THE ROLE OF PARENTS IN RESOLVING STUDENTS’ DISCIPLINE PROBLEMS IN PUBLIC DAY SECONDARY SCHOOLS IN KIKUYU SUB COUNTY, KIAMBU COUNTY, KENYA

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NOVEMBER, 2014
DECLARATION

This project is my original work and has not been presented for a degree or any other award in any other university or institution.

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DEDICATION

This work is dedicated to my Late father Njiru Hezekiah for bringing me up in love and for his dedication to education.
ACKNOWLEDGEMENT

I wish to thank my family most sincerely for their unwavering support during this work. I also wish to thank my colleagues in the Kenyatta University Administration Class 2008 for their guidance in choosing this topic which was the most difficult point of this project.

I am indebted to my supervisors; Mrs. C. Wanjau and Dr. F. Njuguna for their professional guidance in accomplishing this project. Thank you all my friends for encouraging me and telling me it was possible. You are a treasure!

Above all I wish to thank the Almighty God for life and sustenance. Two surgeries down the line, I can say He is Lord. Last but not least, I wish to thank my friend Salome Thuo and my son Kevin for their technical support.
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<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NASUWT</td>
<td>National Association of Schoolmasters/Union of Women Teachers</td>
</tr>
<tr>
<td>UK</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>UoN</td>
<td>University of Nairobi</td>
</tr>
<tr>
<td>US</td>
<td>United States</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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ABSTRACT

The problem of indiscipline in secondary schools has been on the rise over the years reaching a crescendo in 2008 when many secondary schools went on rampage destroying property and even causing loss of life. Many of the reasons have been explored by researchers. However, the role of parents in resolving the discipline problems of their children has not been adequately explored. The purpose of this study was to investigate the role of the parents in resolving discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County. Five research objectives were formulated to guide the study. Research objective one sought to determine the common forms of indiscipline among students in public day secondary schools in Kikuyu Sub County, Kiambu County. Research objective two sought to find out the role parents played in resolving discipline problems of their children in public day secondary schools in Kikuyu Sub County, Kiambu County. Research objective three sought to determine the parenting styles/practices used by parents in resolving discipline problems of their children in public day secondary schools in Kikuyu Sub County, Kiambu County. Research objective four sought to find out the effects of parenting styles/practices parents use on their children in public day secondary schools in Kikuyu Sub County, Kiambu County. Research objective five sought to provide suggestions on how parents can be involved in resolving discipline problems of their children in public day secondary schools in Kikuyu Sub County, Kiambu County. The study adopted a descriptive survey design. The locale of the study was Kikuyu Sub County, Kiambu County. The population of the study comprised of 19 public day secondary schools with a target population of 5671 students; 3192 boys and 2479 girls. A sample of 10 out of the 19 was taken. The target population of class teacher was 400 and that of the principals was 19. The sample comprised 10 principals, 10 class teachers and 100 parents. Data were collected by use of questionnaires and an interview. Data were analyzed qualitatively and quantitatively. Findings revealed that the most common problems in public day secondary school were absenteeism, teenage pregnancies, early marriages, boy-girl relationship, and theft and drug abuse. Others included truancy, noise making, molestation of new comers and failure to do homework. It was apparent that parents were not adequately involved. All respondents agreed that parents should be involved more in resolving discipline problems. Parents used different parenting styles/practices to resolve discipline problems of the students. Principals’ and teachers’ responses leaned towards parents being permissive while the parents’ opinion depicted an authoritarian view of themselves. On the effects of parenting styles/practices, findings indicate different opinions between the principals and teachers on one hand and parents on the other. The study recommended that parents should be involved in dealing with students discipline problem. The study suggested that an investigation on the role of the school administration in resolving discipline problems in public day secondary schools should be undertaken in other areas as well.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Worldwide there has been an escalation in shocking incidents of youth violence and indiscipline. The U.S National Center for Education Statistics (2005) noted that while there had been some decline in reported school violence in that country, students aged 12-14 were victims of about 2 million non-fatal crimes of violence or theft at school in 2001. There was also an increase in reports of school bullying. Over the five year period from 1997 to 2001, the same source reported teachers were victims of approximately 1.3 million non-fatal crimes at school including 817000 thefts and 473000 violence crimes. Furthermore, 9% of all elementary and secondary school teachers were threatened with injury by a student and 4% were physically attacked by a student.

Harvey, a science teacher in Britain highlights the ongoing indiscipline in schools (http://www.mirror.co.uk/news/top). During six months filming undercover he reported to have found chaos, violence, and swearing in classrooms. In fact at one school, he was advised to lock the door while teaching to protect against “Marauding yobs” in the corridors. The Scottish office states that parents should be welcome in school and that they should know who to contact to find information and to discuss any aspect of their children’s education. It went on to say that parents have a right to expect a courteous, helpful, constructive and prompt response when they approach their children’s school or education authority and that contacts should be clearly stated in all the schools communications with parent and there should be a clear and
simple guide for parents who wish to enquire or complain about any aspect of their children’s education (http://www.scotland.gov.uk/library/documents1/pap03.htm).

Often the class teacher was the right person to approach. Sometimes it would be the Head Teacher, particularly if something had gone wrong. If something could not be sorted out at the school level or if the matter in question was the responsibility of the Education authority, the authority would be the point of contact. The parents may have felt intimidated by, or alienated from, the education system. Such parents benefit from independent support and advice – and the case for establishing such a system should be considered. In Scandinavia, for example, a system known as “Class contact” operates. (http://www.scotland.gov.uk/library/documents1/pap03.htm.). One parent acted as a contact for a specific group of parents in the school and liaised with school on behalf of that group. Individual parents who were looking for information about the school or wanted to ask questions or raise concerns could get in touch with their contact to help. These parents could be elected by other parents in the group or be self nominated or chosen by the head teacher.

In Kenya, cases of students’ unrest have been in existence as far back as the beginning of the Twentieth Century when the first case was reported in Maseno, (Republic of Kenya, 2001). The increase in the number of schools experiencing some form of unrest alarmingly increased in the Seventies. Between 1980 and 1990, the number of schools experiencing unrest had increased tremendously from 22 (0.9%) to 187 (7.2%). The figures comprised the known and the recorded cases and perhaps the number of schools that experienced unrest could have been higher.
According to the Presidential committee on Student Unrest and Indiscipline in Kenyan Secondary Schools, the nature of students’ unrest took a new dimension as happened at St. Kizito on 13th July 1991 when male students invaded the girls’ dormitory and violently raped a number of them. 19 girls lost their lives (Republic of Kenya, 2001). The report further stated that the nature of the unrests took a dramatic turn for the worst. Not only were they violent and destructive but they were also premeditated and planned to cause maximum harm to human life. The first such case was recorded in Nyeri District where a few students at Nyeri High School locked school prefects in their cubicles, poured petrol and set them on fire killing four of them.

School discipline is the system of rules, punishment and behavioral strategies appropriate to the regulations of children and maintenance of order in school (Republic of Kenya, 2001). Throughout the history of education the most common means of maintaining discipline in school was the use of corporal punishment. While the child was in school, the teacher was expected to act as substitute for mum or dad without the normal forms of parental discipline or rewards open to them. Corporal punishment however has disappeared from schools in most Western Countries including all European countries. Most modern educationist in Europe advocate disciplinary policy focused on positive reinforcement with praise, merit marks, house points and the like playing a central role in maintaining behaviour. (en.wikipedia.org/wiki/school discipline). Legal Notice No.40/1972 under Section 19 of the Education Act (1968) Education regulations indicates that the school is expected to promote a good behaviour and maintain proper standards of moral and
social conducts amongst its pupils. Any action or behaviour which is not in conformity with these accepted norms constitutes indiscipline.

According to the Manual for Heads of Secondary Schools (MoE, 1987), the school exists to be of service to pupils, parents and the local community. It is agreed that discipline is essential for the effective management of any organization, an assertion made by Griffin (1994). Griffin (1989) also pointed out that discipline allows an organization to function as a harmonious and humane community. According to Siringi (1999), most secondary schools in Kenya have not been able to maintain proper discipline among students which has consequently led to mass failure in national examinations.

The Kenyan government banned physical and psychological abuse through the enactment of the Children’s Act in 2001 in Legal Notice No. 56 which explicitly banned corporal punishments in schools. The government carried out training seminars on alternative forms of discipline. Human Rights Watch observed that corporal punishment led to higher levels of immediate compliance and aggression, and lower levels of moral internalization and mental health. It urged the government to introduce legislation explicitly prohibiting corporal punishment in school, in the home and in all other settings.(http://allafrica.com/stories/200807230017.htm/). The Kamunge report of 1988(Republic of Kenya,1988) had earlier on emphasized the need for Guidance and Counseling to be established in all schools and be seen as an integral part of the educational program complementing the instructional program.
In the traditional set up there were certain character traits that were admired, encouraged and rewarded. They included: ability to listen; openness to dialogue; proper use of logic; self control and control one’s temper (Republic of Kenya, 2001). The adoption of a western education system undermined the traditional social set up which was vested in the parents, the nuclear and the extended families and the clan elders. It brought about a self centered approach to issues which leads to students making unrealistic demands and which they insist must be met immediately. With the current individualistic attitude, the traditional corporate responsibility has been eroded. For instance, child discipline and correction which was by and large a communal responsibility has been left solely to parents and schools. The committee was informed that, today, when an adult member of society admonishes an erring youth, the parents are likely to tell him/her to mind their own business (Republic of Kenya, 1991).

The Task Force on Students Discipline and Unrest in Secondary Schools also reported that due to social economic pressures on most urban dwellers in the form of inadequate housing, high cost of living and poorly developed social amenities also meant that both parents in a family had to be employed, thus spending most of the time away from the children. The important social and moral upbringing of most urban children therefore was left in the hands of adolescent baby sitters or house maids with no experience in childcare and who themselves needed moral and social guidance and counseling. The committee recommended that parents as the first educators of their children should be encouraged to spend more time with them, educating, guiding, counseling and socializing them in matters pertaining to responsible adulthood, (Republic of Kenya, 1991).
Some of the factors blamed for the increasing indiscipline in our youth and society according to the Task Force on Students Discipline and Unrest in Secondary Schools include:

i). Permissive influences creeping into the society through television, films video, and pervert literature, the internet and lewd music contributing to the nature of violence in our youths.

ii). Drug abuse.

iii). Lack of parental guidance and supervision.

iv). Strain and tension in family life.


vi). Poverty due to disparity in resource distribution.

vii). Political influence.

viii). Poor school administration.


The role played by many of the above influences on student indiscipline has been explored and reports made on their impact. For example, Mugambi (2005) studied the causes of indiscipline in schools; those factors within the schools such as: administration; not being involved in drawing up the rules and regulations; absence of head teachers; inadequate facilities; food and lack of enough teachers and incompetent teachers. He laid great emphasis on what goes on inside the school and classrooms as being necessary toward the solution of students’ protests.
Maina (2008), pointed out that parental involvement has been linked with improved students’ performance and that when parents were involved, their children achieved more, had higher grades, better attendance and homework completion rates. These children exhibited more positive attitudes and decreased anti-social behaviour. He noted, however, that although a school head was supposed to facilitate and encourage the establishment of Parents Teachers Associations and to cultivate good relations both with parents and the local community, the Teachers Service Commission Heads Manual did not stipulate how these were to be accomplished.

One area, however, had not been adequately explored; the role of parents in the discipline of the secondary school students. The Task Force on Students Discipline and Unrest in secondary schools (2001) concluded that parents influenced discipline in the following ways:-

a) Students’ background: If children grew up in an atmosphere of love and care, they learnt to respect others even at a later stage.

b) Parents’ presence: Parents, who were often available and ready to guide their children during formative stages, laid a firm foundation for the children’s way of relating to others in their lives.

c) Some parents abdicated their parental responsibilities to ‘Ayahs’.

d) Taking children away to day-care centers, preschools and primary boarding schools denied children vital parental care.

e) Cases of parent smoking, drinking or going to discos in the company of their children contributed to the chances of the children extending these habits to school.
f) Students who were given too much pocket money without adequate parental
guidance regarding its use, often misused the money and were difficult to control.
This created classes of rich and poor students in schools. The class structures
created conflicts which resulted in indiscipline, (Republic of Kenya, 2001).

This study attempted to establish the role of the parents in the discipline of the student
in public day secondary schools in Kikuyu Sub County, Kiambu County.

1.2 Statement of the Problem
Following the ban on corporal punishment by the government through the enactment
of the Children’s Act in 2001 in Legal Notice No. 56, measures were taken to
establish Guidance and Counseling in schools to improve discipline. Despite these
efforts by the Ministry of Education, there were still major concerns in rising
indiscipline cases in schools. Teachers felt that they were inadequately prepared to
professionally handle guidance and counseling in schools and that there were very
few teachers trained in that field. Other than teachers, it was clear that the parent had a
critical role in the discipline of the child and the adolescent in secondary school.
Kabiru (2006) observed that parents contributed a lot to their children’s indiscipline
by among other things being bad role models and by avoiding parental responsibility.
This study aimed to investigate the role of the parent in the discipline of the secondary
school students in Kikuyu Sub County, Kiambu County.
1.3 The Purpose of the Study

The purpose of this study was to investigate the role of the parents in resolving discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County.

1.4 Objectives of the Study

The study was guided by the following objectives:

i). To determine the common forms of indiscipline among the students in public day secondary schools in Kikuyu Sub County, Kiambu County.

ii). To find out the role parents play in resolving discipline problems of their children in public day secondary schools in Kikuyu Sub County, Kiambu County.

iii). To determine the parenting styles/practices used by parents in resolving discipline problems of their children in public day secondary schools in Kikuyu Sub County, Kiambu County.

iv). To find out the implications of the parenting styles/practices parents use on their children’s discipline in public day secondary schools in Kikuyu Sub County Kiambu County.

v). To provide suggestions on how parents can be involved in resolving discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County.
1.5 Research Questions

i). What were the common forms of indiscipline among students in public day secondary school in Kikuyu Sub County, Kiambu County?

ii). What role did parents play in resolving discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County?

iii). What parenting styles/practices did parents use to resolve the discipline problems of their children in public day secondary schools Kikuyu Sub County, Kiambu County?

iv). What were the implications of the parenting styles parents used in resolving children’s discipline in public day secondary schools in Kikuyu Sub County, Kiambu County?

v). How could parents be involved in resolving discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County?

1.6 The Significance of the Study

It was hoped that the findings would be of help to:

i). School administrators, parents, class teachers, education officials as well as the Guidance and Counseling departments in schools as they catered for the needs of learners in terms of solving behaviour related problems, enhancing self esteem and establishing interpersonal relationships which affect discipline and learning.

ii). The Ministry of Education in determining the policies that could be put in place to involve parents more in matters of their children’s discipline.

iii). Form a base on which other researchers could develop their studies
1.7 **Limitation of the Study**

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusion of the study and their application to other situations. Orodho (2005) defines a limitation as an aspect of the study that the researcher knows may adversely affect results or generalization of the results of the study, but over which he/she has no direct control. This study focused on the role of parents only. It did not address the relationships of parents and others and reasons why parents do what they do as this would confound the study. Results could only be generalized to other regions with caution.

1.8 **Delimitations of the Study**

Orodho (2005) define delimitation of the study as the boundary limitation. This study was conducted in public day secondary schools in Kikuyu Sub County. For more conclusive results, a bigger sample of schools in the county should be studied. Private schools were precluded as they were thought to have different systems of dealing with discipline.

1.9 **Assumptions of the Study**

In the proposed study, the following assumptions were made:

- All respondents were cooperative and provided reliable responses.
- All schools experienced some form of discipline problems.
- It was possible to know the level of involvement of parents in their children’s discipline in school.
1.10 Theoretical Framework

1.10.1 Piaget’s Theory of Intellectual Development

Piaget’s Theory of Intellectual Development developed in the 1920’s deals with cognitive development beginning with the primitive reflexes and motor coordination of infancy and extending to the thinking and problem solving of adolescent and adults. Knowledge is assumed to have a specific goal or purpose – to aid a person in adapting to the environment.

Mussen, Conger, Kagan and Huston (1984) in Orodho (2005) noted that Piaget’s central thesis is that the individual was active, curious and inventive throughout the life cycle. Human beings sought contact and interaction with the environment, searched out challenge and most important, interpreted events. Children and adults continually constructed and reconstructed their knowledge of the world trying to make sense of experience and attempted to organize their knowledge into more efficient and coherent structures.

Piaget’s theory explained that students’ behavior was a result of their cognitive development in which most cases, was tested on the adults by challenging the rules. It was when they challenge these rules that they come into conflict with authority. Development was characterized by changes in the physical characteristics and their cognitive skills. Piaget (1958), stated that, at this stage youth tended to develop mature cognitive and moral concepts which tested law and order. They began to criticize the values of society and resented authority (Benson Brook A., Messer Stephen C. and Gross Alan M. in Van Hasselt and Harsen, 1992: 86-88).
The study therefore aimed at finding out the role of parents in helping students adapt to the school environment with its rules and regulations without unnecessarily challenging them. In other words, did parents help the students develop mature, cognitive and moral concepts in the parenting styles they used?

1.10.2 Skinners Reinforcement Theory

In 1938, Harvard psychologist, B.F Skinner embraced the view that environmental consequences affected the probability of responding to a stimulus. Skinner modified and furthered Thorndike’s basic assumption maintaining that most human behavior operates on the environment to secure particular consequences instead of simply responding to the environment. He espoused the notion of reinforcement in shaping and maintenance of many human behaviors. According to Skinner, a positive reinforcer constituted a reward given after a particular response. An operant response that is followed by a reinforcer or reward would be more likely to occur again in that situation, (Van Hasselt and Harsen, 1992: 86-88).

Learning theorists have applied these reinforcement principles to a variety of social behaviors. Researchers have observed the impact that positive reinforcement has upon the development of the altruistic and cooperative behavior. The development of dominant or independent behavior in children had also been linked to reinforcement contingencies. Social scientists had effectively demonstrated the ability of reinforcement to modify the development and maintenance of these behaviors. In addition, many theorists had argued for a Stimulus – Response explanation in the development of attitudes and interpersonal attraction (Van Hasselt and Harsen (1992).
The principle of extinction is interwoven throughout our behavior patterns and is primarily responsible for which social behavior we perform and which we do not. Extinction occurs when the reinforcer for a previously reinforced behavior is no longer presented contingently upon the response. As a result, the behavior decreases in frequency and magnitude.

It was clear that positive and negative reinforcement and extinction were responsible for the maintenance and strengthening of many desirable and undesirable social behaviors. This study used Piaget’s and Skinner’s Theory which explained students’ behavior as a result of their cognitive development in which most cases was tested on the adults by challenging the rules.

1.11 Conceptual Framework of the Study

Introduction

The conceptual framework for this study was based on Shaffer’s, (1985) parenting styles. He categorized parents into 3 main groups; authoritarian, permissive and authoritative each of which has resulting behaviour in the child. This in turn leads to an individual who was either disciplined or indisciplined in the larger society.

The type of parent; authoritarian, permissive, authoritative or uninvolved would result in a particular behaviour in a child. The child could be obedient and conforming or selfish and rebellious or socially competent in and out of school. The same behaviour would translate to what a person would become in the larger society.
Authoritarian Style
- Set rules that do not change
- Expect obedience without questions
- No verbal give and take
- Is harsh, controlling and even cruel

Permissive Style
- Few rules
- Do not care what children do
- Children are not punished
- Children are not given guidance

Authoritative Style
- Set standards of behaviour
- Monitors and enforces rules
- Encourages cooperation
- Offers guidance and education on life issues

Parenting Style

Resulting Behaviour

<table>
<thead>
<tr>
<th>Effect</th>
<th>Parenting Style</th>
<th>Discipline/Indiscipline in the school</th>
<th>Discipline/Indiscipline in the larger society</th>
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</thead>
<tbody>
<tr>
<td>Compliance</td>
<td>Authoritarian Style</td>
<td>- Low independence</td>
<td>Children are not given</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ashness</td>
<td>children are not punished</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rebellious and aggressive</td>
<td>do not care what children</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Selfish</td>
<td>Few rules</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rebellious and aggressive</td>
<td>Poor self concept</td>
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<td></td>
<td></td>
<td>- Conforming</td>
<td>Conforming</td>
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Conceptual framework based on Shaffer (1985) parenting styles
1.12 Operational Definition of Terms

Adolescent: The secondary school student in this study and whose age was between 13 and 19 years.

Ayah: A hired help usually female, charged with the responsibility of looking after a child/children in a home.

Discipline: The ability of an individual to conform to established rules and regulations of a community or school.

Parent: Any adult charged with the responsibility of rearing a child. They could be biological or adoptive parents or guardians.

Parenthood: The responsibility undertaken by either the male or female parent who brought up the child.

Yob: Someone especially a young person who was rude, noisy and sometimes violent.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Discipline, according to Macmillan English Dictionary for Advanced Learners, (2007), is the practice of making people obey rules of behaviour and punishing them if they do not. This chapter focused on causes of indiscipline; parenting styles and their effect on the discipline of the secondary school students as well as parental role in children’s discipline.

2.2 Causes of Indiscipline

A number of indiscipline cases among children could be attributed to absent parents who abdicated their parental responsibilities to house helps. Hence, children lacked adequate parental guidance in their character formation. Drafoo (1990), stated that having insufficient bonding with parents, as well as parents who did not monitor, supervise, offer guidance or communicate with their children, or who were either authoritarian or too much permissive were strongly associated with indiscipline.

Papalia, Olds and Feldman (1999) also argued that by encouraging some behaviors and discouraging others, parents transmitted the culture’s standard. In addition, the way they provided for their children’s psychological need for attention and affection, affected the child’s behaviour, exerting a strong influence on the kind of person he/she became. They dispensed rewards and punishment; provided warmth and nurturance as well as encouraged their children’s identity with them.
Correct discipline stated that influences in the development of good character should be taught early in life and continued throughout life. Posse and Melgosa (2002) said that, as a child grew, he will acquire the behavioral principles in all areas of life which helped him face the responsibilities and crisis that life brought to him. Further, Posse and Melgosa (2002:102) gave the following variables as determining the current characteristics of the growing lack of discipline:

- The social cultural context – society was moved by rapid change and social disorganization, violence and insecurity which affect young children.
- Family – family problems were on the increase; separation, divorce, indifference and lack of care for the education of the children.
- Models – the bad examples given by adults, parents and friends, often with serious problems and antisocial behaviors of their own, disturbed children.
- Methodology – methods used in disciplining children were often inadequate due to improvisation and lack of objectives. This confused children.
- Interpersonal communication – family communication had deteriorated and there was lack of sincere dialogue, poor information and little desire to listen.
- The media – messages from advertising and other forms of mass communication promoted hedonism, consumerism and materialism and trapped many young people.
- Faulty extremes in disciplines – excessive control, inadequate supervision and complete permissiveness, without correct norms or principles, tended to disorient children (Possé and Melgosa 2002:102).
A Report of the Presidential Committee on Student Unrest and Indiscipline in Kenya Secondary Schools chaired by Sagini observed that unrest and indiscipline can take any, some or all of the following forms:

a. Lateness/chronic absenteeism/truancy
b. Rudeness/insubordination/disrespect
c. Unacceptable verbal expression of dissatisfaction /abuses.
d. Non compliance to rules and regulations.
e. Drugs and alcohol taking/smoking.
f. Destruction of property.
g. Bullying fellow students.
h. Boycotts.
i. Riots.
j. Assault
k. Indecent behaviour like rape.
I. Arson

(Republic of Kenya 1991:11)

In an unpublished thesis on Solving Discipline Problems in Kenya Secondary Schools, Ayieko (1988) observed that indiscipline can be found in many forms; drinking alcohol, smoking and abusing drugs, destroying property during strikes, truancy, theft, defiance to authority and bullying. Mittambo (1986) also states that the problems found in most secondary schools were; late coming, smoking, drinking, fighting, destruction of property, theft, truancy, poor hygiene standards, noise making and strikes.
Similar problems were observed by Muchiri (1998) in a study on Participatory Process used by Head teachers to Enhance Students Discipline in Public Secondary Schools. They included; drug abuse, truancy, theft, fighting, bullying, non completion of work, and defiance to school rules smoking and coming to school late.

2.3 Parenting Style and Its Effect on the Child

Parenting, the world over, was seen to have great impact on the child right from birth. To the development psychologists, social development was the process whereby children acquired their social roles, values and behaviors. The process of social development relied heavily upon the influence of the environment. Parents, peers, teachers and others, exerted an undeniable impact upon the growing child. The process of this interaction process was the multifaceted behavior repertoire referred to as personality (Hasselt and Harsen, 1992: 81).

Bandura (1969) asserted that children were 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, which Roger (1969) defined as “the process by which individuals change from traditional way of life to a more complex, technologically advanced and rapidly changing style of life” had seen the involvement of parents in situations where they had 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. Other times, the older child; the adolescent was left to his or her own devices which often resulted in collision with the school and
societal authority. The blame, to a large extent fell on the parent rather than the child because it was from the parent that the child learnt.

A number of studies have been carried out with regard to youth rebellion to authority in the home, school and societal fronts. An example is Kabiru (2006) who emphasizes the need for parents to instill discipline in their children at the family level. He observes that parents contribute to children’s indiscipline in many ways; by being bad role models and by avoiding parental responsibilities such as teaching their children good behaviour. This rebellion was manifest in the groups or gangs the youth formed to show solidarity in defying the school or societal expectations. The same kinds of groups were formed in schools causing problems in the discipline system of the school. In Kenya, as in many growing economies, youth indiscipline was on the increase. In 2008, there was an alarming rate of student’s unrest in secondary schools which saw loss of life and destruction of property.

Shaffer (1985:68-70) defines parenting styles as the dimensions of parenting that described the amount of autonomy or freedom of expression that parents allowed their children. He said, 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. He categorized the styles into three major areas:-

- **Authoritarian parenting** where the parent sets rules that did not change. The parent expected his orders to be obeyed without question. There was little or no verbal
give and take; the parent was harsh, controlling and sometimes cruel. This influenced the child’s perception in a particular direction.

• Permissive parenting where parents had few rules, parents did not care what their children did; children were left to make their own decisions, they were not punished or given guidance when they made mistakes. This also affected how children would perceive issues. Permissive parents did not demand much of their children; did not discourage immature responses and did not actively encourage self-reliance behavior. Children of permissive parents, particularly boys, tended to be selfish, rebellious, aggressive, rather aimless and quite low in independence and achievement.

• Authoritative parents set a standard of behavior, monitored it and firmly enforced the rules and encouraged cooperation. They encouraged verbal give and take between the children and themselves. They offered guidance and education on life issues and disciplinary methods were supportive.

Baumrind (1991) discussed a fourth parenting style and classified some parents as uninvolved, a parenting style that was characterized by few demands, low responsiveness and little communication. While these parents fulfilled the basic needs of the child, they were generally detached from their child’s life. In extreme cases, they even rejected or neglected the needs of their children. Baumrind observed that the result of this style of parenting was children who lacked self control, had low self esteem and were less competent than their peers.
A study carried out by Sadler and Hofslodge (1974) indicated that consultative leadership was preferred to autocratic whereby leaders made decisions on their own without involving the rest of the group members. This leadership could be compared to parenting where the parent is the leader.

Posse and Melgosa (2002:105) echoed the above sentiments when they claimed that a personal relationship between parents and children encouraged confidence and emphasized the need for personal responsibility. To help a child develop a balanced self image, they argued that it was important to provide the freedom to explore within flexible but efficient guidelines. A good parental example, according to them, was one that tended to be followed either consciously or unconsciously, in one way to discipline in an effective yet non traumatic fashion. They emphasized on emotional support from parents to help children overcome their own feelings of inadequacy, anxiety or lack of confidence.

Mwiria (1995) noted that early involvement of students in making decisions which affect them was good training for their future and that of their country. Ogeno (1997) echoed these sentiments when he observed that learners should be allowed to participate in the initial stages of formulating school rules. This helps them to own the rules and follow them willingly. The same observations were made by Griffin (1996) and he asserted that there was advantage to collaborative effort in the formulation and execution of school rules in that jointly formed school rules were likely to be obeyed. Another scholar, Murphy (1986) astutely noted that parents needed to be involved in school programs if those programs were to reflect the value systems of their clients and intense interaction could only take place in meaningful parent-teacher groups.
This study aimed at finding out the views of parents and teachers on the support given to the students through the parenting style the parent used and the parent’s involvement in their child’s discipline in school.

2.4 Parental Role in Children’s Discipline

In a research study commissioned by NASUWT (National Association of Schoolmasters/Union of Women Teachers) in the U.K, parents were found to have low levels of awareness of ‘preventive measurers used within schools to tackle incidents of indiscipline’ (http://image.guadians.co.uk/cys-files/education/document/2003/10/17/NA). The study further reported that parents only seemed to have an awareness of “reactive” measures used (report, detention, and exclusion) to address indiscipline. Communication between parents, schools teachers and pupils was found to be inconsistent. Parents perceived their role as being “external” to the school environment with respect to addressing issues of indiscipline. It observed that a gap existed between internal roles and influences (teaching staff) and external roles and influence (parents) and the strategic links that could be made to provide an approach to addressing pupil behavior from both parties.

The study showed that the home environment had an impact on the discipline of the child. Students, who were victims of some indiscipline behavior, did so because of some personality differences which were a reflection of ineffective socialization, particularly at puberty stage. Violent attacks on others and challenge to authority was most likely a result of lack of inbuilt discipline traits in the learners because the parents did not instill a culture of discipline at the tender age of childhood, for according to Njoya (1980), “the parent mediates security, health, justice, order, knowledge, affection and peace”.

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Shaw (2005:6-7) observed that the parenting trends that had evolved over the last 30 years promoted the development of unattached, uncommunicative, learning-impaired and uncontrollable children. Although economically, there continued to grow a need for more income to bring up a family, the idea of two working parents had a downside to it. Millions of children returned from school to an empty house. When parents arrived, they were often tired and preoccupied with problems at work. This meant that teenagers were getting less parenting. Shaw (2005) concluded that parents found themselves enslaved by a materialistic, over-achieving society that led them to spend so many hours at work and so much money that they could not make time to do the things necessary to bond with their children. This also left teenagers with large amounts of unsupervised time.

Shaw, (2005) also stated that in homes where there was a lot of violence between spouses or where the parents corrected their children through harsh punishment like beating; or where parents were constantly absent from home, a sense of insecurity and lack of self esteem developed in the children. Self esteem could also be destroyed during puberty if young people were not fully explained to the physical and psychological changes taking place in their bodies, a role that fell squarely on parents. Parents seemed to have a challenging view of discipline. Taffel (2005:7) bluntly put it that many parents abdicated their authority. When this happened, young ones grew up with few, if any rules or guidelines to regulate behavior. In some cases it appeared that parents were reacting to negative experiences they had in their own childhood. They wanted to be friends with their children, not disciplinarians. Taffel further observed that a “survey of nearly 600 teens in drug treatment in New York, Texas,
Florida and California indicated that 20% had shared drugs, other than alcohol with their parents, and that about 5% of the teens were actually introduced to drugs – usually marijuana – by their moms or dads.”

Changes in the family contribute to a large extent, the behavior of an adolescent. Shaw (2005:5, 6) reported that more than a third of American children, experienced their parents’ divorce before reaching 18 years. Similar experiences could be cited from other western countries. He also said that children who had recently experienced a family dissolution had a more difficult time with academic and social expectations at school than children from intact families or established single families or blended families. Additionally, parental divorce often affected the child’s sense of emotional well being and self esteem. Research has attributed single parenthood to difficulties in discipline of the adolescents. Lewis (1978) argued that many single parents were more often than not unable to continue instilling good discipline to their children and this affected their children’s behavior adversely. Many single parents gave in to all that their children wanted in an attempt to compensate for being single and they did not see a limit to the demands which further spoilt the child.

Conner (http:/www.crisiscounseling.com retrieved on 10th July 2010) asserted that the impact of divorce was that children would have problems and experienced symptoms which may include one or more of the following:

- Impulsive and impatient behaviour
- Anger at others
- Oppositional, rebellious, defiant or conduct problems
- Breaking rules and testing limit
• Destructive behaviour
• Anger at self
• Self blame or guilt.
• Self destructive or self harming behaviour
• Drug or alcohol use
• Apathy or failure to accept responsibility
• Early or increased sexual activity.
• Isolation and withdrawal
• Suicidal thoughts or behaviour
• Violent thoughts or behaviour
• Superficially positive behavior.

Conner adds that children needed examples and simple instructions; Children needed you to show them what you want and how to do it; to practice what you showed them; supervision and guidance when they were learning new tasks and lots of encouragement and praise for their initiative, creativity and effort, (http://www.crisiscounseling.com retrieved on 10th July 2010). Bandura (1969) emphasized that parents were permanent models for their children. Children might feel jealous of a single parent’s friend of the opposite sex. Consequently, such a development may have affected their morals adversely and especially if the new relationship was not explained to them.

He further stated that apart from overindulgence by the parents, there were also extreme cases of deprivation of love and attention on children in some family set ups. Children who did not get enough attention at home, often compensated by seeking
attention from their teachers. Unfortunately, many children received their parent’s attention only when they misbehaved. According to Edwards (1989), if they did not disturb their parent’s unduly, they were ignored. These conditions encouraged unacceptable behavior and discouraged acceptable ones. Children from such homes discovered that their bad behavior was a sure way to get the attention they craved. When children learnt these behavior patterns, Edwards continued, they tended to repeat them in school. If teachers of these children did not recognize these patterns, they fell into the same trap of attending only to the children’s misbehavior.

According to Hussein (1995), love deprivation is similar to attention deprivation. In fact, children usually considered attention to be an indication of how much they were loved. They felt unloved when parents were too preoccupied to give them sufficient attention. Children often interpreted the lack of time spent as lack of caring and would cause discipline problems as they tried to satisfy this need.

Poor parental guidance had resulted in students indulging themselves in drug abuse. Drug indulgence created a false sense of greatness and power that could explain why rebellion of students occurred accompanied by wanton destruction of property in school. Koech (1999) observed that the challenges of those in charge now was to deal with students who were much younger but yet more exposed in the present world with all its sophistication and negative influences. The era when parents had authority over their children, he said, was no longer there and we had to refashion our upbringing of the youth accordingly to cope with the changing circumstances of life.
It was clear that the adolescents’ view of authority was also changing. According to Nasibi (2003), 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.

Wang’ombe (2008) in a study on adolescent behavioral problems noted that, pupils who were victims of some undisciplined behaviour do so because of some personality deficiencies, which were a reflection of ineffective socialization particularly at puberty stage. Violent attacks on others and challenge to authority was most likely a result of lack of inbuilt disciplined traits in the learners because the parents did not instill a culture of discipline at the tender when they could be disciplined.

Delinquents described their parents disciplinary techniques as erratic, overly strict and involving both physical punishment and a high degree of hostility (Dusek, 1969). The home atmosphere of delinquents was thus characterized by a great degree of parental rejection and a lower degree of cohesiveness than that of non-delinquents. Consequently, parents of delinquents had minimal aspirations for their offspring. They also expressed little interest in their child’s school performance and may have had a host of personality and adjustment problems of their own (Dusek, 1996).

Jones (1989) stated that parental liaison was identified as the most effective way of providing support to schools in dealing with pupils who were becoming more difficult to handle at an earlier age.
Review of Related Studies

In 1988 Trinidad& Tobago held a National Consultation on Violence and Indiscipline in an attempt to treat the crisis of incidences of indiscipline which had become more aggressive and rampant in schools. The Minister of Education convened the 2008 Consultation on Violence and Indiscipline in Schools when a secondary school student was stubbed to death by one of his colleagues in school during class time. (http://www.butbarbados.org/cms/index2). Some of the offences that were regarded as reprehensible and which attracted severe sanctions included possession of illicit drugs, regardless of quantity, possession of arms and or ammunition, extreme violence to anyone and any form of assault on any member of staff of any school. These attracted suspension from school for one week with opportunity to request for extension based on reports and supporting documents. Students on suspension did not attend school and they went home, presumably to the supervision of a parent or adult. Deorsran (2008) surmised that student indiscipline was linked to the decline in family structure (http://www.butbarbados.org/cms/index2, retrieved on 24th July 2010).

Yaroson and Zaria (2004) highlighted some of the prevalent cases and acts of indiscipline among secondary school students. They reported that it was disappointingly normal to see students roam the streets in their school uniform, female students having their classes in the rooms of their boyfriends or men friends and there was no respect for teachers anymore. The two lamented that gone are the good old days when parents would threaten to report to teachers whenever students were acting against the wishes of their parents. Among other factors like cultism, indecent dressing and curriculum content, parental training also contributed to
indiscipline. The scholars asserted that charity began at home and a parent who was not firm with his children and let them get away with indiscipline was not kind to them. Students bring to school many disciplinary problems from home. For instance, some parents were always quarrelling and fighting. This made the students not to have affection and develop negative attitudes to life. In school, the student would be ‘aggressive and always picking quarrels with his peers’ (Yaroson and Zaria, 2004).

Other studies had been carried out with regard to youth rebellion to authority in the home, school and societal fronts. This rebellion was manifest in the groups or gangs the youth formed to show solidarity in defying the school or societal expectations. The same kinds of groups were formed in schools causing problems in the discipline system of the school. Ndaita (2007) acknowledged that the family background affected the child’s behaviour at home and school. Parents had neglected their roles in bringing up their children and left the whole responsibility to the teachers. She went on to suggest that parents should be involved in decision making in schools since they were the key financiers. Parents should be more involved in the molding of pupils by attending regular school meetings where academic discipline and other school related issues were discussed.

Kabiru (2006), mentioned in passing, the role of the parent in the discipline of the student. He emphasized the need for parents to instill discipline in their children at the family level. He observed that parents contributed to children’s indiscipline in many ways; by being bad role models and by avoiding parental responsibilities such as teaching their children good behaviour.
When the Kenya government banned corporal punishment in schools through the enactment of Legal Notice No. 56, the government carried out training seminars on alternative forms of discipline. Earlier in 1988, The Kamunge Report (Republic of Kenya, 1988) had emphasized on Guidance and Counseling being established in all schools as an integral part of the educational programmes complementing the instructional programme.

2.5 Summary of the Chapter

From the foregoing, it was apparent that indiscipline in students was a worldwide problem and that parents have an important role to play in the discipline of their children. The parenting style adopted by the parents also played an important part in how the child adapted to the school environment. The question, “Does the parent’s behavior and parenting style affect the behavior of their child in school?” needed to be addressed. It was important therefore to study the role of the parents in resolving discipline problems of the secondary school students.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlined the procedures and strategies that were used to conduct the study. This included the research design and locale, the target population, sample and sampling design, research instruments, piloting of the study, data collection and data analysis methods.

3.2 Research Design

The study adopted an exploratory approach using a descriptive survey design which was a quantitative research design. This design was favored because it determined and reported things the way they were without further treatment; in this case the role of the parent in the discipline of the student in secondary school.

3.3 Locale of the study

The locale of the study was Kikuyu Sub County, Kiambu County. The district is about 20KM west of Nairobi city. It is largely a small scale farming region whose market is mainly the capital city of Nairobi. The sub County has been affected by strikes and indiscipline like most other sections of the country.

3.4 Target Population

Kikuyu Sub County had 19 public day secondary schools with a population of 5671 students; 3192 boys and 2479 girls; 19 principals and 400 teachers. All except one were mixed schools (Source: District Education Office, Kikuyu). Due to limitation of time and finances, the researcher selected a sample to represent the entire population.
3.5 Sample and Sampling Procedures

Sampling means selecting a given number of subjects from a defined population as a representative of that population. Orodho (2002) stated that, any statement made about the sample should also be true of the population. Nwana (1982), commenting on sample size observed that there were certain non definite practices among social research workers that the beginner could adopt. One such practice was that if the population was a few hundreds, a 40% or more samples would do; if many hundreds, a 20% sample was adequate; if a few thousands a 10% sample was adequate; and if several thousands, a 5% sample or less was adequate.

Kikuyu Sub County had 19 day secondary schools, only one of which is a girls’ only day school while all the others are mixed. Therefore 10 out of the 19 schools were used to represent 50% of all the day schools in the district. This was done using simple random sampling. A total of 100 parents and 10 teachers were sampled randomly from the form 3 class in the ten schools. The principals of the 10 selected schools were interviewed for this study. The girls’ only school was selected purposively while 9 other schools were sampled randomly.

3.6 Research Instruments

The main research instruments were questionnaires and an interview schedule. Two questionnaires were administered to the class teachers and parents and the interview schedule was used to collect data from the Principals. The questionnaires and interview schedules provided information on the views of principals, parents and class teachers regarding parenting styles parents used on their children; the effects of those
parenting styles; the role parents played in resolving discipline problems in schools and suggestions on how parents could be involved. Questionnaires were preferred over other instruments because they took less time and were less expensive. They were delivered, administered and collected the same day in each school. The interview schedule for the principals was preferred because of they were few and therefore easy to meet the respondents.

3.7 Pilot Study

A pilot study was carried out in three schools not included in the study to check the validity and reliability of the items on the instruments as well as their relevance to the target population. The pilot study provided an insight upon which revision were made in the final questionnaires.

3.7.1 Validity

Singleton (1985) defined validity as the extent to which an instrument measured what it is supposed to measure. Mugenda and Mugenda (1999) defined it as the accuracy and meaningfulness of the inferences which were based on the research results. Mulusa (1990), observed that blank spaces, inaccurate responses or inconsistency indicated weaknesses that needed to be reviewed after the piloting to improve content and validity of instruments. To ensure validity, the researcher developed instruments with the help of research methodology experts and the supervisors from the department of Education Management, Policy and Curriculum Development of Kenyatta University. This enabled the researcher to develop research instruments that yielded content validity by ensuring that the instruments were adequate in covering
the topic under study. According to Orodho (2005) content validity is a non-statistical method used to validate the content employed in the instruments. The questionnaires administered in the pilot study were duly filled and revision of the unfilled gaps done before the actual administration to respondents in the schools of study. Therefore, they were considered valid.

3.7.2 Reliability

Reliability is the ability to yield the same results when repeated measures are taken of the same subject under the same conditions (Lovell and Lawson, 1971). Reliability was established by use of test re-test technique during the pilot study. The questionnaires were administered twice to the same group of subjects. A time lapse of one week was allowed and the questionnaires were administered a second time. A Pearson’s product moment formula for the test retest was used to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaires were consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient of about 0.8 was obtained and this was considered reliable. The strength of association according to https://statistics.laerd.com/statistical-guides/pearson-correlation-coefficient is largely positive.

3.8 Data Collection Procedures

The researcher got clearance from Kenyatta University and the Ministry of Education to carry out the research. She also got a letter of introduction from Kenyatta University to the various institutions she wished to conduct her research. Appointments with the principals were sought before the actual visit to their school.
The researcher then interviewed the principals and then administered the questionnaires to the class teachers. With the help of the class teachers, the questionnaires were administered to the selected parents. Collection of data took four weeks.

3.9 Data Analysis Techniques

Data from the instruments were edited and coded. Data from the close ended questions were analyzed to compare responses and analyzed using the Statistical Package for Social Science. Descriptive statistics like percentages and frequency counts were used to analyze the data. The data were presented in form of tables to give a general overview of the problem under study and make it easy to draw conclusions and make recommendations of the study.

3.10 Logistical and Ethical Consideration

The researcher visited the selected schools, introduced herself and explained her mission and assured the people she was going to collect data from, of the confidentiality of the information they were going to give. She also reassured them that the information given would not be used for any other purpose than that of the particular study.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the questionnaire return rate, demographic information of the respondents, data presentation, interpretation and discussion of findings. The presentations were based on the following research objectives:

i). To determine the common forms of indiscipline among students in public day secondary schools in Kikuyu sub-county, Kiambu County.

ii). To find out the role parents play in resolving discipline problems of their children in public day secondary schools in Kikuyu sub-county, Kiambu County.

iii). To determine the parenting styles/practices used by parents in resolving discipline problems of their children in public day secondary schools in Kikuyu sub-county, Kiambu County.

iv). To find out the implications of the parenting styles/practices parents use on their children discipline in public day secondary schools in Kikuyu sub-county, Kiambu County.

v). To provide suggestions on how parents can be involved in resolving discipline problems in public day secondary schools in Kikuyu sub-county, Kiambu County.
4.2 Questionnaire Return Rate

Out of the 10 questionnaires administered to the Principals all of them were returned. Out of the 10 questionnaires administered to the class teachers, all of them were returned while out of 100 questionnaires administered to the parents, all of them were returned. The questionnaire return rate was a 100% and therefore adequate for data analysis.

4.3 Demographic Information of the Principals

This section deals with the demographic information of the principals in the study. The section presents the demographic data on age, years they had served as principals, gender and the highest professional qualification. When asked to indicate their age, they responded as indicated in Figure 4.1

Figure 4.1: Age Bracket of Principals

![Age Bracket of Principals](image)

Figure 4.1 shows that majority 6(60%) of principals were aged between 40 and 49 years, 2(20%) of principals were aged above 50 years, 1(10%) was between 30 and 39 years and the other 1(10%) was below 30 years. Therefore all principals were considered experienced enough to give reliable information.
Figure 4.2: Number of Years in service as Principals

![Pie chart showing 80% of principals served for 6 years or more, and 20% served for 2-5 years.]

Figure 4.2 represents the number of years the principals had served in that position. Data shows that majority 8(80%) of principals had served as head teachers for 6 years or more while 2(20%) of principals had served for between 2 and 5 years. The long experience of majority of the principals makes the data obtained dependable.

Table 4.1: Professional Qualification of Principals

<table>
<thead>
<tr>
<th>Qualification</th>
<th>NUMBER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>B.Sc with PGDE</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>M.A</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>M.Ed</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.1 indicates the highest professional qualification of principals. The data shows that 2(20%) of principals had masters degree while majority 8(80%) of principals had a bachelor’s degree. The data implies that all the principals were
qualified and hence able to provide credible information on the role of parents in resolving students discipline in secondary schools.

4.4 Demographic Information of the Parents

The demographic information of parents was based on age and their level of education. Data showed that all parents were aged between 35 and 56 years.

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 4</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Graduate</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Std 8</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Below class 8</td>
<td>5</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Table 4.2: Distribution of Parents According to Level of Education**

Table 4.2 shows that majority 50(50%) of parents had secondary education, 10(10%) of parents were graduates while 40(40%) were class 8 and below. Since all parents had attained some formal education they were able to answer the questions asked in the questionnaire.

4.5 Demographic Information of the Class Teachers

The class teachers were asked to indicate the nature of their school. Data indicated that majority 9(90%) of teachers were from mixed schools while only 1(10%) of teachers was from a girls only schools. This situation could be explained by the fact that there is only one girls’ only school in the district and no boys’ only school.
Table 4.3: Experience of Teachers

<table>
<thead>
<tr>
<th>Duration</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 1 year</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>1-5 year</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>16 and more years</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.3 shows the number of years the teachers had served as teachers. The table shows that 3(30%) had served for less than one year, the same number of teachers had served for between 1 and 5 years, other 3(30%) had served for between 6 and 10 years while 1(10%) teacher had served for more than 6 years. Therefore majority of the teachers were considered experienced enough to give reliable information.

4.6 Objective One: Common Forms of Indiscipline among Students in Kikuyu sub-county, Kiambu County.

The class teachers were asked to indicate the most common cases of indiscipline in their school. Table 4.4 tabulates teachers’ responses.
<table>
<thead>
<tr>
<th>Indiscipline Cases</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absenteeism/ Truancy</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Noise making</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Not completing homework</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Lateness to school</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Molesting new comers</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Boy-girls relationships</td>
<td>4</td>
<td>40%</td>
</tr>
</tbody>
</table>

Most teachers reported more than one form of indiscipline. Table 4.4 shows that 7 (70%) of teachers said the students had absenteeism problem, noise making (20%), not completing homework (60%) and lateness to school (30%). A small percentage (10%) of teachers said that the students were molesting new comers and 40.0% reported boy – girl relationship as a discipline problem.

The most prevalent forms of indiscipline, according to the teachers, were absenteeism and truancy, not completing homework and boy-girl relationships. This could mainly be because the schools involved in the study were all day schools where students came from home in the morning and went back in the evening. These findings are in agreement with chronic absenteeism and bullying or molesting new comers which were also reported by the Presidential Committee on Student Unrest and Indiscipline in Kenya Secondary Schools (Republic of Kenya 1991:11) Yarason and Zaria(2004) also highlighted cases of boy-girl relationships; that it was disappointingly normal to see students roaming the streets in their school uniform(truancy); female students having their classes in their boyfriends’ rooms and there was no respect for teachers anymore.
Table 4.5: Principals’ Responses on Common Types of Discipline Problems

<table>
<thead>
<tr>
<th>Type of indiscipline</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriages</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Unwanted pregnancies</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Drug/substance abuse</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Boy - Girl relationships</td>
<td>4</td>
<td>40%</td>
</tr>
</tbody>
</table>

Principals reported more than one form of indiscipline that was common in their school. Table 4.5 shows that 3(30%) of principals indicated early marriages; 3(30%) unwanted pregnancies; 2(20%) drug abuse and 4(40%) boy-girl relationship issues as common problems in their schools. The most prevalent cases, according to the principals, were boy-girl relationships; early marriages and unwanted pregnancies. These findings agree with the report of the Presidential Committee on Student Unrest and Indiscipline in Kenya Secondary Schools (Republic of Kenya 1991:11) which reported drug and alcohol abuse among other discipline problems. Mittambo (1986) also reported noise making as a form of indiscipline. Yarason and Zaria (2004) highlighted cases of boy-girl relationships as a form of indiscipline. The problems are prevalent in day schools where students have room to interact with many people who can influence their behaviour.

When asked what problems they had been called to discuss regarding their children’s discipline, only 40% of the parents said they were involved. The common problems they mentioned are presented in table 4.6.
Table 4.6: Parents’ Responses on discipline matters they have discussed with the school

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriages</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Lateness to school</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Drugs/Substance abuse</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>Boy-Girl relationships</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>Absenteeism/Truancy</td>
<td>27</td>
<td>27%</td>
</tr>
<tr>
<td>Bullying</td>
<td>7</td>
<td>7%</td>
</tr>
<tr>
<td>Teenage pregnancies</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>Rudeness to teachers</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td>Theft</td>
<td>18</td>
<td>18%</td>
</tr>
<tr>
<td>Pornography</td>
<td>6</td>
<td>6%</td>
</tr>
</tbody>
</table>

The parents reported more cases of indiscipline presumably because they were all called in for different cases in which their children were involved. The most prevalent cases reported by parents were absenteeism (27%); lateness to school (20%); theft (18%); drug and substance abuse (11%) and teenage pregnancies (11%). These problems were similar to those found in other parts of the country by different scholars. Mittambo (1986) in a research study in South Mugirango, reported cases of late coming, smoking and drinking which could be considered substance abuse; theft and truancy among others as prevalent in that region. Ayieko (1988) in an unpublished thesis on Solving Discipline Problems in Kenya Secondary Schools also noted many forms of indiscipline which included drinking alcohol, smoking and abusing drugs, truancy, theft, and bullying. This is an indication that secondary
schools were faced with similar discipline problems and Kikuyu Sub County was no exception. Day school students may be more predisposed to these discipline problems because of their easy interaction with people who are likely to influence them on their way to and from school or during the weekends.

4.7 Objective Two: The Role Parents Play in Resolving Discipline Problems of their children in Public Day Secondary Schools in Kikuyu sub-county, Kiambu County

When asked whether parents played a role in resolving the discipline problems of their children in school, the principals responded as indicated in the table 4.7 below.

Table 4.7: Principals, Parents and Teachers Responses on Whether Parents were Involved in Resolving Discipline Problems

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>3 (30%)</td>
<td>7 (70%)</td>
</tr>
<tr>
<td>Parents</td>
<td>19 (19%)</td>
<td>81 (81%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>3 (30%)</td>
<td>7 (70%)</td>
</tr>
</tbody>
</table>

Findings in Table 4.7 show that majority 7 (70%) of principals said that parents were not involved in resolving the discipline problems of their children in school while 3 (30%) said parents were involved. The parents also showed the same trend with only 19(19%) saying they were involved and a vast majority, 81 (81%) saying they were not involved. Only 3(30%) of the teachers said they involved parents in resolving the discipline problems of their children while 7(70%) said they did not. The findings clearly, indicate that parents were not being involved in a significant way in resolving
discipline problems of their children. The findings do not agree with Murphy (1986) who astutely noted that parents needed to be involved in school programmes if the programmes were to reflect the value systems of their clients and intense interaction could only take place in meaningful parent-teacher groups. Jones (1989) also noted that parental liaison was identified as the most effective way of providing support to schools in dealing with pupils who were becoming more difficult to handle at an earlier age.

On whether parents were involved in guidance and counseling sessions to resolve discipline problems of students, the principals responded as shown in table 4.8:-

<table>
<thead>
<tr>
<th>Responses</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lateness</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Drug/Substance abuse</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Boy – Girl relationship</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Absenteeism/Truancy</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Bullying</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Teenage pregnancies</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Theft</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Pornography</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>
The findings from Table 4.8 indicate that involvement in guidance and counseling was not widespread; lateness to school (20%), drug/substance abuse (10%), Boy-Girl relationships (10%), Absenteeism / truancy (30%), Bullying (10%), Teenage pregnancies (10%), Theft (20%) and Pornography (10%). These findings show that, guidance and counseling, although an alternative to corporal punishment, was not being widely used in schools. On the other hand, it concurs with the Kamunge report (Republic of Kenya1988) which emphasized that Guidance and Counseling should be established in all schools and be seen as an integral part of the educational programmes complimenting the instructional programmes. From these findings it is clear that more needs to be done to make guidance and counseling an alternative to corporal punishment.

From the findings it is also apparent that parents have not been adequately involved in resolving their children’s discipline problems in school. Ndaita (2007) acknowledges that parents have neglected their roles in bringing up their children and left the whole responsibility to the teachers. Maina (2008), points out that parental involvement has been linked with improved students’ performance and that when parents are involved, their children achieve more, have higher grades, better attendance and homework completion rates. These children exhibit more positive attitudes and decreased anti-social behaviour. In addition the findings tend to agree with those of a research study commissioned by NASUWT (National Association of Schoolmasters/Union of Women Teachers) in the U.K that states that parents are more reactive than preventive in addressing discipline problems. Parents perceived their role as being “external” to the school environment.
4.8 Objective Three: Parenting Styles/Practices Used By Parents In Resolving Discipline Problems Of Their Children In Public Day Secondary Schools In Kikuyu sub-county, Kiambu County.

When asked whether parents used authoritarian, permissive or authoritative, parenting styles/practices on their children, the principals, teachers and parents responded as follows in table 4.9

Table 4.9: Principals’, Teachers’ and Parents’ Views on the Parenting Styles/Practices Used by Parents

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Characteristics of the Parenting Styles/Practices</th>
<th>Frequency</th>
<th>Principals</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian</td>
<td>Set rules for their children</td>
<td></td>
<td>2(20%)</td>
<td>2(20%)</td>
<td>43(43%)</td>
</tr>
<tr>
<td></td>
<td>Expect obedience without questions</td>
<td></td>
<td>1(10%)</td>
<td>3(30%)</td>
<td>35(35%)</td>
</tr>
<tr>
<td>Permissive</td>
<td>Have very few rules</td>
<td></td>
<td>3(30%)</td>
<td>4(40%)</td>
<td>9(9%)</td>
</tr>
<tr>
<td></td>
<td>Leave children to make their own decision</td>
<td></td>
<td>6(60%)</td>
<td>7(70%)</td>
<td>4(4%)</td>
</tr>
<tr>
<td>Authoritative</td>
<td>Monitor and enforce rules</td>
<td></td>
<td>3(30%)</td>
<td>3(30%)</td>
<td>27(27%)</td>
</tr>
<tr>
<td></td>
<td>Offer guidance on life issues</td>
<td></td>
<td>2(20%)</td>
<td>3(30%)</td>
<td>7(7%)</td>
</tr>
<tr>
<td></td>
<td>Encourage verbal give and take</td>
<td></td>
<td>2(20%)</td>
<td>2(20%)</td>
<td>21(21%)</td>
</tr>
<tr>
<td></td>
<td>Encourage cooperation</td>
<td></td>
<td>1(10%)</td>
<td>2(20%)</td>
<td>19(19%)</td>
</tr>
<tr>
<td></td>
<td>Punish children</td>
<td></td>
<td>6(60%)</td>
<td>5(50%)</td>
<td>46(46%)</td>
</tr>
</tbody>
</table>
Shaffer, (1985) categorizes parents into 3 main groups; authoritarian, permissive and authoritative each of which has resulting behaviour in the child. Research findings indicate that there is a contradiction between the parents’ opinion on their parenting style/practices and the view of teachers and principals on the same. Under authoritarian style of parenting 20% of the principals, 20% of teachers and 43% of parents said parents set rules for their children. 10% of principals, 30% of teachers and 35% of parents said that parents expected obedience without question. These characteristics, according to Shaffer (1985) point to an authoritarian parent: setting rules that do not change; expecting orders to be obeyed without question; a little or no verbal give and take and the parent is harsh and controlling and sometimes cruel. The principals and teachers seemed to hold the view that parents were permissive and autocratic to a certain extent while the parents viewed themselves as authoritarian.

Under permissive style 30% of principals, 30% teachers and 9% parents, said parents have very few rules for their children. 60% of principals, 70% of teachers and 4% of the parents indicated that parents leave children to make their own decisions. Shaffer (1985) characterizes permissive parenting as having few rules; not caring what their children do; children being left to make their own decisions and they are not punished or given guidance when they make mistakes.

Shaffer (1985) defines authoritative parenting as giving children a set of behavior; monitoring it and firmly enforcing rules; encouraging cooperation; encouraging verbal give and take and offering guidance on life issues. Findings in this study show that 30% of principals, 30% teachers and 27% parents said that parents monitored and
enforced rulers. 20% principals 30% teachers and 7% parents said that parents offered guidance on life issues. 20% of principals, 20% teachers and 21% of parents said parents encourage verbal give and take. 10% principals, 20.0% teachers and 19% parents, said parents encourage cooperation. 60% principals, 50% teachers and 46% parents said parents punish their children. However, research findings indicate that there is a contradiction between the parents’ opinion on their parenting style/practices and the view of teachers and principals on the same. The data shows that, parents showed mixed styles of parenting. Most of the parents view themselves as authoritative but most principals and teachers view them as permissive. There is a misconception among parents that if you brook no nonsense from children and you do not give them room to express their views, you are the ideal parent. Shaw (2005 states that in homes where there was a lot of violence or where parents corrected their children through harsh punishment like beating, or where parents were constantly absent from home, a sense of insecurity and lack of self esteem developed in children.

4.9 Objective Four: The Implications of the Parenting Styles/Practices Parents Use on their Children Discipline in Public Day Secondary Schools In Kikuyu sub-county, Kiambu County.

Tables 4.10 shows the principals’ views on the effects of the parenting styles/practices that parents use on their children.
Table 4.10: Principals’ Views on Implications of Parenting Styles/Practices on Students

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Characteristics of the Parenting Styles/Practices</th>
<th>Implications</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian</td>
<td>Set rules for their children</td>
<td>Indifference</td>
<td>2(20%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expect obedience without questions</td>
<td>Obedience for the sake of it</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Children who do not question</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Children are defiant to authority</td>
</tr>
<tr>
<td>Permissive</td>
<td>Have very few rules</td>
<td>Children are easily influenced by peers</td>
<td>5(50%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leave children to make their own decision</td>
<td>They make unwise decisions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Generally disobedient</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Rudeness to teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Distractive in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not cooperative with others</td>
</tr>
<tr>
<td>Authoritative</td>
<td>Monitor and enforce rules</td>
<td>Obedience</td>
<td>6(60%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Offer guidance on life issues</td>
<td>Seriousness in school work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage verbal give and take</td>
<td>Good performance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage cooperation</td>
<td>Team players in group work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Punish children</td>
<td>Confidence</td>
</tr>
</tbody>
</table>
Principals who said that parents were authoritarian, that is, they set rules for their children and expected obedience without question agreed that the resulting behavior was indifference in the children (20%); obedience for the sake of it (10%); children who did not question things (20%) and defiance by the children (60%).

The permissive group of parents is characterized by having very few rules and leaving children to make their own rules. Principals (50%) observed that this resulted in children who are easily influenced by their peers; 70% said children made unwise decisions; 70% agreed that children were generally disobedient to school rules; 50% said children were rude to teachers. Being distractive was reported by 40% of the principals and 30% said children did not cooperate with their peers. These findings agree with Shaffer (1985) that children of permissive parents tend to be selfish, rebellious, aggressive, rather aimless and quite low in independence and achievement. Baumrind (1991) also observes that the result of this style of parenting is children who lacked self control, have low self esteem and are less competent than their peers. Most principals tended to agree that authoritative parenting yielded the best results. Principals (60%) said that children were obedient; 80% said children were serious in their school work. Another 80.0% said the students had good performance; 50% said the students exhibited team work in group activities and 50% indicated that the students were confident.
Parents’ views on their style/practices of parenting differ with those of the principals and class teachers as indicated in Table 4.11. On authoritarian styles/practices, parents read obedience (73%), fear (21%) and respect (6%). On permissive styles/practices, parents read responsibility (40%), maturity (23%) and self-reliance (32%) while teachers and principals views indicate that the children are easily influenced by peers; make wrong decisions; are disobedient and rude; seek attention and do not cooperate with other students. Parents who were authoritative and monitored and enforced rules; offered guidelines on life issues; encouraged verbal give and take; encouraged cooperation and punished their children said that the children were
obedient(67%), confident(48%), they sought advice from parent(20%) had healthy relationships(22%), were respectful(69%) and they learnt from their mistakes(45%). On authoritative styles/practices, parents, teachers and principals tend to agree on the effects. Students are obedient, respectful, focused in their work confident, are team players and perform well in their school work.

Shaffer, (1985) concludes that authoritarian style of parenting results in obedience for the sake of it, conformity and poor self concept; permissive style results in selfishness rebellious and aggressive behavior, low independence and least social competence; authoritative parenting style results in social competence and few psychological and behavioral problems.
Table 4.12: Teachers’ Views on the Effects of Parenting Styles/Practices on Students

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Parenting Styles/Practices</th>
<th>Implications</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian</td>
<td>Set rules for their children</td>
<td>Indifference in the children</td>
<td>2(20%)</td>
</tr>
<tr>
<td></td>
<td>Expect obedience without questions</td>
<td>Blind obedience</td>
<td>2(20%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complacency</td>
<td>1(10%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sometimes children are defiant</td>
<td>7(70%)</td>
</tr>
<tr>
<td>Permissive</td>
<td>Have very few rules</td>
<td>Influence by peers</td>
<td>6(60%)</td>
</tr>
<tr>
<td></td>
<td>Leave children to make their own decision</td>
<td>Make wrong decisions</td>
<td>7(70%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disobedience to school rules</td>
<td>8(80%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rudeness to teachers</td>
<td>6(60%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attention seeking</td>
<td>4(40%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Not cooperating with peers</td>
<td>3(30%)</td>
</tr>
<tr>
<td>Authoritative</td>
<td>Monitor and enforce rules</td>
<td>Obedience</td>
<td>6(60%)</td>
</tr>
<tr>
<td></td>
<td>Offer guidance on life issues</td>
<td>Seriousness in school work</td>
<td>8(80%)</td>
</tr>
<tr>
<td></td>
<td>Encourage verbal give and take</td>
<td>Good performance</td>
<td>8(80%)</td>
</tr>
<tr>
<td></td>
<td>Encourage cooperation</td>
<td>Team players in group work</td>
<td>6(60%)</td>
</tr>
<tr>
<td></td>
<td>Punish children</td>
<td>Confidence</td>
<td>6(60%)</td>
</tr>
</tbody>
</table>

The teachers’ views of the resulting behavior of the various parenting styles used by parents were almost a mirror reflection of those of the principals. When parents practiced authoritarian style, 20% said the children tended to be indifferent to things; 20% said the children exhibited blind obedience; 10% said the children were complacent and 70% noted defiance. On permissive parenting 60% of the teachers said led to children being easily influenced by their peers; 70% said students make
wrong decisions; 80% said the children were disobedient to school rules; 60% said the children were rude to teachers; 40% noted attention seeking in the children and 30% said the children did not cooperate with others. On authoritative parenting, the teachers also had similar views with the principals- 60% said it led to obedience; 80% to seriousness in the child’s work; 80% in good performance; 60% to team cooperation and 60% to confidence. It is apparent that teachers, both class teachers and principals have similar opinions on the effects of the parenting styles since they are all trained in child development and they also interact with the students in an environment where they are able to observe their behavior on a daily basis.

Posse and Melgosa (2002) also share the above sentiments when they claim that a personal relationship between parents and children encourage confidence and that it is important to provide the freedom to explore within flexible but efficient guidelines. A good parental example, according to them, is one that tends to be followed either consciously or unconsciously, in one way to discipline in an effective yet non traumatic fashion. They emphasize on emotional support from parents to help children overcome their own feelings of inadequacy, anxiety or lack of confidence.

According to Nasibi (2003), a child’s early view of parental authority becomes the cornerstone of his future outlook of schools and others with whom the individual will eventually live and work. The findings also concur with Taffel (2005) who put it bluntly that many parents had abdicated their responsibility and authority and when this happens, young ones grow up with few, if any rules or regulations to regulate behaviour.
4.10 Objective Five: Suggestions on How Parents Can Be Involved In Resolving Discipline Problems in Public Day Secondary Schools in Kikuyu sub-county, Kiambu County

The following were suggestions from the principals on how parents can be involved in resolving student discipline problems in school. They are indicated in tables 4.13

Table 4.13: Principals’ Suggestions on How Parents Can Be Involved in Resolving Student Discipline Problems in School

<table>
<thead>
<tr>
<th>Principals Suggestions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents to have regular meetings with class teachers to discuss students’ progress.</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Parents to have regular meetings with school administration to discuss students’ discipline.</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Involving parents as counselors for students</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Having professional counselors and psychologists educate parents on child development and their role as parents.</td>
<td>5</td>
<td>50%</td>
</tr>
</tbody>
</table>

Findings indicate that the Principles recommended regular meetings of parents with class teacher to discuss progress of the students (70%), parents meetings with the school administration (30%), involving parents as counselors for the students (20%) as well as professional counselors and psychologists to educate parents on child development (50%). These findings are in tandem with Murphy’s (1986) observation that parents needed to be involved in school programmes if these programs were to reflect the value systems of their clients and intense interaction could only take place in meaningful parent teacher groups.
Table 4.1: Teachers’ Suggestions on How Parents Can Be Involved in Resolving Student Discipline Problems in School

<table>
<thead>
<tr>
<th>Teacher’s Suggestions</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents to have regular meetings with class teachers to discuss students’ progress.</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Involve students in setting school rules.</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Involving parents as counselors for students.</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Involving students in peer counseling.</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Recommending parents to take their children for professional counseling especially in drug/ substance abuse cases</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Inviting professional counselors and motivational speakers to school.</td>
<td>6</td>
<td>60%</td>
</tr>
</tbody>
</table>

Table 4.14 shows suggestions by teachers on ways to involve the parents in resolving students’ discipline problems. Parents to have regular meetings with class teachers to discuss students’ progress (80%), involving students in setting school rules (50%), involving parents as counselors (70%), involving students in peer counseling (70%) recommendation to parents to seek professional counseling for cases like drug and substance abuse (60%) and inviting professional counselors and motivational speakers to school (60%).

The teachers’ suggestions that students be involved in making school rules could alleviate the problem of the methods used to discipline them. They also concur with Murphy (1986) that parents need to be involved in school programs if these programs are to reflect the value systems of their clients and intense interaction can only take place in meaningful parent-teacher groups.
### Table 4.15: Parents’ Suggestions on How They Can Be Involved in Resolving Student Discipline Problems in School

<table>
<thead>
<tr>
<th>Parents’ Suggestions</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking homework</td>
<td>78</td>
<td>78%</td>
</tr>
<tr>
<td>Monitoring school attendance</td>
<td>52</td>
<td>52%</td>
</tr>
<tr>
<td>Replacing items stolen by students</td>
<td>50</td>
<td>50%</td>
</tr>
<tr>
<td>Reporting cases of indiscipline by students while outside school to school or to government administrative authority</td>
<td>47</td>
<td>47%</td>
</tr>
<tr>
<td>Having dialogue with their children</td>
<td>72</td>
<td>72%</td>
</tr>
<tr>
<td>Encouraging their children to go to church</td>
<td>21</td>
<td>21%</td>
</tr>
<tr>
<td>Keeping the children busy while outside school so that they do not engage in social vices</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>Controlling the material students read and programs they watch on television.</td>
<td>12</td>
<td>12%</td>
</tr>
<tr>
<td>Limiting access to mobile phones / not buying the phones for their children</td>
<td>8</td>
<td>8%</td>
</tr>
<tr>
<td>Ensuring their children reach home in good time</td>
<td>65</td>
<td>65%</td>
</tr>
<tr>
<td>Being in communication with the teacher on student behavior and performance in school</td>
<td>31</td>
<td>31%</td>
</tr>
<tr>
<td>Punishing students for disobedience to rules while outside school</td>
<td>10</td>
<td>10%</td>
</tr>
</tbody>
</table>

The findings from Table 4.15 indicate the parents had many suggestions on ways they could be involved in resolving the discipline problems of their children in secondary school. They suggested the following: checking their children’s homework (78%);
monitoring school attendance (52%); replacing items stolen by their children (50%); reporting cases of indiscipline to school authorities and government authorities (47%); having dialogue with their children (72%); encouraging their children to go to church (21%); keeping the children busy while they are not in school (17%); controlling the material the children read and programs watched on television (12%); limiting access to mobile phones (8%); ensuring their children reached home on time (65%); being in communication with the teacher regarding the child’s behaviour (31%) and punishing students for disobedience outside school (10%). Jones (1989) idea that parental liaison was identified as the most effective way of providing support to schools supports the suggestions by the parents.

The principals, teachers and parents tended to agree on the need to be more involved in resolving discipline problems in schools although earlier indications in the research indicate they have not been involved. These findings agree with those of Kabiru (2006) who emphasized the need for parents to instill discipline in their children at the family level. He observes that parents contribute to children’s indiscipline in many ways; by being bad role models and by avoiding parental responsibilities such as teaching their children good behaviour. Taffel (2005:7) puts it that many parents “abdicate their authority”. When this happens, young ones grow up with few, if any rules or guidelines to regulate behavior. Posse and Melgosa (2002:102) give the following variables as determining the current characteristics of the growing lack of discipline:

- Methodology – methods used in disciplining children are often inadequate due to improvisation and lack of objectives. This confuses children.
- Interpersonal communication – family communication has deteriorated and there is lack of sincere dialogue, poor information and little desire to listen.
- Faulty extremes in disciplines – excessive control, inadequate supervision and complete permissiveness, without correct norms or principles, tend to disorient children.

The findings agree with the above variables since some parents use authoritarian method of disciplining their children; others authoritative and others still use the permissive style. Authoritarian parents do not allow verbal give and take and permissive parents leave children to make their own decisions (Shaffer 1985). The suggestions by the principals, teachers and parents can go a long way in improving parental involvement in resolving their children’s discipline problems in school.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to investigate the role of parents in resolving discipline problems in public day secondary schools in Kikuyu sub-county, Kiambu County. Five research objectives were formulated to guide the study. Research objective one sought to determine the common forms of indiscipline among students in public day secondary schools in Kikuyu sub-county, Kiambu County. Research objective two sought to find out the role parents play in resolving discipline problems of their children in public day secondary schools in Kikuyu sub-county, Kiambu County. Research objective three sought to determine the parenting styles/practices used by parents in resolving discipline problems of their children in public day secondary schools in Kikuyu sub-county, Kiambu County. Research objective four sought to find out the effects of parenting styles/practices parents use on their children in public day secondary schools in Kikuyu sub-county, Kiambu County. Research objective five sought to provide suggestions on how parents can be involved in resolving discipline problems of their children in public day secondary schools in Kikuyu sub-county, Kiambu County. The study adopted a descriptive survey design where questionnaires, interview schedule and document analysis were used. Piloting of the instruments was done in three schools with similar characteristics but not in the sampled schools to ensure validity and reliability. Qualitative and quantitative data collected were analyzed by use of SPSS and presented in percentages, frequency tables, pie chart and graph, a quantitative research design. The locale of the study was Kikuyu sub-county, Kiambu County. Kikuyu is about 20 Kilometers west of Nairobi.
The population of the study comprised 19 public day secondary schools with a target population of 5671 students; 3192 boys and 2479 girls. The target population of class teacher was 400 and that of the principals was 19. The sample of respondents comprised 10 principals, 10 class teachers and 100 parents. The following is the summary of the major findings:

Findings from parents and principals revealed that the most common problems in public day secondary school were absenteeism, teenage pregnancies, early marriages, boy-girl relationship, and theft and drug abuse. Teachers’ responses also revealed truancy, noise making, molestation of new comers and failure to do homework as common problems.

On the parents’ role in resolving discipline problems, it was apparent that parents were not adequately involved as indicated by most of the respondents (81% of the parents and 70% of the teachers). However, majority of the respondents were in agreement that there was need to involve parents more in resolving discipline problems of the students (80% principals and 50% teachers).

All respondents indicated that parents used different parenting styles/practices to resolve discipline problems of the students. However, the principals’ and teachers’ responses leaned towards parents being permissive while the parents’ opinion depicted an authoritarian view of themselves.
On the effects of parenting styles/practices, findings indicate different opinions between the principals and teachers on one hand and parents on the other. On authoritarian styles/practices parents read obedience, fear and respect. On the other hand, the principals and teachers viewed this as obedience for the sake of it, indifference and sometimes defiance in the children. On permissive styles/practices, parents read responsibility, maturity and self reliance while teachers and principals views indicate that the children are easily influenced by peers; make wrong decisions; are disobedient and rude; seek attention and do not cooperate with other students. On authoritative styles/practices, parents, teachers and principals tend to agree on the effects. Students are obedient, respectful, focused in their work confident, are team players and perform well in their school work.

Parents had many suggestions on how they can be involved in resolving discipline problems of their children in and out of school. They suggested the following:

- Checking homework
- Monitoring school attendance
- Replacing items stolen by students
- Reporting cases of indiscipline by students while outside school to school or to government administrative authority
- Having dialogue with their children
- Encouraging their children to go to church
- Keeping the children busy while outside school so that they do not engage in social vices
- Controlling the material students read and programs they watch on television.
• Limiting access to mobile phones by not buying phones for their children.
• Ensuring the students reach home in good time
• Being in communication with the teacher on student’s behavior and school performance in school
• Punishing students for disobedience to rules while outside school

The teachers and the principals also suggested the following:
• Parents to have regular meetings with class teachers to discuss students’ progress.
• Regular meetings of parents with the school administration to discuss discipline problems.
• Involving parents as counselors for students.
• Having professional counselors and psychologists educate parents on child development and their role as parents.
• Involving students in peer counseling.
• Recommended parents to take their children for professional counseling especially in drug/substance abuse cases.
• Inviting professional counselors and motivational speakers to school.
• Involve students in setting school rules.

5.2 Conclusions
The findings indicated that there are discipline problems in day secondary schools in Kikuyu sub-county in Kiambu County and that, parents are not being involved enough in resolving these problems. The study also found out that parents used
different parenting styles/practices and parents’ view authoritarian parenting style as the most effective whereas the teachers and principals view this as having negative effects. It was apparent that parents need to be involved more in resolving discipline problems. From the parents’ suggestions, it is clear that they have a lot to offer in resolving discipline problems. Similarly, from the suggestions made by the principals and teachers, it can be concluded that parents have a role to play in resolving the discipline problems of their children in school.

5.3 Recommendations

Based on the findings, it was recommended that:

i. Schools should involve parents in the matters dealing with discipline.

ii. Students should be encouraged to participate in making school rules and adhering to them.

iii. Parents should be in the front line in dealing with students’ discipline.

iv. Parents should be encouraged to foster cooperation and encourage communication and understanding between them and their children.

v. Parents, teachers and the school administration should take a collective responsibility in addressing students’ discipline.

5.4 Suggestions for further research

The following areas are suggested for further study.

1. A study on the role of school administration in resolving discipline problems in public day secondary schools in Kikuyu sub-county, Kiambu County.

2. A similar study should be conducted in other districts to establish whether similar results will be obtained.
REFERENCES


Conner M. G. (2008), (http://www.crisiscounseling.com)


Murphy, P. (1986). *Big is Beautiful, International Institute for Educational Planning (IIEP) 25th Anniversary Workshop Booklet No. 2.*


APPENDICE

APPENDIX 1: PRINCIPALS’ INTERVIEW SCHEDULE

This questionnaire is purely for a research study on the role of parents in resolving discipline problems in secondary schools. The information you give will be treated with utmost confidentiality. It will not be used for any other purpose except for the study. Please answer the questions as truthfully as possible.

**Demographic data**

1. Please indicate your age bracket.
   - Below 29 years [ ]
   - 30-39 years [ ]
   - 40-49 years [ ]
   - 50 and above years [ ]

2. Indicate the number of years you have served as a head teacher.
   - Below 1 year [ ]
   - 2-5 years [ ]
   - 6 years and above [ ]

3. Please indicate your gender.
   - Male [ ]
   - Female [ ]

4. Indicate your highest professional qualification.
   - Diploma in Education [ ]
   - B.Ed [ ]
   - B.A. [ ]
   - B.A. with PGDE [ ]
   - B.Sc [ ]
   - B.Sc with PGDE [ ]
   - M.A. [ ]
   - M.Ed [ ]
   - Any other (specify)...........................................................................................................
Role of parents in resolving students’ discipline

1. What in your opinion are the common forms of indiscipline in your schools?

2. In your opinion, which of the following styles of parenting do parents use on their children? Tick where applicable.

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set rules for their children</td>
<td></td>
</tr>
<tr>
<td>Expect obedience without questions</td>
<td></td>
</tr>
<tr>
<td>Have very few rules</td>
<td></td>
</tr>
<tr>
<td>Leave children to make their own decision</td>
<td></td>
</tr>
<tr>
<td>Monitor and enforce rules</td>
<td></td>
</tr>
<tr>
<td>Offer guidance on life issues</td>
<td></td>
</tr>
<tr>
<td>Encourage verbal give and take</td>
<td></td>
</tr>
<tr>
<td>Encourage cooperation</td>
<td></td>
</tr>
<tr>
<td>Punish children</td>
<td></td>
</tr>
</tbody>
</table>
3. How do the parenting styles/practices noted above affect students’ discipline?

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set rules for their children</td>
<td></td>
</tr>
<tr>
<td>Expect obedience without questions</td>
<td></td>
</tr>
<tr>
<td>Have very few rules</td>
<td></td>
</tr>
<tr>
<td>Leave children to make their own decision</td>
<td></td>
</tr>
<tr>
<td>Monitor and enforce rules</td>
<td></td>
</tr>
<tr>
<td>Offer guidance on life issues</td>
<td></td>
</tr>
<tr>
<td>Encourage verbal give and take</td>
<td></td>
</tr>
<tr>
<td>Encourage cooperation</td>
<td></td>
</tr>
<tr>
<td>Punish children</td>
<td></td>
</tr>
</tbody>
</table>

4. In your opinion, do parents play a role in resolving discipline problems of their children in school?
   Yes [ ] No [ ]

5. Are parents involved in students’ guidance and counseling sessions to resolve discipline problems?
   Yes [ ] Don’t Know [ ] No [ ]

6. Which type of discipline problems requiring guidance and counseling are parents involved in?
   ................................................................................................................
   ................................................................................................................

7. In what ways should parents be involved in resolving their children’s discipline problems in school?
   ................................................................................................................
   ................................................................................................................

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APPENDIX II: PARENTS’ QUESTIONNAIRE

This questionnaire is purely for research purposes. The information you will give will be treated with the confidentiality it deserves. It will not be used for any other purposes. Please answer the questions honestly. Do not write your name.

1. Your age ...........................................................................................................................................

2. Gender:  Male [  ]  Female [  ]

3. Level of Education
   a) Form 4 [  ]
   b) Graduate [  ]
   c) Post Graduate [  ]
   d) Any other ......................................................................................................................................

4. Have you been called to school to discuss your child’s (children’s) discipline problem?
   Yes [  ]  No [  ]

5. If yes, what matters have you ever discussed with the class teacher regarding your child’s discipline?
   ..........................................................................................................................................................
6. Which of the following styles of parenting do you practice on your child? Tick where applicable.

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set rules for their children</td>
<td></td>
</tr>
<tr>
<td>Expect obedience without questions</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Monitor and enforce rules</td>
<td></td>
</tr>
<tr>
<td>Offer guidance on life issues</td>
<td></td>
</tr>
<tr>
<td>Encourage verbal give and take</td>
<td></td>
</tr>
<tr>
<td>Encourage cooperation</td>
<td></td>
</tr>
<tr>
<td>Punish children</td>
<td></td>
</tr>
</tbody>
</table>

7. What, in your opinion, are the effects of the above parenting styles on your child?

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set rules for their children</td>
<td></td>
</tr>
<tr>
<td>Expect obedience without questions</td>
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<td></td>
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<tr>
<td>Offer guidance on life issues</td>
<td></td>
</tr>
<tr>
<td>Encourage verbal give and take</td>
<td></td>
</tr>
<tr>
<td>Encourage cooperation</td>
<td></td>
</tr>
<tr>
<td>Punish children</td>
<td></td>
</tr>
</tbody>
</table>
8. Have you been involved in dealing with student discipline problems in school?
   Yes [ ]   No [ ]

9. If yes, in what ways have you been involved?
   ........................................................................
   ........................................................................
   ........................................................................
APPENDIX III: QUESTIONNAIRE FOR CLASS TEACHER

Introduction

This questionnaire is purely for a research study on the role of parents in secondary schools. The information you give will be treated with utmost confidentiality. It will not be used for any other purpose except for the study. Please answer the questions as truthfully as possible.

Please tick appropriately.

SECTION A: GENERAL INFORMATION

1. What is the nature of your school?

   Boys [ ]  Girls [ ]
   Mixed [ ]  Day [ ]
   Boarding [ ]

2. How long have you been a teacher?

   0-1 years [ ]
   1-5 year [ ]
   6-10 years [ ]
   16 and more years [ ]

3. How long have you worked as Class Teacher?

   0-1 years [ ]
   6-10 years [ ]
   11-15 years [ ]
   16 and more [ ]
SECTION B: INFORMATION ON DISCIPLINE

4. What are the most common cases of indiscipline in your school?

.................................................................................................................................
.................................................................................................................................

5. Do you involve parents in dealing with indiscipline in your class?

Yes [ ] No [ ]

6. If yes, what is the role of the parent in resolving discipline problems of the students?

.................................................................................................................................
.................................................................................................................................

7. In your opinion, which of the following styles of parenting do parents use on their children? Tick where applicable

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set rules for their children</td>
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<tr>
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</tr>
<tr>
<td>Monitor and enforce rules</td>
<td></td>
</tr>
<tr>
<td>Offer guidance on life issues</td>
<td></td>
</tr>
<tr>
<td>Encourage verbal give and take</td>
<td></td>
</tr>
<tr>
<td>Encourage cooperation</td>
<td></td>
</tr>
<tr>
<td>Punish children</td>
<td></td>
</tr>
</tbody>
</table>
8. In your opinion, what is the effect of the following parenting practices/styles as practiced by parents in resolving problems on the discipline of the students?

<table>
<thead>
<tr>
<th>Parenting Styles/Practices</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set rules for their children</td>
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</tr>
<tr>
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</tr>
<tr>
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<td></td>
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<td>Encourage cooperation</td>
<td></td>
</tr>
<tr>
<td>Punish children</td>
<td></td>
</tr>
</tbody>
</table>

9. Give suggestions on the role that parents should play in as far as disciplining their children in concerned

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........................................................................................................................................................................
........................................................................................................................................................................
APPENDIX IV: REQUEST TO CONDUCT A RESEARCH

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

Our Ref: E55/10492/08

Date: 5th May 2012

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. GITHU MARGARET WANJA - REG. NO. E55/10492/08

I write to introduce Ms. Githu Margaret Wanja who is a Postgraduate Student of this University. She is registered for an M.Ed degree programme in the Department of Educational Management, Policy & Curriculum Studies in the School of Education.

Ms. Githu intends to conduct research for a thesis project entitled, “The Role of Parents in Resolving Students’ Discipline Problems in Public Day Secondary Schools in Kikuyu District, Kiambu County, Kenya.”

Any assistance given will be highly appreciated.

Yours faithfully,

Mrs. Lucy N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

LNM/fwk
APPENDIX V: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213133, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

NCST/RCD/14/012/840

Our Ref:
Margaret Wanja Githu
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “The role of parents in resolving students’ discipline problems in public day secondary schools in Kikuyu District, Kiambu County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kikuyu District for a period ending 30th October, 2012.

You are advised to report to the District Commissioner and the District Education Officer, Kikuyu District before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSE.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Kikuyu District.

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development.”