

Psychologists have gone far and wide in trying to establish why people behave the way they do. For instance, Sigmund Freud in his psychoanalytic theory denotes that every human act is controlled by psychic energy, which he referred to as libido. According to him, this energy must be spent in one way or another for an individual to experience satisfaction.

If this energy is not spent the time it should be spent, fixation occurs which later on in life results to regression. On the other hand, if this energy is spent in ways that are contrary to the societal expectations, maladjustment becomes the domino effect.

Since a theory is used to explain a phenomena, this can be used to explain why students especially in secondary schools tend to get out of hand and sometimes result to aggression.

This informed the foundation of this dissertation so as to find out more on indiscipline cases in secondary schools.

A sample of three secondary schools was obtained in Meru South District which involved 120 students, three class teachers and three head teachers, Questionnaires and interviews schedules were the main tools for data collection. Descriptive statistics was used in the analysis of data.

The study results indicated that students were not for the idea of being punished but felt that they needed a dialogue with their teachers so that they can speak their minds out.

Both the teachers and head teachers held the view that parental influence played a major role in contributing to the state of discipline in the schools. Basically this may be due to diverse parenting styles practiced in various homes