SCHOOL RELATED FACTORS INFLUENCING STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN THIKA WEST SUB-COUNTY, KENYA

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DECLARATION

This project report is my original work and has not been presented for any award in any university.

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DEDICATION

This project is dedicated to my husband Mr George Gichuki Rurigi and my daughters Waridi Wambui Gichuki and Teresa Njeri Gichuki.

ACKNOWLEDGEMENTS

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ABBREVIATIONS AND ACRONYMS

G&C   Guidance and Counseling

GOK   Government of Kenya

KCSE   Kenya Certificate of Secondary Education

NACOSTI   National Commission for Science, Technology and Innovation

OECD   Organisation for Economic Co-operation and Development

SPSS   Statistical Package for Social Sciences

UNESCO   United Nations Educational, Scientific and Cultural Organization

ABSTRACT

This study sought to investigate the school related factors influencing students' discipline in public secondary schools in Thika West Sub-County, Kenya. This study determined the influence of administrators' sensitivity to students' welfare, student socialization in school culture, academic stress and security monitoring on students' discipline. This study employed a descriptive survey design. Thirteen head teachers and 14 deputy head teachers from the 13 schools were sampled using census sampling. Simple random sampling was used to select 189 Form 3 students. Data were collected using interviews for head teachers and deputy head teacher, questionnaires for teachers and Focus Group Discussions for Form three students. Among the contacted students 80% indicated that their teachers were sensitive to their needs and therefore this had minimized reported cases of indiscipline. However, the remaining 20% whose school management was not sensitive reported a higher number of indiscipline cases. Majority 62% of the students indicated that their schools had enhanced students' socialization which lowered the number of indiscipline cases. For the 38% of the students who whose schools had lower students' socialization reported a higher number of indiscipline cases. It was indicated that the strenuous relationship among themselves also makes them to be involved in indiscipline cases. A large number 60% of the students' respondents revealed to be experiencing academic stress reported a higher number of indiscipline cases. A few 40% of those who had not experienced academic stress had fewer number of indiscipline cases. Majority 56% of the respondents whose schools had security monitoring measures had fewer number of reported indiscipline. A few 34% of the respondents whose schools did not have security monitoring measures had higher number of reported indiscipline cases. A few of the schools had CCTV and metal detectors as security measures. The study therefore concluded that administrative sensitivity had the highest effect of indiscipline cases. The study recommends that the school management should also give students adequate time to release academic stresses. This can be done by allowing them to participate in sports and also having enough rest. The schools should enhance their security monitoring. This can be done through embracing the new technologies such as CCTV and metal detectors. This will enhance the monitoring of the students in school. The schools without fence ought to fence them to secure the school compound. There should be further research on other school related factors influencing students discipline in public secondary schools in Thika West Sub-County, Kenya since this study focused only on four: administrators' sensitivity, student socialization, academic stress and security monitoring.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Knowledge empowerment is a fundamental need and an individual requisite that is to be endowed to all human persons exclusively by rationale of being human. Felix (2011) pertinently affirms that each child is required to attend school. Ironically, schools have seen the largest number of students not being able to complete their education because of disciplinary actions (Dinkes, Kemp, & Baum, 2009). Schools have been conceptualized as the institutions that forge human development and the success of nations. This is because schools are source of edification and hence an essential progression that every person ought to go through in the present time (Mariene, 2012).

Misra & Castillo (2004) affirms that there are diverse kinds of stress that students are administered to such as anxiety of academics with commitment to succeed, the future being uncertain and difficulties of incorporating in the system. The academicians also encounter social, physical, emotional and family dilemmas which may distress their education capability and prone to engage in indiscipline cases.

Socialization of students is important within the customary academic disciplinary settings conversely in interdisciplinary research fields with unclear distinct career paths, familiarity of prospective employers' expectations are particularly essential for academicians when identifying suitable post-graduation employment (Khanbab, 2009).

A universal predicament that is of immense concern that is faced transversely political economic, environmental, cultural and also gender boundaries is in disciplinary in schools. According to Danso (2010) a report promulgated in the United States Department of Education in 2007 designated "law-breaking in schools, violent behavior and deficiency of security in the US public schools 2005-2006" exposed that discipline regulation tribulations in American Schools were very frequent. In disciplinary acts displayed by secondary schools students embrace of; fraudulence, esteem deficiency and not being contemplative towards the aged and persons in power, discourtesy, being absent and late to school among other acts of indiscipline which include self-centeredness, materialism, laziness, gaming, rape, engaging in cults, addiction towards smoking, lingering around, assessment negligence, illegal dealings among instructors and scholars and between scholars. Infidelity and supplementary alienated activities, lack of communal togetherness and thoughtfulness for others, engaging in drinking, improper dressing are various indiscipline acts to mention a few (OECD, 2011).

According to a study done by Agolla and Ongori (2009), in Botswana indicated that the secondary schools had their reputation flawed by the behaviour of students' indiscipline caused by administrative insensitive to student's needs. A number of students invaded into the institution's science laboratory and addicted lethal quantities of methanol and ethanol in 2009 which resulting to some of them dying and others being blind. In numerous metropolitan and countryside regions of Nigeria, the fraction of students who go to school is greatly high. Such scholars advance and reveal nonstandard behaviors that hinder them from fulfilling their

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potentials due to lack of proper guidance. They turn out to be discourteous and parents are worried as regards towards the alarming rate of disruptive behavior in Nigerian secondary schools (Denga, 2009).

In Ghana, no calendar day elapses devoid of a statement of an in disciplinary act not being committed by the young people in lower and higher education institutions. This therefore decries the high rates of disruptive behavior and disorder in education institutions (Danso 2010). The basis of disorderliness in the schools included the pressure from the academic strains. The success, growth and development of schools are largely determined by the discipline standards of its stakeholders (Kimani, 2013).

Hankin, Hertz, and Simon's (2011) appraisal of the existing studies on the employing of security monitoring facilities like metal indicators to minimize institution misconduct revealed inadequate efficiency. Among the seven reviews assessed, six of them evaluated that there was no consequence of metal indicators on any degree of mischief and the final one initiated that 6 percent decline is the possibility of students hauling weapons in the learning institution however there is no decrease in fighting.

Dinkes, Kemp and Baum (2009) found out that nearly 48 percent of public schools took a severe corrective action towards students during 2005–2006 in US. Along with these measures, 74 percent were deferment fixed for 5 days or further, 5 percent were evictions and 20 percent were transfers to specialized institutions (Dinkes, et al., 2009). The highlighted causes were academic stress and lack of

guidance. United Kingdom has also reported cases of student indiscipline witnessed by a wave of violence in schools. Same indiscipline cases have been enuciated in Mexico, Italy, Germany, India, Comoros and Spain (UNESCO, 2004).

Kenya, just like other developing countries, has witnessed increased cases of indiscipline in the past, worst of which was depicted in the recent unrest in schools and burning of school dormitories. Indiscipline in schools became a national concern that the government banned sale of petrol to anybody on containers. Regulation of discipline in secondary schools in Kenya has been marred by the recent wave of unrest and arsonist attacks within the schools (BBC News, 2016).

The epitome of such attacks was witnessed in 2016 when within a period of 6 months over 100 schools had been set ablaze, with many of the arson incidents being blamed on students. Some schools had to shut down completely leaving more than 6,000 students out of school (BBC News, 2016). Such indiscipline cases, leading to loss of property in some instances life and locks children out of schools. This raises concern on the level of students discipline in our schools.

Additionally studies from Mariene (2012), highlights that the quality of teaching and education and uncompleted school curriculum is greatly affected by indiscipline in school hence consequential to deprived performance, withdrawal from school, and wastage of funds devoted by education stakeholders. It is

apparent that most students' indiscipline is deliberated to cause maximum destruction.

In Kenya other acts as malingering, harassment, demolition of school possessions, physical brutality by the learners towards others and on their instructors are the further acts of indiscipline experienced (Kindiki, 2009; Mbiti, 2007 and Were, 2003). Peer influence was enumerated by Kindiki (2009) as an contributing aspect to indiscipline in secondary schools. There are varied conceptualizations in the literature as to the causes of indiscipline in secondary schools distributed among home based factors, school related factors or others factors (Kilonzo, 2009). This study therefore centralized on the school-based factors that may influence students' discipline. It covered four objectives; influence of administrators' sensitivity, academic stress, student socialization and security monitoring.

1.2 Statement of the Problem

Although the governance has stipulated measures that involve training of students' leaders to maintain discipline in secondary schools, Thika West - Sub-County registered seven cases of students' indiscipline in 2015. This number is higher than the five cases reported in 2014 (Ministry of Education (MoE), 2016). This number of indiscipline cases is high compared to three cases which were reported in the neighboring Ruiru Sub-County.

Additionally, while studies have been carried out in the past to investigate indiscipline in secondary schools in Kenya, few of the studies focused on this region. Moreover, despite the various studies investigating unrest and arsonist

attacks in secondary schools, the problem of indiscipline problems is still being experienced. It is with this framework that this research majored on exploring the school related factors influencing students discipline in secondary schools.

1.3 Purpose of the Study

The aim of this research was to analysis school related factors influencing students' discipline in public secondary schools in Thika West Sub-County, Kenya.

1.4 Objectives of the Study

This study was guided by the following objectives:

i. To determine the influence of administrators' sensitivity to students welfare on students' discipline in secondary schools in Thika West Sub-County.

ii. To establish the influence of student socialization on students' discipline in secondary schools in in Thika West Sub-County.

iii. To examine the influence of academic stress on students' discipline in secondary schools in in Thika West Sub-County.

iv. To determine the influence of security monitoring on students' discipline in secondary schools in in Thika West Sub-County.

1.5 Research Questions

This study sought to answer the following research questions:

i. What is the influence of administrators' sensitivity to students' welfare on students' discipline in secondary schools in Thika West Sub-County?

ii.   What is the influence of student socialization to school on students' discipline in secondary schools in Thika West Sub-County?

iii.   What is the influence of academic stress on students' discipline in secondary schools in in Thika West Sub-County?

iv.   To what extent does security monitoring influence students' discipline in secondary schools in in Thika West Sub-County?

1.6 Significance of the Study

The study might help the school governors understand the right preventive students discipline procedures. It may provide a guide on employment of practices that enhance school discipline. This will help school management formulate preventive measures against students' indiscipline.

Educational administrators such as Sub-County Education Officers may use the findings in formulation of guiding and counseling programmes for schools. It may provide an insight on how to administer school rules and regulations and also provide preventive measures against indiscipline.

The outcome of the research may be significant to the Ministry of Education in solving the escalating predicaments of indiscipline that are extensively spread in majority of the schools. Other researchers who may also wish to perform further studies on the subject may also find the research findings useful. This helps develop administration of education in the world.

1.7 Limitations of the Study

Confidentiality was a major concern throughout the collection of information. The confidentiality policy in schools may make respondents fear to reveal much information thus might affect the results of the study. The researcher informed the respondents on the purpose of the study and sought approval from the management. Respondents also informed of anonymity and therefore none of the respondents were victimized by the schools for their answers.

1.8 Delimitations of the Study

The study was carried out in Thika West Sub-County. This is the area that has reported the highest number of indiscipline cases in Kiambu County. The study majored on the conceptualization of the teachers in secondary schools in Thika West Sub-County on the school related factors affecting students' discipline. The study involved head teachers, deputy head teachers, teachers and Form 3 students given that they had been in the schools extensively to comprehend the influence of school related factors on students' discipline in their schools.

1.9 Assumptions of the Study

The study assumed that:

i. Schools have put in place mechanisms to control students' discipline.

ii. Teachers are trained to deal with indiscipline problems.

iii. Schools have guidance and counseling programme, which address students' indiscipline.

1.10 Definition of Significant Terms

This study had the following significant terms:

Academic stress refers to mental pain with respect to some projected disappointment related to intellectual failure or inadequate knowledge to the likelihood of such catastrophe.

Administrators' sensitivity to students' welfare refers to provision of social support to the students which may include working with their families and other community partners to attend to barriers to learning and strengthening the security for these students.

Discipline refers to the scheme of regulations, penalties, and behavioral tactics suitable to the ruling of secondary school children and the upholding of order in the schools.

Security monitoring refers to a diversity of practices and measures to endorse the security of scholars such as the use of metal detectors at entrances, school gate checks, security cameras in dorms and classes, that are projected to supervise students' and visitors' conduct in secondary schools.

Student socialization refers to the introduction of students into the programme or into the discipline procedures to be observed in the new secondary schools that enhance instilling of required values, behavior and practices among students.

1.11 Organization of the Study

The study was structured in five chapters. Chapter one consisted of the background to the study, statement of the problem, purpose of the study,

objectives, research questions, limitations, delimitations, hypothesis the study and description of significant terms. Chapter two covered related literature reviewed. It deals with school related factors that include administrator's sensitivity to students' welfare, student socialization, academic stress and security monitoring that influence students' discipline. It also contained summary of literature review, theoretical frameworks and conceptual framework. Chapter three presented research techniques. It contained research design, target population, sample size and sampling techniques, research instruments, validity and consistency of instruments, the procedures of facts collection and data analysis methodology. Chapter four presented analysis of data and interpretations while chapter five focused on conclusions, recommendations and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents the school related factors influencing student discipline in secondary schools. These include the concept of students' discipline in schools, administrators sensitivity to students' welfare and students' discipline, student socialization and students' discipline, academic stress and students' discipline, security monitoring and students' discipline, summary of related literature, theoretical framework and conceptual framework.

2.2 Concept of Students' Discipline in Schools

Discipline is a vital concern in education. Students and their parents ought to be guaranteed of the surroundings in the school's physical security and mental safety (Danso, 2010). The welfare of the general community depends upon its youth accommodating consensual principles and acting consequently. Sternberg and Williams, (2002) concur that discipline is systematic scheme that makes the environment in which serious learning occurs and that allows the aim of the school to be actualized.

Koutseline (2002) ascertains any student disruptive behavior diverges from their school expectations. However, their potential may differ amongst schools and also depend on communal awareness of ultimate behavior as implicated in diverse traditions. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public.

Numerous nations around the universe not only in Malaysia are faced by the prevailing predicament of student misbehavior. The misconduct of students in classrooms to intercede with schooling and learning is contemplated to be the predecessor to afterward abandoning of school and comparable unenthusiastic social effects. According to Denga(2009),the principal contributor to teachers' stress and attrition is students behavioral problems.

Severe infringement of school regulation guiding principle can have discerned to unconstructive results on educators. (Slavin,2003).Instructors may be manipulated to violence or experience therefore having fears towards their security, lack of intellect distinction at work, extreme experience of anger, embarrassment or humiliation, seclusion and depression. However, a number of young people may on no account divulge the nature of the happening or its effects on them. The self self-belief of the educator therefore gets undermined and his/her intellect of private security desecrated and the executor not being authorized in such instances.

According to Otieno (2012) discipline is a scheme of guiding the learners to make rational decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Wango (2010) defines discipline as the exercise especially of the intellect and character aimed at producing self-control, ordered behavior and skillfulness.

According to Jeng (2011) discipline comprehends training of the brainpower and character of an individual which results to self-control and a custom of obedience. Wango (2010) defines discipline as the training particularly of the mind and

behaviour objected to producing self-control, ordered behavior and skillfulness. Momanyi (2011) posits that discipline is a method of guiding the learners to formulate reasonable decisions. He further observes that good management of discipline saves substantial resources and time for the stakeholders. Nasibi(2013) in this studies indicated that discipline is an important function in the ethical maturity of an infant and in the establishment of a healthy society.

2.3 Administrators Sensitivity to Students' Welfare and Students' Discipline

Administrators' sensitivity in secondary schools is the provision of opportunities for students to develop responsible attitude and moral training thereby preparing them for the future life (Zubaida, 2009). The development of acceptable character among all the students is paramount. Administrators were cited as major contributors to schools unrest for failing to consider issues that affect their students (Republic of Kenya, 2012).

According to Larfela (2010) there are traditions in which school administrators can accord to constructive discipline of students. They can build the environment by: initiating an environment of dependence and cooperation; with respect to scholars as persons who have rights and as well as intellectual articulation. Other criteria's of cultivating this atmosphere could be enlightening companionship and partnerships with the learners; showing a sense of being human towards the scholars and their delegates and contribution towards the formulation of policies and the execution of the established set of laws of amongst others as being willing to accept nonconforming view from the learners without being violent;

becoming reachable to students; acquainting themselves whatsoever achievement a student achieves because they likewise to humans bloom when they acclaimed.

According to Khanbab (2010), schools should guarantee affirmative, secure learning atmospheres that endorse students socialization and promote teamwork by implementing strategies that encourage pro-social behaviour, constructive affairs and a climate of respect. This enables youthful citizens to have their requests supported and gives them opportunities to prosper. Mafabi (2004) state that administration is the practice of operating in the midst of students to achieve the school's aims by being sensitive to students concerns. Regulations or principles of behavior can be definite as the communal expectation of an assembly of people as the set of laws are recommended or individual guides, for a technical announcement conduct, accomplishment or an established practice and norm.

Ideally, schools institute policies and rules for the appropriate governing of the diverse daily life of students on what they should adhere to and not. (Okumbe, 1998). Rules supplementary are reliable instructions with a course of law anticipated to endorse order and competence in the school that involves ensuring students concerns are addressed. Lupton and Jones (2002) also concurs that effective schools exhibit sound comprehensive practices, which include emphasizing school set of laws and regulations, mutual leadership and superior practice by being sensitive to students needs in terms of complains and needs.

School policies and rules are amongst the approaches designed to inculcate good which behavior among students insinuates self-discipline, organization, excellent conduct and compliance to school governance (Adams, (2003). Moreover on admittance institutions particularly at secondary level, students are given rules which highlight their expectations (Slavin, 2003). These set of laws and norms specify in majority instances what the members of the school ought to do and what not obliged to.

2.4 Student Socialization and Students' Discipline

Students' socialization is the environment that caters for students needs that shapes the personalities of people. Zhao (2011) indicates that deprived parental discipline and monitoring, among other aspects, have been accountable for the occurrences and perseverance of behavioral problems throughout middle childhood and adolescence. This response is predictive of the development of behaviour problems. Parents do not discipline their children, any curriculum related to behavioral transformation that the school may not be initiative hence not effective because discipline at home forms a basis of school discipline.

Intellective expertise is vital in the basis of the performance of success in academics, self-esteem, the ability to cope and becoming flexible. When discipline is nonexistence of discipline, the knowledge empowering and philosophy progression are delayed and moreover recommended that there is a connection between learning and indiscipline. This is due to what was asserted that due to deficit on the of autonomous leadership incorporation with the collapse

communication is a core factor disruptive behavior in schools (Jull, 2006). And further indicated that time is exhausted as well as power is mishandled to compact with issues emanating from turbulence.

The responsibility of student composition genders of peers in the education production function (Slavin, 2003). Several countries provide a number of public schooling in gender-segregated classes or schools. The United States united this group in 2006 when the Department of Education relaxed limitations on single-sex schooling in public schools, ensuing to great amplification in the number of schools offering single-sex education and sparking a debate among proponents and disputes of such policies.

2.5 Academic Stress and Students' Discipline

From studies accorded by Richlin-Klonsky & Hoe (2003),Stress emerges due to an encumber on an individual which exceeds adaption hence lessening academic performance, encumbering with a student's capacity to engage in school activities and heave the possibility of substance abuse and other probable destructive behaviors if the stress is harsh.

Extreme academic competition, thoughts of jealousy, mistrust, and hostility was frequent in peer interaction lead to indiscipline cases according to a research done in Shanghai Zhao (2011). Close acquaintances were also seen to be in rivals when it comes to academic competition. In the occurrence of dialogue, an 11th-grade girl remembered of a regular behavioral experience that she depicted to be familiar among young people in the middle school, "I had a comrade whose grade

was comparable to what I had. At the learning institution our writing desks were to near each other. When I attended to my assignment, she would clandestinely gaze at what I was doing however I would bestow her irritated stare."

Stress linked to academic behavior has been associated to diverse pessimistic results such as deprived health and indiscipline among students (Rafidah et al, 2009), low self-esteem and depression (Burnard, Bennett & Hebden, 2010), and therefore poor academic performance (Pandya, et al, 2012). The motivation for this research is that, there have been statements concerning stress cases amongst which have conveyed a negative outcome in poor academic performance and indiscipline cases.

Agolla & Ongori (2009) indicates that stress is regarded to be an element of students' being and can impact towards the students' ability to cope to strategies in agreement with the strain of educational life since academic work is always achieved with stressful activities. Academicians testified of their familiarity of high academic anxiety at conventional periods in each phrase which results from the preparation and enchanting their examination, class position rivalry, and mastering massive quantities of syllabus in a relatively very minimal duration of time (Rawson, Bloomer & Kendall, 1999). This makes them release the stress by involving themselves in deviant behavours.

The negative impact of academic stress from coverage of syllabus is not restricted to personal emotional health, but rather stretches to social relations with colleagues and approaches toward power on the public and at large (Manoti,

2002). Students' academic stress has not obtained much awareness since most institutions are anxious by the predictable work related anxiety as disparate to academic student stress (Agolla & Ongori, 2009).

Previous research investigating student academic stress in the context of Home Economics is partial. This research enables comparability to be made among scholars of diverse years. Recent analysis recognizes that academic stress is a severe concern that pervades one's life in college and can have overwhelming effects. Identifying the severity of diverse categories of anxiety types within this specific cluster of students will assist lecturers and supervisors to attend towards those stressors at an untimely stage, hence eliminating their harmful consequences. This will help the management of the colleges to come up with the best strategies to enable the students to cope with these stressors while pursuing studies.

2.6 Security Monitoring and Students' Discipline

According to Addington (2009), various institutions have improved on their application of safety measures to minimize or stop hostility and other kinds of student misconduct since the year 1999. Even though the employing of metal indicators and the institution security guards was comparatively frequent from the 1980s in metropolitan school districts in Los Angeles and Chicago, in the 2000s there was impressive rise in the employing of such procedures in schools transversely in the country, despite of urban metropolis. For instance, between 1999 and 2010, the percentage of learning institutions using safety cameras to

supervise the school amplified from 19.4 percent to 61.1 percent, necessitating the employees to put on credential badges improved from 25.4 percent to 62.9, and the servicing of enthusiastic guards to enhance security in schools or law enforcement detectives augmented from 54.1 percent to 69.8 percent (Robers, Kemp, Truman, & Snyder, 2013).

Universities all through the nations as well as school districts are currently administering police departments responsible for municipalities and governmental existence. Institutions have also initiated to utilize safety measures that initially have been reticent for business and rectification amenities, this was due to the action of violence in schools hence technological advancement being made in school security design (Padilla, 2012).

A study done by Koziol (2003) highlighted that introduction of electronic access systems in schools was allocated to limit and pursue whoever is granted right of entry to both external and internal entrances of the school facility. Regardless of how much endeavor an institution employs schemes to discourage misconduct of a hostile or catastrophic nature; instructors must also be equipped for the happening of such misdeeds. The attack of September 11th also revealed that we are just as susceptible from exclusive of as we are surrounded (Lehmuller and Switzer, 2002).

Jacobson (2003) from his studies ascertains that events extending from "shooters" in the terrorist attacks to likely disasters have institutions developed with tactics and practicing military exercises to transform training atmospheres into defensive

shelters. The significance of disaster awareness does not vanish on the centralized government. Secretary of Education Rod Paige provided a reinforcement of $30 million in funding to support districts in set up of emergency-response and calamity executive plans (Robelen, 2003). Presently, it is tre the duty of institutions to secure the children who inhibit our classrooms with the enhanced technology and resources

2.7 Summary of Related Literature

The literature review indicated that presently are very few research done on school discipline being influenced by administrator's sensitivity to students' welfare, student socialization, academic stress and security monitoring facilities. For example, a study by Khanbab (2010) found that learning institutions should ensure affirmative, safe learning environments that endorse students socialization and encourage teamwork by executing strategies that promote pro-social behaviour, positive relations and a atmosphere of respect. This enables them supported and gives them opportunities to thrive. This enhances students' discipline.

Hankin, Hertz, and Simon's (2011) assessment of the existing research on the employing of metal indicators to diminish institution misconduct confirmed limited success. Of the 7 research examined one revealed a 6 percent decline in the chance scholars hauling a weapon while in the institution however there has been no decline in hostility. The supplementary six studies analysis illustrated no consequence of metal indicators on any measure of misconduct. This study did

not investigate the influence of other factors like academic stress, students' socialization that this study focused on.

2.8 Theoretical Framework

This analysis was guided by System Theory postulated by Ludwig von Bertalanffy in 1954 as cited by David Pouvreau (2014). Ludwig described a system to consist of four elements. The foremost parts, fundamentals or variables contained by the system which may be material or intangible or both, depending on the scenery of the system. These can be related to the administrative sensitivity to students' welfare. Subsequently, a system comprises of features, qualities or properties of the structure and its objects. This can be related to various causes of academic stress. Thirdly, a system with interior relationships in the midst of it and the last its existence to an environment. Therefore a system can be defined as a set of an element that influence each other in the midst of an environment and develops to a superior pattern that is dissimilar from any of the portions. The recurrent phrases of input, throughput, and output, which display the notion of openness/closedness are the essential features of an organizational examination of the systems-interactive paradigm. A closed system does not interrelate with its surroundings hence it does not It does not acquire knowledge consequently making likely to vanish.

On the other side an open system receives information, hence using it to which it uses to relate interact enthusiastically with its environment therefore increasing its chances to endure and prosper. The four things that comprise the primary objects is the parts, elements, or variables within the system then secondly, a system

consists of features the character or properties of the coordination and its objects. This can be related to various causes of academic stress. Third, a system with internal interaction among its objects. Fourthly a systems existing in an atmosphere portrayed by Ludwig can be related to administrator's sensitivity to students' welfare, student socialization, academic stress and security monitoring that influence students discipline in secondary schools. System theory however does not effectively attend to authority and social inequalities and their source. It's enhanced at depiction and rationalization than at forecast and better at probabilistic stage of justification than at deterministic level. This can be related to how administrators' sensitivity to students' welfare, student socialization in school culture, academic stress and security monitoring influence students' discipline.

2.9 Conceptual Framework

A conceptual model is a technique involving factors that tend to manipulate a particular outline in a more symbolic or diagrammatic criteria (Jwan, 2010). The scholar, avers, conceptual framework as a hypothesized model that identifies concepts or variables considered in a study bringing out the relationships. The basic framework of this study is built around the conceptual model below.
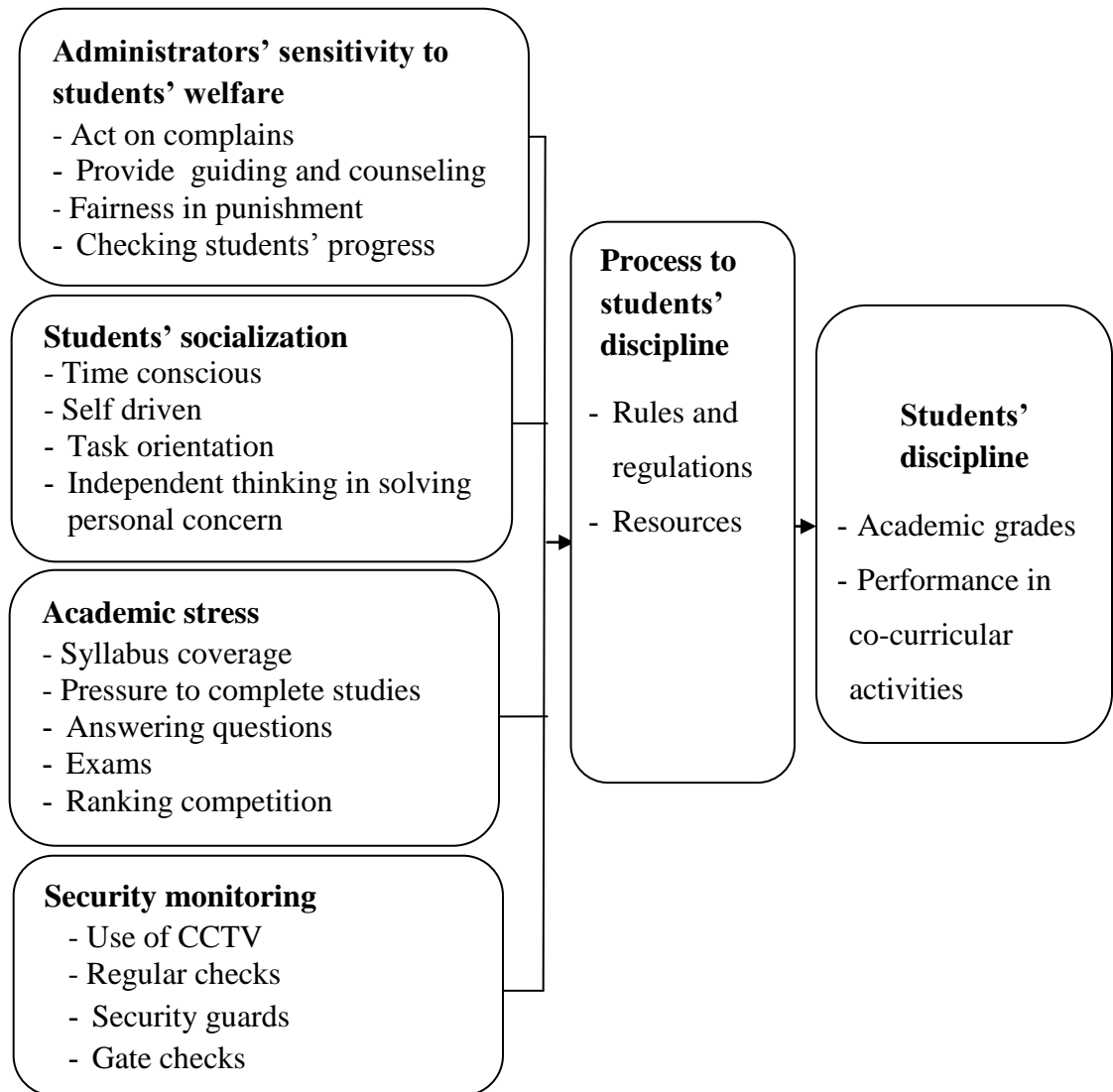
Figure 2.1: School related factors influencing students' discipline

The conceptual framework shows relationship between independent variables: administrator's sensitivity to students' welfare, student socialization, academic stress and security monitoring. If the administrator's sensitivity to student's welfare is not observed the students will feel abandoned and will do whatever that pleases them. If the student socialization is handled well within school, the students will behave well and hence the indiscipline cases will be less. The

students complains should be promptly addressed and the relationship between them and the school management should be fulfilling otherwise it might lead to cases of school indiscipline.

The academic stress the students face results to them not being fully prepared for national exams and hence might panic leading to indiscipline cases. Further, if the students are given impromptu exams of CATs they might be forced to rebel. The many academic exercises given to students are likely to lead to indiscipline cases rising. In the same way, if the security monitoring facilities are inadequate, there is likelihood that the students will be indiscipline since they will not follow the rules and regulations. The security monitoring facilities hinders students from participating in indiscipline cases.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research techniques will be described and hence employed in the study of this chapter. This is set out in sections under sub-headings: research design, target population, sample size and sampling techniques, research devises, instrument legitimacy, and consistency of the instruments, statistical collection process and data analysis procedure.

3.2 Research Design

The study used descriptive survey design. This design was adequate to this study because it provided qualitative and numerical descriptions of a sample of the population so that inferences were made about some characteristics, attitudes, opinions or behaviour of the target population (Paton, 2002). Administrator's sensitivity to students' welfare, student socialization, academic stress and security monitoring and influence of students' discipline was investigated without any manipulation or alteration.

3.3 Target Population

The aimed population was made up of the 13 head teachers, 14 deputy head teachers, 101 teachers, 1,891 forms 3 students 13 public secondary schools in Thika West Sub-County (Thika West Sub-County, Sub County's Office, 2016). Form Three students were involved because they had been in school for a longer duration to relate various forms of school related factors that influence students discipline.

3.4 Sample Size and Sampling Techniques

A sample size of more than 30 or at least 10 to 50 percent is usually recommended for social sciences (Cooper & Schindler, 2003). The target population and sample are show in Table 3.1.

Table 3.1

Sample Size

Respondents	Target population	Sample	% sample size
Head teachers	13	13	100.0
Deputy head teacher	14	14	100.0
Teachers	101	52	50.0
Form 3 students	1891	189	10.0
Total	**2019**	**268**	**13.3**

The study therefore sampled 50 percent of the teachers. From each school, four teachers were randomly selected to make a sample size of 52 teachers. The study involved 10% of the 1891 form 3 students preferred using simple random sampling from the 13 schools. Each school had 14 form 3 students involved. The extra seven students were randomly selected from schools having more than four streams. The number of students from each class depended on the number of streams in the school. The study used census sampling to get 13 head teachers and 14 deputy head teachers.

3.5 Research Instruments

The research employed questionnaires for teachers, Interview schedule for head teachers and deputy head teachers and Focus Group Discussion for Form Three students. The groups were made up of 10 focus group each made up of 19 students. Questionnaire was considered appropriate because respondents are literate enough to answer the questions on their own. Questionnaires gather straight forward information and are less time consuming for respondents (Zikmund et al., 2010). The questionnaire was designed in relation with the aims of the study. The questionnaires were divided into two parts; part A had demographic information while part B contained information on the manipulation of school related factors on students' discipline in secondary schools.

According to Garner (2010) improve in the obtained statistics, Likert sort questions were incorporated where respondents specified the degree to which the variables are presented on a five point Likert scale to improve the value of data. The structured and unstructured questions were employed so as to persuade the respondent to provide a thorough response exclusive of being detained from revealing of any information (Orodho, Khatete, & Mugiraneza 2016). The interview schedule and FGD contained open ended questions and structured in accordance to the four goals. An interview guide was used because it combines questioning, cross-examination and probing approaches (Cooper & Schindler, 2003).

3.6 Instrument Validity

Validity consigns to the level to which implement instruments are hypothetical to measure; data must be consistent and accurate and precise. The questionnaire ought to be in accordance to the description used in the study. If a measurement is suitable, it is also consistent (Mugenda & Mugenda, 2003). To test the strength of the instrument, pilot testing was done by doing a test – retest. This was done through administering the questionnaire to a number of the respondents that were not involved in the actual study.

Content validity in this study was analyzed initially by conversing on the objects in the instrument with the supervisor as well as colleagues who designated against items in the questionnaire whether it measures what it is meant to compute or not. A coefficient of those that measure was computed where a coefficient of above 0.5 implied that the appliance is valid (Garner, 2010).

The validity of interview schedule and Focus Group Discussion was determined through discussions with supervisors and other lecturers who gave guidance on how to correct the instruments. This made sure that they have correct and proper questions.

3.7 Reliability of the Instruments

Instrument reliability according to Ngechu (2004) is the likelihood that replicating a research technique or procedure would produce indistinguishable or comparable results. The researcher incorporated Pearson product moment correlation to compare the scores mutually to test periods to achieve correlation coefficient. It

recognized the degree to which content of the instruments are reliable in bringing forth equivalent responses each instance the instrument is dispensed. A correlation coefficient of about 0.8 was measured to be elevated enough to critic the instruments as reliable (Jwan, 2010).

3.8 Data Collection Procedures

The researcher acquired a letter for data collection from the University of Nairobi, School of Education. This letter was used to apply to allow for an analysis from the National Commission for Science, Technology and Innovation (NACOSTI). The examiner made pre-visit to the schools to make rapport with the respondents and make appointments. The researcher personally delivered the data collection questionnaires to respondents for filling through the drop and pick method. This enabled her gather additional information and interpret answers based on the research objectives.

3.9 Data Analysis Techniques

According to Zikmund et al., (2010), statistical analysis is the application of analysis to comprehend the statistics which have been collected with the objective the aim of formulating reliable models and summarizing the significant details revealed from the study. Data was examined by use of numerical tests that depend significantly on the greatly on the kind of variable being researched. Variables can moreover be incessant, which explains why modify to small increments, or dichotomous, meaning the variable is divisible into categories (Slavin, 2007). All the data collected was coded and entered into an Excel sheet, organized and

cleaned for any inconsistencies. Data was processed by being cleaned, coded and entered into the computer for analysis.

Statistical Package for Social Sciences (SPSS) computer programme was used to aid the processing and analysis of the data collected .SPSS is defined to have the competence of offering extensive statistical analysis and standards that evaluate diminutive to very massive data statistics (Muijs, 2004) This analysis was anticipated to produce both qualitative and quantitative statistics which according to Kothari (2008) are appropriately analyzed using descriptive statistics, that is, graphical and measures of central tendencies. Findings were presented in form of frequency tables and graphs.

The quantitative data from the four objectives were analyzed using descriptive statistics by performing cross tabulation. The variables to be related were administrator's sensitivity to students' welfare, student socialization, academic stress and security monitoring. These were associated with the incidences of indiscipline in the schools. Qualitative data was analyzed thematically. This was done by presenting discussions in prose form as per the objectives.

3.10 Ethical Consideration

The entire study respondents guaranteed confidentiality of the information. No respondent wrote their individual credentials on the instruments. All supplementary researchers' work used in this study was accurately mentioned and accredited. The data collected throughout the research was not used to vindicate, discriminate against or stigmatize any of them. The researcher acquired the

government clearance letter from the Ministry of Education to carry out the research in the country and the university introductory letter so as to acquire i formal permission from the institution's administration to conduct the research in the center.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and interpretation. Data analysis and presentation is based on the four study objectives: To determine the influence of administrators' sensitivity to students welfare on students' discipline. The study established the influence of student socialization on students' discipline and examines the influence of academic stress on students' discipline and determines the influence of security monitoring on students' discipline in secondary schools in in Thika West Sub-County. The data analysis initiates with the demographic knowledge' of the respondents followed by interpretation and discussion of research results established from the research questions. The findings are presented in form of frequency tables and figures.

4.2 Questionnaire Return Rate

Questionnaire completion/return rate is the proportion of the sample that contributed as intended in all the research procedures. This is done to ensure that the response is sufficient enough to make the study objectives conclusions. This study involved the head teachers, deputy head teachers, teachers and form three students from the thirteen public secondary schools in Thika West Sub County in Kenya.

Table 4.1

Return rate

Category	Sample	Returned	Percentage
Head teachers	13	13	100.0
Deputy head teacher	14	14	100.0
Teachers	52	50	96.15
Form 3 students	189	189	100.0
Total	**268**	**266**	**99.25**

All of the 13 head teachers and 14 deputy head teachers were interviewed which was 100 per cent return rate, out of 52 teachers 50 returned their questionnaires made a 96.15 per cent return rate. Ten Focus Group Discussions each made up of 19 Form 3 students were done on 189 students with a return rate of 100%. The return rate of 99.25 was deemed appropriate for the research. As indicated by Mugenda and Mugenda (2003) in his studies 50 per cent of reaction rate of above 70% rated is very good. This means that a response of 99.25 per cent was very good for data analysis. This return rate was therefore deemed appropriate for the study.

4.3 Demographic Information of the Respondents

The researcher initiated it necessary to establish the common characteristics of the respondents under which the researcher would justifiably make inferences from their responses. The demographic information was based on their gender of

respondents, their academic qualification, age bracket and the duration having worked in the school.

4.3.1 Demographic Information of the Head Teachers and Teachers

The head teachers and teachers' demographic information was established by studying their gender, academic qualification, age bracket and duration worked in the school. The demographic information of the head teachers is presented in Table 4.2.

Table 4.2

Gender of respondents

	Head teachers		Teachers	
Gender	**Frequency**	**Percentage**	**Frequency**	**Percentage**
Male	7	57.0	26	52.0
Female	6	43.0	24	48.0
Total	**13**	**100.0**	**50**	**100.0**

The study findings on the gender of head teachers indicated that majority (57.0%) were males. This might show that there was gender inequity among the head teachers. The study findings on the gender of teachers designated that (52.0%) were males. This might show that there was gender inequity among the teachers. The gender distribution was found to be appropriately to give adequate information about the school related factors influencing students' discipline.

The gender allotment was considered appropriately to give information about the school related factors influencing students' discipline. A study by Oplatka and Atias (2007) indicated that male use more of rational method which is more related to assertive and behaviour modification technique while female principals view discipline from relational technique which is more in line with guidance and counseling technique.

The head teachers and teachers were required to designate their academic qualifications. The data is presented in Table 4.3.

Table 4.3

Head teachers academic qualifications

Academic qualification	Frequency	Percentage
Degree	9	70.0
Masters	3	23.0
PhD	1	7.0
Total	**13**	**100.0**

The study findings pointed out that a great number of the head teachers (70.0%) had degree as their highest level of education. These conclusions show that majority of the head teachers are professionals who may understand and have knowledge of the school related aspects inducing students' discipline in public secondary schools. School administrators and teachers need various skills and knowledge in order to cope with the emerging issues, schools and environment factors and demands of the maintaining discipline among students. Such skills and

knowledge can be attained through formal training. The findings of this study agree with the one of Mbiti (2007) which indicated that that also appealing systematic knowledge environment involves teacher education. Majorly frequent behaviors teachers are probable to encounter are low-level disruptive and severed behaviors, so it is vital that teachers become skilled at how to avert such behaviors from initially occurring.

The teachers were asked to specify their academic qualifications. The data is presented in Table 4.4.

Table 4.4

Teachers' academic qualifications

Academic qualification	Frequency	Percentage
Diploma	4	8.0
Degree	40	80.0
Masters	6	12.0
PhD	0	0.0
Total	**50**	**100.0**

The study findings indicate that the majority of the teachers (80.0%) had degree as their highest level of education. Majority of the teachers were professionals who had understanding and knowledge of the school related factors influencing students' discipline in public secondary schools from the outcome attained. School administrators and teachers need various skills and knowledge in order to cope with the emerging issues, schools and environment factors and demands of

the maintaining discipline among students. Such skills and knowledge can be attained through formal training (Bosibori, 2007).

Head teachers were also asked to specify their work experience. The data is shown in Table 4.5.

Table 4.5

Head teachers working experience

Years	Frequency	Percentage
Below 1 year	1	7.0
2 – 5 years	2	15.0
5 – 10 years	7	55.0
Over 10 years	3	23.0
Total	**13**	**100.0**

Findings on Table 4.5 revealed that a greater proportion (55.0%) of head teachers had between 5 – 10 years' experience on managing schools. Based on this result it can be accomplished that most of the respondent had work for a long period, so they had adequate experience to do their work consequently and were in a position to give practical insights into the school related factors influencing students' discipline. According to a study done by Onyango (2008) head teachers working experience had a positive influence on their ability to maintain students discipline in schools. This is because they get to understand various aspects that can be applied to handle students' discipline.

Teachers were also asked to point out their work experience. The data is presented in Table 4.6.

Table 4.6

Teacher's working experience

Years	Frequency	Percentage
Below 1 year	8	16.0
2 – 5 years	21	42.0
5 – 10 years	7	14.0
Over 10 years	14	28.0
Total	**50**	**100.0**

Findings on Table 4.6 showed that a greater proportion (42.0%) of teachers had training experience of 2 – 5 years. From this outcome it can be fulfilled that majority of the respondents had worked for a long period of time, hence making them to have adequate experience towards work as a result and were in a position to give practical insights into the school related factors influencing students' discipline. Teachers' supervision of children on their manner of behaviour is probable to be more subjective by their perceptive of these children and their experience on their cause for misconduct (Scott-Little & Holloway, 2002).

4.4 Influence of Administrators' Sensitivity to Students Welfare on Students' Discipline

This study investigated the influence of administrative sensitivity to students' welfare on students discipline by examining the various administration aspects of

administrators' sensitivity. The researcher also probed teachers' opinion on how

administrator's sensitivity to students' welfare in the school would be improved.

The Yes or No questions related administrative sensitivities aspects to students'

discipline. Teachers were also asked about aspects of administrators' sensitivity.

The data is presented in Table 4.7.

Table 4.7

Administration aspects of administrators' sensitivity

	High sensitivity				Low sensitivity			
Administrative aspects	**Yes**		**No**		**Yes**		**No**	
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**
Guiding and counseling department	40	80.0	2	4.0	4	8.0	4	8.0
Programs for students to air their concerns	28	56.0	10	20.0	6	12.0	6	12.0
Students meetings	35	70.0	8	16.0	5	10.0	2	4.0
Checking of quality of food served to students	30	60.0	16	32.0	4	8.0	0	0.0
Regular checks of students in the dormitory	4	8.0	16	32.0	20	40.0	10	20.0
Gate check	12	32.0	4	8.0	20	40.0	14	28.0
School management helps the slow learners	10	20.0	7	14.0	23	46.0	10	20.0
The management identifies students with disabilities	5	10.0	4	8.0	10	20.0	31	62.0
School checks the meals served by cooks regularly	12	24.0	7	14.0	21	42.0	10	20.0

The findings in Table 4.7 show that majority 40 (80.0%) of the teachers whose schools were highly sensitive agreed that there were Guiding and Counseling departments in their schools. The schools with high sensitivity reported an average of 3 cases on indiscipline per year while those with low sensitivity reported 5 cases in a year. Majority 28 (56.0%) of the teachers whose school were highly sensitive revealed that there were program for students to air their concerns while 35 (70.0%) revealed that there were students meetings. A large number 30 (60.0%) of the teachers whose schools were highly sensitive indicated that there was checking of quality of food served to students while 20 (40.0%) of them whose schools were highly sensitive agreed that there were regular checks of students in the dormitory. Majority 20 (40.0%) of the teachers respondents whose schools were low sensitivity disagreed that there were gate check in their schools. This must be negatively influencing students' indiscipline in the schools. The findings revealed that majority 23 (46.0%) of the teachers whose schools were highly sensitive agreed that their school management helps the slow learner. The management identifies students with disabilities as shown by 31 (62.0%) of the teachers respondents whose schools were low sensitive disagreed to the statement. Majority 21 (42.0%) of the teachers whose schools were highly sensitive agreed that there were school checks of the meals served by cooks regularly.

The students indicated through the Focus Group Discussions that the teachers need to be understanding; they should not always punish them whenever they make a mistake. The students complained that the teachers were not sensitive towards their emotional needs especially personal stress. They highlighted cases

where they were punished even when the situation called for understanding. This causes them to resort to indiscipline activities to protest the mistreatment.

The head teachers and deputy head teachers indicated that the schools usually ensure the students are provided with the basic needs. They are usually understanding in that they allow students with personal problems to go home and attend to the problems and also offer guiding and counseling through the Guiding and Counseling departments.

According to Larfela (2010) there are traditions in which school administrators can accord to constructive discipline of students. They can build the environment by: initiating an environment of dependence and cooperation; with respect to scholars as persons who have rights and as well as intellectual articulation. Other criteria's of cultivating this atmosphere could be enlightening companionship and partnerships with the learners; showing a sense of being human towards the scholars and their delegates and contribution towards the formulation of policies and the execution of the established set of laws of amongst others as being willing to accept nonconforming view from the learners without being violent; becoming reachable to students; acquainting themselves whatsoever achievement a student achieves because they likewise to humans bloom when they acclaimed.

4.5 Influence of Student Socialization on Students' Discipline

This study examined the influence of students' socialization on students discipline by investigating the different forms of induction programs the school practiced. The study also probed the relationship between students' socialization and

students' discipline. Teachers were also asked about forms of induction programs the schools practice. The data is presented in Table 4.8.

Table 4.8

Form of induction programs the school practice

Form of induction programs	Frequency	Percentage
Form 1's orientation	34	68.0
Meetings and talks with students	10	20.0
Election of students leaders	3	6.0
Through Sports	1	2.0
Guiding and Counseling	2	4.0
Total	**50**	**100.0**

The findings in Table 4.9 indicated that majority (68.0%) of the teachers respondents reveal that Form 1's orientation was a form of induction that their schools practices. The students indicated that they are usually oriented when they join the school. They are usually introduced to the school programs and informed of the schools' rules and regulations. The school management usually organizes for talks by various visitors to encourage the students in how to handle themselves in school. The head teachers and deputy head teachers revealed that the students are inducted through meetings. They also use the student leaders to make sure the students observe the rules and regulations of the schools. Intellective expertise is vital in the basis of the performance of success in academics, self-esteem, the ability to cope and becoming flexible. When discipline is nonexistence of discipline, the knowledge empowering and philosophy progression are delayed and moreover recommended that there is a connection between learning and indiscipline. This is due to what was asserted that due to deficit on the of

autonomous leadership incorporation with the collapse communication is a core

factor disruptive behavior in schools (Jull, 2006).

Table 4.9

Student socialization and students discipline

Statements	Strong student socialization				Weak student socialization			
	Yes		No		Yes		No	
	F	%	F	%	F	%	F	%
Teachers are good to students	31	62.0	7	14.0	6	12.0	6	12.0
Teachers often use punishment	8	16.0	12	24.0	7	14.0	13	26.0
Rules are drawn by headteacher, teachers and students	31	62.0	2	4.0	5	10.0	2	4.0
Relationship between teachers and students is good	30	60.0	5	10.0	6	12.0	9	18.0
Helped to adjust from primary to secondary school	25	50.0	7	14.0	13	26.0	5	10.0
Helped to live in a new environment	26	52.0	6	12.0	8	16.0	10	20.0
Supported to ensure they do not miss meals	14	28.0	31	62.0	5	10.0	0	0.0
Helped to adjust to new academic subjects	17	34.0	5	10.0	20	40.0	8	16.0
Helped to gain self confidence	18	36.0	20	40.0	4	8.0	8	16.0
Helped to express themselves in front of others	12	24.0	13	26.0	10	20.0	15	30.0
Helped to manage their times	20	40.0	6	12.0	8	16.0	6	12.0

The findings on students' socialization and students discipline indicated that a

majority (62.0%) of teachers' respondents with strong students' socialization

revealed that they were good to students while (24.0%) with strong students' socialization disagreed that teachers often use punishment. The schools with strong students' socialization reported an average of 2 cases on indiscipline per year while those with low students' socialization reported 4 cases in a year. A large number (62.0%) with strong students' socialization agreed that rules are drawn by headteacher, teachers and students while (60.0%) with strong students' socialization agreed that relationship between teachers and students was good. Majority (50.0%) with strong students socialization of the teachers agreed that they helped students to adjust from primary to secondary school while (52.0%) with strong students socialization agreed that they helped to live in a new environment. The responses showed that (62.0%) of the respondents with strong students socialization disagreed that they supported students to ensure they do not miss meals while (40.0%) with weak students socialization agreed that they helped to adjust to new academic subjects. Some 40.0% of the teachers with strong students' socialization agreed that they helped the students to gain self-confidence. A large number (30.0%) with weak student's socialization disagreed that they helped the students to express themselves in front of others while (40.0%) with strong students' socialization agreed that they helped students to manage their times. The findings indicated that schools with strong students' socialization had less cases of students' indiscipline as compared to those with weak students' socialization.

Head teachers and deputy head teachers revealed that students' socialization influences the students' involvement in indiscipline cases. They said they the

school management usually ensures the students relate with each other well through offering talks that guide them.

Students' socialization is the environment that caters for students needs that shapes the personalities of people. Zhao (2011) indicated that the persistence of misconduct tribulations among the middle school and adolescent stage of young people are from factors such as inadequate parental discipline and supervision among others. This response is predictive of the development of behaviour problems. Parents do not discipline their children, any programme related to behavioral change that the school may start will not be effective because discipline at home forms part of school discipline.

4.6 Influence of Academic Stress on Students' Discipline

The researcher investigated the influence of academic stress on students' discipline by studying if the management involves students in activities that release academic stress. The study investigate if academic stresses made the students involve themselves in indiscipline activities and the influence of academic stress on students' discipline.
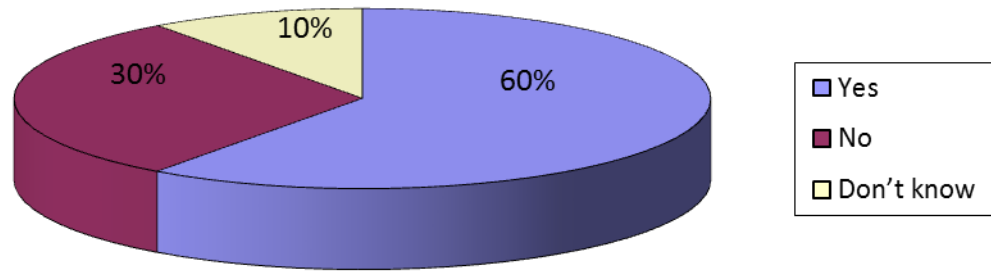
Figure 4.1

Management involves students in activities that release academic stress

Majority (60.0%) of the respondents agreed that the management involves students in activities that release academic stress. The students revealed that the school management usually allows them to participate in co-curricular activities as a way to release academic stress. The schools management which involves students in activities that release academic stress reported an average of 2 cases on indiscipline per year while those without activities that release academic stress reported 5 cases in a year.

From studies accorded by Richlin-Klonsky & Hoe (2003), stress emerges due to an encumber on an individual which exceeds adaption hence lessening academic performance, encumbering with a student's capacity to engage in school activities and heave the possibility of substance abuse and other probable destructive behaviors if the stress is harsh.

Table 4.10

Academic stresses make the students involve themselves in indiscipline activities

Response	Frequency	Percentage
Strongly agree	35	70.0
Agree	10	20.0
Undecided	0	0.0
Disagree	0	0.0
Strongly disagree	5	10.0
Total		

The findings in Table 4.10, indicate that majority (70.0%) of the teachers respondents strongly agreed that academic stresses makes the students involve themselves in indiscipline activities. This means that students' indiscipline cases are as a result of academic stress.

Extreme academic rivalry, thoughts of covetousness, mistrust, and hostility was frequent in peer interaction lead to indiscipline cases according to a research done in Shanghai (Zhao, 2011). Close acquaintances were also seen to be in rivals when it comes to academic competition. In the occurrence of dialogue, an 11th-grade girl remembered of a regular behavioral experience that she depicted to be familiar among young people in the middle school, "I had a comrade whose position was comparable to what I had. At the learning institution our writing desks were to near each other. When I attended to my assignment, she would

clandestinely gaze at what I was doing however I would bestow heran irritated stare."

Table 4.11

Influence of academic stress on students' discipline

Aspects of academic stress	Frequency	Percentage
Many extra teaching sessions to cover syllabus	9	18.0
Very strict demands to meet academic targets	28	56.0
Academic clinics that allow for no room to drop	2	4.0
Many long preps	3	6.0
Short time for recreation/relaxation	10	20.0

Table 4.11 indicates that majority (56.0%) of the respondents felt that very strict demands to meet academic targets had an influence on students' discipline. A few 20.0% of the teachers' respondents indicated that the short time for recreation/relaxation is a form of academic pressure that influenced students' discipline. Some 18.0% indicated the academic stress was inform of many extra teaching sessions to cover syllabus while 4.0% indicated the academic clinics that allow for no room to drop as 6.0% highlighted the many long preps. The students indicated that academic stress forces them to involve themselves in indiscipline cases. They highlighted a case where they are not prepared for an exam yet the teachers holds that they have to do. This forces them to strike so as to the exam can be postponed.

According to Manoti (2002), the negative impact of academic stress from coverage of syllabus expounds to the effect of social relations among friends and their approach towards their authorities and society and not only on a person's mental health. Students' academic stress is not that alarming gained since most institutions are engrossed with the usual work related pressure as opposed to academic student stress (Agolla & Ongori, 2009). Previous research investigating student academic stress in the context of Home Economics is limited.

The present research approves that academic stress is a critical concern that permeates the life in college of students therefore the overwhelming effects and enabling the assessment made among students of diverse years. Identifying the severity of diverse types of stress within this particular collection of scholars will help lecturers and instructors to deal with those stressors at an early stage, thus eradicating their pessimistic outcomes. This will help the management of the colleges to come up with the best strategies to enable the students to cope with these stressors while pursuing studies.

4.7 Influence of Security Monitoring on Students' Discipline

The study examined the influence of security monitoring on students discipline by probing the influence of security monitoring facilities on students' discipline, ways school monitors the students and presence of security monitoring facilities.
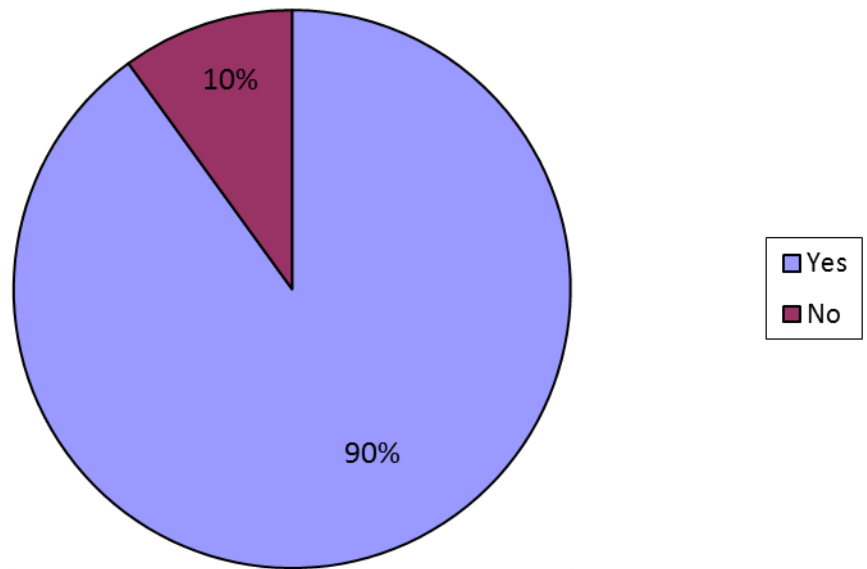
Figure 4.2

Security monitoring facilities influence students discipline

Majority (90.0%) of the teachers' respondents approved that security monitoring facilities had an influence on students' discipline. This means that students discipline is influenced by the security monitoring facilities that a school has. The more effective the security monitoring facilities the better the students discipline. The head teachers and deputy head teachers revealed that they had fenced their schools to ensure the students don't sneak out of school. This is also done to secure the schools. They use the guards to make sure foreigners don't get in to schools. Some school management usually has gate checks to make sure students do get into school with weapons or crude materials. The prefects are also used to make sure the students follow the rules and regulations.

Universities all through the nations as well as school districts are currently administering police departments responsible for municipalities and governmental existence. Institutions have also initiated to utilize safety measures that initially have been reticent for business and rectification amenities, this was due to the action of violence in schools hence technological advancement being made in school security design (Padilla,2012).

Table 4.12

Ways school monitors the students

Ways school monitors the students	Frequency	Percentages
Guards	30	60.0
Spies	4	8.0
Students leaders	14	28.0
Community vigilance	2	4.0
Total	**50**	**100.0**

Table 4.12 indicate that majority (60.0%) of the teachers revealed that they use guards as a way their schools monitors the students while 28.0% indicated students leaders. The findings mean that guards are the common way used in monitoring the students.

A study done by Koziol (2003) highlighted that introduction of electronic access systems in schools was allocated to limit and pursue whoever is granted right of entry to both external and internal entrances of the school facility. Regardless to

what extent of endeavoring a school takes up schemes to discourage misconduct of a hostile or catastrophic character; instructors must also be equipped for the happening of such offence.

Table 4.13

Presence of security monitoring facilities

Security monitoring aspects	Tight security monitoring facilities				Loose security monitoring facilities			
	Yes		No		Yes		No	
	F	%	F	%	F	%	F	%
Use of CCTV	2	4.0	10	20.0	10	20.0	28	56.0
Security guard	12	24.0	5	10.0	20	40.0	13	26.0
Metal detectors	10	20.0	4	8.0	7	14.0	29	58.0
Gate checks	9	18.0	5	10.0	30	60.0	6	12.0
Security cameras	6	12.0	14	28.0	10	20.0	20	40.0
Fencing of school	5	10.0	2	4.0	40	80.0	3	6.0
Unannounced security checks	16	32.0	4	8.0	20	40.0	10	20.0

The findings show that majority (56.0%) of the teachers respondents with loose security monitoring facilities indicated that they did not have a CCTV as a monitoring aspect while 40.0% of those with loose security monitoring facilities agreed that they hard security guards. The schools Presence of security monitoring facilities reported an average of 2 cases on indiscipline per year while those without security monitoring facilities reported 5 cases in a year.

A large number (58.0%) of the teachers who had loose security systems disagreed that they usually had metal detectors while (60.0%) with loose security monitoring facilities agreed that there were gate checks. Majority 40.0% with loose security monitoring systems disagreed that they had security cameras in their schools while (80%) with loose security monitoring systems agreed that they had fenced their schools. The findings also indicated that the schools with security monitoring facilities had less indiscipline cases.

Jacobson (2003) from his studies ascertained that events extending from "shooters" in the terrorist attacks to likely disasters have institutions developed with tactics and practicing military exercises to transform training atmospheres into defensive shelters. The significance of disaster awareness does not vanish on the national authority. Secretary of Education Rod Paige provided a reinforcement of $30 million in contribution to support districts in set up of disaster response and calamity executive plans (Robelen, 2003). Presently, it is tre the duty of institutions to secure the children who inhibit our classrooms with the enhanced technology and resources

4.8 Students Discipline

The study probed students discipline in the schools by investigating various indicators of students discipline like students bullying, students sexual harassment by other students, students verbal abuse of teachers, disorder in classrooms and occurrence of strikes. The findings are shown in Table 4.14.

Table 4.14

Students indiscipline

Students indiscipline indicators	Frequency	Percentage
Students bullying	20	40
Students sexual harassment by other students,	8	16
Students verbal abuse of teachers	10	20
Disorder in classrooms	9	18
Occurrence of strikes.	3	6
Total	**50**	**100**

A large number (40%) of the teachers' respondents indicated that their school had a problem of students bullying as a form of indiscipline. Other forms of students' indiscipline highlighted included students sexual harassment by other students, disorderliness in classrooms and occurrence of strikes. This shows that schools in the study area face from different types of students' indiscipline.

According to Koutseline (2002) students' indiscipline ascertains any student disruptive behavior that diverges from their school expectations. However, their potential may differ amongst schools and also depend on communal awareness of ultimate behavior as implicated in diverse traditions. In a school situation, indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the Study

The analysis sought to examine the school related factors influencing students discipline in public secondary schools in Thika West Sub-County, Kenya. The report was conducted by the following aims; to determine the influence of administrators' sensitivity to students welfare on students' discipline in secondary schools, to establish the effects of student socialization on students' discipline in secondary schools, to examine the influence of academic stress on students' discipline in secondary schools and to determine the influence of security monitoring on students' discipline in secondary schools in in Thika West Sub-County. The study employed a descriptive survey research design and involved 13 head teachers, 14 deputy head teachers, 101 teachers, 1,891 forms 3 students 13 public secondary schools in Thika West Sub-County. To confirm validity, the study involved the university supervisors for expert judgment. To confirm reliability of the instrument, a pilot study was carried out. The responses from the head teachers, teachers and class eight pupils were insightful and elaborated issues in the literature reviewed.

From the discussions in chapter four it can be revealed that, the researcher examined objective one; to determine the influence of administrators' sensitivity to students' welfare on students' regulation in secondary schools in Thika West Sub-County. The schools with high administrative sensitivity were found to have fewer cases of student indiscipline cases. The findings indicated that majority (88%) of the teachers respondents agreed that there was Guiding and Counseling department in their schools. Majority (68%) of the teachers revealed that there were programs for students to air their concerns while (80%) revealed that there were students meetings. A large number (68%) of the teachers indicated that there was checking of quality of food served to students while (92%) of them disagreed that there were regular checks of students in the dormitory. Majority 34 (68%) of the response of the teachers deviated that there were gate check in their schools. This must be negatively influencing students' indiscipline in the schools. The findings revealed that majority (60%) of the teachers agreed that their school management helps the slow learner. The management identifies students with disabilities as shown by (80%) of the teachers respondents who disagreed to the statement. Majority (82%) of the teachers agreed that there were school checks of the meals served by cooks regularly. The students indicated through the FGDs that the teachers need to be understanding; they should not always punish them whenever they make a mistake. The students complained that the teachers were not sensitive towards their emotional needs in terms of when they are having some personal stress. They highlighted cases where they are punished even when the situation called for understanding. This causes them to resort to indiscipline

cases to protest the mistreatment. The head teachers and deputy head teachers showed that the schools usually ensure the students are provided by the basic needs. They are usually understanding in that they allow students with personal problems to go home and attend to the problems and also offer guiding and counseling through the Guiding and Counseling departments.

Objective two; to establish the influence of student socialization on students' discipline in secondary schools in in Thika West Sub-County. The schools with higher students socialization were found to have fewer cases of student indiscipline cases. The study established that majority (68%) of the teachers respondents reveal that Form 1's orientation was a form of induction that their schools practices. A few 20% indicated that they usually hold meetings and talks with students while 6% indicated that they carry out election of students leaders. A few indicated that they do induction through sports and Guiding and Counseling. The students indicated that they are usually oriented when they join the school. They are usually introduced to the school programs and informed of the schools' rules and regulations. The school management usually organizes for talks by various visitors to encourage the students in how to handle themselves in school. Majority (86%) of teachers' respondents revealed that teachers were good to students while (64%) disagreed that teachers often use punishment. A large number (58%) disagreed that rules are drawn by headteacher, teachers and students while (80%) agreed that relationship between teachers and students was good. Majority (86%) of the teachers agreed that they helped students to adjust from primary to secondary school while (68%) agreed that they helped to live in a

new environment. The responses showed that (74%) of the respondents supported students to ensure they do not miss meals while (94%) revealed that they helped to adjust to new academic subjects. Some (56%) of the teachers helped the students to gain self-confidence. A large number (66%) helped the students to express themselves in front of others while (80%) agreed that they helped students to manage their times. Head teachers and deputy head teachers revealed that students' socialization influences the students' involvement in indiscipline cases. They said they the school management usually ensures the students relate with each other well through offering talks that guide them.

Objective three; to examine the influence of academic stress on students' discipline in secondary schools in in Thika West Sub-County. The schools with low academic stress were found to have fewer cases of student indiscipline cases. Majority (60%) of the respondents agreed that the management involves students in activities that release academic stress. The students revealed that the school management usually allows them to participate in co-curricular activities as a way to release academic stress. Majority (56%) of the respondents indicated that very strict demands to meet academic targets had an influence on students' discipline. A few 20% of the teacher's respondents indicated that the short time for recreation/relaxation is a form of academic pressure that influenced students discipline. Some 18% indicated the academic stress was inform of many extra teaching sessions to cover syllabus while 4% indicated the academic clinics that allow for no room to drop as 6% highlighted the many long preps. The students indicated that academic stress forces them to involve themselves in indiscipline

cases. They highlighted a case where they are not prepared for an exam yet the teachers holds that they have to do. This forces them to strike so as to the exam can be postponed. Majority (70%) of the teachers respondents strongly agreed that academic stresses makes the students involve themselves in indiscipline activities while a few 10% strongly disagreed. This means that students' indiscipline cases are as a result of academic stress.

Objective four; To determine the influence of security monitoring on students' discipline in secondary schools in in Thika West Sub-County. The schools with security monitoring facilities were found to have fewer cases of student indiscipline cases. The study established that majority (76%) of the teachers respondents disagreed that they had CCTV as a security monitoring aspect while (90%) agreed that they hard security guards. A large number (80%) of the teachers disagreed that there were usually metal detectors while (78%) agreed that there were gate checks. Majority (68%) disagreed that they had security cameras in their schools while (90%) agreed that they the security monitoring aspect was the fencing of their schools. Majority (60%) of the teachers revealed that they use guards as a way their schools monitors the students while 28% indicated students leaders. A few 4 (8%) use spies while 2 (4%) use community vigilance. The findings mean that guards are the common way used in monitoring the students. Majority (90%) of the teachers' respondents agreed that security monitoring facilities had an influence on students discipline while a few 10% disagreed. This means that students discipline is influenced by the security monitoring facilities that a school has. The more effective the security monitoring facilities the better

the students discipline. The head teachers and deputy head teachers revealed that they had fenced their schools to ensure the students don't sneak out of school. This is also done to secure the schools.

5.3 Conclusions

The study achieved its objectives in assessing the school related factors influencing students discipline in public secondary schools in Thika West Sub-County, Kenya. The factors included; administrator's sensitivity to students' welfare**,** student socialization, academic stress and security monitoring.

The study findings led the researcher to conclude that teachers were somehow sensitive to student's needs. Students do not find all the teachers' sensitive and this make them involve themselves in indiscipline cases. The teachers do not understand the students when they are faced with personal stresses.

It can be concluded that students' socialization affects students discipline because students are forced to react if the relationship between them and the teachers is not good. The strenuous relationship among themselves also makes them to be involved in indiscipline cases.

It can be concluded that academic stress influences students' discipline. The study established that teachers do not freely discuss with the pupils on matters academics. The students are forced to demonstrate in order to miss exams when they are not prepared and the teachers do not want to understand them.

On security monitoring, it can be concluded that most of the schools are fenced and have guards to secure the schools. A few of the schools had CCTV and metal detectors as security measures. The security monitoring measures help to control the indiscipline cases the students tend to involve themselves.

5.4 Recommendations

Based on the basis of the study, the researcher recommends the following;

i.   The school management should therefore attend talks and meetings that is about the benefits of administrator's sensitivity to students' welfare to control students discipline.

ii. The school management should therefore make sure the relationship between the students, teachers and subordinate staff is healthy. This can be embrace through having the three groups participating in sports and other social events.

iii. The school management should also give students adequate time to release academic stresses. This can be done by allowing them to participate in sports and also having enough rest.

iv. The schools should enhance their security monitoring. This can be done through embracing the new technologies such as CCTV and metal detectors. This will enhance the monitoring of the students in school. The schools without fence ought to fence them to secure the school compound.

5.5 Suggestions for Further Study

There should be further research on other school related factors influencing students discipline in public secondary schools in Thika West Sub-County, Kenya since this study focused only on four: administrators' sensitivity, student socialization, academic stress and security monitoring.

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APPENDICES

APPENDIX I: INTRODUCTORY LETTER

University of Nairobi,

P.O. Box 29012,

Nairobi.

Dear Headteacher,

RE: PERMISSION TO COLLECT DATA

I am a student from University of Nairobi pursuing a Masters of Education in Educational Administration. I am carrying out a research entitled: *"School related factors influencing students' discipline in public secondary schools in Thika West Sub-County, Kenya"*

Please assist me by allowing me to carry the study in your school. The research is meant to help in fulfilling the research objectives. The researcher assures you confidentiality of the identity.

Yours Faithfully,

Rosemary W. Wairagu

E55/81835/15

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. This study seeks to investigate the school related factors influencing students' discipline in public secondary school in Thika West Sub-County, Kenya. Do not put any name or identification on this questionnaire.

Respond to all items as indicated by either filling in the blank or ticking the option that applies.

Section A: General information of respondent

1. What is your gender?

    Male [ ]   Female [ ]

2. What is your highest education level?

    Diploma [ ]   Degree [ ]

    Masters   [ ]   PhD   [ ]

3. How many years have you been in this school?

    Below 1 year [ ]   2 to 5 years   [ ]

    5 to 10 years   [ ]   Above 10 years   [ ]

4. Please indicate your age bracket from the listed.

    Below 30 years   [ ]   31 - 40 years   [ ]

    Above 40 years [ ]

Section B: Administrator's sensitivity to students' welfare and students' discipline

5. Does the administration have the following aspects of administrators sensitivity:

Aspects	Yes	No
Guiding and counseling department		
Programs for students to air their concerns		
Students meetings		
Checking of quality of food served to students		
Regular checks of students in the dormitory		
Gate check		
School programs helps the slow learners		
The management identifies students with disabilities		
School checks the meals served by cooks regularly		

6. In your opinion, how can administrator's sensitivity to students' welfare in your school be improved?

…………………………………………………………………………………

…………………………………………………………………………………

Section C: Influence of student socialization on students' discipline

7. Which form of induction programs does the school have?

_____

_____

_____

_____

8. The table below shows to what extent student socialization influences students discipline, tick according to your level of agreement.

Statement	Yes	No
Teachers are good to students		
Teachers often use punishment		
Rules are drawn by headteacher, teachers and students		
Relationship between teachers and students is good		
Helped to adjust from primary to secondary school		
Helped to live in a new environment		
Supported to ensure they do not miss meals		
Helped to adjust to new academic subjects		
Helped to gain self confidence		
Helped to express themselves in front of others		
Helped to manage their time		

Section D: Influence of academic stress on students' discipline

9. Does management involve students in activities that release academic stress?   Yes [ ]   No [ ]   I don't know [ ]

10. The academic stresses make the students involve themselves in indiscipline activities.

Strongly agree [ ]   Agree [ ]   Undecided [ ]

Disagree [ ]   Strongly disagree [ ]

11. The table below shows statements on the influence of academic stress on students discipline, tick according to your level of agreement.

Does your school have	Yes	No
Many extra teaching sessions to cover syllabus		
Very strict demands to meet academic targets		
Academic clinics that allow no room to drop		
Many long preps		
Short time for recreation/relaxation		

12. In your opinion, how can academic stress influence on students discipline be tackled?

…………………………………………………………………………………

…………………………………………………………………………………

Section E: Influence of Security Monitoring on Students' Discipline

13. Do you think security monitoring facilities influence students discipline?

    Yes [   ]   No [   ]

14. Which ways does your school monitor the students?

    Guards [ ]   Spies [ ]   Community vigilance [ ] Other specify_____

15. Does your school have:

Security monitoring aspects	Yes	No
Use of CCTV		
Security guard		
Metal detectors		

Gate checks		
Security cameras		
Fencing of school		
Unannounced security checks		

16. In your opinion, how can security monitoring of students' in your school

be improved?

…………………………………………………………………………………

…………………………………………………………………………………

Section E: Students' Discipline

17. Do you experience students' indiscipline?   Yes [ ]   No [ ]

18. Indicate the form of students' indiscipline your school experiences.

Students indiscipline indicators	**Yes**	**No**
Students bullying		
Students bullying		
Students sexual harassment by other students,		
Students verbal abuse of teachers		
Disorder in classrooms		
Occurrence of strikes.		

APPENDIX III: FOCUS GROUP DISCUSSION FOR STUDENTS

This FGD is to collect data on school related factors influencing students' discipline in public secondary school in Thika West Sub-County, Kenya. The following questions will guide the researcher during the FGDs:

1. What is your gender?   Male [ ]   Female [ ]

2. How many years have you been in this school?

     1 to 3 years   [ ]   4 to 5 years   [ ]

     5 to 10 years   [ ]   Above 10 years   [ ]

3. Mention aspects that the school administration focuses on in terms of administrators sensitivity:

    _____

    _____

    _____

    _____

4. Which form of induction programs does the school have?

    _____

    _____

    _____

    _____

5. Please mention student socialization aspects that influence students discipline.

    _____

    _____

6. State the aspects of academic stress that influence students discipline.

_____

_____

_____

_____

7. How do you think security monitoring facilities influence students discipline?

      Yes [   ]   No [   ]

8. Which ways does your school monitor the students?

_____

_____

_____

_____

_____

APPENDIX IV: INTERVIEW SCHEDULE FOR HEAD TEACHERS AND

DEPUTY HEAD TEACHERS

This guide is to collect data on school related factors influencing students' discipline in public secondary school in Thika West Sub-County, Kenya. The following questions will guide the researcher during the interview:

1. What is your gender?

    Male [ ]   Female [ ]

2. Mention aspects that the school administration focuses on in terms of administrators sensitivity:

    _____

    _____

    _____

    _____

3. Which form of induction programs does the school have?

    _____

    _____

    _____

    _____

4. Please mention student socialization aspects that influence students' discipline.

    _____

    _____

    _____

    _____

5. State the aspects of academic stress that influence students discipline.

_____

_____

_____

_____

6. How do you think security monitoring facilities influence students discipline?

Yes [ ]   No [ ]

7. Which ways does your school monitor the students?

_____

_____

_____

_____

APPENDIX V: LETTER FROM THE UNIVERSITY

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

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

P.O. BOX 30197
OR P.O. BOX 92 -00902
KIKUYU

May 16, 2017

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

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: **ROSEMARY W. WAIRAGU – REG NO. E55/81835/2015**

This is to confirm that **Rosemary W. Wairagu** is a Master of Education student in the department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled **"School Related Factors Influencing Students Discipline in Public Secondary Schools in Thika West Sub-County, Kenya".** Her area of specialization is Educational Administration.

Any assistance accorded to her will be highly appreciated

DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Chairman
17 MAY 2017

JK/gm

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APPENDIX VI: LETTER FROM THE MINISTRY OF EDUCATION

MINISTRY OF EDUCATION
State Department of Education

Telephone: Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email:directoreducationkiambu@yahoo.com

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

When replying please quote
REF: KBU/CDE/HR/4/VOL.III/ 1(05)

16TH JUNE, 2017

ROSEMARY WANJIRU WAIRAGU
UNIVERSITY OF NAIROBI
P.O BOX 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No NACOSTI/P/17/11459/17546 and dated 16th June, 2017.

The above named has been authorized to carry out research on *"School related factors influencing students discipline in public secondary schools in Thika West Sub-County, Kiambu County, Kenya"* for a period ending **13th June, 2018.**

Please accord him the necessary assistance.

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300-00900
FLORENCE NDATHI   KIAMBU
FOR: COUNTY DIRECTOR OF EDUCATION
KIAMBU

APPENDIX VII: RESEARCH CLEARANCE PERMIT

**NATIONAL COMMISSION FORSCIENCE,
TECHNOLOGY ANDINNOVATION**

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

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

Ref: No. **NACOSTI/P/17/11459/17546**

Date: **16th June, 2017**

Rosemary Wanjiru Wairagu
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"School related factors influencing students discipline in public secondary schools in Thika West Sub-County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **13th June, 2018.**

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

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

(signature)

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

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APPENDIX VIII: RESEARCH AUTHORIZATION FROM NACOSTI

THIS IS TO CERTIFY THAT:
MS. ROSEMARY WANJIRU WAIRAGU
of UNIVERSITY OF NAIROBI, 25239-100
NAIROBI,has been permitted to conduct
research in *Kiambu County*

on the topic: *SCHOOL RELATED
FACTORS INFLUENCING STUDENTS
DISCIPLINE IN PUBLIC SECONDARY
SCHOOLS IN THIKA WEST SUB-COUNTY,
KENYA*

for the period ending:
13th June,2018

Permit No : NACOSTI/P/17/11459/17546
Date Of Issue : 16th June,2017
Fee Recieved :Ksh 1000

...WANJIRU............
**Applicant's
Signature**

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 Officer 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

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

**RESEACH CLEARANCE
PERMIT**

Serial No.A 14419

CONDITIONS: see back page