FACTORS INFLUENCING DISCIPLINE OF BOYS AND GIRLS IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUB-COUNTY MACHAKOS COUNTY, KENYA.

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A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Comparative and Contemporary Issues in Education of the University of Nairobi.

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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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This Research project has been submitted for examination with my approval as university supervisor.

…….…….

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DEDICATION

This work is dedicated to my husband Charles for encouraging me to take this study and also to my children Benjamin, Stephen, Jane, Miriam and Lillian for their love and support. I also dedicate this research project to my parents Lydia and Stephen Luti whose effort in my education has brought me this far. They have all been a source of inspiration and encouragement.

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TABLE OF CONTENT

Content **Page**

Dedication ..... **iii**

Acknowledgement ..... **iv**

Table of content ..... **v**

List of tables ..... **viii**

List of figure ..... **ix**

List of abbreviations and acronyms ..... **x**

Abstract ..... **xi**

CHAPTER ONE: INTRODUCTION

1.1 Background to the study 1

1.2. Statement of the problem 3

1.3 Purpose of the study 4

1.4 Research objectives 4

1.5 Research questions 5

1.6 Significance of the study 5

1.7 Limitations of the study 6

1.8 Delimitations of the study 6

1.9 Basic assumptions of the study 6

1.10 Definition of operational terms 6

1.11 Organization of the study 7

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction 9

2.2 An Overview of discipline in Secondary Schools in Kenya 9

2.3. Influence of type of school on boys' and girls' discipline in public secondary schools 11

2.4 Influence of students' individual factors on discipline of boys and girls in public secondary schools. 12

2.5 Influence of peer pressure on discipline of boys and girls in public secondary schools 13

2.6 Influence of principals' leadership style on the discipline of boys and girls in public secondary schools. 14

2.7 Summary of reviewed literature 15
2.8 Conceptual framework 17
CHAPTER THREE: RESEARCH METHODOLOGY
3.1 Introduction 19
3.2 Research design 19
3.3 Target population 20
3.4 Sample size and sampling procedure 20
3.5 Research instruments 21
3.6. Pilot Study 22
3.6.1 Validity of the Instrument 22
3.6.2 Reliability of the Instruments 22
3.7 Data Collection Procedure 23
3.8 Data Analysis Techniques 23
3.9 Ethical Considerations 23
CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND PRESENTATION
4.1 Introduction 25
4.2 Instrument Return Rate 25
4.3 Demographic information of respondents 25
4.4 Influence of type of school on boys and girls discipline in public secondary schools 30
4.5 Influence of students' individual factors on discipline of boys and girls in public secondary schools 34
4.6 Peer pressure and its influence on discipline of boys and girls in public secondary schools 37
4.7 Principals' leadership style and its influence on the discipline of boys and girls in public secondary schools 41
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS
5.1 Introduction **45**
5.2 Summary of the study **45**
5.3 Major findings of the study **46**
5.3.1 Findings based on type of school and its influence on boys and girls discipline in public secondary schools 46

5.3.2 Findings based on students' individual factors and its influence on discipline of boys and girls in public secondary schools 47
5.3.3 Findings based on peer pressure and its influence on discipline of boys and girls in public secondary schools 48
5.3.4 Findings based on principals' leadership style and its influence on the discipline of boys and girls in public secondary schools 48
5.4 Conclusions from the study 49
5.5 Recommendations from the study 50
5.6 Suggestions for further research 52
REFERENCES.....53
APPENDECES
Appendix A: Letter of Introduction 56
Appendix B: Questionnaire for Principals 57
Appendix C: Questionnaire for Guidance And Counselling Teachers 61
Appendix D: Questionnaire for Students 65
Appendix E: Authorization Letter 68
Appendix F: Research Permit 69

LIST OF TABLES

Table 4.1 Gender of principals and guidance and counseling teachers 26
Table 4.2 Age distribution of principals and guidance and counseling teachers 27
Table 4.3 Age distribution of boys and girls 27
Table 4.4 Academic qualification of principals and guidance and counseling teachers 28
Table 4.5 Teaching experience of principals and guidance and counseling teachers29
Table 4.6 Distribution of respondents' by school type 30
Table 4.7 Principals' responses on discipline issues distribution in school types ...31
Table 4.8 Boys' and girls' response on whether school types influence their discipline 33
Table 4.9 Boys' and girls' reasons on how school type influence their discipline ..34
Table 4.10 Principals' responses on whether individual factors influence boys and girls discipline 35
Table 4.11 Guidance and counseling teachers' responses on whether individual factors influence boys and girls discipline 36
Table 4.12 Boys' and girls' responses on whether individual factors influence their discipline 37
Table 4.13 Principals' responses on whether peer pressure influence on boys and girls discipline 38
Table 4.14 Guidance and counseling teachers' responses on whether peer pressure influence on boys and girls discipline 39
Table 4.15 Boys' and girls' responses on whether peer pressure influence on their discipline 40
Table 4.16 Boys' and girls' response on the kind of leadership styles applied by their principals 41
Table 4.17 Boys' and girls' response on extent to which principals' leadership style influence their discipline 42
Table 4.18 Principals' and guidance and counseling teachers response on whether leadership style influence boys' and girls' discipline 43

LIST OF FIGURE

Figure1: Relationship between discipline variables of boys and girls in public secondary schools 17

LIST OF ABBREVIATIONS AND ACRONYMS

GoK Government of Kenya

KCSE Kenya Certificate for Secondary Education

MOEST Ministry of Education Science and Technology

SPSS Statistical Package for Social Sciences

UNESCO United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of this study was to investigate the factors influencing discipline of boys and girls in public secondary schools in Machakos Sub-County. It was guided by the four objectives; to establish the influence of the type of school, students' individual factors, students' peer pressure, and the principals' leadership style on boys and girls discipline. Secondary information was obtained from different scholars to provide related literature of the study which was presented as per the study objectives. Primary data for the study was collected through the use of questionnaires. The study targeted principals, guidance and counseling teachers and form four students (girls and boys) in public secondary schools. Descriptive survey research design was used in this study because it enabled the researcher to obtain information that described existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. Simple random sampling was used to sample 5 schools in each type of the schools totaling to 20 schools where 8 students were from each of the sampled schools. Census sampling was used to identify all the principals and heads of guidance and counseling department from the 20 sampled schools. Therefore the sample population for the study was 20 principals, 20 guidance and counseling teachers and 160 students (80 girls and 80 boys) thus, a total of 200 questionnaires were issued to the respondents. All the questionnaires from all categories of respondents were returned realizing an instrument return rate of 100 percent, which was very satisfactory for the purpose of the study. Data collected was analyzed both qualitatively and quantitatively. From the study findings boys were more affected by discipline issues than girls in all types of schools. Thus, students in single sex schools had less discipline issues than in mixed sex schools, showing that in mixed schools boys and girls influenced each other. Boys' and girls' individual factors influenced their discipline; the study findings showed that boys' and girls' intellectual ability and parenting had a great impact on their discipline. Secondary school boys and girls were more likely to follow their friends so as to fit in their group setting and engaging in the vices so as to enjoy their socialization, an indication that young people's discipline was influenced by their peers. Principals in public secondary schools applied different leadership styles which included; Autocratic, Democratic, Laissez-faire, Bureaucratic and Contingency styles which influenced learners' discipline at a high extent.

The study came up with the following conclusions: Boys were more affected by discipline issues than girls and that discipline is higher in single sex schools than in mixed schools. Boys and girls were faced by different individual factors at this prime age in their teenage which was translated in their discipline. Secondary schools students, groupings influenced boys and girls conduct since they at times found themselves engaging in cases that affected their discipline both in school and at home just to fit in peer groups. Secondary schools principals applied different kinds of leadership styles hence they were able to handle boys' and girls' discipline. Based on the findings and conclusions of the study, the study recommended that: the government through the ministry of education should organize for more seminars and workshops in line with the new constitution and children's rights to sensitize teachers and principals in secondary schools on new measures to improve discipline among boys and girls. The study suggested that a study to be carried out to find out the effect of boys' and girls' discipline on their retention in public secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Discipline in schools is one of the most pressing issues in the education sector in the world today. According to Adams (1987), discipline refers to strategies for the elimination of antisocial behavior. Along with literacy and numeracy achievement levels, school discipline ranks as one of the major concerns voiced by the public about schools and the school system in countries worldwide (Slee 1995, Owens & Bourne, 1997). Like any other organization, every school requires discipline, for no group of people can work together successfully without establishing standards of good behavior, respect and a desirable system of values that lead each person in the group to develop self-control and self-direction.

The quality of student discipline is an important factor in determining the intellectual outcome of students and schools indicates Reynolds (1989). According to Mbiti (1998), students should be disciplined in order to make informed decisions, and this entails the learners' ability to discern what is right or wrong. High school is an important period of time in an adolescent's life, this is the time boys and girls make decisions about future educational and career plans, discipline is therefore critical and highly valued at this level of learning.

Issues of school discipline are not unique to Kenya. It is a global issue of great concern due to the changing times and circumstances ranging from social-technological changes to children rights and many educational demands. According to Kindiki (2009), research studies conducted in developed countries such as the United States of America and Europe in the United Kingdom (UK), France, and Spain consistently highlight similar issues of the deteriorating scale and nature of violence

and indiscipline within schools. Lewis, Romi, Qui, and Katz (2005) state that in Australia, China, and Israel managing student discipline ranked the second most significant factor stressing teachers. Incidents signifying low levels of discipline in schools have also been reported from Mexico, Italy, Germany, India, Comoros and even Spain (UNESCO 1998). In Africa students discipline problems have grown into an epidemic for example in South Africa discipline is a major challenge faced by educators and parents in most of the South African schools (du preez & Roux, 2010). In Tanzania teachers are meant to have absolute powers over students, visible in methods of reward or punishment used by the teacher because of students indiscipline (Kindiki 2009).

One significant issue of concern is that discipline issues in schools do not discriminate hence transcending the boundaries of gender. A number of studies e.g. (Bain & Macpherson, 1990; Cooley, 1995; Gregory, 1996; Imich, 1994) have found that boys are over four times as likely as girls to be referred to the office, suspended, or subjected to corporal punishment. Further, Shaw and Braden, (1990), indicate that in virtually every study presenting school disciplinary data by gender, boys are referred to the office and receive a range of disciplinary consequences at a significantly higher rate than girls. In my teaching career in two mixed public secondary schools in Machakos district the experience has been that boys have more discipline issues compared to girls.

In Kenya the issue of student discipline in secondary schools has occupied the minds of researchers for quite some time now and it still remains a subject of investigation The Government of Kenya (Gok) has implemented several measures aimed at curbing the various cases of indiscipline in learning institutions particularly the use of guidance and counseling units in all secondary schools (MOEST, 2005). In spite of

these there have been several cases of student indiscipline reported in our daily newspapers while majority of the cases go unreported. Although newspapers sometimes are biased and unauthentic, they contain important and contemporary data which is useful in a study like this one states Kindiki (2009). In the year 2008 alone over 300 schools in Kenya went on strike destroying a lot of property (Republic of Kenya, 2008). The trend has been on the rise with the year 2013 and 2014 witnessing many students' unrests as indicated in the Daily Nation July 24th 2014.

Machakos Sub-County in Machakos County has witnessed low levels of student discipline as indicated in the Machakos District Education Office Annual Report, 2013 raising the concern of education stakeholders in the sub county. According to Machakos District Education Officer (2015), more than 200 KCSE students at the Machakos Boys School sat for their exams from home after they ran amok and chased away other students as reported by the star 11th November 2011. In the year 2013 twenty public secondary schools in the Sub County went on strike as indicated in the Machakos District Annual Report, 2013.The report indicated that most of the affected schools were either boys schools or mixed schools with girls schools reporting minimal cases. Perhaps failure to identify the factors influencing discipline of boys and girls causes indiscipline in public secondary schools, this study therefore intended to establish the factors influencing discipline of boys and girls in public secondary schools.

1.2. Statement of the problem

Despite the Government's effort through the Ministry of Education to improve discipline in public secondary schools students' discipline remains a challenge. Just like other parts of the country Machakos Sub-County has had its share of poor student discipline. This study focused on discipline of boys and girls in Machakos Sub-

County in Kenya where school boys and girls had been involved in use of abusive language, cheating in examinations, bullying, sexual immorality, absenteeism truancy and vandalism of school property. This was attributed to low levels of students discipline in the Sub County. Statistics on school unrests in the Sub County indicated that boys' schools and mixed schools were more involved in school unrests compared to girls' schools. Further analysis indicated that in the mixed schools the boys were the leaders of school unrests. If girls were indeed more self-disciplined than boys this study became very important to explain how, when and why these differences on boys and girls discipline in public secondary schools.

1.3 Purpose of the study

The purpose of the study was to establish the factors influencing discipline of boys and girls in public secondary schools in Machakos Sub-County.

1.4 Research objectives

The study was guided by the following objectives;

i) To establish the influence of the type of school on discipline of boys and girls in public secondary schools in Machakos Sub-County.

ii) To determine the influence of students' individual factors on the discipline of boys and girls in public secondary schools in Machakos Sub- County.

iii) To establish the influence of students' peer pressure on boys and girls discipline in public secondary schools in Machakos Sub- County.

iv) To establish the influence of the principals' leadership style on boys and girls discipline in public secondary schools in Machakos Sub- County.

1.5 Research questions

The study sought to answer the following research questions;

i) How does the type of school influence the discipline of boys and girls in public secondary schools in Machakos Sub- County?

ii) How do students' individual factors influence the discipline of boys and girls in public secondary schools in Machakos Sub- County?

iii) To what extent does students' peer pressure influence the discipline of boys and girls in public secondary schools in Machakos Sub- County?

iv) How does the principal's leadership style influence the discipline of boys and girls in public secondary schools in Machakos Sub- County?

1.6 Significance of the study

The results of the study might provide important information to the school administrators, teachers, students, and parents in Machakos Sub County and beyond on ways to deal with boys and girls discipline in secondary schools. The study findings might also provide useful information to the Ministry of Education and policy makers on boys and girls discipline in Kenyan secondary schools. The study might hopefully provide enlightenment on specific causal factors and on region specific strategies to respond to discipline issues in the Sub-County. Other areas with similar problems might find the results of the study useful in addressing the problem of boys and girls discipline. The study findings and recommendations may be useful as a basis for future research.

1.7 Limitations of the study

Discipline is a broad area of study and not all areas were captured in this study. Further not all teachers had the ability to handle students' discipline issues. Finally some potential respondents viewed discipline as indiscipline. To mitigate this limitation the researcher explained to the respondents the objective of the study so as to create rapport and also elaborated on the purpose of the study.

1.8 Delimitations of the study

The study was delimited to four thematic areas of study (type of school, students' individual factors, students' peer pressure, and principals' leadership styles) leaving out other areas. Further the study focused on guidance and counseling teachers who have adequate information on students' discipline issues. Finally clarification was made on the difference between discipline and indiscipline.

1.9 Basic assumptions of the study

The study assumed that boys and girls in public secondary schools in Machakos Sub-County desired to be well disciplined. The study also assumed that the type of school, student individual factors, students' peer pressure and principals' leadership styles influenced boys and girls discipline in public secondary schools in Machakos Sub-County.

1.10 Definition of operational terms

Discipline refers to school boys and girls being responsible and accountable of their actions and decisions.

Indiscipline refers to school boys and girls being irresponsible and unaccountable of their actions and decisions.

Type of school refers to the nature of a school, single sex or mixed and the mode of operation whether a day or boarding school.

Individual factors refers to the unique characteristics and circumstances that affect the discipline of boys and girls in public secondary schools.

Peer pressure refers to peer influence planned or unplanned exerted by peers to influence discipline of either boys or girls in public secondary schools.

Leadership style refers to the method of administration used by the school principal in the day today running of the school in order to enhance the discipline of either boys or girls in public secondary schools.

Discipline Strategies refers to the methods applied by principals and teachers to overcome the challenges they face in enhancing students discipline in public secondary schools.

1.11 Organization of the study

This study upon completion was organized into five chapters. Chapter one focused on background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study as well as basic assumptions of the study and ends with definition of significant terms.

Chapter two focused on review of related literature. This included an overview of discipline in public secondary schools in Kenya, type of school, and its influence on boys' and girls' discipline, students' individual factors, and its influence on boys' and girls' discipline, students' peer pressure, and its influence on boys' and girls' discipline as well as the principal's leadership styles and its influence on boys' and girls' discipline in public secondary schools. Further, the summary of the literature review and the conceptual framework are provided in this section. Chapter three

covered the research methodology. This described the research design and target population. The studied sample is provided outlining the procedure used in selecting the sample. Further the research instruments were described and justification for their use made. Reliability and validity of the instruments were made and finally the data collection procedure and data analysis method provided. Chapter four dealt with data analysis and finally chapter five provided the summary of findings, study conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter dealt with review of related literature on discipline of girls and boys in public secondary schools in Kenya. The section focuses on an overview of discipline in public secondary schools, type of school and its influence on discipline of boys and girls in public secondary schools, student individual factors and its influence on discipline of boys and girls in public secondary schools, peer pressure and its influence on discipline of boys and girls in public secondary schools, principal's leadership styles and its influence on the discipline of boys and girls in public secondary schools and ends with summary of the literature review and the conceptual framework

2.2 An Overview of discipline in Secondary Schools in Kenya

The word discipline comes from the same root as the word:" Disciple" meaning a follower, pupils or learner, derived from the Latin word disc ere (to learn). According to Reid (1958), discipline may be described as relationships of submission of obedience to some sort of order, with all the effects of this relationship. Students discipline in secondary schools has been a subject of debate in many forums but on the contrary discipline levels have gone down in many schools, boys and girls indulging in unruly behavior, sometimes resulting to disruption of social life through riots and strikes.

According to Sunshila (2004), despite the existence of the school code of conduct, most schools worldwide continue to experience student discipline problems because punishment produces anger and rebellion in the students. Punishment is often repeated

without ever producing the desired result; that of correction and a change of heart in the school boys and girls.

In Kenya, corporal punishment was legally abolished in schools in 2001.Inspite of efforts made by the Government of Kenya (GoK) in abolishing corporal punishment school discipline has deteriorated to such a level that the school system may soon become unmanageable. Further the Government has been implementing measures aimed at improving discipline in learning institutions particularly the use of guidance and counseling units in all secondary schools (MOEST, 2005).In spite of these there have been several cases of student indiscipline reported in our daily newspapers while majority of the cases go unreported. Teachers attest to the fact that the repetitive nature of student discipline cases caused them stress and they are not in agreement on how to deal with discipline cases. Some teachers have taken a back seat in discipline as there have been cases of teachers being dragged to court for punishing students (Kanja, 2008).

According to the Basic Education Act 2013 no pupil admitted in a school, shall be held back in any class or expelled from school except by word of the cabinet secretary this indicates that all boys and girls should be retained in schools irrespective of their indiscipline issues and teachers are encouraged to apply all the possible corrective measures.

This overview indicates how the Ministry of Education Science and Technology (MOEST) has been committed over the years to promote discipline in secondary schools in Kenya. The focus has been on students discipline in general without consideration on the type of school, students individual factors, peer pressure and principals' leadership style on boys and girls behavior patterns, these calls for better understanding of behavior patterns of girls and boys hence making this study relevant.

2.3. Influence of type of school on boys' and girls' discipline in public secondary schools.

In Kenya there are different types of schools depending on the structure; mixed day schools, single sex day schools, mixed day and boarding schools, mixed boarding schools and single sex boarding schools. The structure of a school has great influence on the discipline of the boys and girls. According to Gurian (1996), mixed schools settings are limited by their capacity to accommodate the large differences in cognitive, social, and development growth rates of boys and girls aged between twelve and sixteen. These differences influence the reasoning and behavior of boys and girls in mixed secondary schools. The average high-school going child in Kenya is at the pubescent age when hormonal changes heighten the attraction of the sexes hence boy girl relationships are likely to be rampant in mixed secondary schools. The girls are more affected compared to the boys because according to Lloyd (2005), girls reach puberty at a younger age than boys, on the other hand According to Gurian (1996), boys and girls in single sex schools were more likely to be better behaved and to find learning more enjoyable and the curriculum more relevant hence recording high standards of discipline compared to mixed schools.

According to the Machakos District Education Office Annual Report (2013), mixed secondary schools have complicated discipline issues compared to single sex schools. The variance of discipline issues in single sex schools is limited for they handle one sex of students. All types of schools have discipline problems but the level varies depending on the type of the school. One of the objectives in this study was to establish how the type of school influences discipline of boys and girls in public secondary schools.

2.4 Influence of students' individual factors on discipline of boys and girls in public secondary schools.

Everybody is born unique and this uniqueness should be encouraged. Individual boys and girls have unique individual characteristics and circumstances which influence the way they behave. Eysenck (1984), found girls aged 7 to 15 years to be slightly more self-disciplined than boys. According to Gurian (2006), boys represent 85% of discipline referrals, further boys are less likely to pay attention, complete assignments and learn compared to girls. In order to learn, girls need the classroom to be significantly quieter than do boys' who are less distracted by noise than girls Indicates pizzo, Dunn, (1990). Boys are therefore different from girls, further individual boys and girls behave differently depending on aspects of parenting, Social economic factors, motivation and intellectual ability.

According to Hinojosa (2008), father or mother absence and quality of home resources have been found to be predictors of the likelihood of suspension from school. In homes where there is a lot of violence between spouses or when parents are constantly absent from home, a sense of insecurity and lack of self-esteem develops in the children. This can cause a buildup of tension in students to the extent that they release it through violence even in schools. Petras *et al* (2011), discovered that students who live in poverty were still more likely to be removed from school on discipline issues.

Treating learners as individuals give them dignity and this makes them appreciate life in school hence willingly obey the school rules and regulations, Different studies by (Papaioannou, 1993, Papaioannou and Kouli, 1999) have demonstrated that individuals with more self-determined rates of motivation (intrinsic motivation) demonstrate more disciplined behavior whereas individuals with low rates of self-

determined motivation (extrinsic motivation) are more inclined to demonstrate disruptive or disciplined issues in class.

Students have different intellectual ability and these calls for teachers to address individual boys and girls learning needs. Teachers may promote indiscipline by overstretching their pupils intellectually, particularly if they force the students to remain in class to cover the syllabus within a short time, students become fatigued and this may encourage indiscipline in both boys and girls. This affects both boys and girls hence the need to establish how students' individual factors influence discipline of boys and girls in public secondary schools.

2.5 Influence of peer pressure on discipline of boys and girls in public secondary schools.

According to Gara (2006), many young people spend more time with peers than with parents or other family members. Any unwillingness to be influenced carries with it the very risk of social rejection and this is what young people fear most(Dewey, 2008). The power of the peer group becomes more important when the family relationships are not close or supportive. For some young people the need for affiliation or closeness is often greater than the need to do the right thing indicates Barbour, Barbour and Scully (2002). Cowley (2001) affirms that peer pressure among learners is a strong factor in the disruptive behavior of learners. Further Njenga (2008), discusses that in Uganda a girl influenced and convinced the others to burn a school because she was convinced of the school administration act of favoritism towards foreign students in the eyes of the students.

In a peer group young people feel accepted and are free to speak of things important to them; such groups have a considerable influence on the behavior and attitudes of the boys and girls. Peer pressure is manifested in school boys and girls in issues such

as drug and substance abuse, truancy, cheating in examinations and immoral sexual acts. Peer influence affects discipline of both boys and girls but it is more prevalent in boys who are more aggressive than girls. In this study one of the objectives was to establish the influence of students peer pressure on boys and girls discipline in public secondary schools.

2.6 Influence of principals' leadership style on the discipline of boys and girls in public secondary schools.

For effective management of discipline in schools the cooperation between the principal, teachers, students, parents and the community is essential. In most cases the level of students discipline depends on whether the principals' discipline management approach is inclusive or exclusive of teachers and parents involvement. According to Kindiki (2009), it is believed that the school principal is responsible for all that goes on in the school, be it positive or negative and is therefore by extension responsible for the level of student discipline. In essence the school principal is expected to promote good behavior in the school. The schools' administration style is key in shaping the students behavior in that the principal sets the environment for the parents and teachers to play their respective roles effectively observe Chapman (2003).

Koontz and Weihrich (1998), identify five leadership styles commonly used in management of organizations. These include; Autocratic, Democratic, Laissez-faire, Bureaucratic and Contingency styles: This study will focus four leadership styles namely: autocratic style where power and authority is in the management. The head is dictatorial and makes all school decisions without consulting anyone, in this leadership style rules and regulations must be adhered to and if not punishment is administered hence students will be more obedient, Democratic style where democratic principles of governance are used and everyone is involved in the process

of decision – making. This leadership style requires a sense of maturity which is lacking in boys and girls in high school hence may result to low discipline levels among the students, Laissez-faire, the administrator establishes goals and objectives of the school; everyone in the school strives to achieve the objectives by working on their own at their own pace. In this leadership style there is no control of the students and this may result to low student discipline. Bureaucratic Style**,** this is where the administrator is concerned with rules and regulations he/ she formulates rules and the institution is run by these rules strictly and records and transactions are kept in great detail. The mentioned styles are sometimes used con-currently; one of the objectives of the study was to establish how principals' leadership styles influence discipline of boys and girls in public secondary schools.

2.7 Summary of reviewed literature

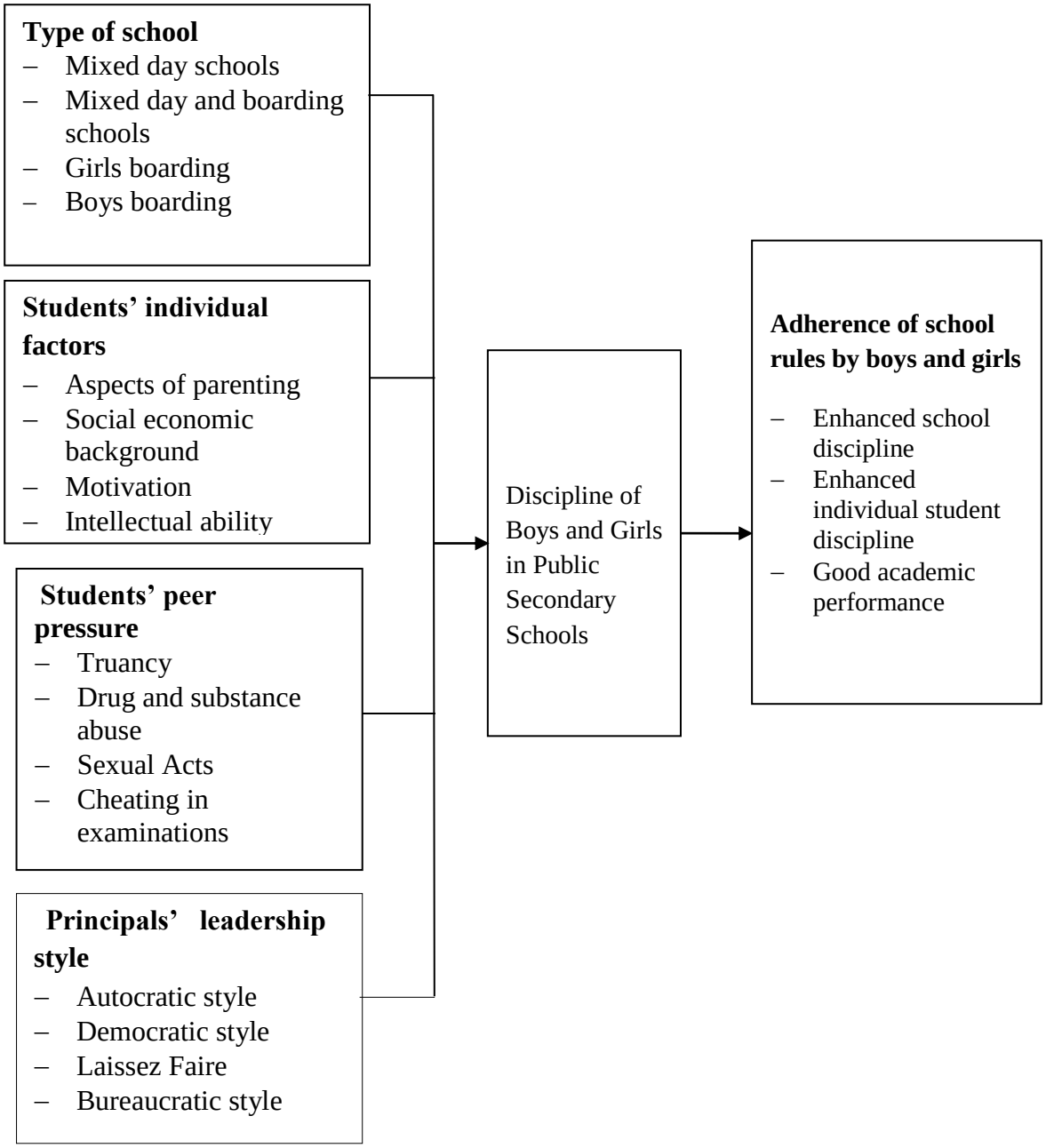
The literature review outlines the concept of discipline focusing on an overview of discipline in public secondary schools in Kenya, type of school and its influence on discipline of boys and girls in public secondary schools, Individual factors that influence discipline in public secondary schools. It has also outlined peer pressure and discipline in public secondary schools as well as how principals' leadership styles influence discipline in public secondary schools.

From the literature reviewed it has been established that the type of school has great impact on discipline in schools, it is therefore important for educators to understand the unique discipline issues of boys and girls in the various types of schools. It has also been established that students' individual factors have great influence on boys and girls discipline in secondary schools. Peer pressure and the principals' leadership styles were also found to have a great influence on boys and girls discipline in public secondary schools.

From the literature reviewed many researchers have worked on discipline issues in public secondary schools in Kenya. The focus has been on the students discipline in general without much consideration on how specific factors such as the type of school, student individual factors, peer pressure and principals' leadership style influence discipline patterns of boys and girls. The major objective of this study was to fill the information gap left by the preceding studies by establishing how the type of school, students' individual factors, students peer pressure and principals' leadership styles influence discipline of boys and girls in public secondary schools. The study aimed at making learning better by developing new tools and fresh strategies to solve emerging boys' and girls' discipline issues in Machakos Sub-County.

2.8 Conceptual framework

Figure1: Relationship between discipline variables of boys and girls in public secondary schools



According to Orodho (2004), a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and show the relationship graphically or diagrammatically. Internal and

external factors are found to influence students discipline in schools irrespective of gender. In this study the conceptual framework proposed that boys and girls discipline is a function of the type of school (mixed day, mixed day and boarding schools, girls and boys boarding), students individual factors (aspects of parenting, social economic background, motivation and intellectual ability), students peer pressure (truancy, drug and substance abuse, sexual acts, cheating in examinations) and the principals' leadership styles. Each of these variables (independent variables) represented in the framework above has a direct causal effect on the dependent variable (enhanced students discipline), but these factors do not work in isolation; there are strong linkages amongst them. According to Fullan (2010) model once change is initiated there are intervening factors which affect the outcomes. In this case the type of school, students individual factors, students peer pressure and the principals' leadership styles were the factors influencing discipline of boys and girls in public secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter dealt with the research methodology used in this study. It focused on research design, target population, sample and sampling procedure, research instruments, reliability and validity of the instruments, data collection and data analysis procedures, and ends with ethical considerations.

3.2 Research design

Different scholars have defined research design as a frame work of planning and conducting research (Gay, 1992). This study was partially qualitative and quantitative in its approach and therefore it was a descriptive survey. The reason for this approach was that the target population was large and survey enabled collection of the required data within a short time. According to Mugenda and Mugenda (2003), the method is easy to manage and administer. The steps involved in descriptive research are: formulating the objectives of the study, designing the method of data collection, selecting the sample, data collection and analyzing the results, Best and Khan (2006). This study fitted within the provisions of descriptive research design because the researcher employed all the steps of descriptive research in her study. According to Orodho (2005) survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals or subjects. The survey design is commonly used in studying attitudes, opinions, preferences and perceptions of people. The survey design attempts to collect data from members of a population in order to determine the correct status of that population in respect to one or more variables. This research design was appropriate because the study involved getting information, explanations, interpretation and examines the phenomenon on the factors

influencing discipline of boys and girls in public secondary schools in Machakos Sub-County.

3.3 Target population

According to Mugenda and Mugenda (2003), a population is defined as a complete set of individual cases or objects with some common observable characteristics. The target population of this study comprised all the principals, guidance and counseling teachers and students in public secondary schools in Machakos Sub-County. There were 65 public secondary schools in Machakos Sub-County: 30 mixed day schools, 20 mixed day and boarding schools, 7 girls' boarding schools and 8 boys' boarding schools. There were 65 principals, 65 heads of guidance and counseling departments and about 6300 students.

3.4 Sample size and sampling procedure

A sample is a small proportion of the total population. According to Best and Khan (1998), a sample should be large enough to serve as a representative of the population. The 65 schools in the Sub-County were stratified into 4 groups depending on the type of school. This ensured each type of school was captured in the study. Simple random sampling was used to get 5 schools in each type of the schools totaling to 20 schools. To select 5 schools in each type of the schools names of the schools were written on pieces of papers and churned in a container. A paper was then selected from the basket, the name appearing on the piece of paper was written down and the paper returned in the container and churned again. This process was repeated to get 5 schools from each of the type of schools. Simple random sampling was further used to select 8 students from each of the 20 sampled schools. This ensured that every individual in the target population had an equal chance of being a subject in the study.

The researcher obtained lists of all the students in the sampled schools, in mixed schools two lists, for the girls and the boys were drawn, this ensured the boys and girls had an equal chance. Census sampling was used to identify all the principals and heads of guidance and counseling department from the 20 sampled schools. Therefore the total number of respondents comprised of 20 principals, 20 guiding and counseling teachers and 160 students (80 boys and 80 girls) adding up to a total of 200 respondents.

3.5 Research instruments

Data for the study was collected through the use of questionnaires. Questionnaires require less time, they are less expensive and permit collection of data from a wide population as suggested by Gay (1992).Threes categories of questionnaires were used, for the principals, guidance and counseling teachers and one for the students. All the questionnaires contained both closed and open ended questions. The questions were formulated to provide information and answer the research questions. The principals' and guidance and counseling teachers' questionnaires were divided into three sections. Section A contained items soliciting demographic information such as age, gender, academic qualification and experience. Section B contained items that sought information on boys and girls discipline issues in schools while section C sought for suggestions of maintaining and improving discipline in boys and girls. Questionnaires for students consist of three sections. Section A contained items soliciting demographic information of the respondents such as age and gender. Section B Contained items that sought information on boys and girls discipline issues in schools and section C sought for suggestions of maintaining and improving discipline in boys and girls.

3.6. Pilot Study

A pilot study was conducted on a sample similar in characteristics to the target population. Two schools were selected for pilot study. This was geared towards assessing the clarity of the instrument items so that those that fail to measure the variables they were intended to measure were modified or discarded.

3.6.1 Validity of the Instrument

As described by Amin (2005), validity is the degree to which a test measures what is supposed to measure. To ensure validity of the research instruments pilot testing of copies of questionnaires' was carried out in two schools of Machakos Sub-County. Using content validity the pilot study helped the researcher in identification of items in the research instrument that were ambiguous in eliciting relevant information. Checking all the aspects of the pre-test instrument made it possible to improve the instrument by making corrections, adjustments or additions to questionnaires as well as improving the instructions. Further expertise was sought from the university supervisors to ensure the instrument represented all the areas that need to be investigated.

3.6.2 Reliability of the Instruments

This study was qualitative in its approach and therefore reliability of the instruments was ensured by extensive quotations from the open ended items. Further triangulation which involves use of wide range of sources and comparing findings from those different sources (principals, teacher counselors, students) was used and finally constant consultation with the supervisory committee. For this study the questionnaire scored a coefficient correlation of 0.8 which was deemed satisfactory for the purpose of the study.

3.7 Data Collection Procedure

A research permit was obtained from the National Commission of science and technology; a copy was presented to the Sub-County Education Officer, Machakos Sub-County where permission and introductory letter to the head teachers of participating schools were issued. Permission of the head teachers was sought before data is collected from the guidance and counseling teachers and students. During the administration of the questionnaires, the researcher made a brief introduction explaining the nature and importance of the study and assured the respondents of confidentiality. The researcher self-administered the instruments and stayed close by in case the respondents needed clarification. After the respondents were through the filled in questionnaires were collected for analysis.

3.8 Data Analysis Techniques

After collection of data the questionnaires were checked for completeness, usefulness and accuracy. The responses from the questionnaires were then interpreted, classified and categorized according to research objectives. The qualitative data were then evaluated, classified into logical thematic categories based on the research objectives and then coded. The coded information was then processed by computer using the Statistical Package for Social Sciences (SPSS). Data were analyzed using descriptive statistics and presented using frequency tables. Conclusions were drawn from the analyzed data, leading to recommendations and suggestions for improvement of boys' and girls' discipline.

3.9 Ethical Considerations

Ethical issues arise from the kind of problems social scientists investigate and the methods used to obtain valid and reliable data observes Nachmias, (2004). This study was designed to meet the ethical standards of research in Kenya in order to ensure the

researcher’s protection and for legal purposes of the study. This was achieved by obtaining a research permit from the relevant authorities. All the collected data were made anonymous and the comments kept confidential. Prior to the data collection, the researcher made attempt to acquaint with the respondents, get their consent to participate in the study, explain to them the purpose of the study and how it would be of benefit to the society in future. These considerations enabled the collection of the data; participation and donation of the required information.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This chapter dealt with data analysis and interpretation of the findings based on the research objectives. The study was to investigate the factors influencing discipline of boys and girls in public secondary schools in Machakos Sub-County. Collected data was analyzed both qualitatively and quantitatively. It was then presented in frequency distribution tables.

4.2 Instrument Return Rate

The sample population for the study was 20 principals, 20 guidance and counseling teachers and 160 students (80 girls and 80 boys) thus, a total of 200 questionnaires were issued to the respondents. All the questionnaires from all categories of respondents were returned. Therefore the study realized an instrument return rate of 100 percent, which was very satisfactory for the purpose of the study. This efficient response rate was realized since the researcher personally administered the questionnaires, created rapport with the respondents and collected the instruments immediately after they were completed.

4.3 Demographic information of respondents

This study first sought to find out the gender, age distribution, academic qualification and length of service to establish an insight on the study respondents' characteristics.

To find out respondents characteristics in regard to gender, the study sought to establish guidance and counseling teachers and the principals' gender distribution. The findings were presented as shown in Table 4.1.

Table 4.1 Gender of principals and guidance and counseling teachers

Gender	Principals		Guidance and counseling teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Male	11	55.0	6	30.0
Female	9	45.0	14	70.0
Total	**20**	**100.0**	**20**	**100.0**

As can be observed from Table 4.1 55.0 percent of the principals were male and 45.0 percent of the principals were female. 70.0 percent of the guidance and counseling teachers were female while 30.0 percent of the guidance and counseling teachers were male. These findings imply that despite the fact that there are more female teachers than male teachers, more males are in school leadership than females. It is thus an indication that men are more authoritative than their female counterparts making them more efficient to deal with boys' and girls' discipline issues in public secondary schools. These findings agree with Cubillo and Brown (2003) who note that the teaching profession is dominated by women. However, women are less well represented in administrative positions than they are in teaching jobs. The study used equal student representation across both genders to ensure equal representation of the boys and girls.

The study also sought to find out the principals' and guidance and counseling teachers' age bracket and presented the findings in Table 4.2.

Table 4.2 Age distribution of principals and guidance and counseling teachers

Age in years	Principals		Guidance and counseling teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
21 - 30	0	0.0	4	20.0
31 - 40	0	0.0	9	45.0
41 - 50	12	60.0	5	25.0
51 - 60	8	40.0	2	10.0
Total	**20**	**100.0**	**20**	**100.0**

Information in Table 4.2 showed that all the principals were above forty one years old while 45.0 percent of the guidance and counseling teachers were between 31 to 40 years old. Age is considered an important factor in a person's working career. This is particularly so in as far as the ability to offer reasoned decision in a conflict situation is concerned. This is an implication that the principals are able to deal with boys and girls discipline issues due to their lengthy experience. This is in line with a study done on conflict by Kingangi (2009) that indicate that the ability to solve conflict effectively increases with increase in age.

Further students' age was sought and findings are presented in Table 4.3.

Table 4.3 Age distribution of boys and girls

Age in years	Boys		Girls	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Below 16yrs	0	0.0	6	7.5
16 – 17yrs	6	7.50	50	62.5
17 – 18yrs	54	67.5	20	25.0
Over 18yrs	20	25.0	4	5.0
Total	**80**	**100.0**	**80**	**100.0**

As shown in data provided in Table 4.3 67.5 percent of the boys were between 17 to 18 years old while 62.5

percent of the girls were aged between 16 to 17 years. Age of students in secondary schools showed they had transited from primary school at the right MoE recommended age. This age also reflects that younger students are likely to have less discipline issues than older students. The study findings showed that girls transited to secondary school at a younger age than boys, thus prompting boys to have more discipline issues than girls. This was an indication that more boys than girls completed school at an older age hence, boys are more likely to be affected by discipline issues than girls in secondary schools due to their age difference.

The study further sought to find out the education qualification of principals and guidance and counseling teachers and presented the findings as shown in Table 4.4.

Table 4.4 Academic qualification of principals and guidance and counseling teachers

Academic qualification	Principals		Guidance and counseling teachers	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Diploma in education	3	15.0	3	15.0
Bachelor's degree	9	45.0	16	80.0
Master's degree	7	35.0	1	5.0
PhD degree	1	5.0	0	0.0
Total	**20**	**100.0**	**20**	**100.0**

Data contained in Table 4.4 indicated that 80.0 percent of the guidance and counseling teachers were Bachelor degree holders as well as 45.0 percent of the principals. These findings were an implication that principals and Guidance and counseling teachers were qualified to carry on with their role in maintaining discipline among boys and girls in public secondary schools. Therefore they are in the capacity to deal or solve discipline issues among boys and girls in public secondary schools. The level of Education is an important factor in the headteachers' ability to provide efficient skills in maintaining

boys and girls discipline and particularly in management of discipline issues in day to day management of schools. These findings concur with Kingangi's (2009) study on conflict.

The study also sought to find out the length of service of principals and guidance and counseling teachers to find out whether they were conversant with the schools culture and other details that pertain to boys and girls discipline. The findings were presented as shown in Table 4.5.

Table 4.5 Teaching experience of principals and guidance and counseling teachers

	Principals		Guidance and counseling teachers	
No. of years	**Frequency (f)**	**Percent (%)**	**Frequency (f)**	**Percent (%)**
Less than 1 year	0	0.0	1	5.0
1-5 years	0	0.0	3	15.0
6-10 years	0	0.0	13	65.0
Over ten years	20	100.0	3	15.0
Total	**20**	**100.0**	**20**	**100.0**

Information presented in Table 4.5 showed that all the principals had been in the teaching profession for the longest time as compared to guidance and counseling teachers since all of them had been in service for over ten years. 65.0 percent of the guidance and counseling teachers had been in teaching for between six to ten years. The length of teaching experience shows professional maturity that enables a teacher who has a longer teaching experience handle students discipline issues more effectively than upcoming teachers. These teachers with higher experience are also comfortable to give information about their past experiences. This is an indication that

the study sample was in a position to give correct data on student discipline in public secondary schools due to the length of teachers teaching experience. They are also able to track down the records of discipline issues among boys and girls in the study area.

4.4 Influence of type of school on boys and girls discipline in public secondary schools

The study distributed the respondents homogeneously across school types to ensure equal representation. This was to ensure that all school types within the sub-county were equally represented so as to find out whether school type has an influence on students discipline (objective I). Table 4.6 shows respondents' distribution by school type.

Table 4.6 Distribution of respondents' by school type

	Principals		**Guidance and counseling teachers**		**Boys**		**Girls**	
School type	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Girls boarding	5	25.0	5	25.0	0	0.0	40	50.0
Boys boarding	5	25.0	5	25.0	40	50.0	0	0.0
Mixed day	5	25.0	5	25.0	20	25.0	20	25.0
Mixed day and boarding	5	25.0	5	25.0	20	25.0	20	25.0
Total	**20**	**100.0**	**20**	**100.0**	**80**	**100.0**	**80**	**100.0**

Data contained in Table 4.6 showed that all the respondents were distributed across all school types. This was an indication that the study was able to compare the situation of student discipline in all types of schools and their variance in the levels of the discipline in regard to school type. It is thus an implication that boys and girls discipline issues exist in all school types whilst the difference is the level of discipline

issues among boys and girls across school types. This was in line with the Machakos District Education Office Annual Report (2013), that state that all types of schools have discipline problems but the level varies depending on the type of the school.

To compare on the variance of discipline across school types the researcher issued the principals with statements that depict discipline issues among boys and girls in school. The respondents were supposed to indicate the level of their agreement to the discipline issues in different types of schools. The findings were presented as shown in Table 4.7 where A = Agreement and D = Disagreement.

Table 4.7 Principals' responses on discipline issues distribution in school types

School types		**Girls boarding**		**Boys boarding**		**Mixed day**				**Mixed day & boarding**			
						Boys		**Girls**		**Boys**		**Girls**	
		A	**D**	**A**	**D**	**A**	**D**	**A**	**D**	**A**	**D**	**A**	**D**
Discipline issues													
Punctuality is observed	**F**	18	2	17	3	3	17	5	15	7	13	6	14
	%	90.0	10.0	85.0	15.0	15.0	85.0	25.0	75.0	35.0	65.0	30.0	70.0
Assignments are completed	**F**	20	0	19	1	2	18	1	19	5	15	8	12
	%	100.0	0.0	95.0	5.0	10.0	90.0	5.0	95.0	25.0	75.0	40.0	60.0
Sexual activities noted	**F**	1	19	2	18	19	1	17	3	20	0	19	1
	%	5.00	95.0	10.0	90.0	95.0	5.0	85.0	15.0	100.0	0.0	95.0	5.0
Use of decent Language	**F**	17	3	16	4	2	18	7	13	8	12	11	9
	%	85.0	15.0	80.0	20.0	10.0	90.0	35.0	65.0	40.0	60.0	55.0	45.0

N = 20

Information contained in the table above indicated that boys were more affected by discipline issues than girls in all types of schools. Hence in girls' boarding schools an average of 70.0 percent of the girls agreed to the statements that portray that discipline is maintained among girls in their schools. This case was similar with boys' boarding schools where 67.5 percent of the boys agreed on average to the

statements provided. However agreement of both boys and girls to the statement was lower at 32.5 percent and 37.5 percent respectively. The study can therefore conclude that boys are more affected than girls by discipline issues in secondary schools. For instance sexual activities were noted in both boys and girls at a higher rate of agreement i.e. 95 percent and 100 percent in boys while in girls 85 percent and 95 percent in mixed day secondary schools and mixed day and boarding which is contrary to boys and girls in single sex schools. It is thus important to indicate that large number of boys and girls in mixed day secondary schools can pick out all sorts of behavior from the community by the students who commute daily. These students are more exposed to discipline issues either from their non-school going peers, drop outs or other bad elements in the society. These acquired behaviors are passed on to their peers in school causing boys and girls in mixed schools to be more affected by discipline issues than their counterparts in single sex schools. These findings concur with Gurian (1996), who states that boys and girls in single sex schools were more likely to be better behaved and to find learning more enjoyable and the curriculum more relevant hence recording high standards of discipline compared to mixed schools.

The students' responses on whether school type influences their discipline are presented in Table 4.8.

Table 4.8 Boys' and girls' response on whether school types influence their discipline

School types	Boys				Total		Girls				Total	
	Agree		Disagree				Agree		Disagree			
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	F	%	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	F	%
Girls boarding	0	0.00	0	0.0	**0**	**0.0**	40	50.0	0	0.00	**40**	**50.0**
Boys boarding	31	38.8	9	11.2	**40**	**50.0**	0	0	0.00	0.00	**0**	**0.0**
Mixed day	17	21.3	3	3.7	**20**	**25.0**	15	18.8	5	6.25	**20**	**25.0**
Mixed day & boarding	20	25.	0	0.0	**20**	**25.0**	17	21.3	3	3.7	**20**	**25.0**

Information contained in Table 4.8 showed that more girls than boys agreed to that school type influences students' discipline. This was an indication that all school types influence students' discipline though; the level of boys and girls discipline varies depending on the type of school. This is in line with an annual report by Machakos District Education Office of 2013 that revealed that mixed secondary schools have complicated discipline issues compared to single sex schools. The variance of discipline issues in single sex schools is limited for they handle one sex of students.

The students were requested to give reasons for their responses on whether school types influence their discipline. Their responses are presented in Table 4.9.

Table 4.9 Boys' and girls' reasons on how school type influence their discipline

Reasons	Boys		Girls	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Mixed schools enhance sexual relations	41	51.2	24	30.0
Single sex school promotes learning	18	22.5	19	23.7
Students in mixed schools negatively influence each other's discipline	21	26.3	37	46.3
Total	**80**	**100.0**	**80**	**100.0**

Information contained in Table 4.9 showed that more than half of boys 51.2 percent indicated that mixed schools influence boys and girls discipline more than single sex schools, with sexual relations being a major stated form of discipline issues in secondary schools. These findings concur with Gurian (1996) who indicates that mixed schools settings are limited by their capacity to accommodate the large differences in cognitive, social, and development growth rates of boys and girls aged between twelve and sixteen. These differences influence the reasoning and behavior of boys and girls in mixed secondary schools.

4.5 Influence of students' individual factors on discipline of boys and girls in public secondary schools

The study sought to establish whether student's individual factors has an influence on boys and girls discipline (Objective Two). The researcher issued the respondents with statement to depict student's individual factors that influence the level of their discipline. The principals' responses are presented in Table 4.10.

Table 4.10 Principals' responses on whether individual factors influence boys and girls discipline

Statements	Agreement		Disagreement		Total	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Aspects of parenting influence students' discipline	18	90.0	2	10.0	**20**	**100.0**
Social economic background influences students' discipline	11	55.0	9	45.0	**20**	**100.0**
Intrinsic motivation influences students' discipline	14	70.0	6	30.0	**20**	**100.0**
Intellectual ability influences students' discipline	16	80.0	4	20.0	**20**	**100.0**

According to principal respondents' as shown in Table 4.10, boys and girls individual factors influence their discipline with parenting influence scoring the highest agreement 90 percent as a factor that influence individual boys and girls discipline in public secondary schools, followed by intrinsic motivation. These findings imply that boys and girls behavior is a long time nurtured traits that depend on their upbringing. This is in line with Pizzo, Dunn, (1990) who state that individual boys and girls behave differently depending on aspects of parenting, Social economic factors, motivation and intellectual ability.

Table 4.11 presents guidance and counseling teachers' responses on student's individual factors influencing discipline.

Table 4.11 Guidance and counseling teachers' responses on whether individual factors influence boys and girls discipline

Statements	Agreement		Disagreement		Total	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Aspects of parenting influence students' discipline	17	85.0	3	15.0	**20**	**100.0**
Social economic background influences students' discipline	13	65.0	7	35.0	**20**	**100.0**
Intrinsic motivation influences students' discipline	2	10.0	18	90.0	**20**	**100.0**
Intellectual ability influences students' discipline	19	95.0	1	5.0	**20**	**100.0**

Information presented in Table 4.11 showed that 85 percent of the guidance and counseling teachers respondents' concurred with the principals in agreement that boys and girls parenting has an impact on students' discipline. Consequently, 95 percent of the guidance and counseling teachers agreed that intellectual ability influence student's discipline.

Moreover, students were also issued with statements to show that individual factors influence discipline and their responses presented in Table 4.12.

Table 4.12 Boys' and girls' responses on whether individual factors influence their discipline

Responses	Boys				Girls			
	Agreement		Disagreement		Agreement		Disagreement	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Aspects of parenting influence students' discipline	31	38.8	49	61.2	67	83.8	13	16.2
Social economic background influences students' discipline	77	96.2	3	3.8	71	88.8	9	11.2
Intrinsic motivation influences students' discipline	67	83.8	13	16.2	22	27.5	58	72.5
Intellectual ability influences students' discipline	49	61.2	31	38.8	63	78.8	17	21.2

N = 80

As presented in Table 4.12, majority of both boys and girls were in agreement with most of the statements indicating that individual factors influence boy and girls discipline. However there was a difference in opinion on maters' regarding to influence of intrinsic motivation where majority of the boys 83.8 percent agreed to the statement while 72.5 percent of the girls disputed the notion. This is an implication that boys and girls differ as far as behavior is concerned. These findings agree with Gurian (2006) statement that boys are different from girls in most of the aspects for instance boys are less likely to pay attention, complete assignments and learn compared to girls, making boys more likely to be less disciplined than girls.

4.6 Peer pressure and its influence on discipline of boys and girls in public secondary schools

The third objective of the study sought to find out whether peer pressure influence boys and girls discipline, therefore the researcher issued the respondents with

statements to depict the relationship of peer pressure so as to compare its influence on boys and girls in public secondary schools. The principals' responses are presented in Table 4.13.

Table 4.13 Principals' responses on whether peer pressure influence on boys and girls discipline

Statements	Agreement		Disagreement		Total	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Peer pressure leads many boys and girls in public secondary schools to truancy (sneaking).	16	80.0	4	20.0	**20**	**100.0**
Peer pressure leads many boys and girls in public secondary schools to sexual activities.	11	55.0	9	45.0	**20**	**100.0**
Peer pressure leads many boys and girls in public secondary schools to drugs and substance abuse.	14	70. 0	6	30.0	**20**	**100.0**
Peer pressure leads many boys and girls in public secondary schools to cheating in examinations	18	90.0	2	10.0	**20**	**100.0**

Data contained in Table 4.13 indicated that an average 73.8 percent of the principals were in agreement to the statement that boys influence is more likely to lead girls into discipline issues in public secondary school. This is an indication that in mixed schools boys and girls were more likely to have disciplined issues unlike in single sex public secondary schools where girls are not in the influence of boys, they are less likely to have discipline issues. This was in line with Gara (2006), who states that many young people spend more time with peers than with parents or other family

members. The power of the peer group becomes more important when the family relationships are not close or supportive.

The study sought to find out whether peer pressure influence on discipline of boys and girls in public secondary schools. Guidance and counseling teachers' responses were presented in Table 4.14.

Table 4.14 Guidance and counseling teachers' responses on whether peer pressure influence on boys and girls discipline

Statements	Agreement		Disagreement		Total	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Peer pressure leads many boys and girls in public secondary schools to truancy (sneaking)	19	95.0	1	5.0	**20**	**100.0**
Peer pressure leads many boys and girls in public secondary schools to sexual activities.	17	85.0	1	15.0	**20**	**100.0**
Peer pressure leads many boys and girls in public secondary schools to drugs and substance abuse.	19	95.0	1	5.0	**20**	**100.0**
Peer pressure leads many boys and girls in public secondary schools to cheating in examinations	11	55.0	9	45.0	**20**	**100.0**

Information contained in Table 4.14 showed that an average 82.5 percent of guidance and counseling teachers were in unison with 73.8 percent of principals in that boys are more susceptible to engage girls into discipline cases, with statements on boys leading girls to truancy and drugs and substance abuse scoring 95 percent agreement. This is an indication that girls will tent to follow boys so as to fit in their group setting and thus, engaging in the vices so as to enjoy their socialization. This is in line with

Dewey's 2008 perception that some young people have the need for affiliation or closeness is often greater than the need to do the right thing.

Table 4.15 presents students' response on influence of peer pressure on boys and girls discipline.

Table 4.15 Boys' and girls' responses on whether peer pressure influence on their discipline

Statements		Boys		Total	Girls		Total
		Agreement	Disagreement		Agreement	Disagreement	
Peer pressure leads many boys and girls in public secondary schools to truancy (sneaking).	F	31	49	**80**	67	13	**80**
	%	38.8	61.2	**100.0**	83.8	16.2	**100.0**
Peer pressure leads many boys and girls in public secondary schools to sexual activities.	F	77	3	**80**	71	9	**80**
	%	96.2	3.8	**100.0**	88.8	11.2	**100.0**
Peer pressure leads many boys and girls in public secondary schools to drugs and substance abuse.	F	67	13	**80**	22	58	**80**
	%	83.8	16.2	**100.0**	27.5	72.5	**100.0**
Peer pressure leads many boys and girls in public secondary schools to cheating in examinations	F	49	31	**80**	63	17	**80**
	%	61.2	38.8	**100.0**	78.8	21.2	**100.0**

As can be observed in Table 4.15, an average 70 percent of boys and 69.7 percent of girls' responses agreed with their principals and guidance and counseling teachers on the influence of boys to lead girls into discipline issues. These findings are an indication that young people's discipline is influenced by their peers. This is in line

with Cowley (2001) who affirms that peer pressure among learners is a strong factor in the disruptive behavior of learners. In a peer group young people feel accepted and are free to speak of things important to them; such groups have a considerable influence on the behavior and attitudes of the boys and girls.

4.7 Principals' leadership style and its influence on the discipline of boys and girls in public secondary schools

The study sought to establish whether principals' leadership style influence boys and girls discipline (Objective four), hence the researcher sought to find out the style of leadership applied by principals in secondary schools in Machakos Sub-County. The students' response on the leadership style applied by their principal are presented in Table 4.16.

Table 4.16 Boys' and girls' response on the kind of leadership styles applied by their principals

Leadership style	Boys		Girls	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Autocratic	42	52.5	50	62.5
Democratic	13	16.2	6	7.5
Laissez Faire	5	6.3	3	3.8
Bureaucratic	2	2.5	5	6.2
Mixed Administration Strategies	18	22.5	16	20.0
Total	**80**	**100.0**	**80**	**100.0**

Information contained in Table 4.16 revealed that the students indicated that principals in their schools apply different leadership style depending on the school type and individual principal's characteristics. Moreover, majority 52.5 percent of boys and 62.5 percent of girls indicated that principals in their school use autocratic leadership style. These findings are in line with Koontz and Weihrich (1998) who

identifies five leadership styles commonly used in management of organizations that include; Autocratic, Democratic, Laissez-faire, Bureaucratic and Contingency styles. Further the students were requested to indicate whether principals' leadership style influence their discipline. Their responses are presented in Table 4.17.

Table 4.17 Boys' and girls' response on extent to which principals' leadership style influence their discipline

Responses	Boys		Girls	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
High extent	69	86.3	75	93.8
Moderate extent	8	10.0	2	2.4
Very little extent	1	1.3	0	0.0
Not at all	2	2.4	3	3.8
Total	**80**	**100.0**	**80**	**100.0**

Information contained in Table 4.17 indicated that majority 86.3 percent and 93.8 percent of the boys and girls respectively indicated that principals' leadership style influenced learners' discipline at a high extent. This was an implication that effective principals' leadership is effective on maintaining students discipline in secondary schools. These findings concur with Kindiki (2009), who states that school principal is responsible for all that goes on in the school, be it positive or negative and is therefore by extension responsible for the level of student discipline.

The respondents were presented with statement to show the extent to which they agree on how different leadership styles influence students' discipline. Principals' responses are presented in Table 4.18.

Table 4.18 Principals' and guidance and counseling teachers response on whether leadership style influence boys' and girls' discipline

Responses	Principals				Guidance and counseling teachers			
	Agreement		Disagreement		Agreement		Disagreement	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Autocratic (dictatorship) leadership style promotes boys and girls discipline in public secondary schools.	9	45.0	11	55.0	1	5.0	19	95.0
Democratic leadership style promotes boys and girls discipline in public secondary schools.	15	75.0	5	25.0	20	100.0	0	0.0
Bureaucratic leadership style promotes boys and girls discipline in public secondary schools.	6	30.0	14	70.0	2	10.0	18	90.0
Laissez-Faire leadership style promotes boys and girls discipline in public secondary schools.	0	0.0	20	100.0	3	15.0	17	85.0

N = 20

According to majority of the principals 75 percent as can be observed in Table 4.18, democratic leadership style promotes boys' and girls' discipline in public secondary schools, while all the principals disputed the fact that laissez-faire leadership style could promote discipline in secondary schools. Information contained in Table 4.18 also indicated that guidance and counseling teachers also agreed with the principals' responses that democratic leadership style promotes boys' and girls' discipline in public secondary schools more than any other leadership style that would be applied by the principals in secondary school leadership. These findings were an indication that boys' and girls' discipline is promoted in schools with conducive environment where their opinions are considered and their voices heard in important decision

making in the schools. This was in agreement with Chapman (2003) statement that the schools' administration style is key in shaping the students behavior in that the principal sets the environment for the parents and teachers to play their respective roles effectively observe.

The study sought to find out from the respondents whether there were ways through which discipline in boys and girls can be improved in public secondary schools, and presented the findings in Table 4.19.

Table 4.19 Respondents' suggestions on ways to improve boys and girls discipline in public secondary schools

Responses	Principals		Guidance and counseling teachers		Boys		Girls	
	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)	Frequency (f)	Percent (%)
Guidance and counseling	11	55.0	15	75.0	50	62.5	37	68.8
Corporal punishment	1	5.0	0	0.0	18	22.5	6	7.4
Intrinsic motivation	5	20.0	1	5.0	7	8.8	12	15.0
Set up of single sex schools	3	15.0	4	20.0	5	6.2	7	8.8
Total	**20**	**100.0**	**20**	**100.0**	**80**	**100.0**	**80**	**100.0**

Information contained in Table 4.19 shows that, majority of all the respondents 55 percent principals, 75 percent Guidance and counseling teachers, 62.5 percent boys and 68.8 percent girls suggested that guidance and counseling was the major solution to promote discipline in boys and girls in secondary schools. Though, 7.5 percent of the girls and 6.2 percent of boys felt that setting up of single sex schools would promote discipline among boys and girls.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, major findings of the study, conclusions and recommendations from the study. It also gives suggestions for further studies.

5.2 Summary of the study

The study was to investigate the factors influencing discipline of boys and girls in public secondary schools in Machakos Sub-County. It was guided by the following objectives; to establish the influence of the type of school, students' individual factors, students' peer pressure, and the principals' leadership style on boys and girls discipline in public secondary schools in Machakos Sub- County. Secondary information was obtained from different scholars to provide related literature of the study which was presented as per the study objectives. Primary data for the study was collected through the use of questionnaires. The study targeted principals, guidance and counseling teachers and form four students (girls and boys) in public secondary schools.

Descriptive survey research design was used in this study because it enabled the researcher to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour and values. Simple random sampling was used to sample 5 schools in each type of the schools totaling to 20 schools where 8 students were from each of the sampled schools. Census sampling was used to identify all the principals and heads of guidance and counseling department from the 20 sampled schools.

Therefore the sample population for the study was 20 principals, 20 guidance and counseling teachers and 160 students (80 girls and 80 boys) thus, a total of 200 questionnaires were issued to the respondents. All the questionnaires from all categories of respondents were returned. Therefore the study realized an instrument return rate of 100%, which was very satisfactory for the purpose of the study. This efficient response rate was realized since the researcher personally administered the questionnaire, created rapport with the respondents and collected the instruments immediately after they were completed. Collected data was analyzed both qualitatively and quantitatively. Analyzed data was presented in frequency distribution tables. Interpretation of the research findings was done. The conclusions from the study findings and recommendations were made in line with the research objectives.

5.3 Major findings of the study

The major findings of the study as per the study objectives are as follows:

5.3.1 Findings based on type of school and its influence on boys and girls discipline in public secondary schools

To establish whether school type influence student's discipline (objective one), the study distributed the respondents homogeneously across school types to ensure equal representation. All the respondents were distributed across all school types. This was to ensure that the study was able to compare the situation of student discipline in all types of schools and their variance in the levels of the discipline in regard to school type. From the study findings, boys 38.8 percent in Table 4.7 were more affected by discipline issues than girls in all types of schools. For instance sexual activities were noted in both boys and girls at a higher rate 100 percent and 95 percent respectively in mixed day and mixed day and boarding secondary schools which is contrary to single

sex secondary schools. These findings imply that students in single sex schools have less discipline issues than in mixed sex schools, showing that in mixed schools boys and girls influence each other.

More boys 21.5 percent in Table 4.8 than girls agreed to the fact that school type influences their discipline. This was an indication that all school types influence students' discipline though; the level of discipline varies depending on the type of school. Moreover, majority of both boys 90 percent and girls 80 percent indicated that mixed schools influence boys and girls discipline more than single sex schools, with sexual relation being a major stated form of discipline issues in secondary schools.

5.3.2 Findings based on students' individual factors and its influence on discipline of boys and girls in public secondary schools

The study sought to establish whether student's individual factors has an influence on boys and girls discipline (Objective two). According to principal respondents 90 percent boys and girls individual factors influence their discipline with parenting influence scoring the highest agreement as a factor that influence individual boys and girls discipline in school. These findings imply that boys and girls behavior is a long time nurtured traits that depend on their upbringing. 85 percent of the guidance and counseling teachers in Table 4.11 concurred with the principals that parenting has a great impact of students' discipline. Consequently, majority 95 percent of the guidance and counseling teachers agreed that intellectual ability influence discipline.

Majority of both boys 83.8 percent and girls 72.5 percent in Table 4.12 were in agreement with most of the statements indicating that individual factors influence boys and girls discipline. However there was a difference in opinion on matters' regarding to influence of intrinsic motivation where majority of the boys 83.8 percent agreed to the statement while 72.5 percent of the girls disputed the notion.

5.3.3 Findings based on peer pressure and its influence on discipline of boys and girls in public secondary schools

The third objective of the study sought to find out whether peer pressure influence boys and girls discipline, from the study findings 73.8 percent of the principals in Table 4.13 were in agreement to the statement that boys influence is more likely to lead girls into discipline cases in public secondary school. This is an indication that in mixed schools boys and girls are more likely to have discipline cases unlike in single sex schools where girls are not in the influence of boys, they are less likely to have discipline issues.

82.5 percent of the guidance and counseling teachers in Table 4.14 indicated that boys are more susceptible to engage girls into discipline issues, with statements on boys leading girls to truancy and drugs and substance abuse scoring 95 percent agreement. This is an indication that girls will tend to follow boys so as to fit in their group setting and thus, engaging in the vices so as to enjoy their socialization. Boys' 70 percent and girls' 69.7 percent responses agreed that boys lead girls into discipline issues, an indication that young people's discipline is influenced by their peers.

5.3.4 Findings based on principals' leadership style and its influence on the discipline of boys and girls in public secondary schools

The study sought to establish whether principals' leadership style influence boys and girls discipline (Objective four), the study finding revealed that principals in public secondary schools in the study area apply different leadership style which include; Autocratic, Democratic, Laissez-faire, Bureaucratic and Contingency styles.

The study findings show that majority 86.2 percent of the boys and 93.8 percent girls respectively in Table 4.17 indicated that principals' leadership style influence learners' discipline at a high extent. This was an implication that effective principals' leadership is effective on maintaining students discipline in secondary schools.

According to majority of the principals 75 percent in Table 4.18 democratic leadership style promotes boys and girls discipline in public secondary schools, while all the principals disputed the fact that laissez-faire leadership style could promote discipline in secondary schools. 62.5 percent of the guidance and counseling teacher respondents agreed that democratic leadership style promotes boys and girls discipline in schools more than any other leadership style that would be applied by the principals. These findings were an indication that students discipline is promoted in public secondary schools with conducive environment where their opinion counts.

Finally the study sought to find out from the respondents whether there were ways through which discipline in boys and girls can be improved in public secondary schools,

55 percent of principals, 75 percent of guidance and counseling teachers, 62.5 percent of boys and 68.8 percent of girls in Table 4.19 suggested that intrinsic motivation and guidance & counseling could be major solutions to promote discipline in boys and girls in secondary schools. Though, 31.2 percent of the girls felt that setting up of single sex schools would promote discipline among boys and girls.

5.4 Conclusions from the study

Conclusions based on types of schools and its influence on boys' and girls' discipline in public secondary schools the study came up with the following conclusions: the wave of discipline issues among boys and girls in educational institutions poses a lot of challenges to the teachers and the school administration and the wind blows no one any good. There is the need to rise up against the culture of discipline cases in all secondary school types. The existence of discipline issues in different secondary school types affect negatively the values of education being transmitted to and acquired by the students. However the study concluded that boys are more affected by

discipline issues than girls and that discipline is higher in single sex schools than in mixed schools.

Conclusions based on Students' individual factors and its influence on discipline of boys and girls in public secondary schools the study concluded that the school community – principals, teachers, parents and students has a role in ensuring that discipline is maintained in secondary schools. Boys and girls are faced by different individual factors at this prime age in their teenage which is translated in their discipline. It is therefore important to address these challenges experienced by boys and girls during puberty to enhance their discipline.

Conclusions based on Peer pressure and its influence on discipline of boys and girls in public secondary schools, both boys and girls are very conscious to identify themselves with different group they find themselves associating with. These groupings influence boys and girls conduct since they at times find themselves engaging in cases that affect their discipline both in school and at home just to fit in peer groups.

Conclusions based on Principals' leadership style and its influence on the discipline of boys and girls in public secondary schools, principals play a major role in enhancing boys and girls discipline. It is thus conclusive to indicate that when principals apply different kinds of leadership styles they are able to handle boys and girls discipline. For instance when principals involve boys and girls in decision making in setting up school rules and regulations students get more acquitted to the school rules than when they are imposed on them through authoritative leadership.

5.5 Recommendations from the study

Based on the findings and conclusions of the study, the study made the following recommendations;

i) The school administration and teachers should enforce strict discipline strategies in all types of schools to ensure that boys and girls in all types of schools maintain high discipline amongst themselves.

ii) All school stakeholders should create awareness to boys and girls on gender parity so as to ensure that gender difference does not influence boys and girls discipline in secondary schools.

iii) The school administration should ensure that school's rules and regulation are visible displayed on school notice boards and some walls and also ensure that these rules are outlined during school assemblies.

iv) The school community should treat every boy and girl individually to ensure that they realize their full potential and not categorized as groups in discipline issues.

v) Teachers should encourage boys and girls to join and form different recreation clubs in schools like debate clubs, science congress and sport groups to ensure that peer orientation achieves positive influence among students.

vi) School community should put up measures to boost boys and girls discipline by instilling discipline in all children right from childhood.

vii) The government through the ministry of education should organize for more seminars and workshops in line with the new constitution and children's rights to sensitize teachers and principals in secondary schools on new measures to improve discipline among boys and girls.

viii) School administration should enforce strict discipline to ensure that boys and girls especially in mixed school observe school rules and regulation

ix) All the public secondary school stakeholders should participate in setting up schools rules and regulation so as to ensure that boys and girls embrace the

laid down rules as they will feel they possess these rules rather than being imposed on them.

5.6 Suggestions for further research

The study suggests further research on the following;

i) A similar study to be replicated in other sub-counties in Kenya so as to compare the study findings

ii) A study to be carried out to find out the effect of boys' and girls' discipline on their retention in public secondary schools.

iii) A study to be carried out of the influence of principals leadership styles on the performance of boys and girls in public secondary schools.

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APPENDIX A

LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

P.O BOX 92, KIKUYU.

Dear Sir/Madam,

RE: FACTORS INFLUENCING DISCIPLINE OF BOYS AND GIRLS IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUBCOUNTY.

I am a post graduate student at the Department of Educational Foundations, University of Nairobi. I am currently carrying out a research on factors influencing discipline of boys and girls in public secondary schools in Machakos Sub-County. I request you to kindly allow me to collect data from your school.

This study is purely academic and any information provided by respondents will be used for the purpose of this study only. The respondents and the information provided will be treated with utmost confidentiality.

Thank you,

Yours faithfully,

Luti Rose Mueni.

APPENDIX B

QUESTIONNAIRE FOR PRINCIPALS

Kindly follow the instruction guide through the questionnaire. Section B of these questions has been constructed using the likert scale. Please respond to each question by ticking the appropriate response. Your responses will be treated in confidence.

SECTION A

1. Kindly indicate your gender?
    1. Male ☐
    2. Female ☐
2. Indicate your age bracket?
    1. 21-30 ☐
    2. 31-40 ☐
    3. 41-50 ☐
    4. 51-60 ☐
3. Kindly indicate the length of your service as a principal in your teaching career.
    1. Less than 1 year ☐
    2. 1-3 years ☐
    3. 4-6 years ☐
    4. 7-10 years ☐
    5. Over ten years ☐
4. Kindly indicate your highest academic qualification?
    1. Diploma in education ☐
    2. Bachelor's degree ☐
    3. Master's degree ☐
    4. PhD degree ☐

SECTION B

5. What is the type of your school?
    1. Mixed day ☐
    2. Mixed day and boarding ☐
    3. Boys boarding ☐
    4. Girls boarding ☐

6. How would you rate the following discipline issues in your school? Four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD)

Please tick the correct option for you.

Discipline issues	SA		A		D		SD	
	BOYS	Girls	Boys	Girls	Boys	Girls	BOYS	Girls
Punctuality is observed.								
Assignments are completed								
Sexual activities noted								
Use of decent language								

7. The following section requires that you tick (√) your opinion regarding students'

Individual factors, peer pressure and principals 'leadership styles. Four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD) Please tick the correct option for you.

Individual factors and students' discipline in public secondary schools		**SA**		**A**		**D**		**SD**	
		Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
1	Aspects of parenting Influence students' Discipline								
2	Social economic background influence students' discipline								

3	Intrinsic motivation influence students' discipline								
4	Intellectual ability influence students' discipline								

	Influence of peer pressure on students' discipline	**SA**		**A**		**D**		**SD**	
		Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
1	Peer pressure leads many boys and girls in public secondary schools to truancy (sneaking).								
2	Peer pressure leads many boys and girls in public secondary schools to sexual activities.								
3	Peer pressure leads many boys and girls in public secondary schools to drugs and substance abuse.								
4	Peer pressure leads many boys and girls in public secondary schools to cheating in examinations								

Leadership styles and discipline in schools		**SA**		**A**		**D**		**SD**	
		Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
1	Autocratic (dictatorship) leadership style promotes boys and girls discipline in public secondary schools.								
2	Democratic leadership style promotes boys and girls discipline in public secondary schools.								
3	Bureaucratic leadership style promotes boys and								

	girls discipline in public secondary schools.								
4	Laissez-Faire leadership style promotes boys and girls discipline in public secondary schools.								

SECTION C

8. Please suggest ways through which discipline in boys and girls can be improved in public secondary schools.

i) In boys ……...……

……

ii) In girl ……..……

……..……

Thank you.

APPENDIX C

QUESTIONNAIRE FOR GUIDANCE AND COUNSELLING TEACHERS

Kindly follow the instruction guide through the questionnaire. Please respond to each question by ticking the appropriate response. Your response will be highly confidential.

SECTION A

1. Kindly indicate your gender?

    1. Male ☐
    2. Female ☐

2. Indicate your age bracket?

    1. 21-30 years ☐
    2. 31-40 years ☐
    3. 41-50 years ☐
    4. 51-60 years ☐

3. Kindly indicate the length of your service as a secondary school teacher.

    1. Less than 1 yr. ☐
    2. 1-3 years ☐
    3. 4-6 years ☐
    4. 7-10 years ☐
    5. Over ten yrs. ☐

4 Kindly indicate your highest academic qualification?

1. Diploma in education ☐
2. Bachelor's Degree ☐
3. Master's degree ☐
4. PhD degree ☐

SECTION B

5. What is the type of your school?

1. Mixed day ☐
2. Mixed day and boarding ☐
3. Boys boarding ☐
4. Girls boarding ☐

6. How would you rate the following discipline issues in your school? Four aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD) Please tick the correct option for you.

Discipline issues	SA		A		D		SD	
	BOYS	Girls	Boys	Girls	Boys	Girls	BOYS	Girls
Punctuality is observed.								
Assignments are completed								
Sexual activities noted								
Use of decent language								

10. The following section requires that you tick (√) your opinion regarding students' individual factors, peer pressure and principals' leadership styles. Five aggregates are given. Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) Strongly disagree (SD) Please tick the correct option for you.

	Individual factors that influence students' discipline	SA		A		D		SD	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Aspects of parenting influence students' discipline								
2	Social economic background influences students' discipline								
3	Intrinsic motivation influences students' discipline								
4	Intellectual ability influences students' discipline								

	Influence of peer pressure on students' discipline	SA		A		D		SD	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Peer pressure leads many boys and girls in public secondary schools to truancy (sneaking).								
2	Peer pressure leads many boys and girls in public secondary schools to sexual activities.								
3	Peer pressure leads many boys and girls in public secondary schools to drugs and substance abuse.								
4	Peer pressure leads many boys and girls in public secondary schools to cheating in examinations								

	Leadership styles and students' discipline in schools	SA		A		D		SD	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	Autocratic (dictatorship) leadership style promotes boys and girls discipline in public secondary schools.								
2	Democratic leadership style promotes boys and girls discipline in public secondary schools.								
3	Bureaucratic leadership style promotes boys and girls discipline in public secondary schools.								
4	Laissez-Faire leadership style promotes boys and girls discipline in public secondary schools.								

SECTION C

13. Please suggest ways in which discipline in boys and girls can be improved in public secondary schools.

i) In boys ……

……

……

ii) In girls ……

……

Thank you.

APPENDIX D

QUESTIONNAIRE FOR STUDENTS

Kindly follow the instruction guide through the questionnaire. Please answer all the questions by ticking the appropriate response. Do not write your name or the name of your school in the Questionnaire.

SECTION A

1. Kindly indicate your gender?

    1. Male ☐
    2. Female ☐

2. Kindly indicate your age bracket?

    1. Below 16 years ☐
    2. 16-17 years ☐
    3. 17-18 years ☐
    4. Over 18years ☐

SECTION B

3. What is the type of your school?

    1. Mixed day ☐
    2. Mixed day and boarding ☐
    3. Boys boarding ☐
    4. Girls boarding ☐

4 a) would you say the type of school influences discipline of boys and girls?

1. Yes ☐
2. No ☐

b) Kindly give reasons for your response in 4a above.

……

……

5. a) which leadership style does your school principal use in running the school?

1. Autocratic ☐
2. Democratic ☐
3. Laissez Faire ☐
4. Bureaucratic ☐
5. Mixed Administration Strategie ☐

b) Kindly indicate the extent to which your principals' leadership style improved the level of discipline in your school?

1. High extent ☐
2. Moderate extent ☐
3. Very little extent ☐
4. Not at all ☐

10. The following section requires that you tick (√) your opinion regarding students' individual factors and peer pressure. Five aggregates are given. Strongly agree (SA) Agree (A) Disagree (D) strongly disagree (SD) Please tick the correct option for you.

Individual factors that influence students' discipline	**SA**		**A**		**D**		**SD**	
	Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
Aspects of parenting influence students discipline								
Social economic background influence students' discipline								
Intrinsic motivation influences students								

discipline								
Intellectual ability influences students discipline								

	Influence of peer pressure on students' discipline	**SA**		**A**		**D**		**SD**	
		Boys	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**	**Boys**	**Girls**
1	Peer pressure leads many boys and girls in public secondary schools to truancy (sneaking).								
2	Peer pressure leads many boys and girls in public secondary schools to sexual activities.								
3	Peer pressure leads many boys and girls in public secondary schools to drugs and substance abuse.								
4	Peer pressure leads many boys and girls in public secondary schools to cheating in examinations								

SECTION C

8. Please suggest ways through which discipline in boys and girls can be improved in public secondary schools.

i. In boys ……

……

ii. In girls……

……

Thank you.

APPENDIX E

Authorization letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:
16th March, 2015

NACOSTI/P/15/1658/5058

Rose Mueni Luti
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing discipline of boys and girls in public secondary schools in Machakos Sub-County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Machakos County** for a period ending **20th August, 2015.**

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

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

DR. S. K. LANGAT, OGW
FOR: DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Machakos County.

The County Director of Education
Machakos County.

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

APPENDIX F

Research permit

THIS IS TO CERTIFY THAT:
MS. ROSE MUENI LUTI
of UNIVERSITY OF NAIROBI, 187-90100 machakos,has been permitted to conduct research in *Machakos County*

on the topic: *FACTORS INFLUENCING DISCIPLINE OF BOYS AND GIRLS IN PUBLIC SECONDARY SCHOOLS IN MACHAKOS SUB-COUNTY, KENYA*

for the period ending:
20th August,2015

.....
Applicant's Signature

Permit No : NACOSTI/P/15/1658/5058
Date Of Issue : 16th March,2015
Fee Recieved :Ksh 1,000

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

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 4452

CONDITIONS: see back page