STAKEHOLDERS' PERCEPTIONS TOWARD FACTORS INFLUENCING THE STATE OF DISCIPLINE AMONG SECONDARY SCHOOL STUDENTS IN BARINGO DISTRICT-KENYA

BY

Stephen Ng'etich Barkwang

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A Research Project Report

Submitted to the Department of Educational Administration and Planning in Partial Fulfillment of the Requirements for the Award of a Master of Education Degree in Educational Management of Egerton University

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DECLARATION AND RECOMMENDATION

DECLARATION

This research project is my original work and has not been presented for a degree in this or any other University

Signature ..... Date 15.02.2006

Stephen Ng'etich Barkwang

RECOMMENDATION

This research project has been submitted with my approval as university supervisor

Signature ..... Date 15/2/06

Dr. Zipporah W. Sisungo

DEDICATION

This work is dedicated to my wife Evaline and children: Betty, Winnie, Peninah, Sirma, Monicah and Moses.

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ABSTRACT

The discipline of students has become paramount in the management of secondary schools in Kenya. The main objective of the research was to determine the perceptions of stakeholders toward the factors that influence students' discipline in secondary schools in Baringo District. Survey research design was used in the study. All the 33 headteachers, 450 teachers, 429 BOG members and 264 PTA members in the 33 secondary schools in Baringo District formed the target population. Simple random sampling was used to select 10 schools from which 90 teachers were also picked through simple random sampling. The 10 headteachers in the sample schools were involved in the study. Interviewed, were 2 BOG members and 2 representatives of parents who were obtained through Simple random sampling method from each of the 10 sampled schools. The instruments were piloted to assess their reliability and also were tested using Cronbach alpha, which gave an overall reliability coefficient of 0.85, with a reliability coefficient of 0.75 and 0.77 for HTQ and TQ respectively. The instruments were given to educational experts in the Faculty of Education and Human Resources in Egerton University to assess and improve the content and face validity of the items contained in the instruments. The data was analyzed using descriptive statistics: frequencies, percentages and results were presented using tables. Major findings/conclusions based on the perceptions of the stakeholders towards the school environment factors that had more influence on students' discipline included: school culture, admission of students from other secondary schools and lack of clearly defined measures against indisciplined students while on home based factors they included: lack of role model at home, lack of parents' follow-up of students' performance and anti-social behaviour at home. The findings and recommendations should be useful to headteachers, teachers, parents and other stakeholders in the management of students' discipline in secondary schools in Baringo District.

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LIST OF ABBREVIATIONS AND ACRONYMS

B. O. G - Board of Governors

BIS - Board of Governors Interview Schedule

CATs - Continuous Assessment Tests

D. E. O - District Education Officer

H/T - Headteacher

HIS - Headteachers' Interview Schedule

HTQ - Headteachers' Questionnaire

TQ - Teachers' Questionnaire

KCSE - Kenya Certificate of Secondary Education

MOEST - Ministry of Education, Science and Technology

PDE - Provincial Director of Education

PIS - Parents' Interview Schedule

PTA - Parents Teachers Association

SPSS - Statistical Package for Social Science

T - Teacher

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Discipline in schools is a powerful, emotive subject because it is one of the main determinants of students' success in their academic work, and it is an issue that has generated public concern, according to the Ministry of Education, Science and Technology (MOEST, 2001). Many people equate the falling academic standards in schools to low standards of students' discipline (Gilham, 1981). It is on this basis that the role of the headteachers and teachers within the school's administrative and instructional services become crucial. Students' discipline precedes quality education and with the increased violence, drug abuse and crime in the Kenyan society, stability in our schools was threatened and caused worry among most headteachers.

The foregoing statement points at the growing concern that many schools are at risk of becoming unsafe places for learning. Headteachers and teachers had an awesome responsibility of not only teaching effectively to ensure that students achieve academic excellence but also, had the task of imparting and providing the necessary discipline for the youth to grow as responsible citizens (Griffin, 1994).

The learners should therefore, be able to make meaningful contributions towards the development of the country after going through an education system with good discipline. In this regard, the Kenyan secondary schools' personnel management, policies, structures, aims and objectives should be geared towards the provision of a sound-learning environment as agents of instilling discipline. According to Gilham (1981), a school environment and student's home background factors contribute to making the school an effective environment as far as the control of the learners' behaviour is concerned. However, if the factors had negative effects then the school would become chaotic and more of a trouble spot rather than a centre for learning.

The dawn of this millennium saw increasing strikes and excessive anti-social behaviour in schools in Kenya. For example, the periods between 1990 and 2000 were full of students' unrest in secondary schools (MOEST, 2001). The unrest led to massive loss of lives, time and physical facilities.

Stangham (1982) notes that the modern society is becoming more indisciplined with increasing lawlessness, violence and permissiveness. This trend needs to be rectified because it affects the younger generations. Furthermore, Mutie (1999) asserts that indiscipline is a cancer in many schools and can be attributed to negative internal and external influences, which make students lack direction and a sense of purpose in their learning environment.

Cases of unrest in secondary schools in Kenya have been alarming and heavily characterized by violence, wanton destruction of school and public property and causing tragic deaths. Notable cases include: St. Kizito Mixed Secondary School, where there were cases of rape and loss of lives; Nyeri High School, where prefects were burned to death and the horrible Kyanguli Secondary School incident where 68 students were burned to death and scores injured (MOEST, 2001). As a result of these incidents, the government formed a task force on students' discipline and unrest in secondary schools in Kenya. The report documented the number of schools affected by the unrest in all Provinces from 1990 to 2000. The statistics are as shown in Table 1.

Table 1: Numbers, Percentages and Gravity of Schools per Province that were Affected by Riots of Students Between 1990 and 2000

Province	Existing number of Secondary Schools	Number of Schools that went on strike	Percentage of schools that went on strike	Gravity
Central	630	85	13.5	Violent and destructive
Coast	151	4	2.6	Destruction of school property
Nyanza	680	7	1.0	Destruction of school property
Eastern	626	76	12.4	Destruction of school property and loss of human life
Rift valley	625	50	8.0	Violent and destructive
Western	408	19	4.7	Minor destruction of school property
Nairobi	93	2	0.02	Minor damage of school property
North Eastern	21	7	33.3	Destruction of school property

Source: Adopted from MOEST (2001). Report of the Task Force on Students' Discipline and unrest in secondary schools.

The gravity of students' discipline worsened due to the following factors influencing discipline: the role of school administration, students' living conditions and poor academic performance, which prominently featured in the Task force report (MOEST, 2001; Daily Nation, January 29, 2001 p 20). According to Okumbe (1998), a headteacher has an upper hand over the teachers and students on discipline matters. Sisungo (2002) states that the quality of school management and administration in many Kenyan secondary schools is inadequate, thus leading to recurring students' unrest. There are headteachers who suspend students for any offence, depriving them of lessons that consequently affect their academic performance (Griffin, 1994). Since headteachers and teachers have been entrusted with the responsibility of moulding the students to be of good discipline in the society, this study suggests that the parents be involved before headteachers take such actions like suspension, among others.

1.2 Statement of the Problem

On the basis of the preceding background, it is noted that in spite of the Kenya Government's effort to ensure quality education and effective management at the secondary school level, there are emerging challenges in state of students' discipline, according to MOEST (2001) and Sisungo (2002). Baringo District has continued to experience students' indiscipline, which results in chaos and destruction of school property. No study has been carried out to determine the cause of indiscipline in secondary schools in Baringo district. Therefore, this study endeavoured to investigate the perceptions of the stakeholders toward the factors that influence the state of students' discipline in secondary schools in Baringo District.

1.3 Purpose of the Study

The main purpose of the study was to investigate the stakeholders' perceptions toward the factors that influence the state of students' discipline in secondary schools in Baringo District.

1.4 Objectives of the Study

The following objectives guided the study:

(i) To determine the teachers' perceptions toward the factors related to the school environment that influence the state of students' discipline in secondary schools in Baringo District.

(ii) To find out the headteachers' perceptions toward the factors related to the school environment, which influence the state of students' discipline in secondary schools in Baringo District.

(iii) To determine the teachers' perceptions toward the factors related to the student's home background which influence the state of students' discipline in secondary schools in Baringo District.

(iv) To find out the headteachers' perceptions toward the factors related to the student's home background that influence the students' discipline in secondary schools in Baringo District.

(v) To determine the steps to be taken to alleviate indiscipline cases of students in secondary schools in Baringo District.

1.5 Research Questions

The study sought to answer the following research questions generated from the objectives: -

(i) What are the teachers' perceptions toward the factors related to the school environment which influence the state of students' discipline in secondary schools in Baringo District?

(ii) What are the headteachers' perceptions toward the factors related to the school environment which influence the state of students' discipline in secondary schools in Baringo District?

(iii) What are the teachers' perceptions toward the factors related to the student's home background which influence the state of students' discipline in secondary schools in Baringo District?

(iv) What are the headteachers' perceptions toward the factors related to the student's home background factors that influence the state of students' discipline in secondary schools in Baringo District?

(v) What steps should be taken to alleviate indiscipline cases of students in secondary schools in Baringo District?

1.6 Significance of the Study

Research Study by MOEST (1999) recommended the investigation of factors influencing students' discipline. This study therefore, benefits headteachers and teachers in determining real causes of students' indiscipline.

The study explored the possible approaches for the management of students' discipline in secondary schools in Baringo District, and this should be useful to all stakeholders through out Kenya, and it serves as a useful source of reference for further research.

1.7 Scope of the Study

The study focused on factors influencing the state of students' discipline in secondary schools in Baringo District.

1.8 Limitations of the Study

The researcher experienced limited Internet services to source adequate information relating to the research. Some of the BOG members could not adequately address issues relating to discipline of students in secondary schools in Baringo District.

1.9 Definitions of Terms

For the purpose of this study, the following terms were defined as follows:

Strikes - They are acts of students going out of control, and causing destruction of property and life as a result of dissatisfaction with the school administration and management. This involves organized learning stoppage by students to demonstrate their inner feelings about the system of school administration.

Riots – These are situations in which students become chaotic and cause damage to property and life of individuals within and outside the school. Their motive is to create disturbance and paralyse the school routine and draw attention of people outside the institution.

Protest - This is a deliberate disobedience by students against their seniors or school administration. The students' disobedience may be aimed at drawing the attention of the school administration to address their grievances.

Sit-ins - The students become inactive during the normal activities of the school, for instance refusing to attend classes. It is a mild way of protesting against the school administration by the students and the whole idea welcomes dialogue.

Perceptions - Ways in which the headteachers, teachers, BOG and PTA members understand factors influencing state of students' discipline in secondary schools.

Violence – It is the use of force by the students against the school administration when pressing for their grievances.

Massive destruction - The magnitude of wilful damage of private and public property by students on the rampage as a result of dissatisfaction of the school administration.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with the review of literature concerning the issue of discipline and causes of indiscipline in schools. The literature reviewed focused on the factors leading to the increase of students' unrest in the secondary schools today. In addition, the role of the headteachers forms an important part of the chapter. The theoretical framework that relates to the study is also addressed in this chapter.

2.2 School Discipline

Discipline is the action by management to enforce organizational standard or code of behaviour among the students. In an effective school, teachers, non-teaching staff and students must maintain a certain kind of behaviour for the school to progress (Okumbe, 1998). The behaviour expected from the students should portray moral conduct and integrity. In fact, society judges a school by the behaviour of its pupils (Davis, 1990). Every society wishes to prepare its youth for responsible citizenship, based on sound morals. Parents and teachers are expected to instil a sense of good conduct in youth in the process of moulding their behaviour when they are either at home or at school. According to Kochhar (1988), discipline is the willingness to put forth effort that consequently results in the achievement of the school objectives. It is a process that involves setting up deliberate structures and code of behaviour geared towards attaining certain school goals successfully. In order to successfully achieve these objectives, the students are required to strictly adhere to the various behaviour patterns necessary for the realization of maximum performance.

The mature behaviour patterns such as a sense of responsibility, self-discipline, obedience and honesty required of a student that may lead exemplary life to other students (Mbiti, 1974). According to Olembo and Cameron (1986), a well-run school depends on few but clearly stated rules and regulations that the students are supposed to be familiar with and find them easy to follow. There is no community without rules meant to safeguard the welfare of students today. Discipline in a school should be based on students' consent but not fear. In this case, students learn to discipline themselves and are the first ones to disapprove of those who break the agreed rules and regulations (Aggarwal, 1991).

2.3 The Role of Headteachers

The headteacher's role as the chief disciplinarian forms an important part of the school management. He/She has to provide the necessary guidance and leadership in the establishment and maintenance of the school discipline (MOEST, 1987). These are part of the organizational activities that are necessary to sustain the school and ensure its survival.

In a school situation, the main goal includes maintenance of good academic standards and a high level of students' discipline. These two aspects promote the public image of the school as well as that of the headteacher (Jacobson, 1973).

Schools with indiscipline problems have poor learning environments and research evidence points out that such schools end up not performing well in academic as compared to schools that maintain high level of discipline (Okumbe, 1998). School management has become quite complex and it is important for headteachers to try to meet the demands derived from a wide range of abilities and interests amongst the teachers, students and the community. The issue of indiscipline becomes a problem, which has to be analysed critically, and solutions sought before the situation aggravates.

2.4 Principles of Good Discipline

Principles of good discipline should be used to guide headteachers in effective management, which includes the management of school discipline. According to Aloo (2002), the principles of good discipline in an institution include the following:

First, fulfilling the school mission is important. The mission of the school should be fulfilled in order to serve the purpose of its establishment. One of the school missions is to produce Godly and just citizenry and this makes students have good discipline and excel in academic performance.

Secondly, creating a conducive environment or school climate, which is student-friendly and encourages meaningful learning to take place should be ensured. In fact, the rules and regulations are the attributes of the school environment; and how they are formulated and implemented should be in harmony with the desires of the school management, staff and the students. The interpersonal relationship between the headteacher, the teachers and students helps in boosting a conducive school environment. Therefore, the school climate includes its traditions, which defines how things are done in an acceptable way. However, the school tradition is developed over a length of time and passed on to the new students who join the school over the years (Sisungo, 2002).

Thirdly, an individual should be corrected by emphasizing the virtues and not vices. The best way of correcting students when they go wrong is through the emphasis of virtues in the society, and making them understand their moral obligations. The students should be brought up in a morally upright way so that they avoid the vices, which are common in the society. Students can be corrected through guidance and counselling, and be made to understand why they are corrected and how they can avoid repeating the same offence. This can effectively be done through the redirection of destructive behaviour into socially accepted ones (MOEST, 2000).

Fourthly, it is necessary for students to have basic needs such as food, shelter, clothing, good sense of belonging and safety in the school. Lack of these needs make the students psychologically unstable. They may be driven into doing things that will draw the attention of those who are concerned with the provision of the basic needs (Bennaars et al, 1994).

2.5 Causes of Indiscipline in Secondary Schools

The cause of students' unrest in secondary schools, to some extent, is a reflection of the general societal unrest, which has reached great heights in Kenya (MOEST, 2001). This gives many secondary schools' headteachers the greatest cause of concern about students' indiscipline as it assumes alarming dimensions (Jacobson, 1973). The increasing incidence of defiance of authority has in fact, made educators and the public sceptical about the efficacy of education in making better human beings (Kochhar, 1988).

Research evidence cites various causes of this alarming phenomenon (MOEST, 2001). Studies based in the developing countries state that the process of growing up is always a trying experience. Moreover, the tendency towards rebellion characterizes the adolescent period of adjustment from dependency stage to adulthood (Jacobson, 1973). According to research by Columbia University as explained by Davis (1990), schools were found to be unjust, undemocratic and afforded little opportunity for accepted means of conflict resolutions. In addition, the schools were cited to be petty in their application of rules and regulations and the use of force was typical. In the students' eyes therefore, a chance for their contribution to critical decision-making in matters affecting them becomes crucial.

In addition students have surplus energy in their youthful stage and if it does not find a legitimate outlet, results in idleness, misadventure, misconduct and mischief (Jacobson, 1973). Along the same line, poor leadership as provided by the headteachers, defective school policies on examinations and lack of effective communication within the school environment also contribute to the prevalent chaos in secondary schools. Moreover, Davis (1990), states that the present generation has been brought up in a permissive environment and that schools are now reaping the consequences such as lack of respect for authority and open rebellion against the school rules and regulations set by the school management. This indicates the importance of the home background in laying a good foundation in children's discipline. However, students' unrest has become an acute national problem and has tended to throw the educational systems out of control. Leaders, teachers and parents, are worried over the discipline of the youth in the society; and therefore, recommends that the problem must be properly analyzed and an effective solution be found urgently (Kochhar, 1998).

A conducive learning environment is that which adequately caters for the needs of the students while they are in school. This implies that the school environment ought to be as good or even better than that of students' homes (Bennaars et al, 1994). However, various factors operating within the school often lead to students' unrest. For instance, poor management, poor maintenance of the physical facilities and school administration being insensitive to students' needs has been cited as a cause of frustration, hence the protests among the secondary school students (Onyango, 2000). Indiscipline students are characterized by drug abuse in the school, destruction of lives and property, protests and boycotts of classes, fighting and bullying as well as truancy and defiance of the school authority (Jones, 1980)

The Daily Nation (June 18, 2003, p. 6) cites an example of students' unrest involving J.G Kiereini secondary school that led to a boy drowning in a 570 feet deep borehole when the students reacted against the suspension of form 3 students due to indiscipline. Another incident occurred in Utumishi Academy in Gilgil where students rioted, destroying school property while protesting against the school administration over the headteacher's high handedness, exorbitant fees and forced "harambees", which the students felt were not necessary.

2.6 Factors Influencing the State of Students' Discipline

These comprise the school environment factors and the students' home background factors that influence the state of students' discipline.

2.6.1 School Environment Factor

School Culture: Based on the education act (1968), Schools strive to establish a good culture or tradition desirable to parents to have their children enrolled in the schools (Wang'eri, 1986). On the other hand students who have not participated in the drawing up of rules and regulations that govern them will be frustrated and project their frustration and engage in indiscipline (Maundu, 1986). Wang'eri (1986) observed that every parent wanted to know whether the school in which the child was enrolled had a tradition of good discipline. To ensure student control in school, application of the school rules and regulations is required.

Frequent Change of the Headteachers: MOEST (2001) recommended that no headteacher should work in one institution for more than five years. Where a head provides exemplary leadership he or she can be promoted and deployed to a commensurate or a bigger school to replicate the good practices. The state of students' discipline will be influenced by such frequent changes since there is no adequate time for headteachers to understand the pattern of students' behaviour in his/her school.

Quantity of Food Students Eat: Students in secondary schools required the right diet since they are developing fast physically. MOEST (2001) observed that students are given inadequate and poorly cooked food in some schools. This would lead to students' unrest.

Excessive Continuous Assessment Tests (CATs) Administered to Students: The students require time to prepare to write tests. Where there are excessive CATs administered within a short time the students become stressed and would release their stress through indulging in indiscipline. Unprofessional testing and examining of students by the teachers leave the students stressed and may lead to indiscipline. Students require recreational activities and testing after a period of time that allows them to prepare and even enjoy the test given to them (MOEST, 2001).

Admission of Students from other Secondary Schools: MOEST (2001) reported that students from other secondary schools on transfer tend to bring the standards from their former schools and may agitate for change through protest. It is also evident that students with discipline problems are transferred to other secondary schools instead of their cases being handled conclusively (MOEST, 2001). The MOEST (2001) report further noted that the students were transferred without discipline records so that the admitting school does not have any background information about their new students. The implication therefore, is that indiscipline from the admitted students would replicate in the new school and the school administration would find it difficult to handle such indiscipline cases.

Low Students' Entry Mark in Form One Admission: The form one entry marks in secondary schools has some influence on students' discipline. MOEST (2001) observed that students admitted with low entry marks in schools that select high achievers has the potential to make low achievers resort to disruptive behaviour and truancy.

Type of Video Shows for Entertainment in School: MOEST (2001) observed that students in secondary schools took some of the materials for entertainment, which include pornographic videos and movies on violence. Its recommendation was that movies should be rated and pornographic materials confiscated by the school authorities. Koech Report (1999) cited a situation where traditional songs, dances and games have been neglected and replaced with the western culture, which badly influenced the students' discipline through the modern media and information technology.

Prefects' Role in School Administration: According to MOEST (2001), the role of prefects in school administration at all times is to assist the staff in the general discipline of the school and may have special responsibilities in particular parts of the school. The contentious issue is where some prefects are given special privileges such as prefects' uniform and provision of cubicles to live in, which make them have more powers over other students who envy them to the extent of causing problems. MOEST (2001) observed that the privileged position of the prefects causes resentment among other students, making them a target of attack during students' disturbance.

The School Academic Performance in KCSE Examinations: MOEST (2001) observed that ranking of schools in accordance with performance in KCSE nationally makes teachers to be pre-occupied with testing and examining students at the expense of moulding their character. It further observed that the current examination and certification has no room for continuous assessment tests and it frustrates and affects the discipline of students who have been performing well in CATs. Where the school enjoys a history of good performance in KCSE examinations and then a drop arises, this may lead to indiscipline.

Students' Visiting Days: According to MOEST (2001) some parents use school visiting days to have parties for their children which makes students who are not visited to feel demoralized and can vent their frustration through indiscipline actions. It is also noted that when students go for outings they lack teachers' supervision of what they do, thus creating opportunities for anti-social behaviour amongst students such as drug abuse. In some schools it is observed that other people other than the parents or their immediate relatives visit some students and negatively influence students' discipline.

Safety Standards in the School: MOEST (2001) noted that when there is insecurity in a school on the lives and property of students, they are in jeopardy and this can lead to a state of restlessness. The condition of the classrooms and dormitories inhabited by the students should be conducive. The security of the students' lives and property is necessary in order to promote the students' discipline. Some cases were recorded in MOEST (2001) that students fetched water from untreated sources. Indiscipline students can also be a security risk to both the students and the school administration.

The Banning of the Cane in Secondary Schools: MOEST (2001), was informed by the public that the banning of the cane increased the state of students' indiscipline in secondary schools and there was need to review the ban on caning. Kamotho (2001) reported that the secondary school headteachers felt that the ban on the cane had been taken too hurriedly by the MOEST without consulting them. Their views would originate from the ground resulting from their observation of the students' behaviour patterns over a long period of time.

Peer Pressure Among Students: Students who are of badly behaved in the school can influence their peers and that results in an influence on the discipline of the rest of the students. Students like listening, aping, seeking advice from the peers whose advice in most cases are not beneficial to them, thus affecting their discipline(Koech Report, 1999).

Lack of Clearly Defined Measures Against Indiscipline: The banning of the cane was done by the government and offered guidance and counselling to replace the cane as a measure used to handle indiscipline. The banning of the cane increased the spate of indiscipline in the schools since there were no other clearly defined measures to handle indiscipline cases in secondary schools (Kamotho, 2001).

Impact of 85% Form One Selection District Quota System: Students are admitted to schools within their home district or province and therefore, form the majority in the school. They fail to note the advantage and purpose of being in school and form groupings based on villages or clans, which result into indiscipline cases. Koech Report (1999) noted that the introduction of the 85% district quota for provincial and district secondary schools reduced the chances of interaction of students from different ethnic groups and led to the rise in indiscipline cases among students, thus causing frequent unrest in secondary schools.

Communication Channels in Existence in Secondary Schools: Husen et al (1985) argued that poor communication between headteachers; teachers and students influence students' discipline, while open communication encouraged positive attitudes among the students toward the school. Such a school situation will be characterized by flexibility, mutual trust and respect between the students and the teachers. This is supported by Griffin (1994) who argued that the absence of clear channels of communication in a school becomes a source of conflict and thus influenced students' discipline.

Headteacher, Teachers and Students Inter-personal Relationships: The level of inter-personal relationship in the school enhances the working conditions of the teachers, their attitude toward their students, and is involved in setting the standards by which they operate. Therefore, interpersonal relationships within the school strongly influence students' discipline in secondary schools. When there is poor inter-personal relationship in a school there exists suspicion among the headteacher, teachers and students, which leads to strained relationship that may cause frustration, hence indiscipline in students.

Shortage of Teachers and Learning Materials: It has been suggested that lack of teaching and learning materials such as textbooks and facilities like laboratories and congestion in dormitories and classrooms can lead to indiscipline in students (Maundu, 1986). MOEST (2001) noted that there was uneven distribution of teachers in the country. It further added that there was a disparity of resource provision in different secondary schools.

Presence of Kiosks Near the School Compound: Apparently, kiosks have become places where students obtain drugs and alcohol for abuse. MOEST (2001) observed that there was need to stop licensing businesses within the vicinity of the schools that are likely to affect the learning and the lives of students and those currently in operation be relocated. The presence of kiosks encourages students to sneak out of school and engage in anti-social behaviour like drug abuse and other immoral incidents.

Lack of Role Models in the School: The lack of role models affects students' discipline. MOEST (2001) observed that school leavers who become unemployed send wrong messages to students who perceive them as their role models since it creates an attitude that education and schooling was a waste of time, awaiting to go back home to face unemployment. A number of indiscipline cases in secondary schools could be attributed to the negative influence students get from the teachers and other students they emulate as their role models in the school, since they do not lead responsible lives.

2.6.2 Students' Home Background Factors

Family Wealth: MOEST (2001) observed that when children from the rich families join public secondary schools, their expectation in terms of quality services are not met. The parents tend to pressurize the school administration to raise fees thereby disadvantaging children from poor families thus influencing the discipline of students. The wealth that the parents have, deceive the children to the extent that they fail to work hard in school for their future. The children from the rich family maintain their status at the school. That creates the classes of the rich and the poor children within the school. Such classes lead to conflicts amongst the students, thus resulting to indiscipline.

Parents' Marital Instability: There are cases where the culture of violence occurs at home where parents fight and even separate or divorce to the disadvantage of the children. The children acquire negative attitude toward home and everybody else, and indiscipline sets in, thus influencing students' discipline in the school. The moral values and norms practised in the family greatly influence the behaviour and character of the child; prevalent violence in the family makes children to imitate the same when they are in school (Amalemba, 2001).

Single Parenthood: Parenting norms and the family unit are changing but the society has not changed to suit such changes like single parenthood. The single parenting may arise due to accidents involving one of the parents, or the state of setting up a family without necessarily getting married by either the man or the woman. The presence of both parents, that is the mother and the father, play a major role in moulding the behaviour and the character of the child. The current society has single parenthood that has raised children who do not adequately benefit from both the parental care.

Cultural Practices like Initiation or Circumcision: The boys who undergo cultural rituals like initiation usually exhibit behaviour that makes them look down upon the female teachers and students. This makes them have little respect for female teachers and refuse to be corrected by the male teachers, since they perceive themselves as grown ups. It is expected that such negative cultural attitude change to create good discipline among the boys (Mithal, 1978). Koech report (1999) observed that traditional cultural practices that are negative to modern way of life and detrimental to students' discipline should be discouraged, and the positive ones modified to enhance the social development of the youth (Amalemba, 2001).

The Religious Background of the Family: In the public schools there are diverse denominations from which the students belong. It is also provided in the Education Act Cap. 211 that parents should guide on the religious beliefs that the child should practice while in school. Where there is discrimination of the minority of students in the school on religious grounds, it may lead to indiscipline of students. The religious background of the parents has a strong influence on the child's discipline since religious beliefs that the family adhere to at home, should be practised by the child at school. Religion influence peoples lives. There are students with varied religious backgrounds in a school. The school therefore, should accommodate the diverse religious beliefs that students practice to manage students' discipline.

Early Assignment of Responsibilities to Children at Home: In traditional families, children especially first-borns assume family responsibilities while at school. Such responsibilities may include owning property, others being answerable to him/her and others get married. Koech Report (1999) observed that children could be taught social norms and habits that emphasise respect, courtesy and mutual social responsibility that will make him/her responsible as a child, as a parent and as an elder. Parents entrust property and the management of the family business to their children. This may influence the discipline of the students and may affect other students particularly when the family visit him/her to make consultations as regards the vital decision making in the family.

Parents Siding with their Children when Handling Discipline Cases in the School: In most of the cases where parents are involved in resolving students' indiscipline matters, parents become defensive in favour of their children. The way children are treated is by itself a thing to learn from (Smith, 1985). This implies that when a parent sides with a child on indiscipline, the student will become defensive and learn to be dishonest. This will create indiscipline amongst students.

Parents' Occupation/Work Make them have no Time with their Children: Parents lack time to be with their children. Both parents may have full time employment and work under tight schedule that leaves them with no time to stay and monitor the children both at home and in school. The children acquire undesirable habits from the caretakers, which in turn influences their state of discipline (Wang'eri, 1986).

Lack of Role Models in the Family: Students are negatively influenced by what they see and hear at home (Wang'eri, 1986). Parents expose children to violence at home. In this case, they present negatively aggressive models, which influence students to be badly behaved at school. This makes the students to get involved in fighting and molesting other students at school. Children in the family look up to members of the family who are successful in life to be their role models. A family that lacks a role model will make the child to lack goals in life and the activities they participate in both at home and school will not serve any useful purpose (Amalemba, 2001).

Future Expectation of the Family on the Student: Conflict arises between the expectations of the parents on what they want their children to become after school when they disregard the child's ability. The child ends up being frustrated when he/she fails to achieve the desires of the family. Wheldall (1992) argued that students who do not excel in schoolwork arising from the pressure from their parents would at one time seek to excel in misconduct so that he or she may be recognized as an achiever in a particular field. The parents have an expectation on their children when they take them to school. The conflict arises when the child would lack the sense of direction and purpose as to why they are at school. The parents may push their child to become a doctor yet the academic performance falls short of the required stardard for the course. When the parents lose confidence in the child over this failed expectation, the child becomes depressed in school and indiscipline sets in (Amalemba, 2001).

Lack of Corrective Measures when Children go Wrong at Home: Igaga (1990) argued that the corrective measures on handling indiscipline involves rewarding good behaviour with intangible things like social approval, appreciation or praise, while bad behaviour may be ignored or punished. It further observed that parents who lose control of their children at home shift the responsibility to relatives or the school. The parents do not have the options that they can use against children who go wrong at home. The only measure that is taken is caning. Some parents are not skilled in the method of utilizing guidance and counselling in view of correcting indiscipline children. It is argued that guidance and counselling alone cannot control indiscipline cases in secondary schools (Waihenya, 2001).

Sending Children to Boarding Primary Schools at Early Age: It is the desire of most parents to let their children obtain quality education. They believe that taking them to boarding primary schools at an early age would go a long way in developing a good foundation for them. There are negative influences that children get from the older children, which affect students' discipline. Taking young children to the pre-school and boarding primary schools deny the children parental care. If the children lack love and attention from parents they would turn to those of bad character and their behaviour may change. Parents send their children to boarding primary schools with a view to ensuring that the child got time to concentrate on academic work (Koech Report, 1999). Early boarding primary schooling for children disadvantages them in learning basic moral values and norms in the family (Wang'eri, 1986). This is a factor that influences the discipline of the students.

Child Bearing and Responsibility at Early Teenage: A girl who gets pregnant may have engaged in sexual relationships within or outside the school either with the boys or adults. The girl would drop out of school and the boy would be affected discipline-wise if he continues in the same school. He may lose respect for the teachers because he would consider himself a parent who shoulders family responsibilities just like the teachers. The children are not knowledgeable enough about their sexuality, and that is the reason they get responsibilities related to child bearing (Castillo, 1978). The parents fail to undertake their role in guiding and counselling them with a view to preventing child bearing at early teen age. That could influence students' discipline.

Frequent Going Home for Fees Collection by the Students: Fees payment by parents for students in secondary school is a major problem. The schools entirely depend on the fees on the day-to-day operations of the schools. The school administration was forced to send children home for fees. If the remittance by the students was low so much that the school does not get sufficient funds to sustain the financial obligations, will frequently sent students home and even return them if payments was not forthcoming. The tendency of sending students home now and again for fees make them indisciplined since they do not reach home but visit friends or relatives without the knowledge of the parents and school administration. The students who go home may engage in anti-social activities like smoking and alcohol taking, thus influencing their discipline (Amalemba, 2001). Most parents are unable to pay fees because of high poverty levels. Students are more often sent home to collect fees. The high frequency of going home encourages indiscipline amongst the students. This has resulted in much time lost by the students that could have been used for learning.

Lack of Parents' Follow-up of Students' Performance in School: Parents who visited the schools with the view to monitoring their children's academic performance tend to influence positively the students' discipline. The best way parents control their children is through frequent visits to school to inquire on the progress of their children and monitor their academic performance. Good academic performance is as a result of students' good discipline (Griffin, 1994).

Anti-Social Behaviour Like Drug Abuse at Home: MOEST (2001) argued that cases of parents smoking, drinking or going to discos in the company of their children influenced the students' discipline at the school. Any type of drugs and substances abuse was readily available at the student's home. Alcohol was served in some homes like any other soft drink. If the school administration prohibited the use of drugs and alcohol at school, the students found it contrary to what happened at home and that created indiscipline among students in secondary schools.

Too Much Pocket Money Given to Children by Parents: Parents sometimes gave money to their children in secondary schools as form of protection or used to take care of themselves in the absence of the parents. MOEST (2001) observed that parents gave too much pocket money to their children without guidance regarding their use, whereas the children given little or no pocket money resulted in stealing from the others. All these were the aspects of students' indiscipline cases, brought about by pocket money to students without proper guideline from parents and school administration on the use. MOEST (2001) observed that parents who gave too much pocket money to their children used the money to hire their colleagues from poor families to wash their clothes and carry out other activities which students from rich families found demeaning.

The Impact of the Extended Family on Students' Discipline: The African set up laid emphasis on the importance of the extended family in shaping the discipline of a child (Mithel, 1978). Increased violence in the family and society was blamed on the breakdown of the strong extended family systems. This leads to the decline of supportive mechanisms that ensured support and encouragement to children or students when faced with discipline problems. The extended family involves the relatives outside the nuclear family. There are other relatives that the parents may not have control over their influence on the child's discipline. The influence may involve anti-social and undesirable behaviour that lead to indiscipline.

Utilization of Students' Free Time at Home: According to Castillo (1978) most of the youths in the society are idle. They do not engage themselves in productive work but rather prefer going to shopping centres to pass time. Idleness becomes the source of all evil including misconduct and anti-social activities like smoking, alcohol taking and irresponsible indulgence in sex. Parents do not guide their children on time management at home.

The students waste most of their time when they are at home because they do not perform domestic chores on schedule. This characterizes by oversleeping, laziness and idle discussions with peer groups, and this affects the discipline of students.

Students' Home Locality in Terms of Rural or Urban: The rural or urban settings offered different environment and exposure to the students that could bring about character change (Benaars et al, 1994). The students' home background is the key to a child's development in all aspects of life. Culture from western countries have infiltrated into children's homes in the urban centres, which include the watching of the Television sets and videos and also to access 'Internet services. The negative foreign practices by the students influenced their discipline both at home and at school (MOEST, 2001).

The students' home locality has a major influence on the students' character formation. If children grow up in the rural set up they are exposed to a lot of hardship in their life experience. This will help in making the students have a purposeful schooling that has no time for indiscipline. On the other hand, students whose homes are located in the urban setting have a lot of things which preoccupy them in terms of watching movies, playing games like pool, taking drugs, alcohol and getting involved in promiscuity; which negatively influence their discipline.

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2.7 Theoretical Framework

McGregory Theory X and Theory Y: The premise from which the subject of inquiry is built, is that discipline is derived from the students' observance of the school rules and regulations and their willingness to adhere to the school routine. Indiscipline therefore, occurs when students rebel against school rules and regulations and are forced to follow the school routine by the school administration.

The theoretical framework guiding this research is Douglas McGregor's Theory X and Y assumptions about peoples' behaviour at work (McGregor's, 1960). This study equates adherence to work by workers to the adherence to discipline by students. Theory X refers to a set of assumptions about employees who are: lazy, dislike work, must be coerced to work, avoid responsibilities and will seek to be led. These kinds of employees are self- centred in that they place security above all other factors.

Regarding the school set up, as it relates to theory X, headteachers are faced with indisciplined students who do not follow school rules and regulations; are late to class, abscond classes and fail to perform assigned duties. In such cases, headteachers are forced to be autocratic in their administration, despite the guidance and counselling efforts that might be in place in the school.

According to theory X, headteachers view discipline as an administration of punishment. Based on theory X assumption, disciplinary action is taken against students who do not want to follow the set code of behaviour in the school in order to enforce responsible behaviour in them. Theory Y employs a humane and supportive approach to management and assumes that employees are not lazy; are guided by self-direction, self-control, are disciplined, and committed to the objectives of the organization (Okumbe, 1998). This theory encourages innovative decision making by all employees in the organization. Thus, the manager provides an enabling environment for the release of potential talents and skills which employees are endowed with.

In reference to the school situation, headteachers using theory Y approach will strive to improve the students' academic performance more than their discipline. In this case, the headteachers employ democratic leadership styles and encourage participative decision-making involving the students in schools.

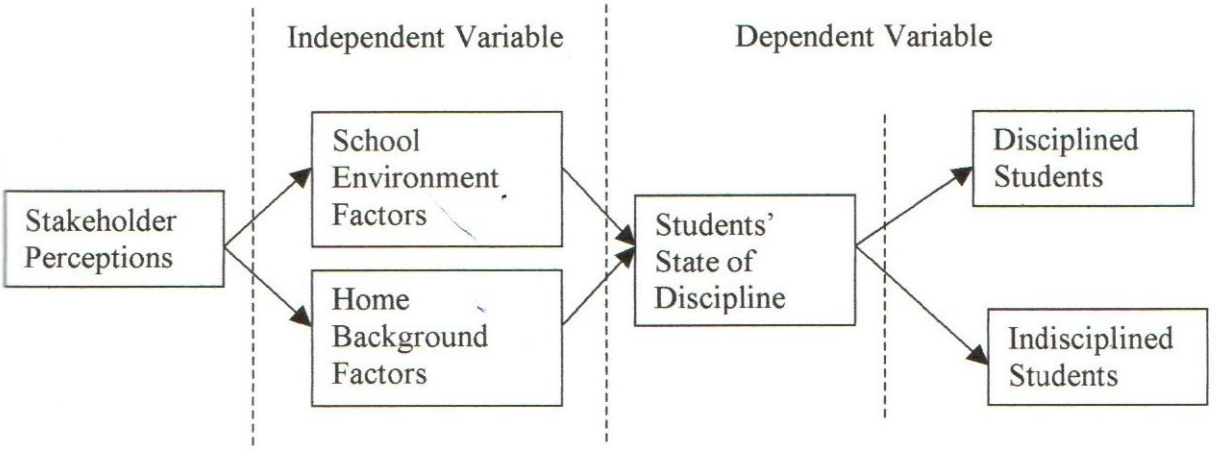
The headteachers will concentrate on providing intelligent leadership in their organizations so that maximum potential can be realized from students. Such headteachers use discipline as an effective tool of leadership skills so as to gain cooperation from students. Therefore, theory Y approach is used to inculcate self-discipline among students. Basing it on this theoretical framework, the study suggests that headteachers who apply theory X and theory Y simultaneously, depending on the prevailing situation would succeed in handling students' discipline problems in their schools.

Motivational Theories: Concepts like need, motive, goal, incentive and attitude appear overwhelmingly, in motivational theories of psychology that affect the behaviour of students (Vroom, 1964). The emphasis of motivation would bring the student discipline closer to the problem and issues in general psychology. Motivational concepts like the ones stated above play a major role in most serious effects to analyse and explain behaviour.

People are assumed to behave in ways that maximize certain types of outcomes (rewards, satisfiers and positive reinforcements) and to minimize on other outcomes (punishment, dissatisfies, negative reinforcement) to the students (Vroom, 1964). The absence of warmth and affection leads to many undesirable personality characteristics in children such as neuroticism, aggressiveness, extreme submissiveness and inability to control impulse, have all been shown to be related to lack of affection in the home (Atkinson, 1975).

Freud's theory in Atkinson (1975) viewed aggression as an instinct that builds up within the organism until it is discharged, either outwardly through overt aggression or inwardly in the form of self-destructive acts. Freud argued that aggression can be eliminated best by the society through modifying its intensity by promoting positive emotional attachments among the students by providing substitute outlets such as watching prize fights like wrestling or engaging in sports.

Mark and Ervin (1970), argued that in normal individuals, the frequency with which aggressive behaviour is expressed, the forms it takes and the situations in which it is displayed are determined largely by learning and social influences. Bandura, (1973) stated, with the exception of some psychotic individuals who may be driven to violent acts because of delusional beliefs, most people who commit aggressive acts have a past history of aggressive behaviour from their family background. Figure 1 shows a diagrammatic representation of the variables in play in this theoretical framework.



Source: Formulated by Researcher

Figure 1: Diagrammatic Representation of the Theoretical Framework

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to investigate the factors influencing the state of students' discipline in secondary schools in Baringo District. This chapter contains a detailed description of the methods used to carry out the research, and include: research design, population under study, sample and sampling procedures, variables of the study, the scope and limitations of the study, the instrumentation, validity and Reliability of the instruments and finally data collection and data analysis procedures.

3.2 Research Design

The study made use of the descriptive survey research design. This design has the advantage of generalisability of findings (Monette, 1990). Survey method is suitable for collecting descriptive data (Borg & Gall, 1989); therefore it is appropriate for this study. The independent variable were the headteachers' and teachers' perceptions of factors influencing the state of students' discipline and the dependent variable was the resultant state of students' discipline.

3.3 Location of Study

The study was carried out in Baringo District, Rift Valley province of Kenya. It covered the following educational divisions: Kabartonjo, Kabarnet, Tenges, Salawa, Marigat and Mukutani.

3.4 Population of the Study

The target population of the study were 33 headteachers, 450 teachers, 429 B.O.G members and 264 P.T.A members from 33 secondary schools in Baringo District in the Rift Valley Province of Kenya. The reason for the choice of this target population was that, the research would generate the results of the study in which the characteristics apply (Mugenda & Mugenda, 1999). Secondly, the target population is involved in matters that should enable them give information or opinions on students' discipline in secondary schools (Kathuri & Pals, 1993).

3.5 Sample and Sampling Procedures

All the 33 secondary schools in Baringo District were listed and simple random sampling method was used to obtain 10 schools from which all 10 headteachers were involved. Simple Random sampling method was also used to select 90 teachers. These were within the accepted sample size of 10% required in educational research (Gray, 1976). Two BOG members and two representatives of parents who were obtained through Simple random sampling method from the 10 sampled schools, which is still within the recommended sample size of 10% for descriptive studies (Mugenda & Mugenda, 1999), were interviewed. Therefore, the total sample size was 140 as represented in Table 2 below.

Table 2: Number of Respondents

Category	Number of Respondents	Number of Schools
Headteachers	10	10
Teachers	90	10
PTA Members	20	10
BOG Members	20	10
TOTAL	140	10

3.6 Instrumentation

The instruments used to collect the data were the Headteachers' Questionnaire (HTQ), Teachers' Questionnaire (TQ), Headteachers' Interview Schedule (HIS), BOG Interview Schedule (BIS) and Parents Interview Schedule (PIS). According to Kosente (1995), most studies on school matters tend to take an exclusive quantitative approach while few are qualitative in nature. Therefore the current study used qualitative and quantitative approaches in order to get adequate understanding of the complex factors behind the widespread indiscipline in Kenyan secondary schools, especially those within Baringo District.

3.7.1 Headteachers' Questionnaire (HTQ)

The HTQ was administered to collect information on students' discipline in regard to school and home background factors influencing students' discipline. Part I of HTQ solicited information from headteachers regarding their perceptions on school environment factors influencing the state of students' discipline in secondary schools in Baringo district. Part II solicited information from headteachers regarding their perceptions toward students' home background factors that influence their state of discipline.

3.7.2 Teachers' Questionnaire (TQ)

The TQ was administered to collect information on students' discipline in regard to school and home background factors influencing students' discipline. Part I of TQ solicited information from teachers regarding their perceptions on school environment factors influencing the state of students' discipline in secondary schools in Baringo district. Part II solicited information from teachers regarding their perceptions toward students' home background factors that influence their state of discipline.

3.7.3 Headteachers' Interview Schedule (HIS)

The HIS was used to collect information on headteachers' perceptions about the state and management of students' discipline in their schools. This method was selected because it gives in-depth data collection and a high response rate that encourages naturalness of the situation since the researcher can probe further and the respondent can freely express his/her views (Best & Kahn, 1993).

3.7.4 BOG Interview Schedule (BIS)

The BIS was used to solicit information from the members of BOG in regard to their position in the management of students' discipline in their respective schools.

3.7.5 Parents' Interview Schedule (PIS)

The PIS was used to solicit information from the members of PTA in regard to their position in the management of students' discipline in the schools they represent.

3.8 Validity

To ensure internal validity the following measures were undertaken: the items were constructed to cover all the objectives; the instruments were given to three experts in the department of Educational Administration and Planning in Egerton University to help improve the content and face validity of the items; questionnaires were administered and filled by respondents within one day to avoid diffusion and sharing of information, which would lead to biased results; and that the headteachers were interviewed within the same week so as to reduce the diffusion of information through their interaction.

3.9 Reliability

To ensure reliability of the results, the instruments were also piloted in one of the secondary schools that had not been sampled. Pilot study helps to establish the clarity of meaning of each item in the instruments used and also to determine the time respondents needed to complete the exercise. Reliability of the instruments was tested using Cronbach alpha, which gave an overall reliability coefficient of 0.85, with a reliability coefficient of 0.75 and 0.77 for HTQ and TQ respectively. This is within the accepted reliability coefficient of 0.7 and above, according to (Mugenda & Mugenda, 1999).

3.10 Data Collection Procedures

The researcher sought permission from the Provincial Director of Education (PDE) after which he proceeded to the field. He visited the individual sample schools and explained his purpose of the visit to the headteachers and teachers. The HTQ was administered to the headteachers and TQ was administered teachers in each school at the same time, and the researcher collected them at the end of the day. The researcher used HIS, BIS and PIS to interview the headteacher, members of the BOG and parents respectively in relation to the management of students' discipline in their schools.

3.11 Data Analysis

The analysis in this study involved quantitative analysis. The data obtained from the field were organized and coded before they were fed into the computer and analysed. The results were tabulated with the help of Statistical Package for Social Science (SPSS), using descriptive statistical tools, which include frequencies and percentages. The results were presented using tables. Table 3 shows a summary of the statistical procedures/methods used to answer the research questions of the study.

Table 3: Summary of the Statistical Procedures/Methods used to answer the Research Questions

Research Questions	Independent variable	Dependent variable	Statistical/ Procedures
(i) What are the teachers' perceptions toward the factors related to the school environment which influence the state of students' discipline in secondary schools in Baringo District?	Teachers' perceptions toward school environment factors	State of students' discipline	Frequencies Percentages Tables
(ii) What are the headteachers' perceptions toward the factors related to the school environment which influence the state of students' discipline in secondary schools in Baringo District?	Headteachers' perceptions toward school environment factors	State of students' discipline	Frequencies Tables Percentages
(iii) What are the teachers' perceptions toward the factors related to the students' home background which influence the state of students' discipline in secondary schools in Baringo District?	Teachers' perceptions toward student's home background factors	State of students' discipline	Frequencies Tables Percentages
(iv) What are the headteachers' perceptions toward the factors related to the student's home background factors that influence the state of students' discipline in secondary schools in Baringo District?	Headteachers' perceptions toward student's home background factors	State of students' discipline	Frequencies Percentages Tables

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter contains results from data analysis and discussions in relation to the research objectives and the research questions with respect to the findings of the research. The data was analyzed using descriptive statistics. The discussion of the research findings was based on the following research objectives and research questions:

Research Objectives

(i) To determine the teachers' perceptions toward the factors related to the school environment, which influence the state of students' discipline in secondary schools in Baringo District.

(ii) To find out the headteachers' perceptions toward the factors related to the school environment, which influence the state of students' discipline in secondary schools in Baringo District.

(iii) To determine the teachers' perceptions toward the factors related to the student's home background which influence the state of students' discipline in secondary schools in Baringo District.

(iv) To find out the headteachers' perceptions toward the factors related to the student's home background that influence the state of students' discipline in secondary schools in Baringo District.

(v) To determine the steps to be taken to alleviate indiscipline cases of students in secondary schools in Baringo District.

Research Questions

(i) What are the teachers' perceptions toward the factors related to the school environment which influence the state of students' discipline in secondary schools in Baringo District?

(ii) What are the headteachers' perceptions toward the factors related to the school environment which influence the state of students' discipline in secondary schools in Baringo District?

(iii) What are the teachers' perceptions toward the factors related to the student's home background which influence the state of students' discipline in secondary schools in Baringo District?

(iv) What are the headteachers' perceptions toward the factors related to the student's home background factors that influence the state of students' discipline in secondary schools in Baringo District?

(v) What are the steps to be taken to alleviate indiscipline cases of students in secondary schools in Baringo District?

4.2 The Teachers' Perceptions Toward the Factors Related to the School Environment, which Influence the State of Students' Discipline in Secondary Schools in Baringo District

In objective one, the respondents were asked to determine the teachers' perceptions toward the factors related to the school environment, which influenced the state of students' discipline in secondary schools in Baringo district. The study results are shown in Table 4, and were based on a five point Likert-Scale (Ebel, 1991)

Table 4: Percentage of the Teachers' Responses in Regard to the School Environment Factors that Influence Students' Discipline (n = 90)

Factors	PERCEPTIONS									
	SD		D		U		A		SA	
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1.The banning of the cane in secondary schools	1	1.1	4	4.4	2	2.2	10	11.1	73	81.1
2. School culture	1	2.2	3	3.3	0	0.0	31	34.4	54	60.0
3. Admission of students from other secondary schools	3	3.3	4	4.4	2	2.2	31	34.4	49	54.4
4. Peer pressure among students in school	1	1.1	1	1.1	1	1.1	41	45.6	46	51.1
5. Lack of clearly defined measures against indiscipline	2	2.2	3	3.3	4	4.4	38	42.2	43	47.8
6. Interpersonal relationships amongst headteacher, teachers and students	3	3.3	2	2.2	4	4.4	40	44.4	40	44.4
7. The school academic performance in KCSE	5	5.6	17	18.9	3	3.3	36	40.0	29	32.2
8.The 85% form one selection criteria	14	15.6	13	14.4	5	5.6	32	35.6	26	28.9
9. Presence of Kiosks near school compound	3	3.3	17	18.9	11	12.2	33	36.7	26	28.9
10.Prefects' role in school administration	3	3.3	4	4.4	5	5.6	53	58.9	25	27.8
11.Communication channels existing in school	2	2.2	6	6.7	1	1.1	55	61.1	25	27.8
12. Shortage of teachers and learning materials	4	4.4	16	17.8	6	6.7	39	43.3	25	27.8
13. Frequent change of H/T in the school	8	8.9	7	7.8	4	4.4	49	54.4	22	24.4
14. Students' visiting days and outings	2	2.2	13	14.4	9	10.0	44	48.9	22	24.4
15. Students' entry marks in form one admissions	15	16.7	22	24.4	7	7.8	29	32.2	17	18.9
16. Video shows for entertainment in school	8	8.9	24	26.7	5	5.5	38	42.2	15	16.7
17. The hygiene and safety standards in the school	5	5.6	13	14.4	4	4.4	53	58.9	15	16.7
18. Lack of role models in the school	12	13.3	9	10.0	12	13.3	43	47.8	14	15.6
19. The quality of food students eat	10	11.1	24	26.7	6	6.7	39	43.3	10	11.1
20. Excessive CATs administered to students	17	18.9	24	26.7	12	13.3	27	30.0	8	8.9

Source: Field data

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree, % - Percentage, F – Frequency.

The findings of the study on school environment factors are as follows:

4.2.1. The Banning of the Cane in Secondary Schools

The findings of the study on the influence of the banning of the cane in secondary schools show that 92.2% of the teachers agreed. This implies that teachers' perceptions on the banning of the cane in secondary schools strongly influenced the state of students' discipline. MOEST (2001), was informed by the public that the banning of the cane increased the state of students' indiscipline in secondary schools and there was need to review the ban on caning.

4.2.2. School Culture

The findings of the study on school culture in regard to factors influencing students' discipline show that 94.4% of the teachers agreed that the management in any school has been given authority to formulate school rules and routine regarding the discipline of students and also prescribe appropriate punishment in case students breach such rules (Education Act, 1968). Schools strive to establish a good culture or tradition desirable to parents to have their children enrolled in the schools (Wang'eri, 1986).

4.2.3. Admission of Students from other Secondary Schools

Research results show that the admission of some students from other secondary schools affects students' discipline. It can be observed from the research findings that 88.8% of the teachers agreed. MOEST (2001) reported that some students who were transferred from other secondary schools tended to bring the standards from their former schools and agitated for change in their new schools through protest.

4.2.4. Peer Pressure Among Students in Secondary Schools

The findings of the study on the influence of peer pressure among students in secondary schools on students' discipline as perceived by the teachers revealed that 96.7% of the teachers agreed. This implied that the teachers strongly perceived that peer pressure among students in secondary schools significantly influenced students' discipline.

4.2.5. Lack of Clearly Defined Measures Against Indiscipline

The research findings revealed that lack of properly defined measures against indiscipline influenced students' discipline. The findings further showed that 90% of the teachers agreed that lack of clearly defined measures against indiscipline, influenced students' discipline, and the teachers perceived the caning of the students as the major workable measure against indiscipline cases in the school.

4.2.6. Inter-personal Relationships Among Headteacher, Teachers and Students

The findings of the study on effects of inter-personal relationships amongst headteachers, teachers and students on students' discipline showed that 88.8% of the teachers agreed that this has a serious effect. The level of inter-personal relationship in the school enhances the working conditions of the teachers, their attitude toward their students and involved in the setting of the standards by which they operate (Okumbe, 1998).

4.2.7. The School Academic Performance in KCSE Examinations

The research finding revealed that 72.2% of the teachers agreed that the school academic performance in KCSE examinations influenced students' discipline. MOEST (2001) observed that ranking of schools in accordance with performance in KCSE nationally causes teachers to be pre-occupied with testing and examining students at the expense of moulding their character, and counseling them.

4.2.8. Form One Selection Based on the School's Local District

The findings of the study on the influence of 85% district quota system form one selection showed that 64.5% of the teachers agreed that 85% quota system influenced students' discipline. Koech Report (1999) noted that the introduction of the 85% district quota for provincial and district secondary schools reduced the chances of interaction of students from different ethnic groups and led to the rise in indiscipline cases among students, thus causing frequent unrest in secondary schools.

4.2.9. Presence of Kiosks Near the School Compound

The finding of the study revealed that the presence of kiosks near the school compound influenced students' discipline. The findings further showed that 65.6% of the teachers agreed that the presence of kiosks near the school compound influenced students' discipline.

Apparently, the kiosks have become places where the students obtain drugs and alcohol for abuse (MOEST, 2001).

4.2.10. Prefects' Role in the School Administration

The findings of the study showed that 86.6% of the teachers agreed that the prefects' role in the school administration influenced students' discipline. According to MOEST (2001), the role of prefects in school administration is to assist the staff in the general discipline of the school and have special responsibilities in particular parts of the school. Sometimes, prefects disagree with some of their colleagues over routine matters in the school, which enrages the latter, and may cause chaos in the school.

4.2.11. Communication Channels in Existence in Secondary Schools

The finding of the study showed that communication channels in existence in school, influenced students' discipline. The findings showed that 88.9% of the teachers agreed that the communication channels in existence in the school influenced students' discipline. Husen et al (1985) argued that poor communication between headteacher; teachers and students influences students' discipline, while open communication encouraged positive attitudes among the students toward the school.

4.2.12. Shortage of Teachers and Learning Materials

The findings of the study on the shortage of the learning materials influencing students' discipline showed that 71.1% of the teachers agreed that shortage of teachers and learning materials influenced students' discipline. This finding is supported by an earlier study, which suggested that lack of teaching and learning materials such as textbooks, and facilities like laboratories and congestion in dormitories and classrooms can lead to indiscipline of students (Maundu, 1986).

4.2.13. Frequent Change of the Headteachers in the Schools

It is generally observed from the findings that 78.8% of the teachers agreed that frequent change of the headteachers influenced students' discipline. MOEST (2001) recommended that no headteacher should stay in one institution for more than five years. Where a headteacher provided exemplary leadership he or she can be promoted and deployed to a commensurate or a bigger school to replicate the good practices.

4.2.14. Students' Visiting Days and Outings

The findings of the study revealed that students' visiting days and outings influenced students' discipline. It can also be observed from the findings that 73.3% of the teachers agreed. This implies that, based on the teachers' perceptions, students' visiting days and outings influence students' discipline. According to MOEST (2001) some parents use school visiting days to have parties for their children, which make students who are not visited to feel demoralized, and can vent their frustration through indiscipline actions.

4.2.15. Students' Entry Mark in Form One Admissions

The findings of the study revealed that students' entry marks in form one admission influenced their discipline. It can also be noted from the research findings that 51.1% of the teachers agreed.

4.2.16. Video Show for Entertainment in School

The teachers' perceptions on the influence of video show for entertainment in school are revealed by the findings that 58.9% of the teachers agreed with the statement. This implies that video show the students watched at school influenced their behaviour. MOEST (2001) observed that students in secondary schools take some of the materials as entertainment, that include videos with pornographic and movies on violence. This tended to distract their focus from learning, and encouraged them to engage in unacceptable behaviour.

4.2.17. Hygiene and Safety Standards in the School

The findings of the study showed that the hygiene and safety standards in the school influenced students' discipline. The findings also revealed that 75.6% of the teachers agreed that the hygiene and safety standards in the school influenced students' discipline. MOEST (2001) noted that when there was insecurity in a school on the lives and property of students, the students were in a state of jeopardy and this can lead to a state of restlessness or strike.

4.2.18. Lack of Role Models in the School

The research findings of the study on lack of role models to students in school showed that 63.4% of the teachers agreed. The students in senior classes do not set good example in the way they conduct themselves before those in the junior classes. The lack of role models affects students' discipline.

MOEST (2001) observed that school leavers who became unemployed sent wrong messages to students who perceived them as their role models. It creates an attitude in the students that education and schooling was for wasting time, and that they were waiting to go back home to face poverty and a bleak future.

4.2.19. The School Diet and Quantity of Food Students Eat

The findings of the study showed that quality of food students ate influenced students' discipline. The percentage of teachers who agreed was 54.5%. MOEST (2001) observed that students were given inadequate and poorly cooked food in some schools, this could lead to students' unrest.

4.2.20. Excessive Continuous Assessment Test (CAT) Administered to Students in School

The findings revealed that CATs administered to students in school affects students' discipline. It can be observed from the findings that 38.9% of the teachers agreed. This implies that excess administration of CATs to students in school has some influence on students' discipline. MOEST (2001) recommended the banning of district mocks and instead school based CATs be administered to reduce stress amongst students.

4.3 The Headteachers' Perceptions Toward the Factors Related to the School Environment, which Influence the State of Students' Discipline in Secondary Schools in Baringo District

Objective two of the study sought to determine headteachers' perceptions toward the factors related to the school environment, which influence the state of students' discipline in secondary schools in Baringo district. Table 5 shows percentages of the headteachers' responses on the school environment factors that influence the state of students' discipline against the individual items based on a Likert-scale.

Table 5: Percentage of the Headteachers' Responses in Regard to the School Environment Factors that Influence Students' Discipline (n = 10)

Factors	PERCEPTIONS									
	SD		D		U		A		SA	
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1.The banning of the cane in secondary schools	0	0.0	0	0.0	0	0.0	1	10.0	9	90.0
2. School culture	0	0.0	0	0.0	0	0.0	2	20.0	8	80.0
3. Lack of clearly defined measures against indiscipline	0	0.0	0	0.0	1	10.0	1	10.0	8	80.0
4. Admission of students from other secondary schools	0	0.0	0	0.0	0	0.0	3	30.0	7	70.0
5. Presence of Kiosks near school compound	0	0.0	1	10.0	0	0.0	2	20.0	7	70.0
6. Peer pressure among students in school	0	0.0	0	0.0	1	10.0	3	30.0	6	60.0
7. Shortage of teachers and learning materials	0	0.0	0	0.0	1	10.0	3	30.0	6	60.0
8.Prefects' role in school administration	0	0.0	0	0.0	0	0.0	5	50.0	5	50.0
9.Communication channels in existence in school	0	0.0	0	0.0	0	0.0	5	50.0	5	50.0
10.Interpersonal relationships amongst headteacher, teachers and students	0	0.0	1	10.0	1	10.0	3	30.0	5	50.0
11. Lack of role models in the school	1	10.0	0	0.0	0	0.0	4	40.0	4	40.0
12. The school academic performance in KCSE	0	0.0	0	0.0	0	0.0	7	70.0	3	30.0
13.The 85% form one selection criteria	0	0.0	2	20.0	0	0.0	5	50.0	3	30.0
14. Frequent change of H/T in the school	0	0.0	1	10.0	0	0.0	7	70.0	2	20.0
15. The quality of food students eat	1	10.0	0	0.0	0	0.0	7	70.0	2	20.0
16. Students' entry marks in form one admissions	1	10.0	2	20.0	0	0.0	5	50.0	2	20.0
17. Students' visiting days and outings	0	0.0	1	10.0	2	20.0	5	50.0	2	20.0
18. Video shows for entertainment in school	0	0.0	1	10.0	1	10.0	7	70.0	1	10.0
19. Excessive CATs administered to students	1	10.0	5	50.0	0	0.0	4	40.0	0	0.0
20. The hygiene and safety standards in the school	0	0.0	1	10.0	2	20.0	7	70.0	0	0.0

Source: Field data

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree, % - Percentage, F – Frequency.

4.3.1. The Banning of the Cane in Secondary Schools

The findings of the study on the banning of the cane in secondary schools showed that 92.2% of the headteachers agreed that the banning influenced students' discipline. Kamotho (2001) reported that the secondary school headteachers felt that the ban on the cane had been taken too hurriedly by the Ministry of Education without consulting them to facilitate the finding of alternative proposals originating from the ground and resulting from headteachers' observation of the students' behaviour patterns over a long period of time.

4.3.2. School Culture

The findings of the study revealed that 100% of the headteachers strongly agreed that school culture influenced students' discipline. They noted that there was need to observe school rules and regulations so as to maintain a learning environment, which is conducive. To ensure control of students in schools, application of the school rules and regulations is required.

4.3.3. Lack of Clearly Defined Measures Against Indiscipline Students

The findings of the study on the influence of lack of clearly defined measures against indiscipline students showed that 90% of the headteachers agreed that lack of clearly defined measures against indiscipline students influenced students' discipline. The banning of the cane was done by the government, which offered guidance and counseling to replace the cane.

4.3.4. Admission of Students from other Secondary Schools

The findings of the study showed that 100% of the headteachers agreed that the admission of students from other secondary schools affected students' discipline. It is also evident that students with discipline problems were transferred to other secondary schools instead of their cases being handled conclusively (MOEST, 2001). The implication therefore, is that indiscipline matters from the admitted students would replicate in the new school and the school administration would find it difficult to handle such indiscipline cases.

4.3.5. Presence of Kiosks Near the School Compound

The results of the study revealed that 90% of the headteachers agreed that the presence of kiosks influenced students' discipline. The presence of kiosks encouraged students to sneak out of school and engage in anti-social behaviour like drug abuse and other acts or incidents of immorality. It is widely believed that Kiosk operators help in drug trafficking to students.

4.3.6. Peer Pressure Among Students in School

The findings of the study on the influence of peer pressure on students' discipline revealed that 90% of the headteachers agreed. Students like listening, aping and seeking advice from their peers whose advice in most cases is not beneficial to them, hence affects their discipline.

4.3.7. Shortage of Teachers and Learning Materials

The findings of the study showed that 90% of the headteachers agreed that shortage of teachers and learning materials influenced students' discipline. MOEST (2001) noted that there was uneven distribution of teachers in the country, which means that students in some schools are left unattended. This makes them feel neglected, hence frustrated, and easily provoked to riot.

4.3.8. Prefects' Role in School Administration

The findings of the study on the role of the prefects on the school administration as influencing students' discipline showed that 100% of the headteachers agreed that prefects' role in the school administration influenced students' discipline. MOEST (2001) observed that the privileged position of the prefects causes resentment amongst students, making the prefects the target of attack during students' disturbance.

4.3.9. Communication Channels in Existing in the School

The findings of the study on the influence of communication channels in existence in the school on students' discipline showed that 100% of the headteachers agreed. This is supported by Griffin (1994) who argued that the absence of clear channels of communication in a school becomes a source of conflict and thus influences students' discipline.

4.3.10. Inter-Personal Relationship Among the Headteacher, Teachers and Students

The findings of the study revealed that 80% of the headteachers agreed that interpersonal relationship among the headteacher, teachers and students influenced the students' discipline. When there is poor inter-personal relationship in a school suspicion is created among the headteacher, teachers and students. This leads to strained relationship that may cause frustration, hence indiscipline.

4.3.11. Lack of Role Models in the school

The findings of the study revealed that 80% agreed that lack of role models in the school influenced students' discipline. A number of indiscipline cases in secondary schools could be attributed to the negative influence students get from the teachers and other students they emulate as their role models in the school, since the latter do not lead responsible lives.

4.3.12. The School Academic Performance in KCSE Examinations

The findings of the study showed that 100% of the headteachers agreed that the academic performance in KCSE of a school could influence the students' discipline. Where the school enjoyed a history of good performance and then a drop arises, this may lead to indiscipline.

4.3.13. The 85% Form One Selection Based on Schools' Local District

The findings of the study on the influence, the 85% quota system had on students' discipline revealed that 80% of the headteachers agreed that 85% quota system influenced students' discipline. Students were admitted to schools within their home district or province, and therefore, form the majority in the school, thus affecting their discipline.

4.3.14. Frequent Change of Headteachers in the School

The findings on whether frequent change of the headteachers in the schools influence students' discipline revealed that 90% of the headteachers agreed that frequent change of the headteachers influenced students' discipline (MOEST, 2001).

4.3.15. The Quality of Food Students Eat

The findings of the study on the quality of food students eat in school showed that 90% of the headteachers agreed that it influenced students' discipline. MOEST (2001) observed that the students were given inadequate or poorly cooked food and there was also disparity between home and school environment in terms of diet and feeding habits.

4.3.16. Students' Entry Marks During Form One Admissions

The findings of the study on the students' entry marks in form one admission showed that 70% of the headteachers agreed that the students' entry marks influenced students' discipline. MOEST (2001) observed that students admitted with low entry marks to schools that select high achievers has the potential to make low achievers resort to disruptive behaviour and truancy.

4.3.17. Students' Visiting Days and Outings

The findings of the study showed that 70% of the headteachers agreed that visiting days influenced students' discipline. In some schools it is observed that some parents or relatives visit students and provide them with food and money. This affect the discipline of students not visited, as they will feel left out.

4.3.18. Video Shows for Entertainment in School

The findings showed that 80% agreed that video shows for entertainment in the school influenced students' discipline. Koech Report (1999) cited a situation whereby traditional songs, dances and games have been neglected and replaced with the western culture which have badly influenced the students' discipline in secondary schools through the modern media and information technology.

4.3.19. Administration of Excessive CATs

According to the research findings 40% of the headteachers agreed that administration of excessive CATs affected students' discipline. MOEST (2001) asserted that unprofessional testing and examining of students by the teachers leave the students stressed and may lead to indiscipline.

4.3.20. Hygiene and Safety Standards in Schools

The findings showed that 70% of the headteachers agreed that hygiene and safety standards in the school influenced students' discipline. The security of the students' lives and property must be guaranteed in order to promote the students' discipline. This is because indisciplined students can also be a security risk both to the students and the school administration (MOEST, 2001).

4.4 The Teachers' Perceptions Toward the Factors Related to the Student's Home Background which Influence the State of Students' Discipline in Secondary Schools in Baringo District

Objective three was to determine the teachers' perceptions toward the factors related to the student's home background, which influenced the state of students' discipline in secondary schools in Baringo District. Table 6 shows percentages of teachers' responses on the home-related factors that influence students' discipline.

Table 6: Percentages of Teachers' Responses on the Home Related Factors that Influence Students' Discipline (n=90)

Factors	PERCEPTIONS									
	SD		D		U		A		SA	
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1. Anti-social behaviour like smoking and alcoholism at home	2	2.2	0	0.0	1	1.1	20	22.2	67	74.4
2. Parents siding with their children when handling discipline cases	1	1.1	1	1.1	1	1.1	23	25.6	64	71.1
3.Lack of corrective measures when children go wrong at home	2	2.2	0	0.0	2	1.1	37	41.1	50	55.6
4. Lack of parents' follow-up on students' performance	1	1.1	4	4.4	1	1.1	39	43.3	45	50.0
5. Too much pocket money given to children by parents	2	2.2	6	6.7	3	3.3	35	38.9	43	47.5
6. Parents' marital instability	2	2.2	2	2.2	2	2.2	42	46.7	42	46.7
7. Family wealth	0	0.0	5	5.6	4	4.4	41	45.6	40	44.4
8. Students' home locality in terms of rural/urban	2	2.2	10	11.1	6	6.7	44	48.9	28	31.1
9. Single parenthood	2	2.2	12	13.3	4	4.4	45	50.0	27	30.0
10.Frequent going for fees collection by students	3	3.3	10	11.1	9	10.0	41	45.6	27	30.0
11. Lack of role model in the family	5	5.6	6	6.7	10	11.1	43	47.8	25	27.8
12. Sending children to boarding primary schools at early age	9	10.0	18	20.0	6	6.7	31	34.4	26	25.9
13. Parents' occupation/work makes them have no time with their children	2	2.2	9	10.0	4	4.4	52	57.8	23	25.6
14. The religious background of the family	8	8.9	13	14.4	6	6.7	43	47.8	20	22.2
15. Early assignment of responsibilities to children at home	9	10.0	13	14.4	13	14.4	35	38.9	20	22.2
16. Utilization of students' free time at home	2	2.2	5	5.6	6	6.7	57	63.3	20	22.2
17. Child bearing and responsibility at early teenage	2	2.2	17	18.9	14	15.6	37	41.1	19	21.1
18. Future expectation of the family on the student	6	5.7	14	15.6	13	14.4	40	44.4	17	18.9
19. Cultural practices like initiation or circumcision	9	10.0	12	13.3	5	5.6	48	53.3	16	17.8
20. There is an impact of extended family on students' discipline	6	5.6	19	21.1	13	14.4	46	51.1	6	6.7

Source: Field data

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree, % - Percentage, F – Frequency.

4.4.1. Parents Siding with their Children when Handling Discipline Cases in the School

The findings of the study revealed that 96.7% of the teachers agreed that parents siding with their children during indiscipline cases at school influenced students' discipline. In most of the cases where parents were involved in resolving students' indiscipline matters, the former became defensive, in favour of their children.

4.4.2. Anti-Social Behaviour Like Smoking and Alcohol Taking at Home

The findings of the study showed that 96.6% of the teachers agreed that anti-social behaviour like smoking and alcohol taking at home influenced students' discipline. MOEST (2001) argued that cases of parents smoking, drinking or going to discos in the company of their children influenced the students' discipline at the school.

4.4.3. Parents' Marital Instability

The findings showed that 93.4% of the teachers' agreed that the parents' marital instability influenced students' discipline. There were cases where a culture of violence occured at home where parents fought and even eventually, separated or divorced to the disadvantage of the children. The children acquired a negative attitude toward home and everybody else, and vulnerable to indiscipline.

4.4.4. Lack of Corrective Measures when Children go Wrong at Home

The findings of the study revealed that 96.7% of the teachers agreed that lack of corrective measures when children go wrong at home influenced students' discipline. Igaga (1990) argued that the corrective measures on handling indiscipline involved awarding good behaviour with intangible things like social approval, appreciation or praise, while bad behaviour may be ignored or punished.

4.4.5. Lack of Parents' Follow-up of Students' Performance in School

The findings of the study showed that 93.3% of the teachers agreed that lack of parents' follow-up of students' performance in school influenced students' discipline. Parents who visited the schools with the view of monitoring their children's academic performance tended to influence positively the students' discipline.

4.4.6. Parents' Occupation/Work Makes them have no Time with their Children

The findings revealed that 83.4% of the teachers agreed that parents' occupation/work which made them have no time with their children influenced students' discipline. Some discipline problems in secondary schools were influenced by upbringing. It is also noted that a number of indiscipline cases could be attributed to absentee parents because of being pre-occupied at the work place and abdicating their parental responsibilities to housemaids. When they grow up they are taken to boarding secondary schools to be taken care of by the teachers.

4.4.7. Single Parenthood

The findings of the study showed that 80% of the teachers agreed that single parenthood influenced students' discipline. This implied that students' discipline was influenced by single parenthood. Perhaps, because parenting norms and the family unit were changing but the society had not changed to suit such changes.

4.4.8. Sending Children to Boarding Primary Schools at Early Age

The findings of the study showed that 63.3% of the teachers agreed that sending children to boarding primary schools at an early age affected students' discipline. It is the desire of most parents to let their children obtain quality education. They believe that taking them to boarding primary schools at an early age would go a long way in developing a good foundation for them. There were however, negative influences that children get from the older children, hence affected their discipline. Taking young children to the pre-school and boarding primary schools denied the children parental care and love (Koech Report, 1999).

4.4.9. Too Much Pocket Money Given to Children by Parents

The findings revealed that 86.7% of the teachers agreed that too much pocket money given to students by the parents affected students' discipline. MOEST (2001) observed that parents gave too much pocket money to their children without their guidance regarding the expenditure. On the other hand, the students who are given little or no pocket money resulted to indiscipline cases like stealing from the others.

4.4.10. Utilization of Students' Free Time at Home

The findings of the study revealed that 85.5% of the teachers agreed that utilization of free time at home influenced students' discipline. Most of the youths in the society were idle. They did not engage themselves in productive work, rather, they preferred going to shopping centres to pass time. Idleness becomes the source of all evil including misconduct and anti-social activities like smoking, alcohol taking and irresponsible indulgence in sex.

4.4.11. Student's Home Locality in Terms of Rural or Urban

The findings of the study revealed that 80% of the teachers agreed that the student's home locality in terms of rural or urban influenced students' discipline. The rural or urban settings offered different environment and exposure to the students; that could bring about character change. The students' home background is the key to a child's development in all aspects of life. Foreign culture have infiltrated into children's homes especially in the urban centres, through watching of Television, video shows and the Internet.

4.4.12. Family Wealth

The findings of the study showed that 90% of the teachers agreed that family wealth influenced students' discipline. Some parents provided money more than it was necessary to their children, saying that they did not want their children to suffer yet they were endowed with resources. MOEST (2001) observed that when children from the rich families joined public secondary schools, their expectation in terms of quality services are not met. This is bound to frustrate them to the extent that, they become delinquent.

4.4.13. Early Assignment of Responsibilities to Children at Home

The findings of the study showed that 61.1% of the teachers agreed that early assignment of responsibilities to children at home influenced students' discipline. In traditional families, children, especially first-borns, assumed family responsibilities while at school. Such responsibilities may include owning property, leading the other children in the family and are in the position to get married at early age. Koech Report (1999) observed that children could be taught social norms and habits that emphasize respect, courtesy and mutual social responsibility that will make them responsible as children, parents or elders.

4.4.14. Future Expectation of the Family on the Student

The findings of the study showed that 63.3% of the teachers agreed that future expectation of the family on the student influenced the students' discipline. Conflict arises between the expectations of the parents and the child's ability. The child ends up frustrated when he/she fails to achieve the desires of the family. Wheldall (1992) argued that students who do not excel in schoolwork arising from the pressure from their parents would at one time seek to excel in misconduct so that he or she may be recognized as an achiever in a particular field.

4.4.15. Child Bearing and Responsibility at Early Teenage

The findings of the study revealed that 62.2% of the teachers agreed that child bearing and responsibility at early teenage influenced students' discipline. A girl who gets pregnant may have engaged in sexual relationships within or outside the school either with the boys or adults. The girl would drop out of school and the boy would be affected discipline if he continues in the same school. He may lose respect for the teachers because he would consider himself a parent who shoulders family responsibilities just like the teachers.

4.4.16. Frequent Going Home for Fees Collection by the Students

The findings of the study showed that 75.6% of the teachers agreed that frequent going home to collect fees influenced students' discipline. Fees payment by parents in secondary school is a major problem. The schools entirely depend on the fees for the day-to-day operations. Therefore, the school administration is forced to send children home for fees. The tendency of sending them home now and again make them indisciplined since some do not reach home but visit friends or relatives without the knowledge of either parents or the school administration.

4.4.17. The Religious Background of the Family

The findings of the study revealed that 70% of the teachers agreed that the religious background of the family influenced students' discipline. In the public schools there were diverse denominations from which the students belonged. It is also provided in the Education Act Cap. 211 that parents give guidance on religious beliefs that the child should practice while in school. However, in many cases parents are not committed to any religion, a fact that leaves children wandering from one belief to the other. This could easily lead to their being indisciplined (MOEST, 2001).

4.4.18. Lack of Role Models in the Family

The results of the study showed that 75.6% of the teachers agreed that lack of a role model in the family influenced students' discipline. The students were negatively influenced by what they see and hear at home. For example, parents expose children to violence. In this case, they present negatively aggressive models in the home, which influenced students to be badly behaved at school.

4.4.19. Cultural Practices like Initiation or Circumcision

The findings of the study showed that 71.1% of the teachers agreed that cultural practices like initiation or circumcision influenced students' discipline. The boys who underwent cultural rituals like initiations usually exhibit behaviour that make them overlook the female teachers and students. They have little respect for female teachers and refuse to be corrected by the male teachers, since they perceive themselves as grown ups.

4.4.20. The Impact of the Extended Family on Students' Discipline

The findings of the study showed that 57.8% of the teachers agreed that the impact of the extended family influenced students' discipline. The African set up laid emphasis on the importance of the extended family in shaping the discipline of a child, since there was collective responsibility in matters of discipline. Increased violence in the family and society is blamed on the breakdown of the strong extended family systems.

4.5 The Headteachers' Perceptions Toward the Factors Related to the Student's Home Background that Influence the state of Students' Discipline in Secondary Schools in Baringo District

Objective four was to determine the headteachers' perceptions toward the factors related to the student's home background, which influenced the state of their discipline in secondary schools in Baringo District. The findings on headteachers' responses are shown in Table 7.

Table 7: Percentages of Headteachers' Responses on the Home Related Factors that Influence Students' Discipline (n=10)

Factors	PERCEPTIONS									
	SD		D		U		A		SA	
	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
1. Parents siding with their children when handling discipline cases	0	0.0	0	0.0	0	0.0	1	10.0	9	90.0
2. Anti-social behaviour like smoking and alcoholism at home	0	0.0	0	0.0	0	0.0	2	20.0	8	80.0
3. Parents' marital instability	0	0.0	0	0.0	0	0.0	4	40.0	6	60.0
4.Lack of corrective measures when children go wrong at home	0	0.0	0	0.0	0	0.0	4	40.0	6	60.0
5. Lack of parents' follow – up on student's performance	0	0.0	1	10.0	0	0.0	3	30.0	6	60.0
6. Parents' occupation/work makes them have no time with their children	0	0.0	0	0.0	0	0.0	5	50.0	5	50.0
7. Single parenthood	0	0.0	1	10.0	0	0.0	5	50.0	4	40.0
8. Sending children to boarding primary schools at early age	1	10.0	2	20.0	0	0.0	3	30.0	4	40.0
9. Too much pocket money given to children by parents	0	0.0	1	10.0	1	10.0	4	40.0	4	40.0
10. Utilization of students' free time at home	0	0.0	0	0.0	0	0.0	6	60.0	4	40.0
11. Students' home locality in terms of rural/urban	0	0.0	0	0.0	0	0.0	6	60.0	4	40.0
12. Family wealth	0	0.0	2	20.0	0	0.0	5	50.0	5	30.0
13. Early assignment of responsibilities to children at home	0	0.0	1	10.0	1	10.0	5	50.0	3	30.0
14. Future expectation of the family on the student	0	10.0	0	0.0	1	10.0	5	50.0	3	30.0
15. Child bearing and responsibility at early teenage	0	0.0	1	10.0	1	10.0	5	50.0	3	30.0
16.Frequent going for fees collection by students	0	0.0	2	20.0	0	0.0	5	50.0	3	30.0
17. The religious background of the family	0	0.0	2	20.0	0	0.0	6	60.0	2	20.0
18. Lack of role model in the family	0	0.0	4	40.0	0	0.0	4	40.0	2	20.0
19. Cultural practices like initiation or circumcision	0	0.0	1	10.0	1	10.0	7	70.0	1	10.0
20. There is an impact of extended family on students' discipline	1	10.0	1	10.0	2	20.0	5	50.0	1	10.0

Source: Field data

Key: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree, SD – Strongly Disagree, % - Percentage, F – Frequency.

4.5.1. Anti-Social Behaviour Like Smoking and Alcohol Taking at Home by the Parents

The findings of the study revealed that 100% of the headteachers agreed that anti-social behaviour like smoking and alcohol taking at home by the parents influenced students' discipline. Substances such as cigarettes were readily available at some student's homes. Alcohol is served in some homes like any other soft drink. If the school, administration prohibited the use of cigarettes and alcohol at school, the students found it contrary to what happened at home, which created indiscipline. In which case the children will not adjust, and could risk dropping out of school.

4.5.2. Parents Siding with their Children when Handling Discipline Cases in the School

The findings of the study showed that 100% of the headteachers agreed that parents siding with their children when handling discipline cases in the school influenced students' discipline. The way children are treated is by itself a thing to learn from (Smith, 1985). This implies that when parents side with a child who is indisciplined the latter will become defensive and learn that being dishonest and defensive is the way out of indiscipline cases.

4.5.3. Lack of Corrective Measures at Home when Children go Wrong

The findings of the study showed that 100% of the headteachers agreed that lack of corrective measures when children go wrong influenced students' discipline. The parents do not have the options that they can use against children who go wrong. The only measure that is used is by caning. Some parents are not skilled in utilizing guidance and counselling in the view of correcting indisciplined children. It is argued that guidance and counselling alone cannot control indiscipline cases in secondary schools (Waihenya, 2001).

4.5.4. Lack of Parents' Follow-Up of their Children's Performance in School

The findings of the study showed that 90% of the headteachers agreed that lack of parents' follow-up of the children performance in school influenced students' discipline. The best way to control children by the parents is through frequent visits to school to inquire on their progress and monitor their academic performance.

4.5.5. Too Much Pocket Money given to Students by Parents

The findings of the study showed that 80% of the headteachers agreed that too much pocket money given to students by their parents affected students' discipline. MOEST (2001) observed that parents who gave too much pocket money to their children caused the latter to use it to hire their colleagues from poor families to wash their clothes and perform other activities, which they found demeaning.

4.5.6. Parents' Marital Instability

The findings of the study showed that 100% of the headteachers agreed that the parents' marital instability influenced students' discipline. The moral values and norms practised in the family greatly influenced the behaviour and character of the child; for example, prevalent violence in the family makes children to imitate the parents when they are in school.

4.5.7. Family Wealth

The findings of the study showed that 80% of the headteachers agreed that family wealth influenced students' discipline. The family wealth deceived those children to the extent that they failed to work hard in school, to safeguard their future. The children from the rich families maintained their status at the school. Hence, most of them did not do well and eventually became indisciplined cases.

4.5.8. Students' Home Locality: Rural or Urban

The findings of this study revealed that 100% of the headteachers agreed that students' home locality influenced students' discipline. The students' home locality has a major influence on the students' character formation. If children grew up in the rural set up they are exposed to a lot of hardship in their life experience. This will help in making the students have a purposeful schooling that has no time for indiscipline. However, there are some cases where students are engaged in drug abuse in the rural schools.

4.5.9. Single Parenthood

The findings of the study showed that 90% of the headteachers agreed that single parenthood influenced students' discipline. The presence of both parents, that is the mother and the father, play a major role in moulding the behaviour and the character of the student. The

current society single parenthood is prevalent, which has raised children that have not adequately benefited from both parents' care.

4.5.10. Frequent going Home for Fees by Students

The findings of the study revealed that 80% of the headteachers agreed that frequent going to collect fees by students influenced students' discipline. Most of the parents were unable to pay fees because of high poverty levels. Students were however; more often sent home for fees thus encouraging indiscipline hence became victims of circumstances (MOEST, 2001).

4.5.11. Lack of a Role Model in the Family

The findings of the study showed that 60% of the headteachers agreed that lack of a role model in the family influenced the students' discipline. Children looked up to members of the family who are successful in life to be their role models. In a family that lacked a role model the child had no goals in life and the activities they participated in both at home and at school would not serve any useful purpose.

4.5.12. Sending Children to Boarding Primary schools at Early Age

The results of the study showed that 70% of the headteachers agreed that sending children to boarding primary school at early age affects their discipline. Parents sent their children to boarding primary school with the view to ensuring that they got time to concentrate on academic work and obtain good foundation for quality education. Early boarding primary schooling however, disadvantaged the child in learning basic moral values and norms in the family.

4.5.13. Parents Occupation

The results of the study revealed that 100% of the headteachers agreed that parents' occupation/work made them have no time with their children therefore, this influenced their discipline. Where both parents had full time employment and worked under tight schedule would leave them with no time to monitor their children both at home and at school. The children acquired undesirable habits from the caretakers, which in turn influenced their state of discipline.

4.5.14. The Religious Background of the Family

The findings of the study revealed that 80% of the headteachers agreed that the religious background of the family influenced students' discipline. The religious background of the parents has a strong influence on the child's discipline since religious beliefs that the family adhered to, influence the child's practice at school. Religion has been a way of life but in a school there are students with various religious backgrounds. The school administration at times experience difficulty in accommodating the diverse religious beliefs that students practise and equally problems in managing students' discipline.

4.5.15. Early Family Assignment of Responsibilities to Children

The findings of the study showed that 80% of the headteachers agreed that early family assignment of responsibility to children at home influenced students' discipline. This is a situation where the parents entrust property and the management of the family business activities to their children. This may influence the discipline of the students and may affect other students particularly when the family members visit him/her to make consultations as regards the vital decision making in the family.

4.5.16. Utilization of Free Time by Students at Home

The findings of the study showed that 100% of the headteachers agreed that utilization of free time by students at home influenced their discipline. Parents do not guide their children on time management. The students waste most of their time when they are at home because they do not perform domestic chores on schedule. This encourage them to be carried away into bad practice such as drug abuse, leading to their being indisciplined in school.

4.5.17. Child Bearing and Responsibility at Early Teenage

The findings of the study revealed that 80% of the headteachers agreed that child bearing and responsibility at early teenage influenced students' discipline. The children are not knowledgeable enough about their sexuality, and that is the reason why they get responsibilities related to child bearing. The parents fail to undertake their role in guiding and counselling the teenagers with a view to preventing child bearing at early teenage. That could influence students' discipline.

4.5.18. Future Expectation of the Family on the Student

The findings on the study revealed that 80% of the headteachers agreed that the future expectation of the family on the student influenced students' discipline. The parents have expectations of their children when they take them to school. The conflict arises when the child lacks the sense of direction and purpose as to why they are at school. The parents may push their child to become a doctor yet the academic performance fall short of the required qualification for the course.

4.5.19. Cultural Practices Like Initiation or Circumcision

The findings of the study revealed that 80% of the headteachers agreed that cultural practices like initiation or circumcision influenced students' discipline. Koech report (1999) observed that traditional cultural practices that are negative to the modern way of life and detrimental to students' discipline should be discouraged and the positive ones are modified to enhance the social development of the youth.

4.5.20. The Impact of the Extended Family

The findings of the study revealed that 60% of the headteachers agreed that the impact of the extended family influenced students' discipline. It involves the relatives outside the nuclear family. There are other relatives that the parents may not have control over their influence on the child's discipline, and children tend to emulate them.

4.6. The Steps to be Taken to Alleviate Indiscipline Cases of Students in Secondary Schools in Baringo District.

In objective five the study sought to determine the perceptions of the headteachers, members of the BOG and PTA toward the steps that should be taken to alleviate the indiscipline in secondary schools in Baringo district.

Concerning the headteachers' perceptions, the findings of the study showed that 100 percent of the headteachers reported that there was high frequency of indiscipline cases observed in their respective schools. Hardly did a term end without an indiscipline case being reported and handled by the school administration. The study also sought to determine the nature of

students' cases of indiscipline; and it revealed that students' indiscipline ranged from drug abuse, truancy, bullying, to defiance of the school authority.

The study further showed that the steps undertaken by the headteachers to curb indiscipline in their respective schools were: First, minor indiscipline cases were handled by the teachers on duty. Secondly, the school disciplinary committee chaired by the deputy headteacher deliberated upon major indiscipline cases and made recommendations which involved internal punishment in form of manual work or suspension, subject to the approval of the headteacher. On suspension, the students went home and the BOG were notified; a meeting was then convened, at which the case was discussed and then the ministry of education also notified of the suspension through the Provincial Director of Education.

The study observed that where indiscipline involves all the students like the case of riots, the same process of suspension and notification to the ministry of education was followed. The study also revealed that the headteachers and the BOG members had recommended extreme cases for expulsion but the ministry had been hesitant in approving them.

The findings revealed that 100 percent of the BOG members interviewed observed that the state of students' discipline had changed to worse as compared to twenty years ago. The members of the board attributed that to the dynamic society, whereas the mode of handling discipline matters never changed. In fact, the BOG observed that indiscipline cases increased when the banning of the cane was introduced and they recommended a review of the ban by the government with a view to involving all the stakeholders in the decision-making.

The findings of study further revealed that the contribution of the majority of the BOG members on the management of students' discipline in secondary schools in Baringo district were as follows: students' discipline should be among the agenda in all their meetings; that students who appeared before the BOG on disciplinary grounds be referred to school guidance and counseling unit for help; and frequent BOG meetings should help by creating a conducive environment for learning which should make students realize that BOG members were concerned about their welfare.

However, the findings of the study showed that the BOG members were not effective in the management of students' discipline because of the following reasons: most of the BOG members were not well versed with emerging trends that required the curbing of indiscipline; and that BOG members did not have children in the schools that they involved themselves in and might not have interest in the school. When students' discipline problems arose, their presence was important, but on most occasions they did not avail themselves.

The findings of the study observed the following BOG suggestions and recommendations regarding the management of students' discipline: the records of the students' conduct should be reflected on enrolment, and continuous monitoring be made and recorded to ascertain whether there was change in behaviour of students in secondary schools as compared to when they were in primary school; parents' registers be maintained mainly to take note of those parents who were serious with the progress of their children and the operation of the school; school based disciplinary committee be constituted in the secondary schools; dialogue between the students and the school administration in form of barazas and the availability of suggestion box be strengthened; students who were on suspension due to their conduct be compelled to clear the outstanding fees balances and that transfers of indisciplined students from one school to the other be discouraged; indisciplined students opting to repeat form 3 and 4 in the schools that they misbehaved in be discouraged. Finally, the BOG's ultimate goal was to discourage indiscipline in the respective secondary schools and promote moral and responsible behaviour amongst the students.

The study required the Parents (PTA) to give their opinions about the management of students' discipline. The findings of the study on the state of students' discipline at school compared to when they were at home revealed that 80 percent of the parents observed that the state of students' discipline was the same both at home and at school. The study findings revealed that the parents attributed that to the cooperation between them and the teachers towards the management of students' discipline. On the other hand, 20 percent of the parents argued that the students' discipline differed while at home and at school. The reasons that they gave was that children tended to be good at home but when they were at school they were negatively influenced by their peers.

The findings also showed that the role of parents in the management of students' discipline involved frequent visits to the school and making inquiries from the teachers and the school administration on how their children faired both academically and in discipline. The findings observed that a parent who frequently visited the school to monitor the progress of his/her child both academically and in discipline, assisted in shaping the character of the child. The parent was to be given a report in the presence of the child to compel him or her to promise to make an improvement; parents played a major role in motivating students to work hard. The study findings observed that the majority of the parents were often available and ready to guide their children together with the school administration to ensure that they became responsible.

However, the findings of the study revealed that there were some problems that the parents experienced while participating in the improvement of students' discipline. The problems included the failure of the ministry of education to recognize the PTA as a legal body and that there was no guideline stipulated for PTA in the management of the students' discipline in secondary schools. Therefore, the parents' recommendations were not universally applicable to all secondary schools in Kenya. In this case their recommendations varied according to the setting of the school and the calibre of the PTA. Finally, the findings also established that there was a conflict between the BOG and PTA roles in the management of students' discipline since the BOG ratified the PTA recommendations before they were approved for implementation.

The findings of the study observed the following recommendations as regards the steps to be undertaken in handling students' indiscipline in secondary school: the PTA should be legally recognised like the BOG in the management of students' discipline, since the parents have more interest in the school where their children were in attendance. The findings also noted that through the nomination process of the BOG members in accordance to the ministry of education guidelines, a majority of the nominees should be parents in the secondary schools who participate as BOG members.

The PTA meetings should be made frequently instead of the usual one meeting that is normally scheduled to take place annually. They further recommended class meetings to be held at least once a term before the annual general meeting. Parents should be encouraged to visit the school frequently to monitor the progress of their children in terms of academic

performance and discipline that would necessitate the review of students' discipline policies from time to time in order to cope with the emerging trends of indiscipline cases in secondary schools in Kenya.

The findings of the study observed that most secondary schools compelled their students to suspension to clear outstanding fees before their indiscipline cases were determined. The findings also noted that the parents objected the idea because they considered it a punishment directed to them rather than to the student. Parents therefore recommended that indisciplined students be retained in the school while individual parents notified to appear at school for prompt solution of indiscipline cases. While, the student is made to remain at school and left to attend to class work and be offered guidance and counselling service. The parents recommended that the school administration establish and maintain a fee payment commitment book to curb students' indiscipline resulting from sending them home for fees.

The study also observed that the parents recommended that the banning of the cane be abolished to enable the execution of the cane with moderation on errant students. The parents impressed upon the government to allow them to cane their children at school whenever they were involved in indiscipline just the way they did to errant children at home. The findings of the study further revealed that parents recommended the strengthening of Guidance and Counseling department in the schools, and some parents be incorporated in the department to render valuable service to the students who frequently got involved in indiscipline problems (MOEST, 2001).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the major findings of the study were summarized and conclusions drawn based on the results of the study. It also contains recommendations, which might be useful to policy makers and stakeholders, and for future research.

5.2 Summary

The aim of the study was to investigate the factors influencing students' discipline in secondary schools in Baringo district. The main objective of the research was to determine the perceptions of stakeholders toward the factors that influence students' discipline in secondary school in Baringo district.

The independent variables of the study were the stakeholders' perceptions toward the school environment factors and the student's home background factors whereas dependent variable was the state of students' discipline, which could either be disciplined students or indisciplined students.

The literature review focused on the factors leading to the increase of students' unrest in secondary schools today. The role of headteachers in the management of students' discipline was discussed and linked to the principles of good discipline, which would be used by headteachers for effective management of discipline.

The study also would benefit headteachers and teachers in determining the real causes of students' indiscipline. It has further explored approaches of curbing indiscipline cases in secondary schools in Baringo District. The study would serve as a source of reference for further research. There were five objectives, which were formulated and verified by the study. The objectives of the study were as follows:

(i) To determine the teachers' perceptions toward the factors related to the school environment, which influence the state of students' discipline in secondary schools in Baringo District.

(ii) To find out the headteachers' perceptions toward the factors related to the school environment, which influence the state of students' discipline in secondary schools in Baringo District.

(iii) To determine the teachers' perceptions toward the factors related to the student's home background which influence the state of students' discipline in secondary schools in Baringo District.

(iv) To find out the headteachers' perceptions toward the factors related to the student's home background that influence the students' discipline in secondary schools in Baringo District.

(v) To determine the steps to be taken to alleviate indiscipline cases of students in secondary schools in Baringo District.

The findings of the study were as follows:

According to the headteachers' and teachers' perceptions toward the factors related to the school environment, they all noted that the following factors influenced the state of students' discipline in Baringo district: banning of the cane; the school culture; admission of students from other secondary schools and peer pressure. However, the teachers differed with the headteachers that the following factors influenced the state of students' discipline: lack of clearly defined measures against indiscipline; presence of kiosks near school compound; shortage of teachers and learning materials; prefects' role in school administration; communication channels in existence in school and interpersonal relationships amongst headteachers and students.

The study findings also revealed that the factors related to the student's home background, which influenced the state of students' discipline, were as follows: anti-social behaviour like smoking and alcoholism at home; parents siding with their children when handling discipline cases; lack of corrective measures when children went wrong at home and lack of parents' follow –up on students' performance.

The study findings further revealed that the headteachers' perceptions toward the factors related to the student's home background which influenced the state of students' discipline in secondary schools in Baringo District were as follows: parents siding with their children when handling discipline cases; anti-social behaviour like smoking and alcoholism at home; lack of corrective measures when children go wrong at home; parents' marital instability;

lack of parents' follow–up on students' performance and parents' occupation/work that made them have no time with their children.

The study findings show the following recommended steps by stakeholders to alleviate indiscipline cases of students in secondary schools in Baring District: According to headteachers parents should be involved in the management of students' discipline and be made to avoid siding with their children when a case was being determined; dialogue between students and the school administration was to be enhanced through students' barazas and suggestion box; school based disciplinary committee be constituted to handle minor indiscipline cases and recommend the major ones to the BOG; and guidance and counseling department be strengthened to rehabilitate indisciplined students.

One the other hand, the BOG recommended that the transfer of indisciplined students from one school to the other be discouraged and such indiscipline matters be handled conclusively in their respective schools; and students who were on suspension due to their indiscipline be compelled to clear their outstanding fees balances before their cases were determined.

Parents Teachers Association (PTA) on their part recommended class meetings at least once a term before the annual general meeting; parents to visit the schools frequently in order to monitor their children's progress in terms of their academic performance and discipline; parents resolved that the fees payment commitment book be maintained by the schools to curb students' indiscipline resulting from being sent home for fees; and the government should allow parents to cane their children at school just the way they do to errant children at home.

5.3 Conclusions

The conclusions of the study were based on the objectives and findings of the study.

5.3.1 Teachers' Perceptions Toward the School Environment Factors

The findings of the study strongly confirmed from the teachers' perceptions toward the school environment factors that the following factors had a significant influence on the state students' discipline: the banning of the cane; school culture and admission of students from other secondary schools. The above factors needed a closer look with a view to improving the

state of students' discipline and curb some cases of indiscipline by reviewing the policies relating to the above school environment factors.

5.3.2 Headteachers' perceptions toward school environment factors

The study findings confirmed that the following school environment factors influenced the state of students' discipline as perceived by the headteachers: The banning of the cane in secondary schools; school culture; lack of clearly defined measures against indiscipline; admission of students from other secondary schools; and the presence of kiosks near the school compound.

It was of great significance from the headteachers' perception that excess CATs administration to students did not greatly influence state of students' discipline. The headteachers observed that CATs were fully used to measure academic achievement and the more they were administered, the better the performance.

5.3.3. Teachers' perception toward student's home background factors

Objective three was to determine the teachers' perceptions toward the factors related to the student's home background, which influenced the state of students' discipline in secondary schools in Baringo District. The findings of the study confirmed that the following factors influenced the state of students' discipline: anti-social behaviour like smoking and alcoholism at home; Parents siding with their children when handling parents discipline cases; lack of corrective measures when children go wrong at home and lack of parents' follow-up on students' performance at school.

5.3.4. Headteachers' perceptions toward student's home background factors

Objective four was to determine the headteachers' perceptions toward the factors related to the student's home background which influenced the state of students' discipline in secondary schools in Baringo district. The findings of the study confirmed that the following factors influenced the state of students' discipline: parents siding with their children when handling discipline cases; anti-social behaviour like smoking and alcoholism at home; lack of corrective measures when children go wrong at home; parents' marital instability; lack of parents' follow-up on students' performance at school; and parents' occupation/work which made them have no time with their children. The findings identified some of the home

background factors that did not influence the state of students' discipline such as lack of a role model in the family and the impact of the extended family on students' discipline.

5.3.5. Stakeholders' recommendations on steps to be undertaken to alleviate students' indiscipline.

Objective five was to determine the stakeholders' recommendations on steps to be undertaken to alleviate students' indiscipline. The findings obtained the following steps as suggested by the headteachers: parents were required to visit the school frequently to monitor their children's progress in terms of their academic performance and discipline; dialogue between students and the school administration be enhanced through students' barazas and suggestion box; school based disciplinary committee be constituted to handle minor indiscipline cases and recommend the major ones to the BOG; and finally the guidance and counseling department be strengthened to help students who frequently fall into indiscipline problems.

The school board members recommended the following steps: transfer of indisciplined students from one school to the other be discouraged and such indisciplined problems be handled conclusively in their respective schools; and students who were on suspension due to their indiscipline be compelled to clear their outstanding fees balances before their cases are determined.

The parents suggested the following steps to be undertaken: meetings of parents at the class level once a term before the annual general meeting; fees payment commitment book be maintained by the schools to control the frequent movement of students to collect fees which may lead them to indulging in immoral activities; and finally suggested that the guidance and counseling department in the school be strengthened and parents representatives be involved.

5.4 Recommendations

In view of the above conclusions, the study made the following recommendations that may be useful to policy makers, headteachers, teachers, BOG members and parents:

1. There is need to review the measures recommended by the ministry of education in handling indiscipline cases in the secondary schools.
2. All teachers who are in charge of guidance and counselling should be trained to ensure that services are given efficiently and effectively.

3. Students should not be sent home for fees. Schools should communicate with parents.
4. There should be no Kiosks near the school compound.
5. Parents should be advised to be arranging in advance the payment of their children's fees so as to give time to their children at school.
6. The MOEST should reconsider the decision made on the ban of the administration of the cane in secondary schools, but may limit it only to certain extreme cases of indiscipline.

5.5 Recommendations for Further Research

Based on the above conclusions and recommendations, the study made the following recommendations for further research:

1. There is need to find out the impact of guidance and counseling as a substitute of the cane in secondary schools.
2. There is need to find out the impact of socio-economic constraints in the society on students' discipline in secondary schools.
3. There is need to find out the conflicts existing between the expectation of both parents and students and the impact of these on students' discipline.
4. There is need to find out the impact of parents commitment to the child's progress in school and the influence it has on students' discipline.

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APPENDIX 1

HEADTEACHERS' QUESTIONNAIRE (HTQ)

The purpose of the questionnaire is to find out opinion/perceptions about the factors that influence the state of students' discipline in secondary schools in Baringo District.

The information you give will be kept confidential and will only be used for the purpose of research. Your name is not required and you should not indicate it anywhere in this questionnaire.

INSTRUCTIONS

Read the statements carefully and try to understand before choosing what truly agrees with your thought.

1. Tick (√) the space corresponding with what you think and feel towards the factors that influence the state of students' discipline in secondary schools in Baringo District.
2. The choices are:

SA - Strongly agree

A - Agree

D - Disagree

SD - Strongly Disagree

U - Undecided

PART I

The following are statements on factors that are school based, which may influence the state of students' discipline in secondary schools in Baringo District.

Read the statement carefully and simply tick (√) as may apply.

No.	STATEMENT	SD	D	U	A	SA
		1	2	3	4	5
1.	School culture					
2.	Frequent change of headteachers in the school affects students' discipline					
3.	The school diet and quantity of food students eat in school affects students' discipline					

4.	Excessive Continuous Assessment Tests (CATS) administered to students in school affect students' discipline					
5.	Admission of students from other secondary schools influences the students' discipline					
6	Students' entry marks in Form one admissions influence students' discipline					
7.	Video shows for entertainment in school influence students' discipline					
8.	Prefects' role in school administration influences students' discipline					
9.	The school academic performance in K.C.S.E examination influences students' discipline					
10.	Students' visiting days and outings influence students' discipline					
11.	The hygiene and safety standards in the school influence students' discipline					
12.	The banning of the cane in secondary schools affected students' discipline					
13.	Peer pressure among students in school has influenced students' discipline					
14.	Lack of clearly defined measures against indiscipline has influenced students' discipline in school					
15.	85% Form one selection based on school's local District has influenced students' discipline					
16.	Communication channels in existence in school have influenced students' discipline					
17.	Interpersonal relationships amongst headteacher, teachers and students have influenced students' discipline					
18.	Shortage of teachers and learning materials has influenced students' discipline					
19.	Presence of Kiosks near the school compound has influenced students' discipline					
20.	Lack of role models in the school influences students' discipline					

PART II

The following are the statements on factors that are related to home background which influence the state of students' discipline in secondary schools in Baringo District. Read the statements carefully and simply tick (√) as it may apply.

No.	STATEMENT	SD	D	U	A	SA
		1	2	3	4	5
1.	Family wealth influences students' discipline in secondary schools					
2.	Parents' marital instability influences students' discipline in school					
3.	Single parenthood has influenced students' discipline in school					
4.	Cultural practices like initiation or circumcision have influenced students' discipline.					
5.	The religious background of the family influences students' discipline in school					
6.	Early family assignment of responsibilities to children at home has influenced students' discipline in school.					
7.	Parents siding with their children when handling discipline cases in school influence students' discipline					
8.	Parents' occupation/work makes them have no time with their children thus influencing students' discipline.					
9.	Lack of a role model in the family influences students' discipline					
10.	Future expectation of the family on the student influence students' discipline					
11.	Lack of corrective measure when children go wrong at home influences students' discipline in the school					
12.	Sending children to boarding primary schools early influences students' discipline in secondary school					
13.	Child bearing and responsibility at early teenage influences students' discipline					
14.	Frequent going for fees collection by students influences students' discipline					
15.	Lack of parents' follow up of student's performance in school affects students' discipline					
16.	Anti-social behaviour like smoking and alcohol at home contribute to students' discipline					
17.	Too much pocket money given to children by parents, influences students' discipline in school					
18.	There is an impact of extended family on students' discipline					
19	Utilization of student's free time at home influences students' discipline					
20	Students home locality in terms of rural/urban influence students' discipline					

APPENDIX 2

TEACHERS' QUESTIONNAIRE (TQ)

The purpose of the questionnaire is to find out opinion/perceptions about the factors that influence the state of students' discipline in secondary schools in Baringo District.

The information you give will be kept confidential and will only be used for the purpose of research. Your name is not required and you should not indicate it anywhere in this questionnaire.

INSTRUCTIONS

Read the statements carefully and try to understand before choosing what truly agrees with your thought.

1. Tick (√) the space corresponding with what you think and feel towards the factors that influence the state of students' discipline in secondary schools in Baringo District.
2. The choices are:

SA - Strongly agree
A - Agree
D - Disagree
SD - Strongly Disagree
U - Undecided

PART I

The following are statements on factors that are school based, which may influence the state of students' discipline in secondary schools in Baringo District.

Read the statement carefully and simply tick (√) as may apply.

No.	STATEMENT	SD	D	U	A	SA
		1	2	3	4	5
1.	School culture					
2.	Frequent change of headteachers in the school affects students' discipline					
3.	The school diet and quantity of food students eat in school affects students' discipline					
4.	Excessive Continuous Assessment Tests (CATS) administered to students in school affect students' discipline					

5.	Admission of students from other secondary schools influences the students' discipline					
6	Students' entry marks in Form one admissions influence students' discipline					
7.	Video shows for entertainment in school influence students' discipline					
8.	Prefects' role in school administration influences students' discipline					
9.	The school academic performance in K.C.S.E examination influences students' discipline					
10.	Students' visiting days and outings influence students' discipline					
11.	The hygiene and safety standards in the school influence students' discipline					
12.	The banning of the cane in secondary schools affected students' discipline					
13.	Peer pressure among students in school has influenced students' discipline					
14.	Lack of clearly defined measures against indiscipline has influenced students' discipline in school					
15.	85% Form one selection based on school's local District has influenced students' discipline					
16.	Communication channels in existence in school have influenced students' discipline					
17.	Interpersonal relationships amongst headteacher, teachers and students have influenced students' discipline					
18.	Shortage of teachers and learning materials has influenced students' discipline					
19.	Presence of Kiosks near the school compound has influenced students' discipline					
20.	Lack of role models in the school influences students' discipline					

PART II

The following are the statements on factors that are related to home background which influence the state of students' discipline in secondary schools in Baringo District. Read the statements carefully and simply tick (√) as it may apply.

No.	STATEMENT	SD	D	U	A	SA
		1	2	3	4	5
1.	Family wealth influences students' discipline in secondary schools					

2.	Parents' marital instability influences students' discipline in school					
3.	Single parenthood has influenced students' discipline in school					
4.	Cultural practices like initiation or circumcision have influenced students' discipline.					
5.	The religious background of the family influences students' discipline in school					
6.	Early family assignment of responsibilities to children at home has influenced students' discipline in school.					
7.	Parents siding with their children when handling discipline cases in school influence students' discipline					
8.	Parents' occupation/work makes them have no time with their children thus influencing students' discipline.					
9.	Lack of a role model in the family influences students' discipline					
10.	Future expectation of the family on the student influence students' discipline					
11.	Lack of corrective measure when children go wrong at home influences students' discipline in the school					
12.	Sending children to boarding primary schools early influences students' discipline in secondary school					
13.	Child bearing and responsibility at early teenage influences students' discipline					
14.	Frequent going for fees collection by students influences students' discipline					
15.	Lack of parents' follow up of student's performance in school affects students' discipline					
16.	Anti-social behaviour like smoking and alcohol at home contribute to students' discipline					
17.	Too much pocket money given to children by parents, influences students' discipline in school					
18.	There is an impact of extended family on students' discipline					
19	Utilization of student's free time at home influences students' discipline					
20	Students home locality in terms of rural/urban influence students' discipline					

APPENDIX 3

HEADTEACHERS' INTERVIEW SCHEDULE

The purpose of this interview is to find out what you think about the factors that influence the state of discipline among secondary school students in Baringo District. The information you give will be kept confidential and will only be used for the purpose of the research study.

1. How often does indiscipline cases occur in your school?

   .....

   .....

2. What nature of students' indiscipline cases do you experience in your school?

   .....

   .....

3. How often do your B.O.G get involved in matters of students' discipline in your school?.....

   .....

4. What steps do you undertake to manage students' discipline in your school?

   .....

   .....

APPENDIX 4

BOARD OF GOVERNORS' INTERVIEW SCHEDULE

1. What is the position of students' discipline in the school in which you are a member of BOG?

2. What are the major causes of indiscipline cases that are prevalent in the secondary school where you are a member of the school board?

3. What contributions/recommendations have you made as a member of the board in the management of the students' discipline?

4. What problems have you encountered in the implementation of the recommendations on students' discipline?

5. In your opinion, what should be done to stump out indiscipline cases in your secondary school?

APPENDIX 5

PARENTS' INTERVIEW SCHEDULE

1. How do you compare the discipline of your child at home and at school?

2. What is your role as a parent in the maintenance of good discipline of your child?

3. What are the methods of discipline that have been recommended by the PTA in the school where you are a parent?

4. What are the problems encountered by the parents in the implementation of the PTA recommendations?

5. In your opinion, which other measures that, can be undertaken in the management of students' discipline in secondary schools in Baringo District?

APPENDIX 6

A Letter To Headteachers

EGERTON UNIVERSITY,
P.O. BOX 536,
NJORO.
OR
P. O. BOX 129,
MARIGAT.
DATE:.....

The Principal,
.....
.....
Dear Sir/Madam,
RE: RESEARCH VISIT TO YOUR SCHOOL

I am a Master of Education student in the Department of Educational Administration and Planning, at Egerton University, doing my second year of M.ED (Educational Management).

I wish to inform you that I have identified your school as part of my research sample. Therefore, I request you for permission so that I may visit the school to collect data. My research is entitled **"Stakeholders' perceptions toward factors influencing the state of discipline among secondary school students in Baringo District-Kenya."**
I would like to conduct interviews and administer questionnaires to the headteacher and some teachers in your school.

It is hoped that the research findings will help in projecting workable strategies for better ways of handling discipline problems in secondary schools in Baringo District and perhaps in Kenya.

The tentative date of visit to your school is .....

Thank you in advance for your cooperation.

Yours faithfully,

STEPHEN N. BARKWANG
RESEARCH STUDENT

CC.
Provincial Director of Education,
Rift Valley Province,
P.O Box 259,
NAKURU

District Education Officer,
Baringo District
P. O. Box 6,
KABARNET

APPENDIX 7

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Provincial Director of Education
Rift Valley Province
P. O. Box 259
NAKURU

Ref: PDE/RV/B/8/17/29

2nd September, 2004

TO WHOM IT MAY CONCERN

REF: MR. STEPHEN NG'ETICH BARKWANG
EM 15/0510/02 - EGERTON UNIVERSITY
M. ED (EDUCATIONAL MANAGEMENT)

This is to confirm to you that the above masters student at Egerton University has permission to carry out research in your area – Baringo District in Rift Valley Province – Research dates will be – 6th September – 22nd October, 2004.

Please accord him necessary assistance.

EGERTON UNIVERSITY LIBRARY

PROVINCIAL DIRECTOR OF EDUCATION
R.V.P.

S. OMBABA
For: PROVINCIAL DIRECTOR OF EDUCATION
RIFT VALLEY PROVINCE.