

INFLUENCE OF HOME BASED FACTORS ON STUDENT DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB-COUNTY, KITUI COUNTY, KENYA

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Abstract: Discipline is essential for smooth functioning of schools and society. Some of the discipline problems experienced by Kenya public secondary schools include discipline, bullying, destruction of school property, physical violence by students on teachers and other students, alcoholism, abuse of drugs and substances, absenteeism among others. The purpose of this study was to determine the influence of home based factors on student discipline in Public Secondary Schools in Kitui Central Sub-County, Kitui County, Kenya. This study adopted descriptive survey research design. The schools that were targeted were 31 public secondary schools with a population of 12654 respondents comprising of 31 school Principals, 233 teachers and 1200 students. The sample size was 221 respondents composed of 31 school principals, 70 teachers and 120 students. Questionnaires were used to collect data from all the respondents. ANOVA was used to test the null hypotheses at $\alpha = 0.05$. Multiple regression analyses were used to determine the impact of each of the independent variable on discipline. The findings of the study were that home based factors influence discipline among students in public secondary schools as shown by ANOVA results ($F(1,219) = 166.899$ and the P-value = 0.0771). The regression results showed that all the independent variables were significant at 0.05% significant level ($p=0.000$, $p= 0.000$ and $p=0.021$) respectively and that all the factors predicted students' discipline significantly. The study recommends that school principals should also sensitize parents to be more involved with their children discipline issues and do follow up on their behavior while at home. This would help the school to reduce indiscipline as the parents would be assisting teachers on discipline management when the students are at home. On the other hand parents should not expose their children to drugs and substances at home. This is because when they are exposed it becomes easy for them to access the same leading to indiscipline.

Keywords: Home Based Factors, Student Discipline, Public Secondary School.

1. INTRODUCTION

Education is a process which leads to transformation. It transforms the character of a person to becoming an important person in the society (Siringi & Waihenya, 2013). It is a technique by which efforts are made to trade the behavior of character in applicable direction. Gaining knowledge of is a modern pastime; every day's classes build upon those of the

day gone by. Regular pupil participation in each day study room events performs an enormous position in a student's school fulfillment. Students with precise attendance file commonly achieve better grades and have good experience in school (Siringi & Waihenya, 2013).

Osighembe (2009) observes that in school, discipline is critical to imparting an environment, that's conducive to severe learning. Discipline is crucial for effective functioning of schools and society. Docking, (2009) see discipline as being large in establishing an orderly system that creates conditions conducive for learning. Total conformity to school rules by students may not be possible. **Muchiri (2011)** identified a few styles of indiscipline commonly skilled in faculties as absenteeism, persistent or failure to do school assignments, bullying deviance of school guidelines, refusal to carry out punishment, smoking, coming late in school, laziness and drug abuse. In addition, **Ayieko (2012)** defined that discipline issues may also include destruction of school belongings which includes burning of dormitories.

Many African countries, studies attribute discipline problems in schools to unconducive home environment, negative peer pressure, lack of parental guidance, mass media, weak school leadership and of late, championing of child rights by human rights activists **Magana (2009)**. Indiscipline students create an excellent task for teachers in their essential bid to train kids efficaciously. This as a result affects the situation of school as a socializing agent (Koutseline, 2012).

Mortimore (2013) did a study in London public secondary schools aimed at investigating behaviour problems among the students and used a questionnaire as an instrument for investigation. The study found out that where a student's home life was in any way unsettled, the student could have negative consequences on his or her behaviour. The researchers point out that parental stress picked up by the children may make concentration difficult in school thus affecting their behaviour there as well.

Students from highly stressful families with frequent tensions in relationship between members, tend to show behaviour problems in school. This is according to a study carried out by Sammons (2010) involving 22,000 secondary school students. In Kenya, Rwamba (2012) conducted a study on pupils indiscipline faced by primary school teachers in Nairobi's slum area of Mathare. The study used questionnaires to solicit information from head teachers and teachers. The study revealed that all the teachers covered by the study felt that home background influence contributed significantly towards the pupils' behaviour in school.

2. METHODOLOGY

This study employed a descriptive research design. According to Kothari (2004), the major purpose of descriptive survey is to explain the existing fame of a phenomenon, figuring out the nature of the winning situations, practices, attitudes and looking for correct descriptions. Saunders *et al.* (2009) imply that descriptive studies layout allows set up causal relationships between variables by way of laying emphasis on reading a state of affairs or a problem. The selected design was, therefore, taken into consideration suitable for the study as it entailed exam of relationships among variables. The design was additionally selected since it allowed the researcher to take a broad view of the findings to a bigger populace and it was more particular and correct because it worried description of occasions in a carefully considered way.

3. TARGET POPULATION

According to Mbese (2006) population is the total number of items, activities or matters of interest the researcher desires to analyze. The target population of the study was the 31 public secondary schools found in Kitui Central Sub-county. It comprised of 31 Principals, 233 teachers and 1200 students. The total target population was therefore 12654.

4. SAMPLING PROCEDURE AND SAMPLE SIZE

According to Orodho (2005) any statements made approximately on the sample to be taken have to additionally be representative of the population. According to Bell (2005) a minimum number equivalent to a third of entire population for statistical analyzes provides a useful rule of thumb for each study category. Census sampling was used to select a sample of 31 principals because the sample population was small while simple random sampling was used to select 30 percent of teachers making a sample of 70 teachers. From the students population which was a large population, a sample of 120 students was selected using simple random sampling. This was 10 percent of the population which was sufficient according to Gay (2002).

Table 1: Sampling matrix

Description	Target Population	Percentage	Sample Size
Principals	31	100	31
Teachers	1200	30	70
Students	1200	10	120
Total	12264		221

5. DATA COLLECTION INSTRUMENTS

This study used the questionnaires for data collection.

5.1 Questionnaires:

The questionnaires were used due to the fact they provide considerable importance than other tools. It offers a fair stimulus potentially to big numbers of items under study concurrently and provide the investigation with an easy accumulation of information. Gay(2002) keeps that questionnaires deliver respondents freedom to explicit their views or opinion and additionally to make pointers. Anonymity facilitates to provide extra candid answers than is viable in an interview. The questionnaires were divided into 2 sections A and B showing demographic statistics and home background questions respectively.

5.2 Pilot Study:

Pilot study is a distinctive initial examination carried out prior to the actual study (Mugenda & Mugenda, 2003). Pilot study was carried out in the neighboring Kitui West Sub-County.

5.3 Validity of the Research Instruments:

To make sure that questionnaires were valid, content material validity was accomplished to examine readability and ease. Expert judgment was sought to touch upon the representativeness and suitability of questions and give guidelines of corrections to be made to the shape of the research equipment. This assisted in improving the content material validity of the records that was accrued. Moreover, it provided the important review and amendment of the research tool thereby enhancing validity.

5.4 Reliability of the Research Instruments:

Mugenda and Mugenda (2003) outline reliability as a degree of the extent to which a research device yields steady effects or records after repeated trial. The pilot test enabled the researcher to evaluate the clarity of the questionnaire gadgets in order that those objects discovered to be insufficient or vague were changed to improve the pleasant of the studies device hence increasing its reliability. Split-half approach of reliability was employed, whereby the piloted questionnaires were divided into equivalent halves and then a correlation coefficient for the two halves computed with the use of the spearman brown prophesy components. For study, the correlation of 0.78 was obtained which was sufficient to continue with the analysis.

5.5 Data Collection Procedure:

The researcher contacted the school administration to verify her intention on carrying the research and to show the importance of the study and the dedication required from the administration. A research permit was obtained from the National Commission for Science, Technology and Innovation (NACOSTI). A self-administered questionnaire was taken to each sampled respondent and was collected after two weeks.

5.6 Data Analysis:

Quantitative data was corrected, coded and cleaned for analysis. Inferential statistics, the ANOVA was used to test the hypothesis whereas multiple regression was used to determine the contribution of each independent variable to the dependent variable.

The formula was as follows: $Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + \varepsilon$

Whereby

Y = Discipline,

B_0 = Constant,

X_1 = Student personality,

X_2 = School related factors,

X_3 = Home Based factors

$\beta_1, \beta_2, \beta_3$ and β_4 are coefficients of determination

ε is the error term.

6. CONCLUSION

The study concludes that the home background factors which includes; poor involvement and supervision of students, social economic status of parents, status of the home (temporary, permanent or homeless, Violence and drug abuse influences students discipline among students in public secondary schools. This is because when parents do not provide enough learning materials for their children, they end up stealing from the others which is indiscipline. Also parents who take drugs and alcohol tends to influence their children and they end up imitating them.

7. RECOMMENDATION

This study concludes that school principals should also sensitize parents to be more involved with their children discipline issues and do follow up on their behavior while at home. This would help the school to reduce indiscipline as the parents would be assisting teachers on discipline management when the students are at home. On the other hand parents should not expose their children to drugs and substances at home. This is because when they are exposed it becomes easy for them to access the same leading to indiscipline

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