from what happens to others. Children from drunkard parents will scopy the behavior of their parents such as quarrelling, using abusive words, aggressiveness; don't care attitude, agency, drug taking and immoral behavior among others. These impacts negatively on the discipline of the child both at school and home. The problem of student's indiscipline is a realized universal problem. The National Council

of Japan, (1998) states that bullying, refusal to go to school and juvenile delinquencies are some of the indiscipline cases noted in the primary schools. Wright, (2008) states that in the United kingdom (UK) community and parental influences have the greatest impact upon pupils within schools. Kent,(1989), argues that cultivation of desirable behavior is a co-operate responsibility between teachers and parents. The implication of Kent, (1989) observation is that teachers and parents complement each other in the role of socializing students into the adult world.

Democratic president Barrack Obama of United State of America,(2009), said 'any fool can have a baby ' but it takes a father to raise a child by being present to guide and impact the right values to the growing child", Mzungu, (2010).

In Kenya the problem of indiscipline in the schools has been traced to various possible reasons. These include poor parenting, drug abuse by the students, political influence and mass media Kariuki and Mandi, (2004). In June 2004, about 3,000 pupils of Wangu Ronald Ngala, Tom Mboya, Ushirika and Dandora primary school in Nairobi went on rampage protesting the death of a colleague in a 6.30am road accident. Pupils destroyed property, pelted motorist with stones, drunk beer and got a vehicle on fire, (Onyango,2003). According to Municipal Education Officer (MEO) in charge of Nairobi North District, discipline problems affecting the primary schools in Starehe Division; stealing drug and substance abuse sneaking, laziness, absenteeism, fighting, early pregnancies and marriage are the most rampant discipline cases among

the pupils in public primary schools. This discipline problem has been accelerated by factors within and outside the school environment, (MEO address to headteachers on increase of discipline cases in schools 2007).

Most of the land in Kilifi District along the coast is not agriculturally productive hence most parents leave the villages during the farming season and go outside the district for farming .Back at the home children are left with few coins to take care of themselves and their young siblings while attending school. As a result of low poverty levels Bodaboda operators get a festive season by spending the night in those houses at a small cost of a packet of maize flour every evening. This has led to high rate of pregnancies and abortions while the provincial administration buries its head in the sand, (Nkaduda, 2011).

As a result of poor KCPE performance and failing of educational standards in Kilifi District due to discipline, the District Education Officer Dickson Ole Keisformed an Education task force in 2010 which went round the district meeting the parents in the school. Open forums were held in school clusters where parents openly contributed their views on the falling standards of education in the District. This taskforce came up with a write up on measures of addressing the problem.

According to the World Bank (1998) education not only improves individuals to live a healthy life and one of their own choice but also makes an enormous contribution to the development of a country by among several

other things reducing illiteracy, poverty and fertilities while at the same time improving nutrition and health productivity of labour and the quality of governance. Discipline is in real terms the epicenter of success of a school. The efficiency and effectiveness of organization and activities depend on the overall organization of discipline, Okumbe, (1999).

1.2 Statement of the problem

Discipline has a direct bearing on the academic performance of the pupil's and the general educational standards of any given region, Blandfod, S. (1998).

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The living standard of a community is determined by its economic strength. The success of all projects including infrastructure, academic, health among others depends on the economic base of the community, Okumbe, J. A, (2001). Kilifi district is endowed with many resources such as the soil, ocean, quarry sites, fruits production, coconut and cashew nuts farms, sand beaches among others, (Nkaduda, 2011).

While this stands as a blessing to the community on the other hand it has turned to be a problem to the community according to the way the community exploits these resources. It has led to discipline problems in the homes and in the schools by'school children. These farms practice child labour due to poverty levels in the community. Through the Child labour act, the Government has tried effortlessly to protect the child against such blatant child abuses but all its efforts have bore no tangible results. These child abuses have

lead to child labour by the school going children Thornton and Voight, (1992). Children work in these farms so as to supplement family income and support their education. Truancy, absenteeism, lateness and inability by pupils to do home work and other assignments in time are some of discipline problems brought about by child labour,

Previous studies carried out in Kilifi District include Harnessing natural resources for the development of Kilifi District by Nkaduda (2011), challenges facing primary school headteachers on financial management by Abdulatif, (2010), challenges facing primary headteachers in implementing free primary education by Deche, (2011) and impact of managing visually impaired in intergrated boarding schools in Kilifi district by Unda, (2011). Therefore this study tends to fill the gap and address the discipline issues in Kilifi district.

1.3 Purpose of the Study

The purpose of the study was to investigate the social cultural and economic factors influencing discipline in public primary schools in Kilifi district.

1.4 Objectives of the Study

The study aimed at achieving the following objectives.

1. To examine the influence of child labour on the discipline of primary school pupils' in Kilifi District.

2. To determine the influence of tourism activities along the beaches on the primary school pupils' discipline in Kilifi District.
3. To establish the influence of cultural ceremonies on the discipline of primary school pupils' in Kilifi District.
4. To assess the influence of child rearing practices on the discipline of primary school pupils' in Kilifi District.

1.5 Research Questions

The study sought to answer the following research questions.

1. How does child labour affect primary school pupils' discipline in Kilifi District?
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2. How does tourism activities along the beaches influence discipline of primary school pupils' in Kilifi District?
3. Which cultural factors influence primary school pupils' discipline in Kilifi District?
4. How does child rearing practices influence primary school pupils' discipline in Kilifi District?

1.6 Significance of the study

Finding of this study will help policy makers, teachers and parents to understand the effects of social cultural and economic activities of the community on the discipline of school children. The findings of the study

may be used to design policies to address the causes of indiscipline in schools.

The study may benefit parents and the community members since findings will show the effects of the activities on the discipline of school children. The parents and the community members may change the way they conduct their social cultural and economic activities for the improvement of discipline standards from their home up to the school. The study may be significant to the school administrators as they may establish effective strategies by putting up strict measures to counter discipline cases in the schools. The school community may operate under the strategies designed and lead to disciplined schools which is a basic requirement for effective implementation of school programmes.

The Ministry of Tourism through its activities affects discipline of children both at home and at school, therefore the study findings may be used by the policy makers of the ministry of tourism to develop policies which could help to create awareness in the tourist industries on the conduct of tourists when in the country and their general behaviours along the beaches.

1.7 Limitations of the study

Limitations are conditions beyond the control of the researcher that may cause restrictions on the conclusions of the study and their applications to other situations Best and Kahn, (1998). Major limitations came from headteachers

who were not comfortable in providing information on discipline status of their schools for fear of exposing their weaknesses handling discipline cases in their schools. Minor limitations came from the pupils who were withholding background information of their parents. However the researcher assured them of the confidentiality by re-assuring the headteachers and pupils that their identity would not be revealed in the findings.

1.8 Delimitations of the study

The study was concerned with the social-cultural and economic factors influencing pupils discipline in public primary schools in Kilifi district only. Private primary schools were not covered in the study because of the different environment they are believed to operate. The respondents were headteachers and pupils because they are the ones directly affected by discipline. Other stakeholders such as teachers, PTA, support staff, provincial administration opinions were not sought because of financial constraints. Hence the findings of study should be generalized with caution as the opinion of these stakeholders also had a bearing on factors influencing discipline among pupils in Kilifi district.

1.9 Definition of significant terms

The following terms were be used in the study.

Child labour refers to the employment of children at regular and sustained labour

Discipline refers to taking advice and instructions leading to behaving oneself in acceptable way in the community and co-exist with others in society.

Socio-economic activities refers to activities engaged by community for their self-reliance from basic needs up to secondary needs.

Influence refers to the power to promote an individual change in behavior character or behavior character or beliefs using verbal or non-verbal communications.

Socio-cultural factors refers to the community-related factors like attitude and malpractices that influence the discipline of children both at home and at school.

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10.0 Organization of the study

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The study was organized in five chapters, chapter one consists of the background to the study; statement of the problem; objectives of the study; research questions; significance of the study; limitations of the study; delimitations of the study; definition of significant terms and the organization of the study.

Chapter two consists of the literature review under the following sub-headings, introductions; understanding of tourism on pupils discipline; influence of the construction industry on discipline; influence of the fishing activities towards pupils discipline; influence of community farming activities on pupils discipline; influence of culture indiscipline child upbringing

practices; summary of literature review; theoretical framework and the conceptual framework.

Chapter three consists of the research methodology of the study which is considered under the following sub-headings, introduction; research design; target population; sample size and sampling techniques; research instruments; reliability of the instrument; validity of the instrument; data collection procedures and data analysis techniques. Chapter four covers data analysis and discussions of findings. This chapter describes the statistical design that was used and the statistical analysis that was undertaken. The description was set out in terms of research questions which this study sought to test. Chapter five includes a summary of the study, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews related literature on the underlying community activities which have a direct impact on the discipline of the pupils in the schools. This section was organized under the following headings: understanding of school discipline, influence of tourism activities on pupil respect to teachers, influence of child labour on school attendance, influence of pupils' hawking on completion of school assignments, effects of cultural ceremonies on pupils' lateness to school, summary of literature review, theoretical framework and conceptual framework of the study. , , ,

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2.2 Understanding of school discipline

Irere, (1992: 17), states that discipline is a system of guiding the individual to make reasonable decision responsibly and it should be connected with training guiding and arranging conditions for learning and not just restricting. Shiundu and Omulando, (1992:305), states that discipline is value that students should live by within the school, the family, the neighbourhood, the village and all the social units up to the nation and the entire world community. Cases of indiscipline includes: - Truancy, Absenteeism, lateness, shaggy dressing, using abusive language, not completing assignments, rudeness, non compliance to rules and regulations, bullying of fellow students among others.

Nyabisi, (2008), states that academic discipline may mean handing in homework on time, being attentive in class, preparing fully for examinations

and other activities related to academic pursuits. Behavioral discipline is manifested in the pupils social contact with the school community in the school environment.

2.3 Influence of tourism activities on pupils' respect to teachers

Tourism is one of the world's fastest growing industries and is also a major source of income for many countries. Being a people oriented industry, tourism also provides many jobs which have helped revitalize local economies. However like other forms of development, tourism has also its share of problems such as social dissociations, loss of cultural heritage, economic dependence and ecological degradation, Bulbeck, (2005).

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To the community along the coast, nothing gets a family out of poverty faster than a daughter who has a white boy friend. In many cases girls are encouraged by none other than their parents and relatives to look for old white men who will not only pay the girl for her services, but her family as well, (Dicson&Lumsdon,2010). According to a study in 2006 done by UNICEF on the extent and effects of sex tourism and sexual exploitation of children on the Kenyan coast indicated that up to 30% of all the 12 to 18 years old living in the coastal areas are involved in casual sex work. It is estimated that 10,000 to 15,000 girls living in these areas are being sexually exploited in tourism at irregular intervals or seasonal. A further 2000 to 3000 girls and boys are sexually exploited year round by sex tourists. In this same areas other estimates suggest that as many as 3000 girls between the ages of 12 and 14

years are lured into hotels and private villas to be sexually exploited. During the low tourism season, local demand sustains the sexual exploitation of children. Children involved in prostitution are also compelled to provide sex to locals who help them gain access to tourists such as beach boys, bar staff, waiters and others, (Global monitoring report on the status of action against commercial exploitation of children, 2007)

Pupils who are involved in beach activities such as sex, selling wares to tourists, offering part time services to the hotels during December, April and August holidays, during weekends and when they sneak out of school, have no respect to teachers because of the money they get and the life exposure they encounter along the beaches. Immoral activities encountered in the beaches

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make them uncooperative to school rules and regulations. They become rude to teachers, bully fellow pupils and lack respect. All these have led to deterioration of discipline standards in the schools, Asley, (2001).

2.4 Influence of child labour on pupils' attendance to school

Not all work done by children should be classified as child labour. Children or adolescents participation in work that does not affect their health and personal development or interfere with their schooling is generally regarded as being something positive. These include activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These activities contribute to children development and to the welfare of their families. They provide them

with skills and experience and help to prepare them to be productive members of the society during their adult life, (international child labour convention, 1996 to 2012).

However work that is mentally, physically, socially or morally dangerous and harmful to children and interferes with their schooling by depriving them opportunity to attend school then qualifies to be child labour. This is because it deprives them of their childhood, their potential and their dignity. Such work obliges them to leave school prematurely or forcing them to combine school attendance with excessive long and heavy work load, (Article 3 of ILO convention no: 182.)

The vipingo sisal plantation, Kilifi Construction Company, Kilifi dairy farming company all practice child labour in their farms, (District development officer Kilifi,(2010 annual report). Child labour practiced in these companies has affected attendance to school by pupils. About 20% of the school population is absent on daily basis throughout the year, Kilifi District education office statistical returns, (2011.).

The child labour activities has contributed to the deterioration of discipline standards in the schools. Pupils lack school concentration for most of the time they are absent. They view the labor providing in the companies more important because they provide livelihood to them than concentration on school work. Enforcing discipline by school administration is a challenge

because of absenteeism by pupils due to low poverty levels forcing them to undertake child labor.

2.5 Influence of pupils involvement in hawking on completion of school assignments.

Along the coast are shallow waters which provide ample conditions for fish breeding. The community practices fishing as one of the economic activities, Coast Development Authority - Kilifi branch, (2000). Parents use the children to assist them in the fishing activities while others sneak or absent themselves so as to go fishing on their own, while less attention is paid to education, (Deche ,2010).

Children are made to absent themselves from school so as to do hawking of fish at designated places or from village to village. Continuous school attendance by pupils ensures continuous concentration on what is delivered by the teachers. Absentism and involvement of pupils in hawking activities makes them to miss what is delivered by the teachers. This discipline problem negates the very core function of the school.

The Milli fruit processing factory at Mtwapa North of Mombasa has encouraged and improved mangoe fruit farming in the district. This is because of the ready market available at the fruit processing factory. Mangoe harvesting season is during the months of May to June and November to December, (production manager Milli fruit processing factory report on the progress of the factory, 2000). During the mangoe harvesting, mangoes which

don't make it to the factory are sold in the villages along the streets by school children during the weekends, school days and evening and some sneak from school to do hawking of mangoes. The weekends are used by most schools in Kilifi District to deliver the curriculum, when most of the pupils are forced to stay at home so as to supplement family income by doing hawking of mangoes and other wares then that is a discipline problem faced by the schools.

The hawking of fish, mangoes, coconuts, palm wine and other products by school children has made pupils not to complete school assignments. This discipline problem has been necessitated by the low poverty levels in the community which has resulted totusing the children to assist them in making the ends to meet, Deche, (2010).

2.6 Effects of cultural ceremonies on pupil's lateness to school.

Culture is about a people's way of life, their heritage and language; pride and uniqueness as a people, Kibera and Kimokoti,(2007). Ceremonies are held at every life event including weddings and commitment, funerals and memorials, baby naming and adoptions. With a focus on personalizing each ceremony to reflect the needs, beliefs and values of the couple or family, (celebrant foundations and institutions, 2011 to 2012)

Most pupils are put on punishment because of late coming, absentism, sneaking out of school, on completion of assignments among others as a result of attending ceremonies. Some of these celebrations are held during the night

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where all sorts of immoral activities do take place. These ceremonies take place during the weekends and also during the school days where children are also involved. This has led to discipline problems for the children. They report late to school in the morning because they were busy celebrating during the night ceremony. Bundi, (2004), stated that what is happening in schools is a mirror of what happening in the community. Indiscipline tendencies manifest in the school is a replicate of what is in the villages.

2.7 Summary of literature review

From the literature review, it is realized that activities in the community plays a critical role in school discipline. The invaluable parental role of instilling discipline to the children at home has a direct impact on pupils discipline at school. The poor KCPE performance of pupils and the general falling standards of education are seemed to be directly linked to the discipline problems at school. This study is set to establish the influence of the community economic activities, culture and child upbringing practices in Kilifi District. While I concur with a research by Magana, (2004) on factors influencing pupils discipline in primary schools I tend to differ in that pupils discipline is not influenced by headteachers leadership style. This is because pupils discipline is a direct manifestation of the child rearing practices and the environment where the child hails from.

This study however tends to agree with the study by Njura, (2004), on challenges facing headteachers in enhancing pupils discipline in that a child's

home background is very important. If the home life is unsettled such as poor parents, poor housing, unemployed parents, single parents, among others, the pupils activities at school are likely to be affected.

It is observed that various studies made have investigated the role of the school in enhancing learner achievement. For example a study by Kandenyi, (2007), Investigated the teachers' perception of the principals leadership styles on school performance. Martin, (2007) investigated the impact of school management on students' performance in national examination while Serem, (2007), investigated good leadership as a contributor to academic success. It is evident that these studies have mainly focused on the headteacher leadership styles on academic performance. The concern of this study is based on the

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home environment factors which influence discipline of pupils in schools.

2.8 Theoretical framework

The Theoretical framework of this study is based on the Reinforcement theory by Skinner (1938). Discipline works in this law which states that the behavior which achieves desirable consequences will recur. Reinforcements based on skinner behavior learning theory which suggests that behavior that is reinforced by immediate reward or recognition is more likely to occur again and that behavior which is ignored gradually becomes extinguished. Positive reinforcement occurs when the event that follows behavior strengthens its frequency, duration or intensity.

This theory has been adopted in studies related to classroom management. Teachers determine classroom roles and what punishment and reinforcement go along with breaking or obeying those rules. It is up to the teacher and the situation to choose what outcome will work best to improve the student behavior and make sure the class runs as an efficient learning environment.

Children can be rewarded for work well done and punished for practice which the teacher/parents strongly want them to avoid. There is need for consistency of practice so that habits develop. Inconsistent treatment greatly weakens character formation, control themselves and realize that their actions affect other people. Children must be made to abide by the rules of the society.

They should be trained to * .* -

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2.9 Conceptual framework

The study will address the community challenges affecting discipline in the schools.

The study is based on the conceptual framework shown below.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology used in the study. This section is organized under the following sub-headings: research design, target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection procedures and data analysis technique.

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3.2 Research Design

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The study used the descriptive survey research to investigate the influence of socio-cultural and economic factors on the pupils discipline in primary schools in Kilifi district. Descriptive survey design are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of classification, Koul, (1984), says that descriptive research studies are designed to obtain information concerning the current situation and other phenomena and where possible to draw valid conclusion from the facts discussed. Data was collected from the schools using the two types of questionnaires, it was then summarized, presented and interpreted. The design was suitable to the study based on the factor that the

study research was interested in the state of affairs already existing in the community and no variable was manipulated by the researcher.

3.3 Target Population

Orodho and Kombo, (2007), defines population as all the items or people under consideration. The study was carried out in primary schools in Kilifi District of Coast Province Kenya. The District is made up of three divisions which are Shariani, Chonyi and Bahari all having a total of 80 public primary schools. The target population was 80 head teachers and 4,200 standard eight pupils.

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3.4 Sample size and sampling techniques

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A sample is a representative part of a population whose properties are studied to gain information about the whole, Webster,(1985). Out of the 80 public primary schools, 78 schools provided respondents for the study according to the table for determining the sample size provided by Krejcie and Morgan, (reproduced by Mulusa, 1990). The remaining 2 schools were used in the piloting

Sampling is a procedure a researcher uses to gather people, places or things to study Orodho and Kombo, (2002). This study used sample random sampling design to get the schools. This design provides equal chances for every member in the population to be included to the study, (Peter, 1994), simple

random sampling was applied to select the public primary schools which provided the head teachers and pupils who participated in the main study. Out of 80 public primary schools, 78 were randomly selected for the study. The head teachers of the 78 public primary schools were randomly sampled to participate in the study as respondents to the questionnaire.

Kasomo, (2006), indicates that 10% of the accessible population is enough for a descriptive survey. Hence the number of pupils who participated in the study were 420. Simple random sampling was applied to the 4200 standard eight public primary schools and arrived at 420 pupils.

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3.5 Research instruments

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In addressing the research objectives and research questions data was collected by use of questionnaires. Questionnaires were appropriate as they enabled the researcher to explain the purpose of the study and the meaning of items that were not clear. Two questionnaires were designed to collect data from head teachers and the pupils.

The questionnaire for headteachers had three sections. Section one collected background, information including gender, academic qualifications work experience and period worked in that particular station. Section two collected data on the impact of socio-cultural and economic activities of the community on pupils' discipline. Section three had open ended items which gathered data

on head teacher's recommendation for addressing the community challenges towards improving discipline standards of Kilifi District. Questionnaire for pupils had two sections, section one collected the background information of pupils including gender, age class and number of times one repeated. Section two collected data on their families including economic activity and level of education of their parents. This instrument was important for it gathered the required information on the ground as far as discipline is concerned.

3.6 Validity of the instruments

Validity is defined as the accuracy and meaningfulness of inferences which are based on the research result, Mugenda and Mugenda, (1999). According to Borg and Gall, (1989), validity is the degree to which a test measures what it purports to measure. Gay, (1992), asserts that validity is established by expert judgments. The pilot study and the main study helped to determine the accuracy of the study. The difference of the research findings between the pilot study and the main study were negligible thus the research instrument was varied.

3.7 Reliability of the instrument

Reliability is a measure of the degree to which a researcher's instrument yields consistent results or data after repeated trials, Mugenda and Mugenda, (1999). To test for the reliability of this study's research instrument, pilot testing was carried out in 2 randomly selected public primary schools in Kilifi District. ^{A*} These schools were not included in the final study. The test-retest method was

used to identify any differences so that they could be corrected before the main study. The researcher used the same test to the same group in the two pilot schools after an interval of one week. The reliability co-efficient between the two scores was calculated using the Pearson product- moment correlation formula.

$$r = \frac{\sum xy - (\sum x)(\sum y)}{\sqrt{[(\sum x^2 - (\sum x)^2/n)(\sum y^2 - (\sum y)^2/n)]}}$$

Where N= N° of values of element
 X = first score
 Y = Second score

After that the researcher computed the reliability co-efficient for the question which was 0.82. Mugenda and Mugenda, (1999), asserts that a co- efficient of 0.80 or more implies that there is a high degree of reliability of data.

3.8 Data collection procedures

A research permit was obtained from the National Council of Science and Technology. Thereafter the office of the District Education Officer for Kilifi district was contacted before the start of the study. The researcher booked appointments with the head teachers of the schools to be interviewed. On arrival at the school, the researcher created a rapport with the head teachers and pupils and explained the purpose of the study before administering the questionnaire to the head teachers and pupils. According to Best and Khan, (1987), the person administering the instrument has an opportunity to establish

a rapport, explain the purpose of the study and the meaning of items that may not be clear. The researcher sampled the pupils and put them in one room, explained the purpose of the study and then administered the questionnaires. The researcher spent time with the pupils during filing of the questionnaire and clarified to them. Ample time was given to the respondents to complete the questionnaires.

3.9 Data analyzing technique

Data analysis refers to the interpretation of collected raw data into useful information, Kombo and Tromp,(2006). Thorough editing of the data was done. Data collected was analyzed both qualitatively and quantitatively. Quantitatively data analysis considers inferences that are made from opinions of respondents.

Qualitative data was analyzed by organizing it into categories on the basis of the themes, concepts or similar features. Quantitative data was analyzed using the statistical packages for social sciences (SPSS). The computed data was then analyzed using descriptive statistics. The statistics calculated included frequencies, means and percentages. Interpretations of the data was then done within the frame of reference of the research problem.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

In this chapter data has been analysed, interpreted and findings of the study presented. The findings were based on the collection of data on social cultural and economic factors influencing discipline in primary schools in Kilifi District. Data from head teachers and pupils questionnaires were used to answer the research questions. This chapter presents analysis and interpretation of data on the background information of headteachers and the pupils and interpretation of data on socio-cultural and socio- economic factors influencing discipline of the pupils.

4.2 Questionnaire return rate.

The researcher administered questionnaires to 78 head teachers and 410 standard eight pupils. The questionnaire response rate is 96%. The findings is presented in table 4.1.

Table 4.1

Questionnaire return rate.

Respondents	Sample size	Questionnaires required	Percentage
Headteacher	78	75	96
Pupils	410	400	97
Total	488	475	

From table 4.1, majority of the headteachers 96% and pupils 97% returned the questionnaires which implies that the study was well accepted and the respondents co-operated. HertmaA. and Headborn, (1979), states that 5% return rate is adequate 60% good and 70% very good. The return rate was hence considered very well.

4.3 Demographic information

In this part, general information about the respondents is analyzed by the use of frequencies and percentages.

4.3.1 Respondents' gender

Respondents were asked to give their gender. Gender was an item in the study because male headteachers have low temperament and take time to act on discipline problems as compared to female head teachers who have high temperament mostly act quickly on discipline problems. Male headteachers are decessive in dealing with discipline cases compared to the female

headteachers who are mostly mild, Magana,(2009). Gender of the pupils was also important to be captured for most boys have violent cases of discipline as compared to the girls. This information was important so that a distinct conclusion can be made on gender imbalance dominated schools. The results are shown in table 4.2.

Table4.2

Respondent's gender

Headteacher			Pupils		
Gender	F	%	Gender	F	%
Male	6	80	Male	220	55
Female	1	20	Female	180	45
Total	7	100	Total	400	100

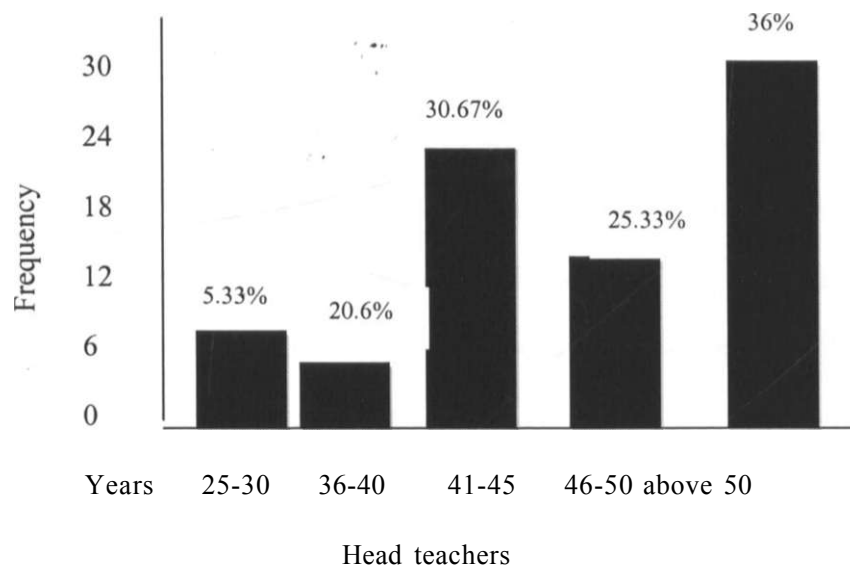
The data collected revealed that 80% of the respondents were male head teachers which implies that there is gender imbalance in headship in the schools while that for the pupils is averagely the same with a minor difference. This implied that discipline cases in the schools are handled firmly.

4.3.2 Respondents' age

Respondents were asked to indicate their age bracket. Age was an item in the questionnaire because the older the headteacher the more exposed, experienced and well versed in handling discipline cases. Age of the pupils was also important to be captured. Schools with standard eight pupils who are mostly above 17 years tend to display complex cases of discipline, Deche, (2010). Figure 4:1 shows the age of headteachers and figure 4:1 shows the pupils age.

Figure 4:1

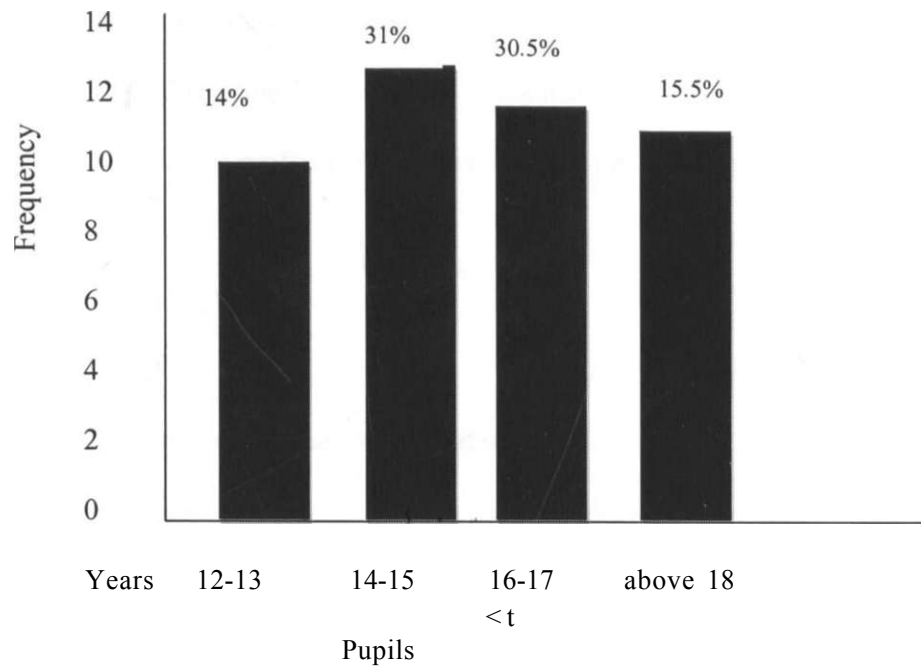
Age distribution of headteachen . .



When data for head teachers was analysed, it revealed that most of the head teachers 30 (36%) were above 50 years which implied that most of them were experienced and exposed in dealing with discipline problems at school.

Figure 4:2

Age distribution of pupils



When data was analyzed to determine the pupils age, it revealed that some of the pupils 62(15.5%) were above 18 years. The analysis further revealed that half of the pupils 200 (50%) are above the standard age of primary school going children. This implies that the pupils have challenging discipline cases to be handled by the head teachers.

4.3.3 Headteachers professional qualification.

The respondents were asked to indicate their highest professional qualifications. Qualification was an important item for consideration because more qualified head teachers at degree level acquired more professional skills in handling discipline cases than PI headteachers who have the basic qualification for the profession, Magana, (2009). The data is presented in table 4.3.

Table 4.3

Headteachers Professional Qualification;

Qualification	F	%
PT	26	34.7%
Diploma	18	24
Approved teacher 2	10	13.3
Approved T.1	8	10.7
D.E.d	13	17.33
Total	75	100

Findings of this item revealed that most of the headteachers 34.7% were PI holders. This implied that most of them have the basic qualification which means that they have more challenges in dealing with discipline cases. There is need for the headteachers to further their professional qualifications.

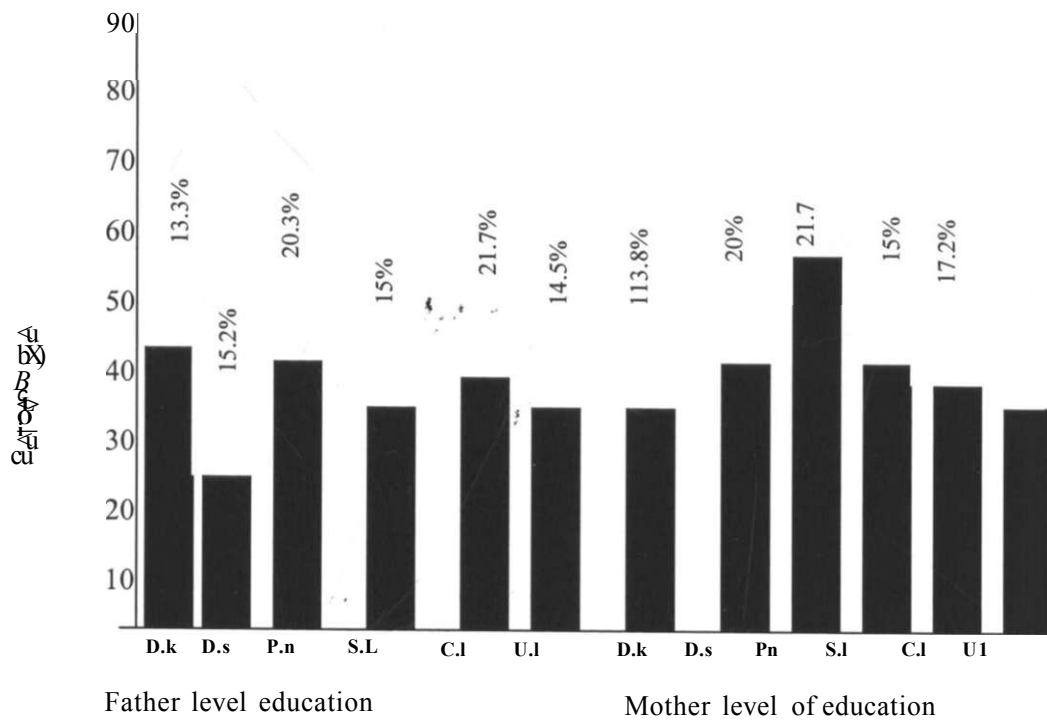
4.3.4 Level of education of parents.

This item required the pupils to indicate the level of education of their parents.

Figure 4:3 presents the level of education of the parents.

Figure 4:3

Level of education of parents



When data was analysed to determine the level of education of the parents, it revealed that majority 212 (53%) of the mothers who mostly stay with the children at home instilling discipline only managed up to primary level of education which depicts how challenged they are in instilling discipline to their children.

4.4.0 Influence of child labour on pupils' discipline

4.4.1 Nature of childlabour activities that influence pupils discipline.

Child labour was one of the factors identified as among the factors influencing pupils' discipline. The pupils were asked to outline the nature of child labour activities that influenced their discipline. This was children who are involved in child labour have low discipline standards. Different child labour activities children involve themselves in have different dominant discipline problems accompanied by them, such as taping palm wine, pupils end up becoming drunkards, those involved in tourist activities end up becoming beach boys and beach girls who are influential to their fellow pupils. The findings are summarised in table 4.4

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Table 4.4**Nature of child labour activities that influence pupils disciplines.**

Child labour activity	F	%
Construction industry	52	20.8
Taping palm wine	86	34.4
Tourist activities	18	6
Fishing	< . . .	

Data from table 4.4 revealed that 34.4% of the pupils' discipline is influenced by the taping of palm wine. This is because vegetation along the coast is mostly palm trees. Involvement in taping palm wine does not require specialized skill. Pupils driven by poverty at home just undertake taping palm wine in the morning, afternoon during lunch time and in the evening after school. While they supplement the family income, they end up becoming drunkards. These pupils have serious discipline problems because sometimes they go to school while under the influence of alcohol.

4.4.2 Socio-economic challenges facing enforcement of discipline

This item required the head teachers to indicate the nature of socio-challenges facing enforcement of discipline in the schools. Socio-economic activities are the most significant factors which influence discipline in the schools. The findings are summarized in table 4.5

Table 4.5

Nature of socio- economic challenges facing enforcement of discipline

Activity	F
Child labour	20
26.7	
Fishing activities	14
18.7	
Hawking by pupils	6
8	
Tourism activities	30
40	
Poverty levels	5
6.6	
Total	75

Table 4.10 revealed that most of the head teachers 30 indicated tourism activities as the most activities engaged by the pupils which affects their discipline at school. This is because the Indian Ocean is just next to the

schools. The pupils sneak to the beach and mix with tourists trying to be beach boys and beach girls.

4.5.0 Influence of Tourism activities along the beaches on pupils' discipline

4.5.1 Tourism practices pupils involve themselves in

This item sought to identify types of practices pupils involve themselves in when they sneak from school or from home to the beaches. The pupils were asked to identify the activities they are mostly attracted at the beaches. Findings of this item are analysed in table 4.6

Table 4.6

Nature of tourism activities

Activity	Percentage	Frequency
Selling sea shells	72	18
Entertaining tourists	100	25
Providing part time labour in the hotels	40	10
Foreign language learning	72	18
Wind surfing	60	15
Boat ride	40	10
Total	400	100

Table 4.6 revealed that most of the pupils 25% sneak from school or home to entertain tourists. This implied that there are attractive activities performed by

the children at the beach to entertain tourists. These tourists entertaining activities have monetary gains to the children. These activities include staging traditional dances, acrobatic performances, offering sex and sodomy to the tourists for financial returns.

4.6.0 Influence of cultural ceremonies on pupils' discipline

4.6.1 Attending ceremonies by children

This item required the pupils to indicate whether they attend ceremonies and with permission from parents or not, 235(58.8%) indicated that they attend ceremonies and 180 (76.6%) of those who attend the ceremonies are not allowed by their parents to attend the ceremonies

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4.5.2 How parents react to their children who attend ceremonies without permission

This item required the pupils to indicate the reaction of their parents when they discover that their children have attended ceremonies without their permission. This item was meant to determine effect of the ceremonies on the pupils discipline and the parents reaction. Parents who are not bothered by their children attending ceremonies have serious discipline problems to handle. Children sneak during the night to attend the ceremonies and when they are back in the morning parents do not care. The findings are summarized on table 4.7

Table 4.7

Parents reaction towards pupils attending ceremonies

Parents reaction	%	
Denied food	4.4	
Chased from home		
Hurled insults	18	
	10	
Not bothered parents	-	130
	72	
	<>	
Beaten by parents	18	
	10	
No response	5	
	3	
Total		300

From the table 4.7 majority of the children 72% reported that the parents are not bothered by their children attending night ceremonies. This implies that there are serious discipline problems at home because the children are exposed to immoral behavior in the night ceremonies.

4.7.0 Influence of child rearing practices on pupils' discipline

4.7.1 What makes parents to punish their children

This research item required the pupils to indicate whether they are being punished at home because of indiscipline and the nature of the discipline problem.

Data of the questionnaire revealed that 400 pupils (100%) are being punished at home because of indiscipline. All the pupils (100%) therefore experience discipline problems at their homes.

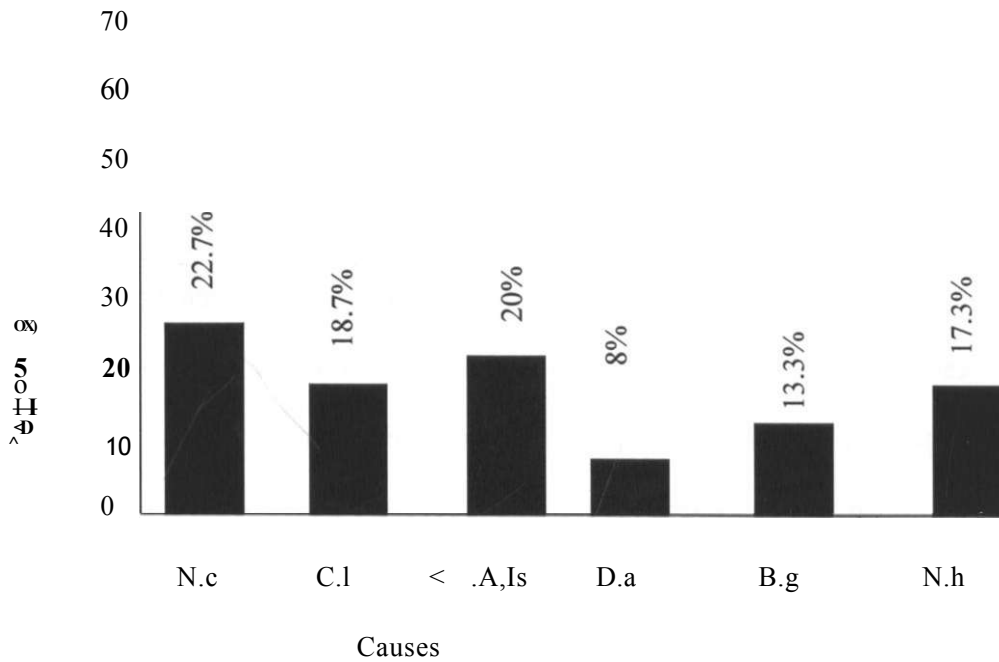
4.7.2 Nature of causes which makes parents to punish their children

This research item required the pupils to indicate the reason which makes them to them being punished by parents at home. The findings are shown in figure 4:4

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Figure 4:4

Causes which lead pupils to be punished by parents at home.



The data revealed that most of the pupils, 72 (22.7%) are punished because of attending ceremonies. This implies that the child rearing practices at home is inefficient because a big number just sneak to attend ceremonies such as wedding , funerals, child naming, video shows and discos. This shows how challenged the parents are because the pupils are exposed to bad behaviours which they acquire in the ceremonies. The type of behaviour exhibited by the children at home is a mirror of what they exhibit at school, Magana, (2009). This concurs with the study because the high number of children who are punished by their parents because of sneaking is almost similar to that number of pupils who sneak from school and go to the beaches.

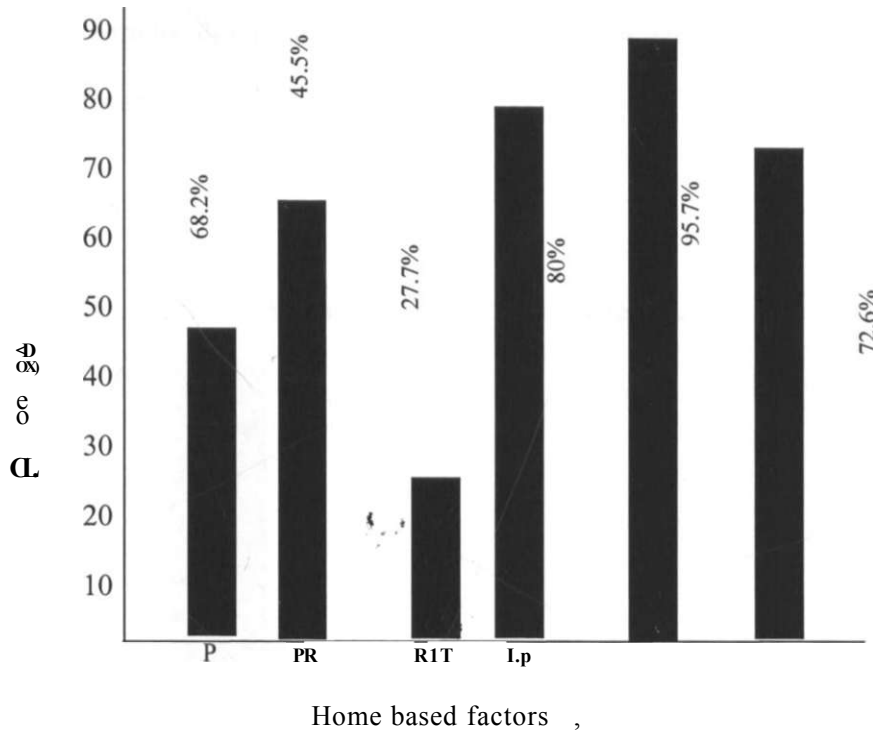
4.7.3 Home based factors influencing pupils discipline in schools.

This research item required the head teachers to indicate whether home environment affects the discipline of pupils in their schools. Data from the questionnaire revealed that 75 (100%) of the head teachers were of the opinion that home environment affects the discipline of pupils in their schools.

The respondents were also asked to indicate the home based environmental factors that mostly affect discipline of pupils in their schools. This item was important because home-based factors have a direct bearing on pupils discipline at school. These factors brings and shapes up the nature of discipline of children, (Deche,20W)), Children brought up in well disciplined home environments tend to exhibit well disciplined behaviour at school. The findings are shown in figure 4:5

Figure 4:5

Home-based factors affecting pupils' discipline



Majority of the headteachers identified unstable families 74 (95.7%) as the factor affecting pupils discipline at schools. These findings are in agreement with Charlton and David, (1993) who notes that children with more serious discipline problems often come from homes characterized by parental conflict or family disturbances.

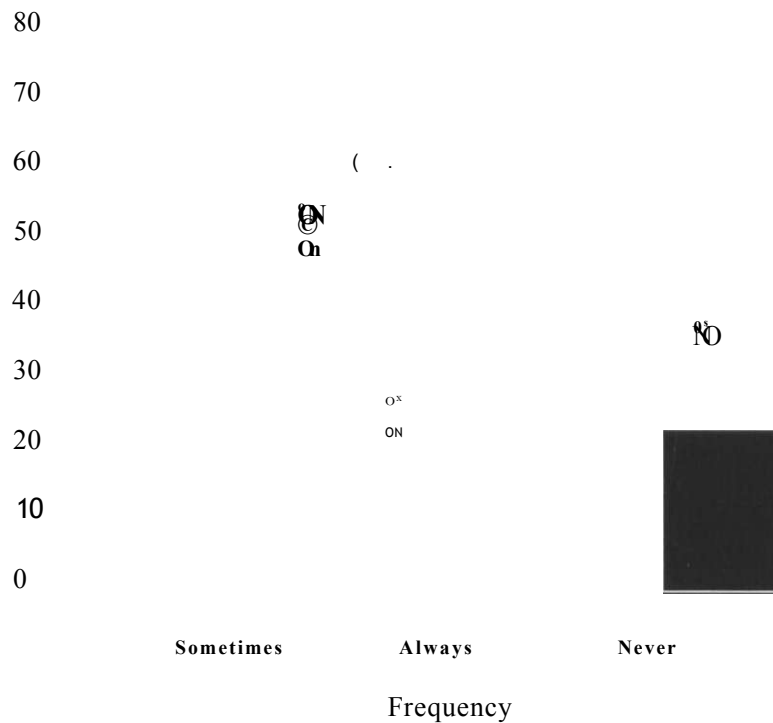
4.7.4 Parents involvement in pupils' discipline.

This research item required that headteachers to indicate whether parents are supportive in matters concerning the discipline of their children. This item was important because pupils discipline is not confined to the headteachers but

the parents also have an important role in instilling discipline to the pupils. Headteachers who are supported by parents in handling discipline problems at school are better than those who don't get support from parents. These schools experience serious discipline problems, Charlton and David, (1993). The findings are summarized in figure 4:6

Figure 4:6

Parents support in matter concerning children discipline.



The data in figure 4:6 revealed that a majority 75 (90.9 %) headteachers are sometimes supported by the parents in handling discipline cases. This implies that the headteachers are faced with challenges on pupils discipline because the parents sometimes they support and sometimes they do not support.

Support should be always when required for proper dealing with discipline cases at school.

4.7.5 Strategies used by headteacher to involve parents in pupils discipline.

The respondents were asked to indicated the various strategies used to ensure that they fully involve parents in the discipline of the children. This item was worthy capturing because there are ways of involving parents in pupils discipline. Some have immediate and direct positive results while some have long time results. Table 4.8 represent the findings.

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Table 4.8

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Strategies used by headteachers to involve parents in pupils' discipline

Strategy	~	F	
General parents meting		152	38%
Using school diary		10	3%
Parents class meeting		205	51%
Summon the parents and discuss		210	53%
Open days at school		300	75%

Findings from table 4.8 revealed that majority 75% use open days at school to discuss discipline issues. This implied that parents are comfortable during open days at school where they mix freely with teachers and address different issues affecting pupils discipline.

4.8.0 Other factors influencing pupils' discipline

4.8.1 Discipline problems experienced in schools.

This research item required the headteachers to indicate whether they experienced discipline problem in their schools and the nature of the discipline problems.

Data from the questionnaire revealed that all the 75 headteachers (100%) experience discipline problems in their schools. All the schools (100%) therefore experience discipline problems.

4.8.2 Nature of discipline problems experienced in school.

The headteachers were asked to outline the nature of discipline problems they experience in their schools. This item was important so as to know the exact discipline problems and their magnitude. This will enable the headteachers to design the strategies for particular discipline problems. Findings of this item are summarized in table 4.9

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Table 4.9**Nature of discipline problem experienced in school.**

	Discipline problem	Frequency	%
1	Absentism	11	14.7
2	Lateness	8	10.7
3	Sneaking	12	16
4	Disrespect for authority	7	9.3
5	Shaggy dressing < ,	6	8
6	Abusing language	5	6.7
7	Not doing assignments .t	4	5.3
8	Vernacular & sheng language	6	8
9	Drug abuse	3	4
10	Noise making	7	9.3
11	Exam cheating	3	4
12	Theft	3	4

Data from table 5 revealed that a simple majority of the pupils 16% sneak from school. The underlying reason being most of the schools are found along the beaches where pupils sneak from schools to go to the beaches to do tourist activities. The block harvesting companies are also found along the coast just next to the schools. Pupils sneak from schools to offer labour in the construction industry. Absentism was indicated by 14.7% which implied that some of the pupils absent themselves from school because of poverty, they cannot continue learning on empty stomachs. Some absent themselves to do hawking of fish, mangoes, raw maize and cashew nuts to supplement family income.

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These findings concur with Sagini, (1991), who notes that indiscipline in schools can take any, some or all of the following forms; lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expression of dissatisfaction, abuses, non-compliance to rules and regulations, drug abuse, destruction of school property, bullying of fellow students boycotts, assaults and indecent behaviour like arson and rape.

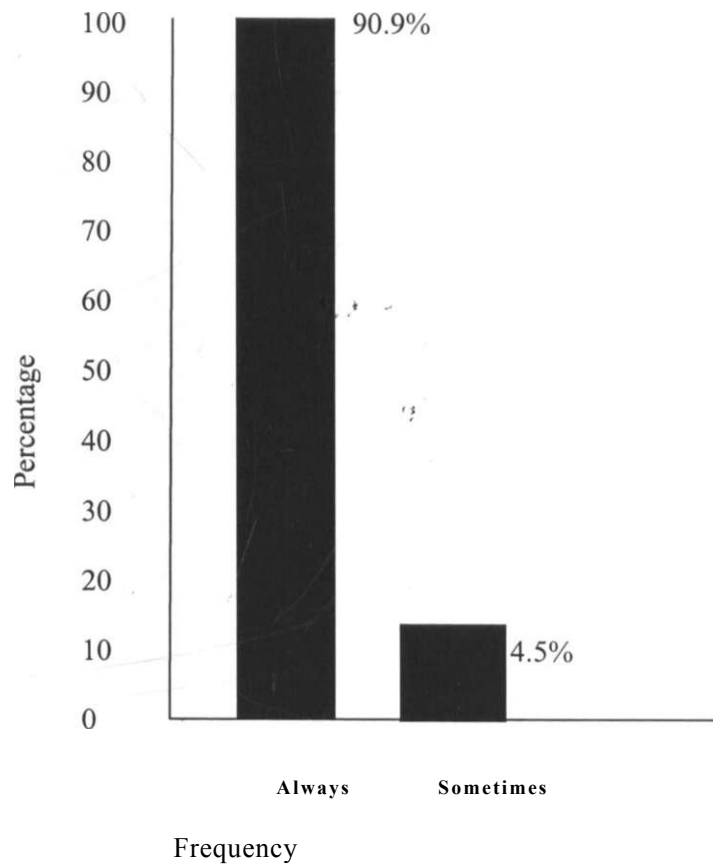
4.8.3 Headteacher involvement of staff in decision making on matters concerning discipline

The head teachers were asked whether they involve staff in decision making in matters concerning discipline This was important because headteachers who involve staff in handling discipline cases at school have less stress. These

schools are well organized and there is a sense of belonging by all staff members. Figure 4.7 summarises the headteachers responses.

Figure 4.7

Head teacher involvement of teachers in matters concerning discipline



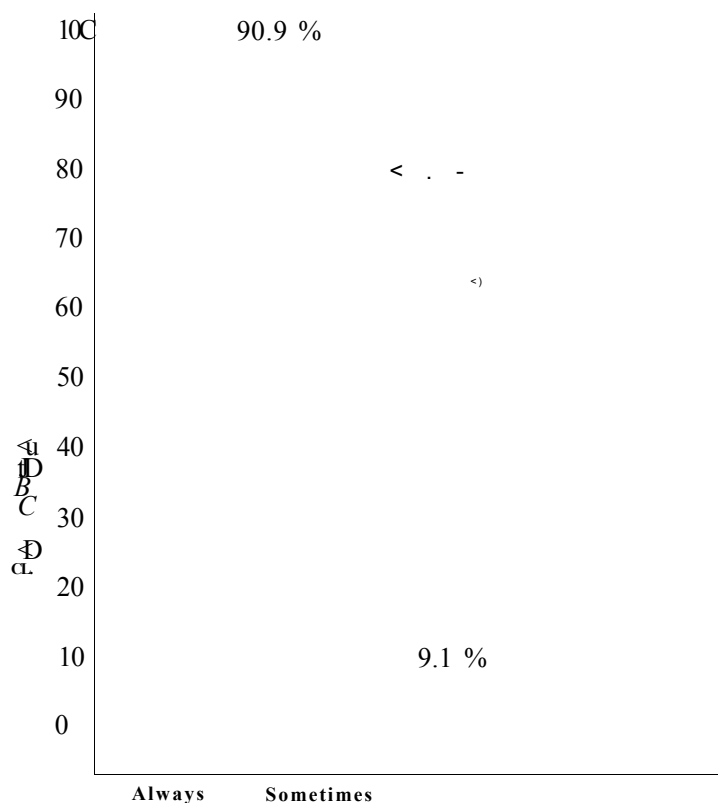
Findings from the figure revealed that a majority of the headteachers 68 (90.9%) involve their teachers in handling discipline cases. This explains why there is a sort of peace in the primary schools in Kilifi District public primary schools.

4.8.4 Head teachers support for teachers in dealing with discipline cases

The head teachers were also asked whether they fully supported their teachers in dealing with indiscipline cases. Some headteachers do not support their teachers when faced with discipline cases. Headteachers who support their teachers in handling have less stress. The findings are summarized in figure 4.8

Figure 4.8

Head teachers support for teachers in dealing with discipline cases



Findings from figure 4.8% revealed that 68 (90.9%) headteachers fully support their teachers in dealing with indiscipline cases. This augurs well for dealing with indiscipline cases at school.

4.8.5 Existence of disciplinary committee in schools

The head teachers were asked whether they had disciplinary committees in their schools. 68 (90.9%) head teachers reported they have a disciplinary committee in their school while 6.7(9.1%) indicated that they did not have a disciplinary committee in their schools. Majority of the schools therefore had disciplinary committees as reported by the presence of the discipline committees' discipline cases still exist in many forms. This implies that they are not effectively used to tackle discipline cases at school

4.8.6 Election of the disciplinary committee

The head teachers were asked to indicate the persons who elected the disciplinary committee. This item was aimed at ascertaining whether those responsible for electing the disciplinary are well professionally grounded and are aware of the task of which is awaiting the committee. Table 4.10.1 summarizes the findings on persons who elects the disciplinary committee.

Table 4:10

People who elect disciplinary committee

	F	%
Teachers	7	9.3
Head teacher	5	6.7
Head teacher& deputy head teacher	22	29.3
Head, Deputy & Teachers	35	46.7
Teachers and pupils	2	2.7
Teachers and parents	2	2.7
No response	< • - 2	2.7
Total	75	

Data from table 4.7 revealed that majority of the discipline committees in schools are elected by headteachers, deputy headteachers and teachers as reported by 46.7% head teachers. These findings imply that head teachers brings on board all staff members in decision making and membership to the disciplinary committee.

4.8.7 Membership of the disciplinary committee

The head teachers were asked to indicate the persons who are involved in the discipline committee. This item was important because composition of the disciplinary depicts how well placed the school is in dealing with discipline cases, (Mazera,1974). Findings are summarized in table 4:10.2

Table 4:11

Membership of disciplinary committee

Membership of disciplinary committee	F	%
H/T, DH/T and other teachers	48	64
H/T, DH/ T teacher & prefects	6	8
Teachers	2	2.7
DH/T & Guidance and Counselling depart.	6	8
Teachers and parents	1	1.3
Deputy and teachers	10	13.3
No response	2	2.7
Total	75	100

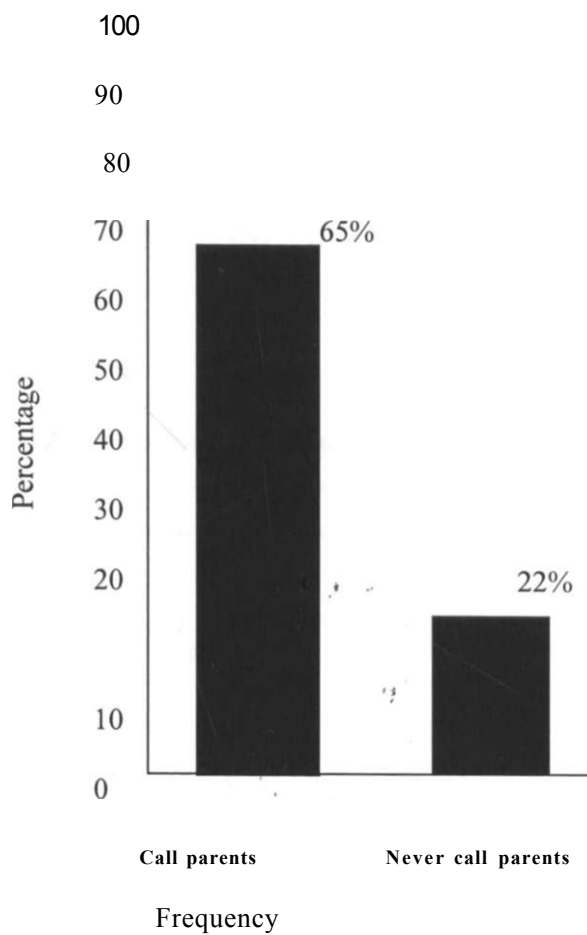
Findings from table 12 showed that most disciplinary committees in the schools are composed of headteachers, deputy headteachers and the teachers as reported by 48(64%) of the headteachers. This implies that discipline is not a one mans' show but an inclusive one.

4:8.8 Teachers summoning parents to school on discipline of their children

This item sought to know whether pupils are sent home to call their parents so as to solve indiscipline cases of their children. This item was important in that pupils with serious discipline problems need to be sent home to collect their parents so as to solve the discipline problem. Findings of this item are summarized in figure 4.9

Figure 4:9

Teachers summoning parents



The findings from 4.9 revealed that majority 65% are involved at school by headteachers to solve discipline cases of their children. Pupils are sent home to collect their parents to solve discipline cases at school. This implies that there is a combination effort from home and school to address indiscipline cases at school.

4.8.9 Community involvement on discipline matters at school

This item required the head teacher to indicate how the community is involved in matters concerning discipline in the schools. This was important because discipline is harvest of the community environment. When the community is fully involved, discipline cases are minimized at school. The findings are summarized in table 4:12

Table 4:12

Nature of community involvement on discipline matters at school

Nature of involvement	F	%
General parents meeting	27	36
Involving stake holders	16	21.4
Talks from role models in the community	13	17.3
Charity activities by pupils in the community	12	16
Co-operation on religious activities	7	9.3
Total	75	

The findings revealed that most of the head teachers 36% use the general parents meeting to enhance discipline standards in the school which implies that the parents are involved in addressing indiscipline of pupils in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter summarizes the findings of the study and presents conclusions, recommendations and the suggestions for further research.

5.1 Summary

The purpose of this study was to investigate the influence of social cultural and economic factors on pupils discipline in Kilifi District.

The findings of the study were presented in accordance with the research questions. Research questions formulated were:

- i. How does child labour affect pupils discipline in Kilifi District?
- ii. Which tourism practices influence discipline of pupils in Kilifi District?
- iii. Which cultural factors influence pupils discipline in Kilifi District?
- iv. How does child rearing practices influence pupils discipline in Kilifi District?

The study adopted a descriptive survey research design. The researcher used KrejcieP Morgan table in determining the sample size and came up with 78 schools out of the 80 public primary schools in the district. Two schools were

piloted data were collected by the researcher using self administered open and close ended questionnaires because all the respondents were literate. The researcher used headteachers questionnaires and pupils' questionnaires.

The headteachers questionnaire had 11 items while the pupils' questionnaire had 5 items. To arrive at the instruments reliability the test retest method was used and the values computed using Pearson product-moment correlation formula. The reliability of the instrument was found to be 0.82. This was considered a reliable measure of consistence.

It was found out that tourism activities along the beaches attracted the pupils leading them to sneak out from home and school. One of the tourist activities which mostly attracts children to sneak is entertaining of tourists 25% at the beaches. These activities included traditional dance performances, offering sex .i to the tourists, wind surfing, boat skying, sunbathing among other entertaining activities.

The study also established that child labour activities the children involve themselves in lead to discipline problems at home and at school. Among the child labour activities the children involve themselves in are fishing, tourist practices, construction industry and taping palm wine 34.4% which is the most child labour activity children involve themselves in, this was because taping palm wine is easy to undertake. It is done in the morning before school, in the afternoon during lunch time and in the evening after school.

a*

The study also found out that child rearing practices greatly influenced discipline of the pupils. The family is the single unit which provides the basis of discipline of children, poor housing, religious beliefs, irresponsible parents, unstable families have a bearing on the pupils discipline. It revealed that unstable families 95% contributed greatly to the discipline of pupils.

The study also revealed that cultural ceremonies such as funerals, child naming ceremonies, anniversaries and circumcision ceremonies have a significant role in the discipline of pupils. It was also noted that parents are not bothered by children when they sneak from home to attend these ceremonies. These ceremonies exposes the children to bad behaviour because most of them take place during the night.

The study also established that all the primary schools experience indiscipline problems, lateness, sneaking, disrespect for authority, shaggy dressing, abusive language not doing assignments, vernacular and sheng language, drug abuse, noise making, exam cheating and theft. Most of the headteacher 90.9% also involves teachers in decision making and always support their teacher when dealing with discipline cases as report by 68% headteacher.

The study established that among the cases which make children to be punished at home by their parents were use of abusive language, abusing drugs, not undertaking house chores, attending night ceremonies, child labour and going to the beach. The findings of the study also revealed that among the major home based environmental factors include poverty, poor housing,

religious beliefs, irresponsible parents, unstable families and cultural beliefs. Most of the head teachers also involve the parents in dealing with discipline problems in the schools.

The study also established that majority of the schools have structures to identify and deal with discipline issues. Majority of the schools have disciplinary committees elected by teachers and composed of the headteacher, deputy headteacher and others.

Among the measures that should be put in place to minimize indiscipline in schools include strengthening guiding and counseling, full involvement of parents in pupils' discipline, involvement of stake holders in dealing with discipline issues at school, strengthening religious activities in the school in cooperation with the community.

11

5.2 Conclusion

After studying the social cultural and economic factors that are influencing discipline in public primary school in Kilifi District, it has been concluded that home based factor such as irresponsible parents, unstable families, cultural beliefs, poor housing, poverty and religious beliefs influence pupils' at school and home.

Economic activities practiced by the community also have a significance influence on the pupils discipline which are taping palm wine, tourism construction industry, fishing and house helps these lead to child labour.

The family unit is captured as having significant role in pupils discipline. The level of education of the parents which is very low, majority being upto primary level. This has lead to don't care attitude by the parents on the whereabouts of their children during the night.

The study also concluded that among the strategies that should be put in place to counter the factors identified as influencing pupils discipline include strengthening guidance and counseling in schools, constant involvement of parents in matters concerning pupils' discipline. Involvement of the local community in discipline issues in schools.

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5.3 Recommendations

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From the findings and conclusion of the study the following recommendation were made;

- i. Headteacher and teachers should be trained on strategies to deal with emerging discipline problem in context of changing times such as broken families, working families and technology upsurge.
- ii. More avenues should be created so as to involve teachers fully in pupils' discipline. While the pupils diary was mentioned in the research as a way of communicating to parents on matters concerning pupils discipline, it should be adopted widescale as one of the strategies to constantly keep in touch with parents.

- iii. The provincial administration should be fully involved in the discipline of children by ensuring that night ceremonies, video cafes are out of bounds for school going pupils.
- iv. The government should develop a programme for ensuring that all primary school teachers are trained in guidance and counseling.
- v. Public sanitization campaigns should be conducted to educate members of the public on the need to participate in the discipline of children in and out of school since discipline of students is a responsibility of all stake holders.
- vi. Affirmative policy formulation action should be done to abolish outlawed disciplinary measures such as draconian punishments while replacing them with more friendly measures like in-school suspension accompanied by guidance and counseling.

5.4 Suggestion for further study.

From the findings of the research, further research has been recommended in the areas below.

- i. A study to investigate pupils' perception of causes of indiscipline in primary school should be conducted.
- ii. Since this study was limited to one district, there is need for a replication of the study using a larger area to illicit more accurate national perception on factors affecting pupils discipline in both private and public school.

- iii. Further studies on challenges facing education managers in enhancing students discipline should be carried out in all institution of learning in order to make conclusive findings,
- iv. A study to investigate teacher preparedness to guide and counsel pupils should be conducted.

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APPENDIX A
A LETTER OF INTRODUCTION

University of Nairobi
P.O Box, 30197-00100.
NAIROBI.
20th March 2012

The Principal,
Primary School
P.O. Box
KILIFI

< . -

Dear Sir/Madam,

•i

RE: INVOLVEMENT OF YOUR SCHOOL IN RESEARCH

I am a postgraduate student from the University of Nairobi. I am currently undertaking educational research on "Influence of Socio-Cultural and economic factors on pupils discipline" in public primary schools in Kilifi District.

Your assistance will be highly appreciated for the success of the study.

Thank you in advance.

Yours faithfully,

Emmanuel Karuke

APPENDIX B

HEADTEACHERS QUESTIONNAIRE

This research is meant for academic purpose. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Do not write your name or that of your school anywhere on this questionnaire. Please tick [] where appropriate or fill in the required information on the spaces provided.

Part A: Background Information

Questions * . * -

What is your gender

Male female

What is your age bracket

25 - 30 yrs 31 - 35 yrs 36 - 40 yrs

41 - 45 yrs 46 - 50 yrs 50 and above

What is your academic qualification

PI Diploma

PGDE BED

Others specify

How many years have you been a primary school teacher

How many years have you been a head teacher

How many years have served as head teacher in the present school

How many teachers do you have

Part B

a) Does your school experience any discipline problem yes [] no []

b) If yes what discipline problem mostly affects your school? Please list them

1	3	5
2	4	6

a) In your opinion do you feel that the home environment of the children affect the discipline of the pupils in your school

Yes [] no []

b) if yes which of the following*home based environmental factors affect discipline of the pupils in a school.

Poverty []

Poor housing []

Religious believe []

Irresponsible parents []

Unstable families []

Cultural beliefs []

a) Are parents supportive in matter concerning discipline of the children in your School

Always [] Sometimes [] Never []

b) What do you do as a head teacher to ensure that you fully involve the parents in the discipline of the children

a) Do you involve your staff in dealing with indiscipline cases

Always []

Sometimes []

Never []

b) Do you fully support your staff in dealing with indiscipline cases?

Always []

Sometimes []

Never []

a) Does your school have any disciplinary committee

Yes []

No []

b) If yes who elects the committee

c) What is its membership

13. In your view what measures can be incorporated in the public primary school in order to minimize the factors that influence discipline

Strengthen guidance and counseling []

Involve parents fully in their children discipline []

Work closely with the school community []

Others specify

PART C

Indicate other community socio- cultural and economic challenges facing enforcement of discipline on schools in Kilifi District in relation to the following:

Child labour

Cultural night ceremonies

Hawking by pupils

Tourism activities

Poverty levels of the community

How can the community be actively engaged toward enhancing discipline in the schools.

Thank you for your co - operation.

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APPENDIX C

QUESTIONNAIRE FOR PUPIL

This research is meant for academic purpose. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential. Do not write your name or that of your school anywhere on this questionnaire. Please tick [] where appropriate or fill in the required information on the spaces provided.

SECTION ONE

Your gender

- a) Male Q b) Female [

4 • .

Your age in years _____ yrs > i

You are in class

Have you ever repeated in a class_

Some parent s went to school while others did not. What level of education have your parents reached (tick one for each)

Table with 2 columns: FATHER and MOTHER. Rows include University, College, Secondary school, Primary school, Did not attend school, and Do not know, each with corresponding checkboxes.

SECTION TWO

a) Have you ever been punished this year at Both father and mother

Yes [] No []

b) If yes how many times

c) List causes that made you be disciplined

1	_____	5
2	_____	6

7. a) Have you ever been punished at home this year

Yes [] No []

b) If yes how many times

c) Which causes made you to be punished?

1	_____	5
	<i>	
2	_____	6

8. a) Have you been involved in child labour to supplement your family income

Yes [] No []

b) Which economic activity are you mostly involved in

- i. fishing []
- ii. Construction industry []
- iii. Taping palm wine []
- iv. Tourist industry []
- v. others specify

9. a) Do you attend overnight ceremonies

Yes [] No []

b) If yes are you allowed by your parents

Yes [] No []

c) If not how do your parents react when they
discover

10. a) Have you been told by the teacher to call your parent because of an
indiscipline case

Yes [] No []

• . . .

APPENDIX D

RESEARCH PERMIT

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349

254-020-310571, 2213123, . 219420

Fax. 254-020-318245, 318249

When replying please quote

secretary@ncst.go.ke

P.O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

ourRef: NCST/RCD/14/012/915

date 25th June, 2012

Emmanuel Mwambaji Karuke < •
University of Nairobi
P.O BOX 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of social cultural and economic factors on pupils' discipline in Kilifi District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Coast Province for a period ending 30th August, 2012.

You are advised to report to the District commissioner and the District education officer, Kilifi District before embarking on the research project.

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

A handwritten signature in black ink, appearing to read 'M.K. Jrugutt'.

DR.M.K.JRUGUTT, PhD, HSC
DEPUTY COUNCIL SECRETARY

Copy to:

Se District Commissioner
Se District Education Officer,
Kilifi District

* W NAIKUfc
KIKUYU LK?PA£^v
• o. Boy -0fO~
VA »r?rr

APPENDIX E

RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Emmanuel Mwambaji Karuke
Of (Address) **University** of Nairobi
P O BOX 30197-00100
NAIROBI

Has been permitted to conduct research in

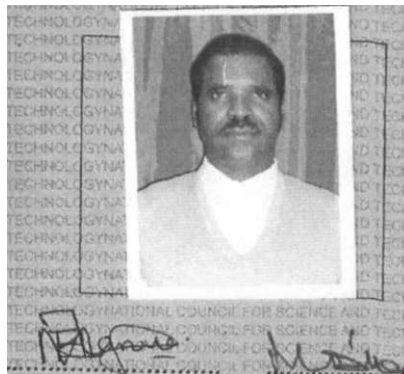
Kilifi **Location**
Coast **District**
Province

**On the topic: Influence of social cultural and
Konoiuic factors on pupils discipline in Kilifi
District, Kenya**

For a period ending: 30th August 2012

PAGE 3

Research Permit No. NCST/RCD/14/012/915
Date of issue 25th June 2012
Fee received KSH.1000



**Applicant's
Signature**

**Secretary
National C^tmeJl for
Science ana Technolot**

CONDITIONS

1. You must report to the nistricl Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimen* are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)'four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation withuut notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

GPk6Q55t3m110/2011

(CONDITIONS-see back page)