

**INFLUENCE OF HOME-BASED FACTORS ON DISCIPLINE OF STUDENTS IN
PUBLIC BOYS' SECONDARY SCHOOLS IN MAKUENI SUB-COUNTY, KENYA**

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**A Research Project Submitted In Partial Fulfillment of the Requirements of
the Award of a Masters of Education Degree in Education Administration,
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DECLARATION

This research project is my original work and has not been presented for examination in any other university or institution of higher learning for award of degree (academic award purposes)

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DEDICATION

I dedicate this project to God Almighty my source of inspiration and wisdom. He has been the source of my strength throughout.

I also dedicate this work to my wife; Eunice Mwikali who has encouraged me all the way and whose encouragement has made sure that I give it all it takes to finish that which I have started.

To my children Ann Neema and Pendo Kavindye who have been affected by this quest.

To my brother Boniface Muthusi, who taught me that even the largest task can be accomplished if it is done one step at time.

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ABSTRACT

Discipline is important in that it plays a crucial role in school systems, which insists on upholding the moral values of students. The home environment plays a key role in an individual's initial stages of life. It is the primary agent of socialization and the first 'educator'. This is because a child will see the world and life from the perspectives of those that are around him or her. This means that the way the child is socially, politically and economically socialized will carry a huge impact throughout his or her life. The study sought to investigate the influence of home-based factors (authoritarian parenting styles, parental economic status, family set-up, and parental education level) on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya. The study adopted a descriptive research design. The study involved 76 students per school, meaning 19 students per each form. The study also interviewed four parents from each schools totaling to 16 parents. The parents were chosen from the Parents and teachers association (PTA) members. The study also involved 4 head-teachers. Simple random sampling was applied in order to randomly select the parents from Makueni Sub County. Inclusion criteria were parents of students in public secondary boys' schools in Makueni Sub County. The study relied on data collected through questionnaires and interview guide to meet the objectives of the study. Responses were tabulated, coded and processed by use of a computer Statistical Package for Social Science (SPSS) version 20.0 programme to analyze the data. The findings revealed that authoritarian parenting styles, parental economic status, family set-up, and parental education level influence the discipline of students in public boys' secondary schools to a great extent. There is need for the church can assist in coming in to instill morals in parents because the biggest challenge is parenting; the government can come in to help train the parents on how to support their children; public participation can help improve discipline among boys; frequent guidance and counseling sessions with the students. NGOS and CBOs should shift focus to the boy-child as opposed to focusing only on the girl-child. There is also need to conduct a study on the causes of poor performance in boys' secondary schools in Makueni County

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ABBREVIATIONS AND ACRONYMS

BOPA	Botswana Press Agency
GoK	Government of Kenya
MOEST	Ministry of Education, Science and Technology
PTA	Parents' Teachers' Association
SPSS	Statistical Package for Social Science
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
US	United States

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Discipline is important in that it plays a crucial role in school systems, which insists on upholding the moral values of students (Schon, 2013). Charles (2009) refers to the discipline as the steps taken to cause students to behave acceptably in schools. This means that discipline is intended to suppress, control and redirect indiscipline, that is, discipline that is aggressive, immoral or disruptive to learning in the classroom or school.

Sound discipline is an essential ingredient in the creation of a happy and industrious school community properly performing its function of training the young citizens. For the school to realize the stated objectives of education, discipline has to be inculcated in each student. Discipline ensures order and forestalls chaos in a school environment (Kithuku, 2015).

Desirable conduct and discipline in a school entails the entire school community showing mutual respect and consideration for each other (Jones, 2015). Schools play a massive function in molding the scholars into disciplined adults. The paramount goal of the school discipline ought to be to inculcate in every pupil a sense of self-respect and proper pride for non-public integrity. This reinforces the pupil's observation of the norms of proper

conduct even if not under compulsion or supervision. This conduct is then carried on by the pupil subsequently into his or her complete adult life.

According to Ngari (2014), the home environment plays a key role in an individual's initial stages of life. It is the primary agent of socialization and the first 'educator'. This is because a child will see the world and life from the perspectives of those that are around him or her. This means that the way the child is socially, politically and economically socialized will carry a huge impact throughout his or her life. This can be explained by the fact that children are gullible, an open book which can be easily written on. Because they are most open to learning at early stages, the lessons learnt are heavily imprinted in their psyche. If a child is taught the value of hard-work, they carry on with this to their adult life. This is especially so when these values are modeled in everyday life (Perrino, 2011).

On the other hand, a child will inculcate bad tendencies and habits when exposed to a negative environment. Whatever is modeled as bad, at the worst being that they experience it first hand, will most likely manifest in their later years. According to the U.S. Department of health and Human services (2011), children who experience child abuse and neglect are 59% more likely to be arrested as a juvenile (usually at the adolescence stage), 28% more likely to be arrested as an adult, and 30% more likely to commit violent crimes. This means that the development of a child from childhood to adulthood has an

impact on the kind of socialization a person will tend to exhibit, more so in their adolescent stage.

The home environment to a certain extent is a contributing factor to discipline in secondary schools. This is manifested by parent-child relationship, open rebellion, truancy, “don’t care” attitude among others. However, there are other contributing factors to indiscipline in these schools, namely; inadequate continuous dialogue between students and administrators, poor management skills by the administrators and teachers, peer and mass media influence (Were, 2003).

Several home based factors influence the discipline of students. This study focused on four home based factors namely: authoritarian parenting styles, family setup, parental economic status and parental education level. According to Gershoff (2012), the authoritarian parents are both responsive and demanding. They set clear, reasonable standards for responsible behavior that are consistent with children’s developing abilities, are firm in their enforcement, and provide explanations for their positions (Baumrind, 2011). Therefore the children tend to rebel when they are offered some freedom (Rodrigo, 2013). The parenting set-up involves the way the family is founded and moulded, could be a nuclear family, extended family, polygamous family, single parenthood, orphans and the like. The economic status of the parents affects the school achievement of a child through the type of school attended.

The parental education level affects the discipline of students depending on how far the parents were able to study.

Indiscipline interferes with the easy and effective functioning of the school as directors are spending an exceptional deal of time handling problems of deviance. There has been an increase in wanton destruction of assets and lives had been lost. It is obvious that most students' unrests are premeditated and deliberate to cause maximum destruction. The issue of discipline to date remains the single, most wild and malignant issue that instructors face in their everyday educating (Gachigua, 2015). In the United States, indiscipline cases incorporate wasting time, aggravating others and other off errand exercises which deter the smooth running of study hall exercises when understudies should do assignments. Others incorporate hostility, indecency, rebellion of power, class disturbances and for the most part not clinging to class and homeroom principles and methodology (Charles, 2013)..

In Africa, pupil indiscipline is rampant in this point in time, the schools in Botswana had their image marred by way of acts of student indiscipline. A few students died and others have become blind after they broke into the school science laboratory and fed on poisonous quantities of methanol and ethanol. A survey on a number of preceding provincial schools additionally found out that indiscipline had precipitated deterioration in instructional overall performance (BOPA, 2006).

In Kenyan schools, strikes and riots are a number of the not unusual features of indiscipline. The results of such conduct encompass incidents of rape, violence, disobedience to school authority, drug dependency and damage of school assets (Ngari, 2013). These violent student protests have frequently led to catastrophic school fires, rapes, loss of pupil lives and destruction of school assets. In 2018, more than sixty three schools experienced riots and arsons targeting school dormitories and management blocks in months. Fifty of them reported fires with most arson instances have occurred in boarding schools, followed by blended boarding and day schools, and finally day schools. More than 1/2 of these instances have been from boys' secondary schools (Nyaundi, 2018).

1.2 Statement of the Problem

Enormous efforts being made by the government to control indiscipline, such as criminalizing the unrest in schools, encouraging students to communicate their grievances to the teachers and parents, suggestion boxes, open forums, advocating democratic leadership, selecting student leaders and expelling of the students found guilty of indiscipline (Sanders et al., 2008). Despite the enormous efforts to control indiscipline, the level of indiscipline in schools is still on the rise in Kenya (Kukali & Kabuka, 2009). Teachers have continued to express frustration about the growing level of indiscipline in their classrooms. Administrators are also complaining of having to spend too much time dealing with indiscipline issues.

Ngari (2014) and Kithuku, (2015) studied both parental economic status and family background that affects discipline of students. Waithaka (2017) studied challenges faced in managing indiscipline. These studies conducted in different secondary schools in the country did not delve into the influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya. This study intended to bridge this gap in knowledge.

Therefore, this study sought to investigate the influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya.

1.3 Purpose of the Study

The study investigated the influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya.

1.4 Objectives of the Study

This study investigated the influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya. Specifically, the study sought to:

- i) To establish the influence of authoritarian parenting styles on discipline of students in public boys' secondary schools

- ii) To determine the influence of parental economic status on discipline of students in public boys' secondary schools
- iii) To assess the effect of family set-up on discipline of students in public boys' secondary schools
- iv) To determine the extent parental education level influences discipline of students in public boys' secondary schools

1.5 Research Questions

The study was guided by the following research questions:

- i) To what extent do authoritarian parenting styles on discipline of students in public boys' secondary schools?
- ii) To what extent does parental economic status influence the discipline of students in public boys' secondary schools?
- iii) To what extent does family setup influence the discipline of students in public boys' secondary schools?
- iv) To what extent does parental education level influence the discipline of students in public boys' secondary schools

1.6 Significance of the Study

Findings from the study may be beneficial to various groups of people:

The study may be significant to the head teachers in enhancing discipline among students in secondary schools and in most secondary schools in Kenya.

The students are likely to use the findings to identify home based factors which can help them mold their behavior to become responsible citizens.

The policy makers at a National level (Ministry of Education, Kenya National Union of Teachers) can use the finding as reference for policy guidelines on students' discipline in public secondary schools to cope with the challenges of maintaining discipline in secondary schools.

The study may add information on the topic into the already established literature regarding home-based factors and discipline of students in public boys' secondary schools. These findings may provide data for future researchers and academicians in the same area of study.

1.7 Limitations of the Study

The limitation of this study was that most of the pupils had a challenge of language and this may affect the ability to understand, fill and respond to questionnaires however, this was countered by making the questionnaire simple and making the teachers to interpret for the pupils the difficult part of the study due to language barrier. The study also used research assistants who are conversant with the language to help in interpreting the questions to the respondents.

1.8 Delimitations of the Study

This study was mainly concerned with investigating the home based factors that contribute to indiscipline, and how these factors can be used to address indiscipline in schools. The study was delimited to three home based factors, namely, authoritarian parenting styles, parental economic status, and family

set-up. It was confined to the head teachers, students and parents in Makueni Sub-County, Makueni County public boys' secondary schools.

1.9 Assumptions of the Study

This study was based on the following assumptions:

First, it was assumed that there exists a relationship between home-based factors and the discipline of male students in public secondary schools, which this study seeks to establish. Second, it was assumed that the selected respondents will cooperate and provide the required information honestly and objectively. Finally, it was assumed that the information obtained from this study would be very useful in highlighting the critical issues that need to be addressed to discipline among male students in public secondary schools.

1.10 Definition of Significant Terms

Authoritarian parenting styles refers to a parenting style characterized by high demands but low responsiveness

Boy child refers to the male human being who is below the age of 18 years and is in school or had dropped out of school.

Home-based factors refer to aspects that relate to the home and affect human academic performance such as parental economic status, family set-up, parental education level and parenting styles

Discipline refers to the acceptable behavior that is expected from an individual by the society with regards to the norms of a particular community or school

Family set-up refers to the way the family is founded and moulded, could be a nuclear family, extended family, polygamous family, single parenthood, orphans etc

Parents' economic status refers to the parents' salary or job type in the society.

Secondary school refers to an educational institution where the second stage of the three schooling periods known as secondary education takes place. It follows primary education and is followed by university education.

1.11 Organization of the Study

This study was organized in five chapters. Chapter one looks at the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study and definition of significant terms. Chapter two comprises of concept of school discipline, authoritarian parenting styles and discipline of students, parental economic status and discipline of students, family setup and discipline of students, parental education level and discipline of students, summary of literature review, theoretical review and conceptual framework. Chapter three consists of research methodology, which consists of research design, target population, sample size and sample procedures, research instruments, validity and reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four consists of data

analysis, presentation, interpretation and discussion of the findings. Chapter five focuses on summary, conclusions, recommendations and suggestion for further studies.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This explores the existing literature relevant to the study as presented by various researcher and scholars'. It covers the concept of school discipline, authoritarian parenting styles and discipline of students, parental economic status and discipline of students, family setup and discipline of students, parental education level and discipline of students, summary of literature review, theoretical review and conceptual framework.

2.2 Concept of School Discipline

Ouma, Simatwa, & Serem (2013), define discipline as the actions by management to enforce organizational standards. There are many standards or codes of behavior to which teachers, students and non-teaching staff must adhere to. Discipline helps the students to do those necessary activities in order to enhance their education while limiting those behaviors that are self-defeating. Barasa (2013), defines indiscipline as the attitude and unwillingness to make efforts required to achieve the objectives chosen, which make the student a defiant person who chooses to rebel and turn away from the goal laid down by both parents and teachers.

The problem of discipline in schools has persisted over the years. These acts have been carried out either individually by the students or as a group, which

result to rioting or revolts. There is no doubt that school indiscipline generally militates against effective teaching and learning and production of useful acceptable members of the society. It is therefore, observed that some parents appear to have denied their parental roles or responsibilities towards their children. If the teachers are frustrated and lack motivation in them, they are not likely to motivate others to learn or occupy their time in providing adequate facilities or equipment in the school (Idu & Olubade, 2011).

In an effort and resolve students' discipline problems and ensure efficient functioning of schools; there has to be reasonable disciplinary policies and procedures. In addition, various disciplinary approaches such as corporal punishment, suspension and expulsion and civil rights issues. Where order is lacking, the school system crumbles. The upright will be squeezed into the mold of the wicked, the school environment will be unsafe for the good and right hearted because of the activities of the bullies. Therefore, even if the teacher cannot turn the wayward to the path of rectitude, they should at least rescue the quiet and peaceable from the incorrigible. This is because if the teacher fails in this duty and harm is done to any child, the school will be liable. (Imaguerazor, 2017).

2.3 Authoritarian Parenting styles and discipline of students

As per the UN General Assembly (2001), authoritative guardians are warm and utilize firm control; dictator guardians apply firm control, yet do as such in a dismissing or inert way; lenient guardians are warm, yet apply little

control; or dismissing/ignoring guardians not just set a couple of cutoff points, they are additionally lethargic. Shaffer (2015), noticed that child-rearing styles, being a piece of the family framework, as the measure of articulation, mental warmth, instruction and direction that a parent permitted his/her kids as he/she raised them, would get the kid's impression of life issues.

Githu (2014), asserted that children are influenced by what they saw their parents doing, since observation was a powerful influence on behavior. He argued that parents were permanent models of their children. The changing world has seen the shift in the role of the parent in directing the development of the child. Modernization has seen the involvement of parents in situations where they have to work long hours in order to maintain their families. This led to other changes like leaving the children in the care of house helps. The blame, to a large extent fell on the parent rather than the child because it was from the parent that the child learnt.

At best, corporal punishment which has not totally been removed in the Kenyan community should be heavily discouraged as this behavior is associated with children mental health problems, delinquency and adult criminal behavior (UN, 2001). Students will learn to control, manipulate and use violence with other students to get what they want as this is the method they have been taught to apply. Both at home and in school, parents and educators need to relearn how to instill discipline in students without necessarily resorting to violence or other controlling behavior. A study carried

out by Melgosa (2008), revealed that home based factors such as a parenting styles influenced discipline of students in school because personal relationship between parents and children encouraged confidence and emphasized the need for personal responsibility.

2.4 Parental economic status and discipline of students

Studies that have been carried out in developed countries have shown that discipline of boys and girls was significantly related to the social economic background of their parents (Dale 2009). According to her findings, family social economic background affected school achievement through the type of school attended. Children from deprived homes despite their mental potential tended to go to cheaper low performing schools, whereas their counterparts whose ability could be average, could go to well performing schools because their parents could afford.

In the Kenya Economic Survey (2008), it was noted that the rise of poverty levels in Kenya is one of the major factors that discourage parents from investing in their children's education and their behavior uprightness. The survey indicated that 46.8% of Kenyans live below the poverty line. This is a clear indication that parents have a struggle in providing basic school needs such as uniform and stationery. This poses a challenge to the children who do not have these things. Therefore, they will resort to stealing from other students to survive in the school environment. Their indiscipline will often be as a result of impoverishment.

According to Ngari (2014), it is worse for parents who have taken their children through the government primary schools which are basically free. When a child does his or her exams and they are invited to join high ranking secondary schools, their parents will often find it hard to pay the high fees on their own. This has led to students breaking into other students' lockers to steal food, clothing and money so that they can maintain a certain standard of life. On the other hand, students being given too much pocket money by their parents will mostly end up using that money to engage in anti-social behavior like drug and alcohol abuse (GoK, 2001).

2.5 Family setup and discipline of students

According to Kanga (2010), today's family setup is detaching itself from the traditional way of operating in the society. In the traditional African society, the family was and still is considered to be responsible for the upbringing of a child. The family defined social and moral norms while at the same time providing role models for a child to grow into adulthood as was expected. In today's world, the expected presence of both father and mother is not typical in every home.

It is important to note that the most effective way of learning in children is through imitation. Therefore, it is safe to associate role modeling that comes from both parents as a learning process for the child. In this case, how one is socialized to know the norms and practices of the society in which they live in

largely has to do with learnt or rather, experienced behavior (Jwan, Anderson & Bennett, 2010).

Ngari (2014), noted that there is a steady increase in the number of single parents, separations and divorces. The study further noted that this has led to very poor performance among boys in KCSE because the teenagers experience personal unrest, alienation and uncertainty that comes from a lack of purpose or ideals therefore precipitating indiscipline in school. Nasibi (2013) found that poor parental guidance had resulted in students indulging themselves in drug abuse. The era when parents had authority over their children, was no longer there and parents had to refashion their upbringing of the youth accordingly to cope with the changing circumstances of life. Chand (2012) found that parental divorce has negative effects on the adjustment of children compared to their peers growing up in continuously intact families. A study carried out by Ndaita (2007) acknowledged that the family set-up affected the child's behaviour at home and school and as well as their performance in KCSE. Bru et al. (2012) examined the role and function of the family set-up in meeting the child's basic needs and found that the academic achievement and appropriate behavior are more likely to occur in schools when a student's home environment has met his or her psychological safety and belonging needs.

2.6 Parental Education level and discipline of students

In 1990, adult literacy rate was 52 percent in Africa. In 2008, it was 63 percent (UNESCO, 2010). In 2011 Kenya had 87.4 percent literacy rate. This means that formal education has gained ground over the years from the pre-colonial times. According to Park and Peterson (2008), parents with higher levels of education tend to utilize non-physical means of discipline. These parents tend to have more money and a larger social network that offers them support and hence do not have a lot of stress which contributes negatively to the home environment.

Also, Chakrabarti (2016), revealed that the more educated a parent is, the more likely a child will be disciplined. A parent who is more educated will most of the time avoid wrongful punishing because they are more understanding and patient, which will desist them from making their child rebellious or bitter which in the most likely event lead to indiscipline in school.

Education exposes one to different ways of employing discipline. It can therefore be argued that perhaps this causes them to be less overbearing to their children which can lead to rebellion. Perner (2015) investigated interrelations among conditions of households' social economic disadvantages, proximal environmental experiences and adaptation and found that youth from families in which neither the parent had graduated from high

school exhibited significantly worse social, emotional and academic adjustment (discipline) than those whose parents had higher education level.

2.7 Summary of Literature review

This chapter attempted to review literature on home-based factors influencing discipline of students in public boys' secondary schools. It is evident that determining the causes of indiscipline is not a simple task because different agents contribute to the behavior of a single individual. Hyman and Perone (2012) discussed the role of the home and family in student behavior. He points out factors such as financial stress within the family and dysfunctional families as being significant in shaping students behavior. Muema and Kiilu (2013) did a study on correlation of deviance among secondary school students in Nairobi. They argue that students deviance emanate from their home environments. Several strategies which can be employed in attempting to treat behavioral problems have been presented. The researcher believes that there was need for a study seeking to investigate home-based factors influencing discipline of students in public boys' secondary schools focusing on parenting styles, parental economic status, family set-up and parental education level.

2.8 Theoretical Review

Behavior theory was founded on the works of B.F Skinner (1952), Pavlov (1955), and Albert Bandura (1985) among others. These proponents believed that behavior is not influenced by past experiences. According to them

behavior can be learnt, relearned and unlearned. They believed that human beings are the product and producers of their environment (Bandura, 1985; Kiumi, 2012). This study investigated indiscipline as the product of the student environment taking into account the students home based factors including the parents' economic status, parenting styles and the family environment.

Kithuku (2015) noted that behavior theory can be understood by considering, three major areas of development; classical conditioning, operant conditioning and social learning theory. Classical conditioning is based on the belief that behavior can be controlled and that human beings can be made to do things without being aware of them. This study investigated the home based factors that contribute to indiscipline and how this understanding can be a useful tool to reduce discipline problems in public boys' secondary schools in Makueni County.

Operant conditioning was propagated by Skinner. He asserts that rewards and punishment make people behave in certain ways. He speaks about reinforcement which can either be positive or negative (Skinner, 1953). Positive reinforcement aims to increase the frequency of a response by filling it with a favorable event (reward) while negative reinforcement makes use of punishment or withdrawal of rewards (Epstein, 1997). This study was based on the belief that understanding the student background information can help

the administrators to reinforce the student's behavior either positively or negatively to attain the desired results.

2.9 Conceptual Framework

Miles and Huberman (2014) define the conceptual framework as a visual or written product that explains in the form of a narration; graph of what is to be studied as the main factor. The study was guided by the conceptual framework based on the fact that students' discipline can be affected by home based factors like the authoritarian parenting styles, parental economic status, family set-up and parental education level. The researcher sought the students' and parents' views as to whether the authoritarian parenting styles like parents who are strict, have high demands and low responsiveness influence the discipline of students. Parents' economic status like rich families, poor families and high education level may influence the students' discipline. Family set-up included single parent families, orphaned students, and polygamous families or separated families. Parents' education level included learned parents and illiterate parents. This is shown in Figure 2.1 relating the dependent and independent variables.

Independent Variables

Dependent Variable

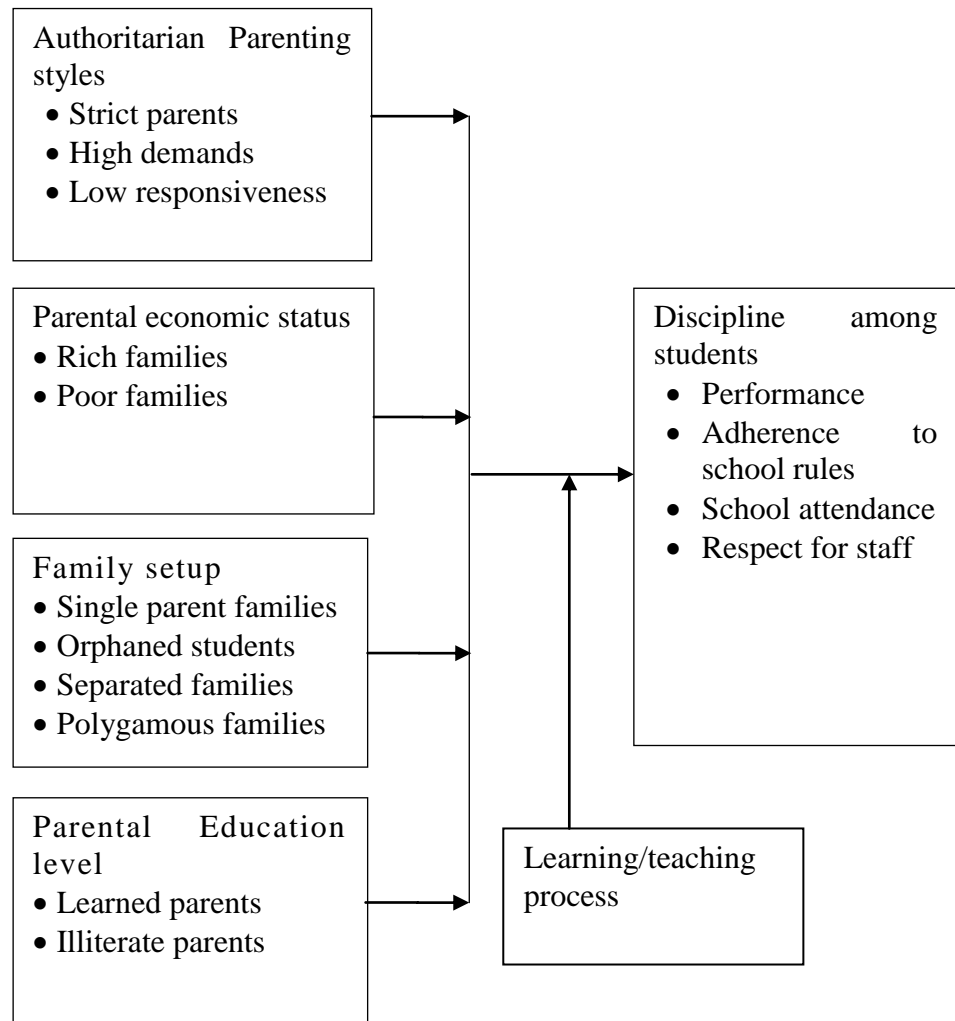


Figure 2.1 The relationship between influence of home-based factors on discipline of students in public boys' secondary schools in Makueni sub-county, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the method that was used to collect data pertinent in answering the research questions. The sub-sections covered in this chapter are: research design, target population, sample size and sampling procedure, research instruments, data collection methods, data collection procedures, pre testing of instruments, and data analysis.

3.2 Research Design

A descriptive exploration configuration was adopted for this investigation. A descriptive research configuration was best for this examination as it portrays qualities related to the subject populace and specific factors that cause them to carry on the manner in which they do. As indicated by Cooper and Schindler (2006) illustrative plan finds and measures the circumstances and logical results of connections between factors. Mugenda and Mugenda (2003) express that an engaging examination decides and reports the manner in which things are and endeavor to portray conceivable conduct, mentality, qualities, and attributes of such things. The examination utilized an unmistakable structure since it empowered the analyst to gather a huge amount of top to bottom data about the populace being considered. Elucidating examination configuration was utilized to research the locally established elements factors influencing discipline students in public boy's secondary schools in Makueni County,

Kenya. The independent variables of the study were authoritarian parenting styles, parental economic status, family setup, and parental economic level while the dependent variable of the study was discipline of students in public boys' secondary schools.

3.3 Target Population

Wambugu, Kyalo, Mbii and Nyonje (2015), define a population as the entire group of people, events or things of interest (N) that the researcher wishes to investigate. Makueni Sub County has 4 boys' public secondary schools. The study targeted the head teachers as well as parents of the public boys' secondary schools. There are 1320 students from the public boys' secondary schools from the Makueni County Education Office.

3.4 Sample Size and Sampling Procedures

Cohen, Manion, and Morrison (2007), define sampling as the process of selecting a small part (sample) from the entire population to be studied. In order to determine the total number of students, the study employed Yamani Taro's (1967) formulae:

$$n = \frac{N}{1 + Ne^2}$$

Where:

n =sample size

N = target population

e =maximum acceptable margin of error (5%)

Applying this to the above formula the minimum sample size obtained was 306. Therefore, the study involved 76 students per school, meaning 19 students per each form. The study also interviewed four parents from each schools totaling to 16 parents. The parents were chosen from the Parents and teachers association (PTA) members. The study also involved 4 head-teachers.

Simple random sampling was applied in order to randomly select the parents from Makueni Sub County. Inclusion criteria were parents of students in public secondary boys' schools in Makueni Sub County.

3.5 Research Instruments

This section of the study discusses the research instruments to be used for this study namely a questionnaire and interview guide. Quantitative data was collected from the parents and students using a questionnaire. A questionnaire has the ability to collect a large amount of information in a reasonably quick span of time (Kothari, 2008; Wambugu, Kyalo, Mbi and Nyonje, 2015). The questionnaire comprised of section A on demographic characteristics, Section B on authoritarian parenting styles, section C on parental economic status, section D on family set-up, section E on parental education level and section F on discipline.

An interview guide was used collect information from the head teachers. Interview schedule are also used because they help the interviewer to cover all

the dimensions of the investigations through probing of the participants (Orodho, 2009).

3.6 Validity of the Instrument

Wambugu et al., (2015), note that, validity refers to the appropriateness, meaningfulness and usefulness of the inferences a researcher makes. This study adopted content validity which is the extent to which a measuring instrument provides adequate coverage of the topic under study. In order to establish content validity and make adjustments and/or additions to the research instruments, consultations and discussions with the supervisors were done (Wambugu et al., 2015). Any abstruseness in the questionnaire item was amended before the questionnaire is used.

3.7 Reliability of the Instrument

Reliability is the degree of consistency that the instrument or tool demonstrates on repeat trials (Wambugu et al., 2015). Cronbach's Coefficient Alpha approach, recommended by Cohen, Manion and Morrison (2007), was used to measure internal consistency of the research instruments. Cronbach's Coefficient Alpha approach recommended by Cohen, Manion and Morrison (2007) for its ability to give average split-half correlation for all possible ways of dividing the test into two parts was used to measure internal consistency of the research instruments. Computation of Cronbach's Alpha was done using SPSS for windows version 20.0 programme. Correlation coefficient varies on a scale of 0.00 (indicating total unreliability and 1.00 (indicating perfect

reliability). The values 0.8-0.9 indicates high reliability, 0.6-0.8 indicates acceptable reliability value while below 0.5 is unacceptable (Wambugu et al., 2015). The questionnaires were accepted at reliability indices of 0.70 and above (If below 0.70, the questions were replaced or paraphrased so as to raise reliability).

3.8 Data Collection Procedure

The researcher first obtained a transmittal letter from the University department offices and a permit from the National Council for Science and Technology in order to aid get authorization to collect data from the respondents in the schools. The researcher then made prior visit to the schools to book appointments with the school principals as well as seek information and guidance on the best days to collect data from the principals, parents and students. The researcher then visited the school on the actual scheduled days for data collection. To ensure that the purpose of the study was achieved, the researcher interviewed one person at a time in a period of about ten minutes each. They were therefore be requested to provide the information truthfully and honestly.

3.9 Data Analysis Techniques

Data collected from the completed questionnaires was summarized, coded, tabulated and checked for any errors and omissions. Responses in the questionnaires were coded first then entered by use of a computer Statistical Package for Social Science (SPSS) version 20.0 programme to analyze the

data. Quantitative data was analyzed using descriptive statistics including frequencies, percentages, means and standard deviations. The data was presented using graphs, tables and charts.

Qualitative data was analyzed thematically.

3.10 Ethical considerations

As this research aims at adding to the knowledge of discipline among boys students, it upheld utmost confidentiality about the respondents. The researcher made certain that all respondents are given free will to participate and contribute voluntarily to the study. A verbal consent was sought from the respondents before being interviewed. In addition, necessary research authorities were consulted and consent approved and appropriate explanations specified to the respondents before commencement of the study. In addition, all forms of plagiarism were avoided through proper referencing of all authors cited.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

In this chapter the key issues related to data presentation, analysis and interpretation have been discussed. This chapter presents responses from students, parents and principals of the public boys' secondary schools in Makueni Sub-County, Makueni County, Kenya regarding the influence of home-based factors on discipline of students in public boy's secondary schools in Makueni Sub County, Makueni County, Kenya. First, the research response rate has been computed and presented for each section. Secondly, the demographic characteristics of the participants have been described. Thirdly, the findings on the three key objective areas of the study have been presented and interpreted. The responses were analyzed using descriptive and inferential statistics. The data has been presented in tables, graphs and pie charts.

4.2 Instrument Response Rate

Out of 305 questionnaires which had been administered to the students, 305 of them were returned for analysis. This translates to 99.3 percent return rate of the respondents. All the parents (100.0%) responded to the questionnaires. Overall, the response rate was considered very high and adequate for the study as shown in Table 1;

Table 1: Responses Rate

Response Rate	Frequency (F)	Percentage (%)
Returned (students)	305	99.3
Not Returned (students)	2	0.7
Returned (parents)	16	100.0
Not Returned (parents)	0	0

4.3 Demographic Characteristics of the Respondents

4.3.1 Gender of the Parents

The study sought to find out the gender of the parents. The findings are shown in Figure 4.1:

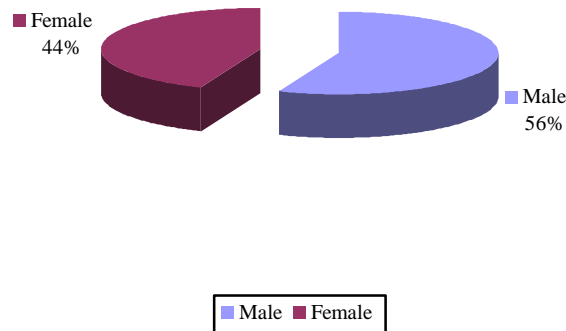


Figure 4.1: Distribution of parents by Gender

According to the data shown in Figure 4.1, majority of the respondents (56.0%) were males while 44.0% were female. The findings could be an indication that most of the parents attending the PTA are male.

4.3.2 Age of the respondents

The study sought to find out the age of both the parents and the students. The findings are shown in Table 2 and Table 3:

Table 2: Distribution of the parents by Age

Age	Frequency (F)	Percentage (%)
20-30 years	0	0.0
30-40 years	3	18.8
40-50 years	9	58.3
50 and above years	4	25.0
Total	16	100.0

It is evident from the data shown in Table 2 that, majority of the respondents (58.3%) fell under the age bracket of 40-50 years, 50 and above years (25.0%) and 30-40 years (18.8%). This could be an indication that majority of the parents of boys in public secondary school are middle aged and therefore they can be able to instill and monitor the discipline of their children.

Table 3: Distribution of the students by Age

Age	Frequency (F)	Percentage (%)
12-14 years	37	12.1
15-17 years	168	55.1
18-20 years	94	30.8
21 and above years	6	2.0
Total	31	100.0

Table 3 reveals that, majority of the respondents (55.1%) fell under the age bracket of 15-17 years, 18-20 years (30.8%), 12-14 years (12.1%) and 21 and above years (2.0%).

4.3.3 Distribution of the students by Class

The study sought to find out the class the students were in. The findings are shown in the Table 4:

Table 4: Class of the students

Responses	Frequency (F)	Percentage (%)
Form 1	76	24.9
Form 2	76	24.9
Form 3	74	24.3
Form 4	79	25.9
Total (Students)	307	100.0
Form 1	4	25.0
Form 2	4	25.0
Form 3	4	25.0
Form 4	4	25.0
Total (Parents)	16	100.0

Table 4 shows that majority of the students are in form 4 (25.9%), form 1 (24.9%), form 2 (24.9%) and form 3 (24.3%). The parents indicated that their students are distributed across all classes, that is, form 1 (25.0%), form 2 (25.0%), form 3 (25.0%), and form 4 (25.0%).

4.3.4 Education level of the Parents

The study sought to find out the education level of the parents. The findings are shown in Figure 4.2:

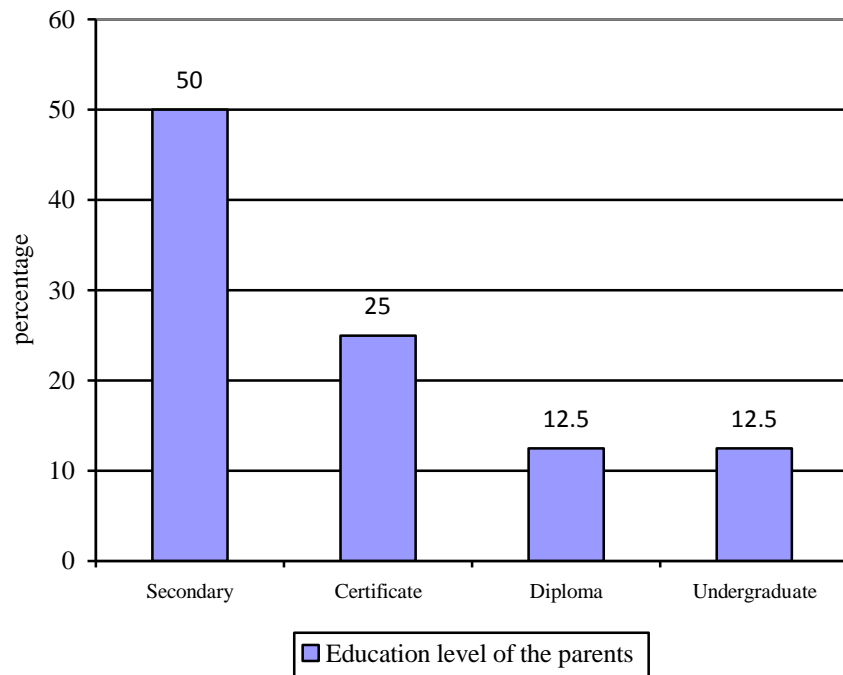


Figure 4.2: Education level of the parents

Figure 4.2 reveals that majority of the parents have attained secondary level of education (50.0%), certificate level (25.0%), diploma level (12.5%) and undergraduate level of education (12.5%). This could be an implication that majority of the parents of boys in public boys' secondary schools' have attained the basic education.

4.3.5 The person the student lives with

The study sought to find out who the student lives with. The findings are shown in the Figure 4.3:

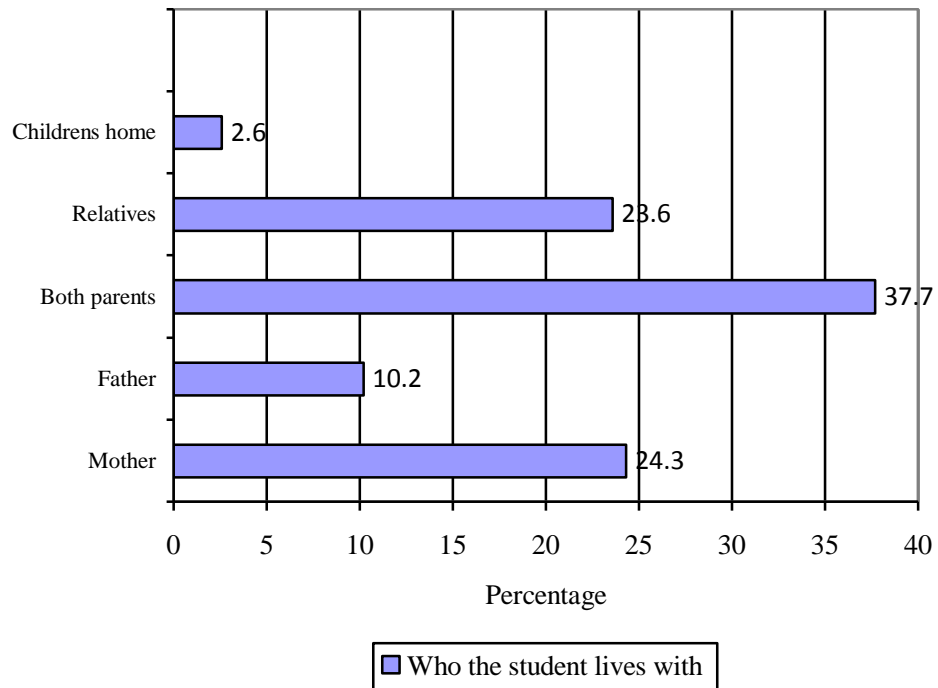


Figure 4.3: Living with the student

Figure 4.3 reveals that majority of the students live with both parents (37.7%). The figure further reveals that 24.3% live with the mother, 23.6% live with the relatives, 10.2% live with the father and 2.6% live at children's homes.

The principals were asked to rate the discipline in their school. One of the principals indicated that the discipline in the school was moderate, another one indicated it was good while the remaining 2 principals indicated that the discipline in the school was high. The principals noted that they have tried their best to ensure that the boys receive the needed discipline and that they handle the discipline cases immediately.

4.4 Influence of authoritarian parenting styles on discipline of boys

4.4.1 Influence of authoritarian parenting styles on discipline of boys

The study sought to find out if the authoritarian parenting styles influences discipline of boys. The findings are shown in Figure 4.4:

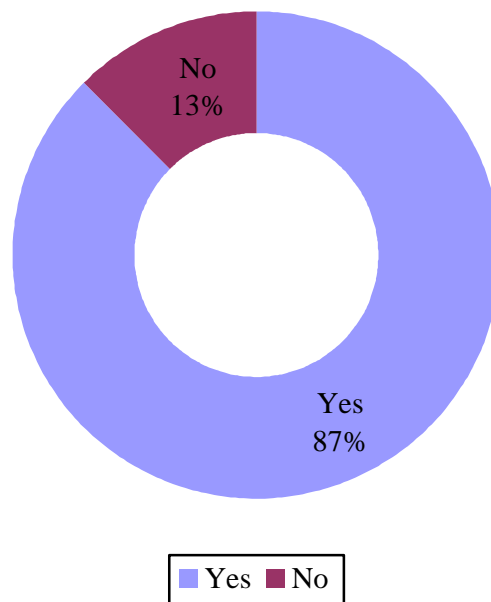


Figure 4.4: Influence of authoritarian parenting styles on discipline of boys

According to the data shown in Figure 4.4, majority of the parents (87.0%) agreed that authoritarian parenting styles influences discipline of boys while 13.0% disagreed. The findings support Shaffer (2015), who noted that parenting styles, being part of the family system, as the amount of expression,

psychological warmth, education and guidance that a parent allowed his/her children as he/she raised them, would get the child's perception of life issues. The findings concur with a study carried out by Melgosa (2008), revealed that home based factors such as a parenting styles influenced discipline of students in school because personal relationship between parents and children encouraged confidence and emphasized the need for personal responsibility.

4.4.2 Extent to which authoritarian parenting styles influences discipline of boys

The study sought to find out the extent to which authoritarian parenting styles influences discipline of boys. The findings are shown in Figure 4.5:

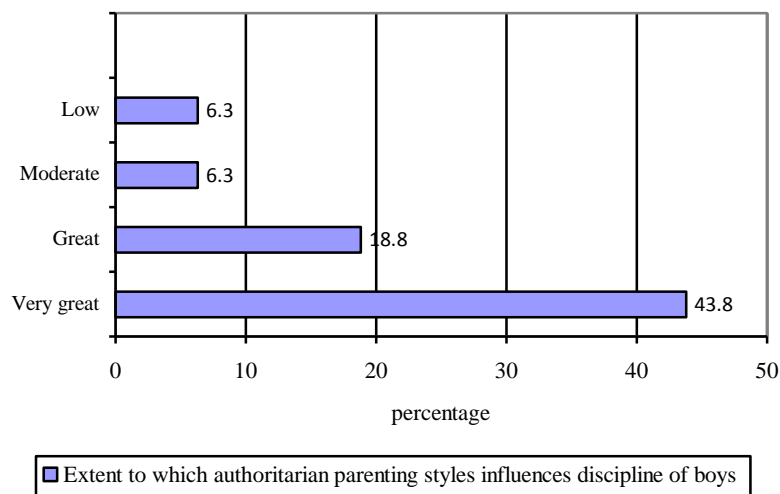


Figure 4.5: Extent to which authoritarian parenting styles influences discipline of boys

The figure reveals that majority of the parents agreed to a very great extent (43.8%) that authoritarian parenting styles influences discipline of boys while 18.8% agreed to a great extent that authoritarian parenting styles influences discipline of boys. The findings further reveal that 6.3% agreed to a moderate extent and 6.3% agreed to a low extent that authoritarian parenting styles influences discipline of boys.

4.4.3 Influence of authoritarian parenting styles on discipline of boys

Table 5: Influence of authoritarian parenting styles on discipline of boys (Parents)

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Students whose parents are strict are disciplined	12.5	0.0	6.3	6.3	75.0	4.31	1.4
Students whose parents have very high demands are disciplined	25.0	6.3	6.3	12.5	50.0	3.56	1.8
Students whose parents have high respondents are disciplined	25.0	12.5	12.5	12.5	37.5	3.25	1.7
Parents who care about their children's needs encourage discipline among their children	6.3	0.0	18.8	12.5	62.5	4.25	1.2

The results in Table 5 indicate that, majority of parents agreed that: Students whose parents are strict are disciplined (75.0%), Parents who care about their children’s needs encourage discipline among their children (62.5%), Students whose parents have very high demands are disciplined (50.0%), and Students whose parents have high respondents are disciplined (37.5%) are statements regarding Influence of authoritarian parenting styles on discipline of boys. The table further reveals that a large percentage of the parents strongly disagreed that Students whose parents have high respondents are disciplined (25.0%) and Students whose parents have very high demands are disciplined (25.0%) are statements regarding Influence of authoritarian parenting styles on discipline of boys.

Table 6: Influence of authoritarian parenting styles on discipline of boys (Students)

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Students whose parents are over strict are disciplined	13.8	9.8	13.8	4.3	58.4	2.16	1.53
Students given a lot of pocket money have discipline problems	27.9	13.1	16.1	20.0	23.0	2.97	1.54
Students are disciplined if they lack time with parents.	48.5	15.7	14.8	10.8	13.8	3.81	1.41

The results in Table 6 indicate that, majority of students strongly agreed that: Students whose parents are over strict are disciplined (58.4%), and Students given a lot of pocket money have discipline problems (27.9%) as statements regarding Influence of authoritarian parenting styles on discipline of boys'. The table further reveals that 48.5% of the students strongly disagreed that Students are disciplined if they lack time with parents as a statements regarding Influence of authoritarian parenting styles on discipline of boys. These findings support Feyfant and Rey (2006) who noted that parents involvement in their children's education significantly influences the students' behavior. They further note that the parents usually are involved by maintaining a family model that aspires to education and civic values and by holding regular meetings with the teachers in order to understand the school values, students' progress and homework.

The principals noted that: authoritarian parenting styles affect the discipline of boys. The principals noted that some of the students become very deviant in the process of rebelling. This is because boys are not like girls. While girls are influenced differently by their parents, boys undergo a totally different discipline method which is hard and has authority so that they can be disciplined. He noted that John Kiarimiti said that "the years of the boys are back" meaning that authority helps reform boys better than girls. Kathwonzeni Boys' and Makueni Boys' Principal noted that girls need calmness and may end up locking themselves while the boys need authority to unlock. The

principals further noted that boys are “big-headed” and therefore they need authority. This is the reason why the principals are very strict and harsh.

The findings support Lai & Chang (2001) cited in Obiero, Kalai & Okoth (2018) who established that authoritarian parenting style where children were generally not free with parents due to both low levels and one way communication with parents, where conformity to rules was strictly adhered to at all cost including use of corporal punishment to obey was associated with children with low self-esteem and low internalization of parental values. Hence children tended to defy authority and were associated with dangerous addiction. Obiero, Kalai & Okoth (2018) further established that students exposed to authoritarian parenting practices avoided open involvement in cases of discipline.

4.5 Influence of parental economic status on discipline of boys

The study sought to find out if the parental economic status influences discipline of boys.

4.5.1 Influence of parental economic status on discipline of boys

The findings are shown in Figure 4.6:

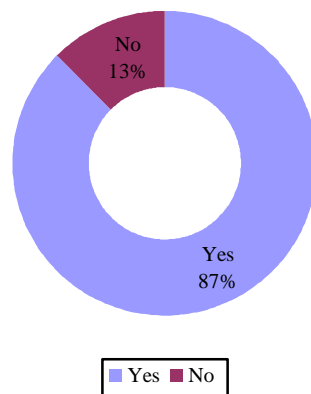


Figure 4.6: Influence of parental economic status on discipline of boys

According to the data shown in Figure 4.6, majority of the respondents (87.0%) agreed that parental economic status influences discipline of boys while 13.0% disagreed. These findings are in line with Dale (2009) who according to her findings, family social economic background affected school achievement through the type of school attended. Children from deprived homes despite their mental potential tended to go to cheaper low performing schools, whereas their counterparts whose ability could be average, could go to well performing schools because their parents could afford. Chakrabarti (2016), revealed that the more educated a parent is, the more likely a child will be disciplined. A parent who is more educated will most of the time avoid wrongful punishing because they are more understanding and patient, which will desist them from making their child rebellious or bitter which in the most likely event lead to indiscipline in school.

4.5.2 Influence of parental economic status on discipline of boys

The study sought to find out the extent to which parental economic status influences discipline of boys. The findings are shown in Figure 4.7:

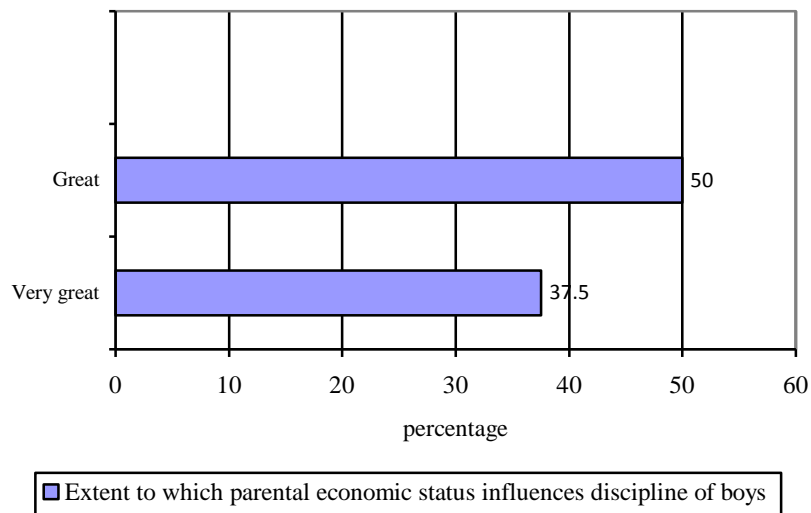


Figure 4.7: Extent to which parental economic status influences discipline of boys

The figure reveals that majority of the parents agreed to a great extent (50.8%) that parental economic status influences discipline of boys while 37.5% agreed to a very great extent that parental economic status influences discipline of boys.

4.5.3 Influence of parental economic status on discipline of boys

The study sought to find out the extent to which parental economic status influences discipline of boys.

**Table 7: Influence of parental economic status on discipline of boys
(Parents)**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Parental economic level, affect student discipline	25.0	0.0	0.0	6.3	68.8	3.94	1.8
Parents who are well educated influence their boys' discipline	25.0	12.5	18.8	6.3	37.5	3.19	1.7
Students from poor families are disciplined	12.5	6.3	0.0	12.5	68.8	1.81	1.5
Students whose parents have good jobs are disciplined	62.5	12.5	6.3	6.3	12.5	1.94	1.5

The results in Table 7 indicate that, majority of parents strongly agreed that: Students from poor families are disciplined (68.8%), Parental economic level, affect student discipline (68.8%) and Parents who are well educated influence their boys' discipline (37.5%) are statements regarding Influence of parental economic status on discipline of boys. The table further reveals that a large percentage of the parents strongly disagreed that: Students whose parents have good jobs are disciplined (62.5%) are statements regarding Influence of parental economic status on discipline of boys.

**Table 8: Influence of parental economic status on discipline of boys
(Students)**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Parental education level, affect student discipline	27.5	1.3	5.2	20.3	45.6	3.55	1.7
Indiscipline in our schools is mainly caused by peer pressure	2.6	0.0	7.2	39.3	50.8	4.36	0.8
Students whose parents have good jobs are disciplined	38.0	12.5	23.0	13.1	13.1	2.51	1.4

The results in Table 8 indicate that, majority of students strongly agreed that: Indiscipline in the schools is mainly caused by peer pressure (50.8%), and Parental education level, affect student discipline (45.6%) as statements regarding Influence of parental economic status on discipline of boys'. The table further reveals that 38.0% and 27.5% of the students strongly disagreed to statements that Students whose parents have good jobs are disciplined and Parental education level, affect student discipline respectively are statements regarding Influence of parental economic status on discipline of boys.

The principals agreed that the parental economic status affects discipline of boys. The principals stated that boys from rich families feel that they belong everywhere and therefore the principals have to be very strict with them. Other boys give up when they believe the parents cannot be able to support them. For example, when a child is sent home for school fees and the parents are not financially stable to pay the fees and take them back to school, they end up feeling that they do not belong to a certain class and thus become rebellious and undisciplined towards their parents and also at school when they go back. Other students who are sent home come back with drugs and other illegal things. Therefore it is more important to contain them in school than sending them home for school fees. There are also some rich parents who help sponsor children in the school. Other children receive bursaries and CDF to help them stay in school. The principals further noted that education also helps increase discipline of some boys because they want to study and be more like their parents.

These findings support Musau (2018) who found that parents with low economic status were less involved in management of the students' discipline. The finding further support Waring (2014) who concurs that parents with lower income levels are usually more stressed as they seek to balance their ability to provide for their families financially, physically and emotionally as they also guide their children's behavior. Low economic status brings about parental stress, depression and irritability which then leads to interrupted

parenting that results in their children's indiscipline. These results also agree with other scholars who found that parental low economic status leads to students' absenteeism due to lack of fees and thus leads to indiscipline (Wango, Musomi & Akinyi, 2012; Akeri, 2015). However, a study by Kimani (2007) disagreed that a student's discipline is influenced by the parental economic status.

4.6 Influence of family set-up on discipline of boys

4.6.1 Influence of family set-up on discipline of boys

The study sought to find out if the family set-up influences discipline of boys.

The findings are shown in Figure 4.8:

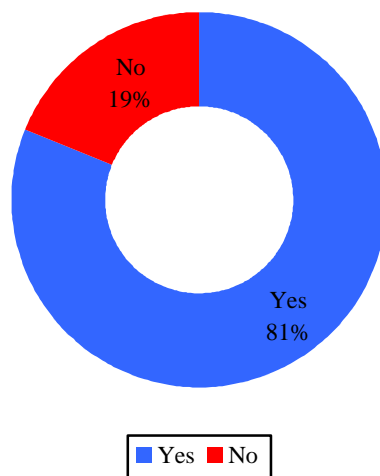


Figure 4.8: Influence of family set-up on discipline of boys

According to the data shown in Figure 4.8, majority of the parents (81.0%) agreed that family set-up influences discipline of boys while 19.0% disagreed. The findings support Ngari (2014), who noted that there is a steady increase in

the number of single parents, separations and divorces. This may be a possible suggestion on teenage indiscipline in school. This is especially so because divorce and separation rates are highest between the ages of 30 and 40 when children born into families are averagely in their adolescent stage. According to Nasibi (2013), a child’s early view of parental authority became the cornerstone of his future outlook of schools and others with whom the individual would eventually live and work.

4.6.2 Extent to which family set-up influences discipline of boys

The study sought to find out the extent to which family set-up influences discipline of boys. The findings are shown in Figure 4.9:

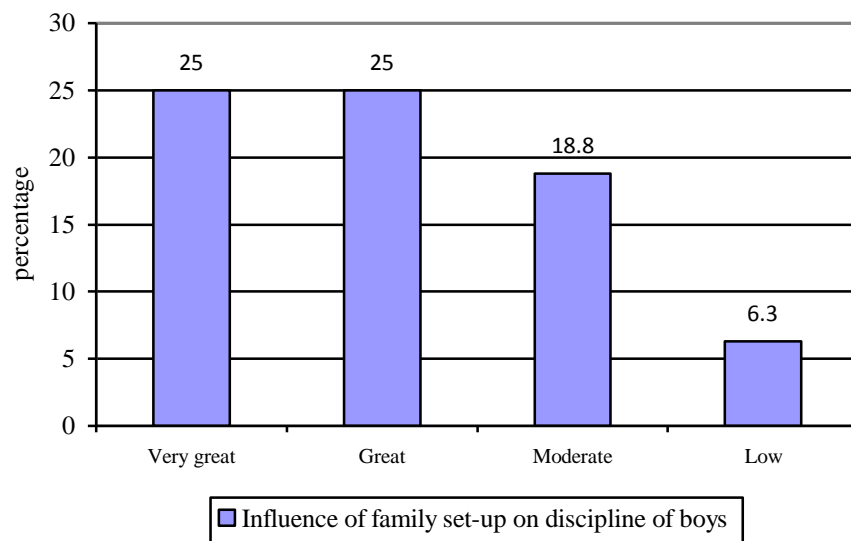


Figure 4.9: Extent to which family set-up influences discipline of boys

The figure reveals that majority of the parents agreed to a very great extent (25.0%) and great extent (25.0%) that family set-up influences discipline of

boys. The findings further reveal that 18.8% agreed to a moderate extent and 6.3% agreed to a low extent that family set-up influences discipline of boys.

4.6.3 Influence of family set-up on discipline of boys

The study sought to find out the extent to which family set-up influences discipline of boys.

Table 9: Influence of family set-up on discipline of boys (Parents)

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Students from single parent families are disciplined	18.8	18.8	0.0	18.8	43.8	2.50	1.7
Orphaned students are disciplined in our school	12.5	6.3	0.0	6.3	75.0	1.75	1.5
Students whose both parents are alive are disciplined	12.5	12.5	18.8	6.3	50.0	2.31	1.5
Students from polygamous families are disciplined	25.0	12.5	12.5	6.3	43.8	2.69	1.7

The results in Table 9 indicate that, majority of the parents strongly agreed that: Orphaned students are disciplined in the school (75.0%), Students whose both parents are alive are disciplined (50.0%), Students from single parent families are disciplined (43.8%), and Students from polygamous families are

disciplined (43.8%) are statements regarding Influence of family set-up on discipline of boys. The table further reveals that a percentage (25.0%) of the parents strongly disagreed that Students from polygamous families are disciplined as a statement regarding Influence of family set-up on discipline of boys.

Table 10: Influence of family set-up on discipline of boys (Students)

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Students from rural homes are disciplined	12.1	4.9	24.6	12.1	45.6	2.25	1.39
Students from single parent families are disciplined	23.0	25.2	24.9	8.2	18.0	3.27	1.38
Students whose both parents are alive are disciplined	36.4	9.8	23.6	12.5	17.0	2.64	1.50
Students from polygamous families are disciplined	21.0	18.4	26.9	9.8	23.3	3.04	1.44

The results in Table 10 indicate that, majority of students strongly agreed that: Students from rural homes are disciplined (45.6%), Students whose both parents are alive are disciplined (36.4%), Students from polygamous families are disciplined (23.3%) and Students from single parent families are disciplined (18.0%) as statements regarding Influence of family set-up on discipline of boys'. The table further reveals that 23.0% and 21.0% of the

students strongly disagreed that Students from single parent families are disciplined, and Students from polygamous families are disciplined respectively are statements regarding Influence of family set-up on discipline of boys.

The principals noted that family set-up affects the discipline of boys. The principals highlighted that single parenthood influences the discipline of boys. The children end up being rude because they have no father/authority figure in their homes. One of the principals highlighted that without a father figure/set-up, the boys' become very rude and tend to be arrogant. Therefore, the principals and teachers have to be very strict and instill authority. Another principal further noted that broken homes have a lot of challenges and the lack of authority and male role-models contributes a lot to indiscipline. The children from broken families/single families are also withdrawn and do not participate in anything. This has been very evident even in teacher-parent meetings whereby it's the mothers who attend the meetings and follow up on their children's school report as opposed to the fathers who do not show up often for school functions and meetings. At other times, both parents do not show up for the meetings and therefore they cannot know the progress of their boys. Since the mothers/women have a soft side, they are not able to punish or instill discipline to the boys like the men/fathers can.

The findings concur with Obiero, Kalai & Okoth (2018) who found that problems emanating from students' homes such as frequent fights between

parents, drugs and substance abuse, divorce and separation caused anxiety, lack of concentration and indiscipline which strategies of discipline management were unable to unearth and address. The findings further concur with Mulu, Kalai & Chepkonga (2017) who noted that there is a perceived women's inability to discipline students, supervise others, have constructive criticism and be involved in financial management because they are too emotional and this has led to risen cases of indiscipline in students raised by single mothers or single female guardians.

4.7 Influence of parental education level on discipline of boys

4.7.1 Influence of parental education level on discipline of boys

The study sought to find out if the parental education level influences discipline of boys. The findings are shown in Figure 4.10:

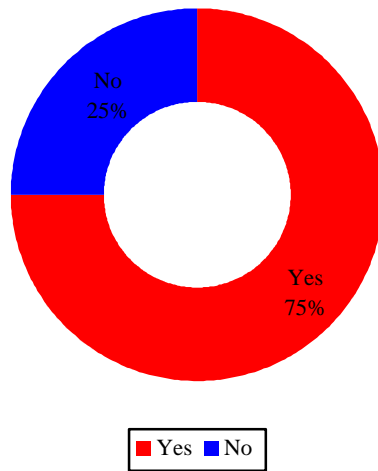


Figure 4.10: Influence of parental education level on discipline of boys

According to the data shown in Figure 4.10, majority of the parents (75.0%) agreed that parental education level influences discipline of boys while 25.0% disagreed. The findings support Chakrabarti (2016) who revealed that the more educated a parent is, the more likely a child will be disciplined. A parent who is more educated will most of the time avoid wrongful punishing because they are more understanding and patient, which will desist them from making their child rebellious or bitter which in the most likely event lead to indiscipline in school. According to Park and Peterson (2008), parents with higher levels of education tend to utilize non-physical means of discipline. These parents tend to have more money and a larger social network that offers them support and hence do not have a lot of stress which contributes negatively to the home environment.

4.7.2 Extent to which parental education level influences discipline of boys

The study sought to find out the extent to which parental education level influences discipline of boys. The findings are shown in Figure 4.9:

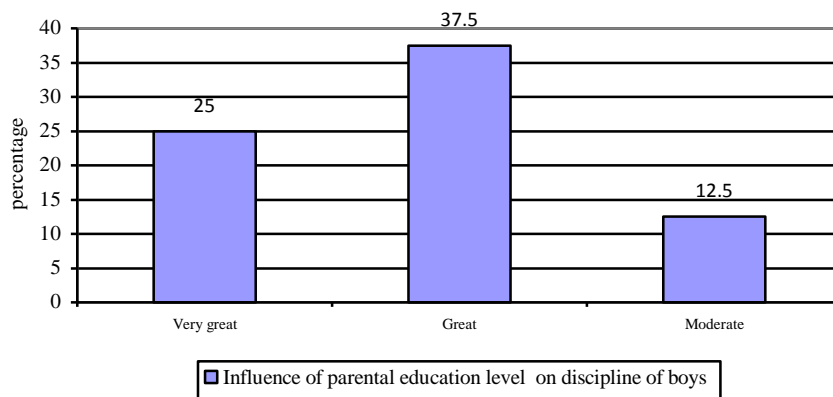


Figure 4.11: Extent to which parental education level influences discipline of boys

The figure reveals that majority of the parents agreed to a great extent (37.5%) that parental education level influences discipline of boys while 25.0% agreed to a great extent that parental education level influences discipline of boys. The findings further reveal that 12.5% agreed to a moderate extent that parental education level influences discipline of boys.

4.7.3 Influence of parental education level on discipline of boys

**Table 11: Influence of parental education level on discipline of boys
(Parents)**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Parents who are well educated influence their boys' discipline	6.3	25.0	25.0	31.3	12.5	3.19	1.12
Parents who have higher levels of education tend to utilize non-physical means of discipline	6.3	6.3	25.0	56.3	6.3	3.81	1.11
Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient	0.0	18.8	12.5	37.5	31.3	4.50	0.63

The results in Table 11 indicate that, majority of the parents agreed that: Parents who have higher levels of education tend to utilize non-physical means of discipline (56.3%), Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient (37.5%), and Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient (31.3%)

are statements regarding Influence of parental education level on discipline of boys. The table further reveals that a percentage (25.0% and 18.8%) of the parents disagreed that Parents who are well educated influence their boys' discipline and Parents who have higher levels of education tend to utilize non-physical means of discipline are statements regarding Influence of parental education level on discipline of boys.

**Table 12: Influence of parental education level on discipline of boys
(Students)**

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Parental education level, affect student discipline	5.2	27.2	24.9	31.1	11.5	3.16	1.11
Parents with higher levels of education tend to utilize non-physical means of discipline	14.1	23.0	15.1	28.9	19.0	3.16	1.35

The results in Table 12 indicate that, majority of students agreed that: Parental education level, affect student discipline (31.1%), and Parents with higher levels of education tend to utilize non-physical means of discipline (28.9%) as statements regarding Influence of parental education level on discipline of boys'. The table further reveals that 27.2% and 23.0% of the students strongly

disagreed that Parents with higher levels of education tend to utilize non-physical means of discipline, and Parental education level, affect student discipline respectively are statements regarding Influence of parental education level on discipline of boys. The two statements had an equal mean of 3.16 respectively.

The principals noted that parental education level affects the discipline of boys. The principals highlighted that the parents who are well educated tend to be stricter with their students as they want them to perform better in school, and emulate them. This has made them become stricter as opposed to other parents who are not well educated. The principals further noted that in as far as the well-educated parents tend to be strict and may use non-physical means of punishment, some are also more focused on their careers that they do not have time to attend to their children and this may make the students more rebellious. Some of these parents do not even have time to attend the disciplinary hearings for their children and tend to send guardians/representatives who may not understand their children well. One of the principals highlighted that there are some educated parents who do not believe in punishing their children as they believe in first understanding the cause of the crime/indiscipline before punishing and this at times affects the discipline of boys who have the notion that their parents are soft and cannot punish them at all costs no matter the crime committed.

These findings support Musau (2018) who found that parents with low level of educational attainment were less involved in the education of their children. Akeri (2015) found that high learned and working parents motivate their children to work harder at school. Haack (2007) found that less educated parents lack parenting skills and thus influence the indiscipline of their students.

4.8 Discipline of Students

The study sought to find out the extent to which the respondents agree with the statements regarding discipline of boys. The findings are shown in Table 13 and Table 14:

Table 13: Discipline of boys (Parents)

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Conflicts are resolved amicably in the school	0.0	0.0	6.3	37.5	56.3	4.50	0.63
School communication channels are well utilized	0.0	0.0	0.0	31.3	68.8	4.69	0.47
Discipline has improved performance of students	0.0	0.0	0.0	6.3	93.8	4.94	0.25
Discipline has led to adherence of school rules	0.0	0.0	0.0	6.3	93.8	4.94	0.25
Discipline improves school attendance	0.0	0.0	0.0	12.5	87.5	4.88	0.34
Discipline ensures the school staff are respected	0.0	0.0	0.0	6.3	93.8	4.94	0.25

Table 13 revealed that majority of the parents strongly agreed that: Discipline has improved performance of students (93.8%), Discipline has led to adherence of school rules (93.8%), Discipline ensures the school staff are respected (93.8%), Discipline improves school attendance (87.5%), School communication channels are well utilized (68.8%), and Conflicts are resolved amicably in the school (56.3%).

Table 14: Discipline of boys (Students)

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean	SD
Discipline has improved performance of students	0.0	0.0	2.0	17.0	81.0	4.79	0.45
Discipline has led to adherence of school rules	0.0	0.0	2.6	27.2	70.2	4.68	0.52
Discipline improves school attendance	0.0	0.0	6.6	32.8	60.7	4.54	0.62
Discipline ensures the school staff are respected	0.0	0.0	0.0	19.3	80.7	4.81	0.39

The findings on Table 14 reveal that majority of the students strongly agreed that: Discipline has improved performance of students (81.0%); Discipline ensures the school staff are respected (80.7%); Discipline has led to adherence of school rules (70.2%) and Discipline improves school attendance (60.7%). The findings further reveal that the statement Discipline has improved performance of students has the highest mean of 4.81. These findings concur with Wambua, Kalai and Okoth, (2017) who found that involvement of students in decision making is a key driver to student's discipline as seen by the reduced number of arson cases in public secondary schools. Student involvement in decision making enhances discipline in schools with social adjustment, practical competence, self-confidence, self-esteem and sense of been humane.

CHAPTER FIVE
SUMMARY OF THE STUDY, CONCLUSIONS AND
RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study, conclusions and recommendations. It also highlights the suggestions for further research.

5.2 Summary of the Study

The study sought to investigate the influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya. Specifically, the study sought to establish the influence of authoritarian parenting styles on discipline of students in public boys' secondary schools; determine the influence of parental economic status on discipline of students in public boys' secondary schools; assess the effect of family set-up on discipline of students in public boys' secondary schools; and determine the extent parental education level influences discipline of students in public boys' secondary schools.

The study adopted a descriptive research design. The study involved 76 students per school, meaning 19 students per each form. The study also interviewed four parents from each schools totaling to 16 parents. The parents were chosen from the Parents and teachers association (PTA) members. The study also involved 4 head-teachers. Simple random sampling was applied in

order to randomly select the parents from Makueni Sub County. Inclusion criteria were parents of students in public secondary boys' schools in Makueni Sub County.

The study relied on data collected through questionnaires and interview guide to meet the objectives of the study. Responses were tabulated, coded and processed by use of a computer Statistical Package for Social Science (SPSS) version 20.0 programme to analyze the data.

5.2.1 Influence of authoritarian parenting styles on discipline of boys

The findings reveal that majority of the parents agreed that authoritarian parenting styles influences discipline of boys. Majority of the parents agreed to a very great extent that authoritarian parenting styles influences discipline of boys. The findings reveal that majority of respondents agreed that: Students whose parents are strict are disciplined, Parents who care about their children's needs encourage discipline among their children, Students whose parents have very high demands are disciplined, and Students whose parents have high respondents are disciplined are statements regarding Influence of authoritarian parenting styles on discipline of boys.

The study findings also reveal that majority of students strongly agreed that: Students whose parents are over strict are disciplined, and Students given a lot of pocket money have discipline problems as statements regarding Influence of authoritarian parenting styles on discipline of boys'. The principals noted

that: authoritarian parenting styles affect the discipline of boys. The principals noted that some of the students become very deviant in the process of rebelling. This is because boys are not like girls. While girls are influenced differently by their parents, boys undergo a totally different discipline method which is hard and has authority so that they can be disciplined. He noted that John Kiarimiti said that “the years of the boys are back” meaning that authority helps reform boys better than girls. Kathwonzeni Boys’ and Makueni Boys’ Principal noted that girls need calmness and may end up locking themselves while the boys need authority to unlock. The principals further noted that boys are “big-headed” and therefore they need authority. This is the reason why the principals are very strict and harsh.

5.2.2 Influence of parental economic status on discipline of boys

The findings reveal that majority of the respondents agreed that parental economic status influences discipline of boys. Majority of the parents agreed to a great extent that parental economic status influences discipline of boys. The study findings further reveal that majority of respondents strongly agreed that: Students from poor families are disciplined, Parental economic level, affect student discipline and Parents who are well educated influence their boys’ discipline are statements regarding Influence of parental economic status on discipline of boys. The findings reveal that majority of students strongly disagreed that: Students whose parents have good jobs are disciplined are statements regarding Influence of parental economic status on discipline of boys.

The principals agreed that the parental economic status affects discipline of boys. The principals stated that boys from rich families feel that they belong everywhere and therefore the principals have to be very strict with them. Other boys give up when they believe the parents cannot be able to support them. For example, when a child is sent home for school fees and the parents are not financially stable to pay the fees and take them back to school, they end up feeling that they do not belong to a certain class and thus become rebellious and undisciplined towards their parents and also at school when they go back. Other students who are sent home come back with drugs and other illegal things. Therefore it is more important to contain them in school than sending them home for school feed. There are also some rich parents who help sponsor children in the school. Other children receive bursaries and CDF to help them stay in school. The principals further noted that education also helps increase discipline of some boys because they want to study and be more like their parents.

5.2.3 Influence of family set-up on discipline of boys

The findings reveal that majority of the respondents agreed that family set-up influences discipline of boys. Majority of the parents agreed to a very great extent and great extent that family set-up influences discipline of boys. The findings further reveal that majority of the parents strongly agreed that: Orphaned students are disciplined in the school, Students whose both parents are alive are disciplined, Students from single parent families are disciplined,

and Students from polygamous families are disciplined are statements regarding Influence of family set-up on discipline of boys.

The findings reveal that majority of students strongly agreed that: Students from rural homes are disciplined, Students whose both parents are alive are disciplined, Students from polygamous families are disciplined and Students from single parent families are disciplined as statements regarding Influence of family set-up on discipline of boys'. The principals noted that family set-up affects the discipline of boys. The principals highlighted that single parenthood influences the discipline of boys. The children end up being rude because they have no father/authority figure in their homes. One of the principals highlighted that without a father figure/set-up, the boys' become very rude and tend to be arrogant. Therefore, the principals and teachers have to be very strict and instill authority. Another principal further noted that broken homes have a lot of challenges and the lack of authority and male role-models contributes a lot to indiscipline. The children from broken families/single families are also withdrawn and do not participate in anything. This has been very evident even in teacher-parent meetings whereby it's the mothers who attend the meetings and follow up on their children's school report as opposed to the fathers who do not show up often for school functions and meetings. At other times, both parents do not show up for the meetings and therefore they cannot know the progress of their boys. Since the mothers/women have a soft side, they are not able to punish or instill discipline to the boys like the men/fathers can.

5.2.4 Influence of parental education level on discipline of boys

The study findings reveal that majority of the respondents agreed that parental education level influences discipline of boys. Majority of the parents agreed to a great extent that parental education level influences discipline of boys. Majority of the parents agreed that: Parents who have higher levels of education tend to utilize non-physical means of discipline, Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient, and Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient are statements regarding Influence of parental education level on discipline of boys. Majority of students agreed that: Parental education level, affect student discipline, and Parents with higher levels of education tend to utilize non-physical means of discipline as statements regarding Influence of parental education level on discipline of boys'

The principals noted that parental education level affects the discipline of boys. The principals highlighted that the parents who are well educated tend to be stricter with their students as they want them to perform better in school, and emulate them. This has made them become stricter as opposed to other parents who are not well educated. The principals further noted that in as far as the well-educated parents tend to be strict and may use non-physical means of punishment, some are also more focused on their careers that they do not

have time to attend to their children and this may make the students more rebellious. Some of these parents do not even have time to attend the disciplinary hearings for their children and tend to send guardians/representatives who may not understand their children well. One of the principals highlighted that there are some educated parents who do not believe in punishing their children as they believe in first understanding the cause of the crime/indiscipline before punishing and this at times affects the discipline of boys who have the notion that their parents are soft and cannot punish them at all costs no matter the crime committed.

5.2.5 Discipline of students

The study findings reveal that majority of the parents strongly agreed that: discipline has improved performance of students, discipline has led to adherence of school rules, discipline ensures the school staff are respected, discipline improves school attendance, school communication channels are well utilized, and conflicts are resolved amicably in the school are statements regarding discipline of boys. Majority of the students strongly agreed that: discipline has improved performance of students; discipline ensures the school staff are respected; discipline has led to adherence of school rules and discipline improves school attendance are statements regarding discipline of boys.

5.3 Conclusion

5.3.1 Influence of authoritarian parenting styles on discipline of boys

The study findings reveal that majority of the parents agreed that authoritarian parenting styles influences discipline of boys to a very great extent. Furthermore, the findings show that the parents agreed that the Students whose parents are strict are disciplined, Parents who care about their children's needs encourage discipline among their children, Students whose parents have very high demands are disciplined, and Students whose parents have high respondents are disciplined. The students strongly agreed that: Students whose parents are over strict are disciplined, and students given a lot of pocket money have discipline problems. The findings support Shaffer (2015), who noted that parenting styles, being part of the family system, as the amount of expression, psychological warmth, education and guidance that a parent allowed his/her children as he/she raised them, would get the child's perception of life issues. The findings concur a study carried out by Melgosa (2008), revealed that home based factors such as a parenting styles influenced discipline of students in school because personal relationship between parents and children encouraged confidence and emphasized the need for personal responsibility.

5.3.2 Influence of parental economic status on discipline of boys

The study findings reveal that majority of the parents agreed that parental economic status influences discipline of boys to a very great extent. The study findings further reveal that the parents strongly agreed that: Students from poor families are disciplined, Parental economic level, affect student discipline and Parents who are well educated influence their boys' discipline are statements regarding Influence of parental economic status on discipline of boys. The students strongly disagreed that: Students whose parents have good jobs are disciplined are statements regarding Influence of parental economic status on discipline of boys.

These findings are in line with Dale (2009) who according to her findings, family social economic background affected school achievement through the type of school attended. Children from deprived homes despite their mental potential tended to go to cheaper low performing schools, whereas their counterparts whose ability could be average, could go to well performing schools because their parents could afford.

5.3.3 Influence of family set-up on discipline of boys

The study findings reveal that majority of the parents agreed that family set-up influences discipline of boys to a very great extent. The parents strongly agreed that: Orphaned students are disciplined in the school, Students whose both parents are alive are disciplined, Students from single parent families are disciplined, and Students from polygamous families are disciplined are

statements regarding Influence of family set-up on discipline of boys. The students strongly agreed that: Students from rural homes are disciplined, Students whose both parents are alive are disciplined, Students from polygamous families are disciplined and Students from single parent families are disciplined as statements regarding Influence of family set-up on discipline of boys'. The findings support Ngari (2014), who noted that there is a steady increase in the number of single parents, separations and divorces. This may be a possible suggestion on teenage indiscipline in school. According to Nasibi (2013), a child's early view of parental authority became the cornerstone of his future outlook of schools and others with whom the individual would eventually live and work.

5.3.4 Influence of parental education level on discipline of boys

The study findings reveal that majority of the respondents agreed that parental education level influences discipline of boys to a great extent. The findings reveal that the parents agreed that: Parents who have higher levels of education tend to utilize non-physical means of discipline, Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient, and Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient are statements regarding Influence of parental education level on discipline of boys. The students agreed that: Parental education level, affect student discipline, and Parents with higher levels of

education tend to utilize non-physical means of discipline as statements regarding Influence of parental education level on discipline of boys’.

The findings support Chakrabarti (2016) who revealed that the more educated a parent is, the more likely a child will be disciplined. A parent who is more educated will most of the time avoid wrongful punishing because they are more understanding and patient, which will desist them from making their child rebellious or bitter which in the most likely event lead to indiscipline in school. According to Park and Peterson (2008), parents with higher levels of education tend to utilize non-physical means of discipline. These parents tend to have more money and a larger social network that offers them support and hence do not have a lot of stress which contributes negatively to the home environment

5.3.5 Discipline of students

The study findings reveal that the parents strongly agreed that: discipline has improved performance of students, discipline has led to adherence of school rules, discipline ensures the school staff are respected, discipline improves school attendance, school communication channels are well utilized, and conflicts are resolved amicably in the school are statements regarding discipline of boys. The students strongly agreed that: discipline has improved performance of students; discipline ensures the school staff are respected; discipline has led to adherence of school rules and discipline improves school attendance are statements regarding discipline of boys.

5.4 Recommendations

There is need for the church can assist in coming in to instill morals in parents because the biggest challenge is parenting; the government can come in to help train the parents on how to support their children; public participation can help improve discipline among boys; frequent guidance and counseling sessions with the students; strict measures against the indiscipline cases; encouraging boys on importance of discipline; the teachers should educate the students on negative influence of indiscipline and how it affects their future; and parents should be involved in the boy-child development; and the government, NGOS and CBOs should shift focus to the boy-child as opposed to focusing only on the girl-child.

5.5 Suggestions for further research

This study sought to investigate the influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya attempting to bridge the gap in knowledge. Future researchers should consider conducting a similar study in all the public boys' secondary schools in Kenya. This will allow the researchers to establish the robustness of the findings and the subsequent policy recommendations and formulation. There is also need to conduct a study on the causes of poor performance in boys' secondary schools in Makueni County.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

James Kioko Muthusi,
P.O Box 1467-00515,
Nairobi, Kenya
3rd March, 2019.

Dear Principal,

RE: **DATA COLLECTION**

I am a student at University of Nairobi currently undertaking a study to fulfill the requirements of the Award of Masters of Educational Administration. The topic is: “**Influence of home-based factors on discipline of students in public Boys’ secondary schools In Makueni Sub-County, Makueni County, Kenya**”. Please allow me to collect data. I would largely appreciate your participation as you have been randomly selected by answering all the questions honestly and completely. Your identity will be treated with extreme confidentiality while the findings will only be used for academic purpose. You are required to participate voluntarily as no one will be coerced. Kindly spare a few minutes to complete the questionnaire.

Thank you.

Yours Faithfully,

James Kioko Muthusi.

APPENDIX II: QUESTIONNAIRE FOR PARENTS

Kindly complete the following questionnaire using the instructions provided for each set of question. Instructions: Please tick as appropriate. Do not write your name on this questionnaire.

PART A: Respondent's Background Information

1. What is your gender? Male Female
2. What is your age?
 20-30 years 30-40 years 41-50 years 50 and above years
3. What is your highest education level?
 Primary Secondary Certificate Diploma
 Undergraduate Post Graduate PhD Other

4. Class of Student?
 Form 1 Form 2 Form 3 Form 4

PART B: Influence of authoritarian parenting styles on discipline of boys

5. a) In your opinion, does authoritarian parenting styles influence discipline of boys? Yes No
b) To what extent? Very great extent Great extent
 Moderate extent Low extent Very low extent
6. Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

		1	2	3	4	5
i.	Students whose parents are strict are disciplined					
ii.	Students whose parents have very high demands are disciplined					
iii.	Students whose parents have high respondents are disciplined					
iv.	Parents who care about their children's needs encourage discipline among their children					

PART C: Influence of parental economic status on discipline of boys

7. In your opinion, does parental economic status influence discipline of boys?

Yes No

To what extent? Very great extent Great extent

Moderate extent Low extent Very low extent

8. Indicate your response. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

		1	2	3	4	5
i.	Parental economic level, affect student discipline					
Ii	Parents who are well educated influence their boys' discipline					
iv.	Students from poor families are indisciplined					
v.	Students whose parents have good jobs are disciplined					

PART D: Influence of family setup on discipline of boys

9. In your opinion, does family background influence discipline of boys?

Yes No

To what extent? Very great extent Great extent

Moderate extent Low extent Very low extent

10. Indicate your response. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

		1	2	3	4	5
ii.	Students from single parent families are indisciplined					
iii.	Orphaned students are indisciplined in our school					
iv.	Students whose both parents are alive are indisciplined					
vi.	Students from polygamous families are indisciplined					

PART E: Influence of parental education level on discipline of boys

11. In your opinion, does parental education level influence discipline of boys?

Yes No

To what extent? Very great extent Great extent

Moderate extent Low extent Very low extent

12. Indicate your response. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

		1	2	3	4	5
I	Parents who are well educated influence their boys' discipline					
ii.	Parents who have higher levels of education tend to utilize non-physical means of discipline					
iii.	Parent who are more educated will most of the time avoid wrongful punishing because they are more understanding and patient					

PART F: Discipline of boys

13. Indicate your response. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

		1	2	3	4	5
I	Conflicts are resolved amicably in the school					
ii.	School communication channels are well utilized					
iii.	Discipline has improved performance of students					
Iv	Discipline has led to adherence of school rules					
V	Discipline improves school attendance					
vi	Discipline ensures the school staff are respected					

14. Please give suggestions/recommendations towards influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya.

THANK YOU FOR YOUR TIME AND COOPERATION!!

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

PART A: Respondent’s Background Information

1. What is your age?

12-14 years 15-17 years 18-20 years 21 and above years

2. Class of Student?

Form 1 Form 2 Form 3 Form 4

3. Who do you live with at home?

Mother Father Both Parents Relatives Other ____

Part B: Home-Based influencing discipline of students in public boys’ secondary schools in Makueni Sub County, Makueni County, Kenya

Indicate your response based on a 5-point scale by using a tick (√) or X to mark the applicable box. 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree

	Authoritarian Parenting styles	1	2	3	4	5
i.	Students whose parents are over strict are disciplined					
ii.	Students given a lot of pocket money have discipline problems					
iii.	Students are disciplined if the lack time with parents.					
	Parental economic status					
iv.	Indiscipline in our schools is mainly caused by peer pressure					
v.	Students whose parents have good jobs are disciplined					
vi.	Students from poor homes are disciplined.					
	Family setup					
vii.	Students from rural homes are disciplined					
viii.	Students from single parent families are disciplined					
ix.	Students whose both parents are alive are disciplined					

x.	Students from polygamous families are disciplined					
	Parental education level					
Xi	Parental education level, affect student discipline					
Xii	Parents with higher levels of education tend to utilize non-physical means of discipline					
	Discipline of students					
xiii	Discipline has improved performance of students					
Xiv	Discipline has led to adherence of school rules					
Xv	Discipline improves school attendance					
xvi	Discipline ensures the school staff are respected					

Thank You for your Time!

APPENDIX IV: INTERVIEW GUIDE FOR PRINCIPALS

1. How do you rate the discipline of your school?
2. What is the influence of authoritarian parenting styles on on discipline of students in public male secondary schools in Makueni Sub County, Makueni County, Kenya
3. To what extent does parental economic status influence the discipline of students in public male secondary schools in Makueni Sub County, Makueni County, Kenya?
4. To what extent does family set-up influence the discipline of students in public male secondary schools in Makueni Sub County, Makueni County, Kenya?
5. To what extent does parental education level influence the discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya?

APPENDIX V: TRANSMITTAL LETTER



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

Telephone: 020-2701902
Telegram: "CES"
E-mail: dept-edadmin@uonbi.ac.ke

P.O. Box 30197-00100, NRB
OR P.O. Box 92-00902 KIKUYU

June 25, 2019

Our Ref: UON/CES/SOE/A&P/1/A/9

TO WHOM IT MAY CONCERN

JAMES KIOKO MUTHUSI - E55/70518/2013

This is to certify that the above named is a Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. He has completed his course work and is summarizing his research proposal on *"Influence of home -Based factors on Discipline of Students in Public Boys Secondary Schools in Makeni Sub - County, Makeni County, Kenya"* His area of Specialization is Educational Administration Any assistance accorded him will be highly appreciated.

Thank you.

Yours faithfully,

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

JMK/g

APPENDIX VII: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349, 331671, 2219420
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Email: rig@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref. No. NACOSTI/P/19/38921/31825

Date: 23rd July, 2019.

James Kioko Muthusi
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of home-based factors on discipline of students in public boys' secondary schools in Makueni Sub County, Makueni County, Kenya."* I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for the period ending **23rd July, 2020**.

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

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



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

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

National Commission for Science, Technology and Innovation P.O. Box 30623-00100 Nairobi