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# Influence of parental involvement on discipline of secondary school students in Kitui Central Sub- County.

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**INFLUENCE OF PARENTAL INVOLVEMENT ON DISCIPLINE OF SECONDARY  
SCHOOL STUDENTS IN KITUI CENTRAL SUB- COUNTY**

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**Reg. No. 101563**

**A dissertation Submitted in Partial Fulfillment of the Award of the  
Degree of Master of Science in Education Management,  
School of Humanities and Social Sciences, Strathmore University**

**May 2021**

## DECLARATION

I declare that the work contained in this research project is my own original work and it has never been submitted either wholly or in part for awarding in any university or institution.

Signature: 

Date: **01.09.2021**

NAME: KALUMA COSMUS MUTE MI

Reg. No. 101563

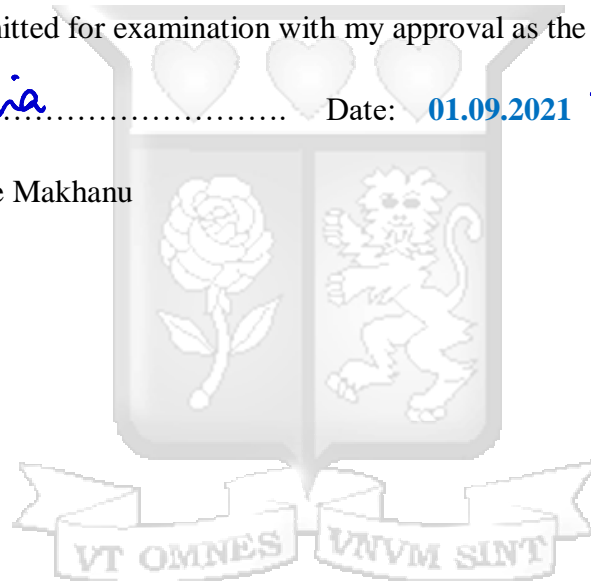
## APPROVAL

This work has been submitted for examination with my approval as the university supervisor.

Signature.....  ..... Date: **01.09.2021**

Supervisor: Dr. Everlyne Makhanu

Lecturer,  
Strathmore University



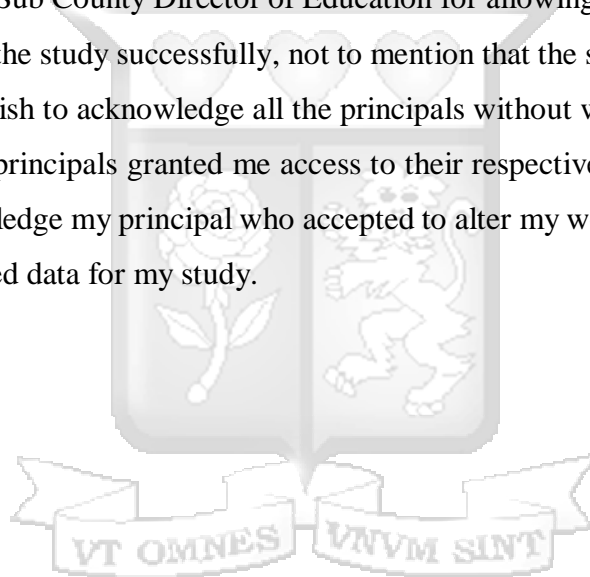
## ABSTRACT

The performances of schools generally rely on effectiveness of the management of learners' discipline. The purpose of this study was to assess the effect of parental involvement in managing the discipline of the students. The study specifically sought to determine effect of parental social, economic and cognitive involvement on the learners' discipline. This study adopted a correlational study design. The target population for the study included all the principals, deputy principals, class teachers and students in the 35 public secondary schools in Kitui Central Sub-county. The study used census to select all the 35 principals and deputy principals in Kitui Central Sub-county to participate in the study. Proportionate and purposive sampling was used to select 149 class teachers and 371 learners in form three and four classes. The study relied on data collected through questionnaire structured to meet the objectives of the study. Responses were tabulated, coded and processed by use of a computer statistical package for social sciences (SPSS) version 2.0 programmes to analyze the data. The findings of the study were there was a significant strong positive correlation between parental social involvement and management of discipline of learners. There was a significant strong positive correlation between parental economic involvement and students' discipline in public secondary schools. There was a significant strong positive correlation between parental cognitive involvement and student's discipline ( $P < 0.05$ ). The study concluded that parental involvement in its different forms influenced discipline of learners significantly. The study recommends that parents should limit use of mobile phones and TV in homes, the parents should enquire about students behavior while in school, the ministry of education should in-service school principals on management of students to reduce indiscipline cases in secondary school, the government should increase the amount of funding to schools to include exercise books and writing materials to students from needy families. This would help the students from poor families to have enough learning material hence reduce temptation to steal from the other students, the national and county levels of government ensure and support the 100% transitioning policy for learners so as to finish secondary education. The government should review the use of all disciplinary methods in public secondary schools and provide policy guidelines on parental involvement in the management of students' discipline in all learning institutions.

**Key Words:** *Students' discipline, parental social involvement, parental economic involvement, parental cognitive involvement.*

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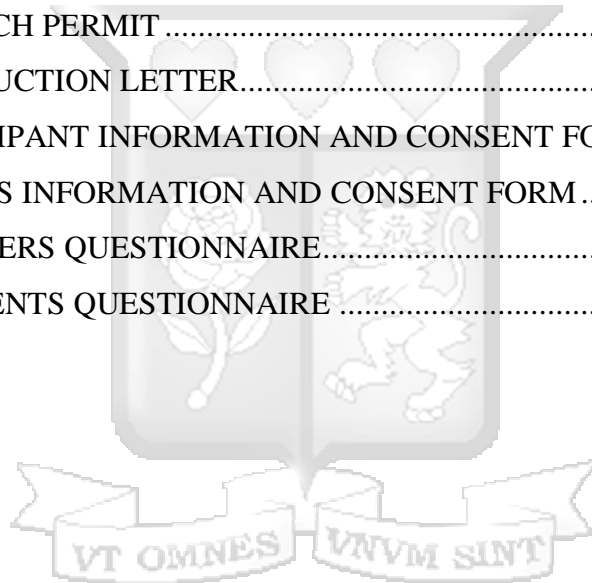


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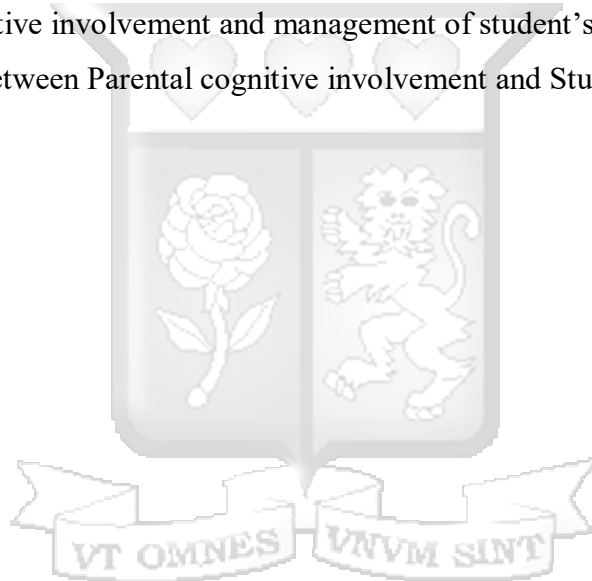
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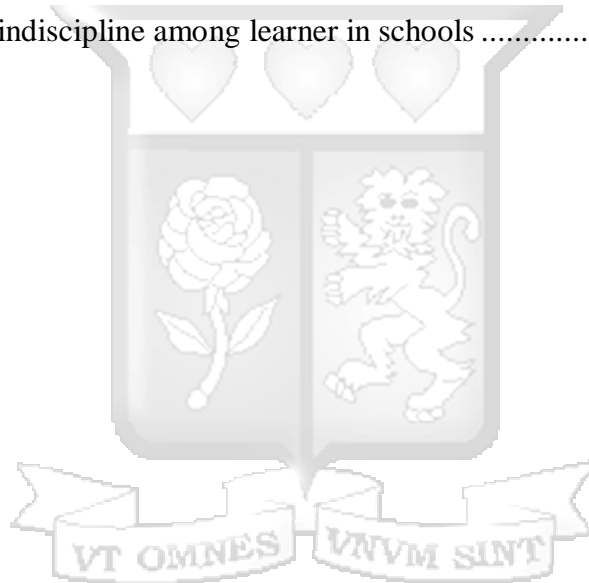
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## **DEFINITION OF TERMS**

**Cognitive involvement-**it is the investment of the parents and caregivers in the intellectual activities of their children.

**Economic involvement-** this is allocation/use of financial and other material resources in the education of the child by the parents and other care givers

**Parental involvement-**this is parents or caregivers investment in the education of their children.

**Social involvement-** This is the investment of the parents and caregivers in educating their children about values, norms and beliefs of the society. It involves developing social skills in the lives of the children

**Students' discipline-** This is action or inaction that is regulated to be in accordance with particular system of governance. It enables the student to develop an orderly conduct, self-control as well as self-discipline.



## CHAPTER ONE

### INTRODUCTION TO THE STUDY

#### 1.1 Background information

Our society is made up of organizations all of which have goals to be met. However, without proper management of discipline, these organizations cannot be able to meet their goals. Schools exist to assist students to acquire knowledge, skills, competences, and the right attitudes for future careers. However, schools, just like all other organizations, cannot be able to realize their goals without proper management of discipline. Parents are key stakeholders in educating students and therefore their influence in managing discipline cannot be overlooked.

According to Nene (2013) school discipline is an important characteristic of an effective school and a vital aspect of school and classroom management. Discipline helps in maintaining harmony in a school and for securing a climate in which learners can learn free from disruption and chaos. According to Mbaki (2018) effective discipline creates a climate conducive to high academic and non-academic achievements. Nene (2013) posits that provision of quality education requires effective management of students' discipline. Effective discipline management require involvement of all the key school stakeholders. These stakeholders include the government through the ministry of education, parents, teachers, faith organizations and community. Management of students' discipline is crucial since the effectiveness of a school is reflected in the level of both academic and psychosocial achievement of the learners.

Mbaki (2018) family factors influencing parental involvement in management of discipline of students in public day schools in Kitui County places academic and psychosocial development of the learners at the core of school business. She points out that it is practically impossible for a school to realize its goals and objectives without creating the right environment of disciplined students. Poipoi (2010) alludes that two major factors are responsible for students' unrest, these are; disintegration of the family and increased depiction of violence in the media and popular music, which mostly occurs at home. When parents are together and in good relationship, they tend to share the responsibilities of

providing and guiding their children well. Proper parenting in a caring environment can help to influence the behavior of students positively. It is the core business of the parents to educate the learners about the right uses of the media both print and electronic. Failure by the parents to monitor and regulate what the learners watch on TV and social media predispose them to violence and sexual perversion. Other factors included; alcohol and drug abuse, and easy access to weapons, such as guns. Poverty and inequitable educational opportunities also predispose school youths to violence.

Poipoi (2010) Posit that indiscipline issues arising in schools can be linked to lack of parental involvement, therefore, a need to evaluate the influence of parental involvement on the discipline of the learner. In the study, Family factors affecting students discipline in Kitui County, Mbaki (2018) recommends a study of parental involvement and its influence on discipline of leaners in Kitui County. It is for this reason that this study seeks to establish the influence of parental involvement on discipline of learners in Kitui Central Sub-county. According to Manamela (2015), lack of parental involvement in management of students discipline in schools is one of the challenges facing principals and educators. The author alludes to lack parental involvement as one of the causes of indiscipline in secondary schools. In his view, parental involvement tends to decrease as the learners advance from the lower grades of learning. According to Manamela (2015) the benefits of parental involvement include improved school performance, reduced drop-out rates, a decrease in delinquency and a more positive attitude towards school. Parental involvement can therefore be said to be one of the key pillars in the management of students' discipline.

### **1.1.1 Parental involvement**

Epstein (2011) identifies six types of parental involvement, namely; parental guidance, communication, learning at home, volunteering, decision making and collaboration with community. Parenting in this case involves expressing expectations about the student's education, limiting TV viewing, supervising time use and behavior, supervising academic work and discussing interests, issues and studies. According to Epstein (2011) communication is two way between home and school about academic achievement, this entails notices, memos, phone calls, report cards, emails and voice mails. Communication

also involves family initiated contact about performance and academic programs and post-secondary plans.

Mbaki (2018) identified the following forms of parental involvement; monitoring homework, ensuring attendance, parental modeling, parental guidance, support of teachers by the parents in disciplining students and motivating the learners. According to Mbaki (2018). Parental involvement can take different forms, namely; social, economic and cognitive. Social involvement may include; teaching of beliefs and customs of the society, limiting outings, vetting TV programmes that the students watch and communication to the school that is initiated by the parents. Parental economic involvement could include volunteering for school activities, payment of school fees on time and provision of basic personal effects to students. Lastly, cognitive involvement could include lessons outside school, practice and study for test, help in educational choices and discussion of school activities, Parental involvement in school based activities however, was found not to improve school discipline. Therefore, emphasis ought to be on family based parental involvement in students' discipline. Mbaki (2018) in the study, family factors affecting management of discipline in day secondary schools in Kitui County alludes that discipline problem could be attributed to late or non-payment of fees by the parents/guardians, poor parental role modeling, lack of parental skills, and negligence of parental roles especially in the control of exposure to electronic media which lead to aggressive behavior, wastage of time and involvement of learners in pre-marital/ teenage sex. According to Mbaki (2018) learning at home involves interactive homework, monitoring and assisting the students at home with learning activities, helping the students to practice and study for tests, encouragement to study about college and lessons outside school, such as music and dance.

According to National schools public relations association (2006) effective family involvement has a positive impact on students, families and schools hence its important to study the influence of specific forms of parental involvement. According to the report, the most effective form of family involvement are those in which parents work directly with the students at home in learning activities such as reading, homework or tutoring using materials and instructions given by the teacher. According to Murphy ( 2015), the earlier a parent becomes involved, the more powerful was the effect on students' discipline.

Training and orientation for family members enhances effectiveness of parental involvement. The most successful parental involvement programs are those which recognize diversity of school community and offer a variety of ways in which families can participate with a continuum of options.

Steven. et. al (2002) alludes that the more family and community involvement activities were implemented, the fewer students were disciplined by being sent to the principals office for disciplinary hearing or given detention or in-school suspension. Activities for two types of involvement, parenting and volunteering were most predictive of reducing percentage of students who were subject to discipline. Also, the schools that improved the quality of their partnership programs reported fewer students in need of discipline. The results suggested that creating more schools, families and community contexts may be one of the ways in which schools can improve students behaviour and overall school discipline. It is therefore important to study the influence of these activities of parental involvement on discipline of learners in Kitui Central Sub-county.

### **1.1.2 Students indiscipline**

In a survey of high school students (grades 9-12) nationwide in America in the year 2001, the Center for disease control (CDC) found out that 17.4% of students had carried a weapon on one or more days in a month preceding the survey. Male students were significantly more likely than female students (6.2%) to have carried a weapon. According to the report, one third of high school students reported being currently sexually active. Five percent of students attending high school in October 1999 had dropped out of school by October 2000. According to an annual survey carried out by CDC between 1993 and 2001 on school violence; the percentage of students in grade 9-12 who were threatened or injured with a weapon in school premises in the twelve months before the survey varied each year but was always between 7 and 9%. The students carried the weapons from home. This is an aspect of discipline which had roots in the family. It is therefore important to investigate the influence of parental social influence on such behavior. The antisocial and immoral behavior deflected by students could be as a result of exposure to violence in the family or through media.

According to a report by Center for Behavioral Health statistics and Quality (2019), approximately 385,000 adolescents (1.5 percent of all adolescents in America) had substance use disorders(SUD) and major depressive episode(MDE). 1.2% of all adolescents who had SUD and MDE had severe impairment. According to the report, in 2018, substance use was more common among both adults and adolescents who had a mental issue than among those who did not have a mental health issue. About 1 in 16 of adolescents aged between 12 and 17 in America in 2018(about 6.1%) with a past year MDE smoked cigarettes in the past month compared with 2.1 percent of those without a past month MDE. Drug abuse seems to be a global problem affecting students in all the parts of the world. New innovative ways of managing students discipline is therefore necessary.

Ministry of education and technology, Report of the taskforce on students discipline and unrest ( 2001) found out that the student indiscipline and unrest is characterized by violence and destruction of property. According to the report, unrest in schools increased from 22(0.9%) to 187(7.2%) between 1980 and 1990. It also cites some of the fatal consequences of student unrest and indiscipline such as the rape and murder of 19 girls at St. Kizito in 1991, Nyeri high and the infamous Kyanguli fire tragedy in Machakos where 67 students died. According to the daily Nation, 9 girls lost their lives with 51 injured in a fire tragedy in Moi girls' secondary school in Nairobi (Wanzala, 2017). Students discipline is a concern world over and effective management of the same is in the interest of all players in education sector. A lot of resources go into educating the youth in any country . it is only prudent to try and arrest threats such as indiscipline which may lead to huge losses resources without realizing the desired goals. Although the parents have supported education mainly through financing, its crucial to explore other structured ways of involvement which may influence discipline of the students.

Gitome et.al (2013) opines that indiscipline cases are the major contributing factor to poor performance in examination in most learning institutions around the world. The study further alludes that, through discipline, students in secondary schools develop social adjustment, responsible attitude towards life, skills for self-development and improved performance in examination. Gitome et.al (2013) alludes that social, moral and academic standards of graduates from secondary schools in Kenya reveal that the intended objectives

of education are not achieved. After completion of secondary school, some engage in use and sale of drugs, drunkenness, laziness, promiscuity, prostitution, fornication, violence and stealing and misuse of family and public resources. Most of these vices are of social nature which could be traced to the families where these students come from. The indiscipline that is bred in high school and in the families by extension is cascaded to the larger society, this means that the national goals of education of raising responsible citizens are not achieved. Parental involvement in its various forms could therefore be explored for management of students' discipline. For the success of the school in its objectives, discipline is therefore a key factor. Discipline of the students' therefore should be a central concern of all the stakeholders in the education sector.

Mbaki (2018), identifies the following forms of indiscipline in schools; theft, truancy, disruptive behavior in class, vandalism, telling lies, lateness to class, use of abusive language, bullying, defiance towards authority, failure to do homework, teenage pregnancy , drug abuse, destruction of school property, sexual assault, arson and murder. Furthermore, Mbaki (2018) points out that some of the discipline issues in secondary schools are caused by family factors such as dysfunctional families which lead to absenteeism from school and other delinquent behavior. This implies that effective parental involvement is crucial in the management of students' discipline.

According to Musyoka ( 2011), girls' secondary boarding schools in Kitui Central Sub-county are more disciplined than all other types of schools. 67% of girls in boarding schools are very disciplined while 33% are disciplined. Musyoka (2011) opines that mixed day secondary schools have average discipline standard while the boys' boarding secondary schools are the most indisciplined. Therefore, indiscipline problems in their different forms are still common among learners in Kitui central Sub County. This study seeks to establish the influence of parental involvement on discipline of students in public secondary schools in Kitui Central Sub County.

## **1.2 Statement of the problem**

Mbaki (2018) posit that students' indiscipline is a global problem which needs to be tackled if schools are going to achieve set goals. Mbaki (2018) points out to cases of indiscipline in America, Asia, Europe and particularly England, several countries of Africa such as Nigeria, Uganda and Kenya. According to Mbaki (2018), there were several incidences of students' unrest in Kitui County in 2018. Indisciplined students learn less, disrupt learning, and use teachers' instruction time interfering with school program. (Kavula, 2014).

The ministry of education science and technology has made concerted effort to improve management of students discipline in schools. The government require that all schools should have vibrant guidance and counselling departments, parents associations, participation of students in selecting leaders from among themselves and incorporation of students leaders in boards of management. Kitui central sub-county schools were among the schools that were involved in rampage in term two of 2016 when students' unrest was sweeping through the country. During these strikes, property worthy millions of shillings was destroyed.

Some of the causes of indiscipline among students according to a task force by the ministry of education science and technology report on students unrest (2001) were; poor succession planning for school leadership, political influence and corruption which saw people who did not have the qualifications being appointed to school boards, high handedness of the school administration and the culture shock as students from private primary schools joined public secondary schools among other issues.

The implementation of this report saw a raft of changes being introduced in the education sector. Some of these changes include but not limited to; limiting vacancies for private school learners to only 15% of the total chances available, schools organized talks for parents on issues of discipline, parents were encouraged to create conducive environment at home for guidance and counseling of the students, strengthening guidance and counseling in schools etc. However, despite the implementation of these measures, cases of indiscipline by the learners have been on the rise by day. Parental involvement brings

on board another key stakeholder in the management of students' discipline in public secondary schools in Kitui Central Sub County.

According to Mbaki (2018), Kitui County was among the counties that experienced a wave of riots in 2016 with students destroying property worth millions of money. A number of studies have been done in Kitui County on management of students' discipline. Mbaki (2018) studied family factors influencing parental involvement in management of learners discipline in day secondary schools. This study seeks to investigate the relationship between parental involvement and management of students discipline in secondary schools in Kitui Central Sub County. Kavula (2014) studied the alternative methods of managing students discipline in secondary schools in Kitui County. The effect of parental involvement in management of students discipline has not been studied in Kitui Central Sub County. This study seeks to answer this question.

### **1.3 Purpose of the study**

The purpose of this study is to determine influence of parental involvement on management of learners' discipline in public secondary schools in Kitui Central Sub-County.

### **1.4 Research objectives**

The following were the objectives of this study:

- i) To establish influence of parental social involvement on students' discipline in public secondary schools Kitui Central Sub-county.
- ii) To establish influence of parental economic involvement on students' discipline in public secondary schools in Kitui Central Sub-county.
- iii) To establish influence of parental cognitive involvement on students' discipline in public secondary schools in Kitui Central Sub county

### **1.5 Research hypothesis**

The study addressed the following null hypothesis:

HO<sub>1</sub>: Parental social involvement does not influence students' discipline

H<sub>1A</sub>: Parental social involvement influences students' discipline

H<sub>02</sub>: Parental economic involvement does not influence students' discipline.  
H<sub>2A</sub>: Parental economic involvement influences students' discipline.

H<sub>03</sub>: Parental cognitive involvement does not influence students' discipline  
H<sub>3A</sub>: Parental cognitive involvement influence students' discipline

## **1.6 Scope of the study**

The aim of this study was to investigate influence of parental involvement on students discipline in public secondary schools in Kitui Central Sub-County. Other factors which influence management of students' discipline involves; cooperation of principals, deputy principals, teachers, parents and learners, this study focused only on effect parental involvement.

Furthermore, the study focused on three forms of parental involvement, namely; social, economic and cognitive involvement. The study involved the principals, deputy principals and class teachers who are directly involved in the management of discipline of learners and therefore have firsthand information about influence of parental involvement in management of discipline. In addition, the study involved form three and four learners who had been in school for long and therefore, they understood dynamics of discipline issues in school.

## **1.7 Significance of the study**

The study was to provide important information to school principals and the management of public secondary schools that would become a basis for formulation of school policies on management of students' discipline. In addition, the knowledge from this study was to help school administrators to come up with programmes that involves parents in the management of discipline. Secondly, the study was to be of help to parents since they will be able to know the different ways in which they could be involved in the management of discipline of students. Equipped with the right attitudes and knowledge, parents will be able to participate fully in management of discipline of their children. Lastly, this study was significant to the policymakers in the ministry of education because the knowledge

will help them formulate informed policies and guidelines on matters of discipline management.

### **1.8 Delimitation of the study**

The study was designed to investigate the effect of parental involvement on the discipline of the learners in public secondary schools in Kitui Central Sub-county. Although management of discipline depends on the cooperation between school administrators, teachers, parents, government agencies, community and parents. This study dealt with influence of parental involvement in the management of students' discipline. Although there could be many other forms of parental involvement, this study focused on parental cognitive, economic and social involvement.

### **1.9 Limitation of the study**

The findings of this study could not be generalized to schools in other counties since its only one county that was involved. The study was carried among public secondary schools and therefore the findings could not be generalized to private schools within the County. It was not possible to tell if the participants were going to respond to all the questions until after collecting the questionnaires. This is owing to the sensitive nature of discipline issues raised. However, the participants were assured of confidentiality of the information given through questionnaire hence they were encouraged to supply all the required answers.

## **CHAPTER TWO LITERATURE REVIEW**

### **2.0 Introduction**

This chapter presents a critical review of literature in regard to influence of parental involvement in the management students' discipline as presented by other scholars and researchers. The chapter presents the theoretical literature which comprises of theories underpinning the study. The chapter further presents the empirical literature, research gaps, as well as the conceptual framework of the study. The chapter will help in identifying the research gaps when discussing the empirical literature. According to Mugenda (2008) literature review serves two purposes in reseach; first, it presents a thorough discussion of the existing body of knowledge on the proposed reseach, it places the study in the context of previous related reseach and help the researcher to conceptualize the problem better. Secondly, literature review serves as the theoretical framework for the study because it pulls together , integrates and summarizes what is known in a specific area. It also helps the reseacher avoid unnecessary and unintentional duplication of efforts by focussing on existing gap in knowledge.

### **2.1 Theoretical review**

This section of study presents the theories underpinning the current study.

#### **2.1.1 Social learning theory**

The theory adopted for the purpose of this study is Social Learning Theory (STL) propounded by Albert Bandura in 1966. The theory posits that people learn from one another through concepts such as, observational learning, modeling and imitation. It is a theory of learning process and social behavior which proposes that new behavior can be acquired by observing and imitating others. Learning through observation may take place at any stage in life, provided that there is exposure to new, influential and powerful model that controls the resources. The main principle of the theory is that awareness and expectation of future reinforcements and punishment can have a major effect on the behavior that people exhibit. People can learn by observing the behavior of others and the

outcomes of that behavior. An observee is reinforced by the observer. Expectation of reinforcement influence cognitive processes that promote learning. Imitation and behavior modeling will occur if a person observes positive, desired outcomes in the first stage (Tadayon N., 2012). In an experiment, Albert Bandura found out that, by watching violent movies, children became more violent than those who were not exposed to violent movies. From these findings, it is evident that models like parents, teachers and peers determine to the kind of behavior and attitudes that children acquire in live.

Children become more aggressive when they observe more aggressive or violent model. This theory therefore is suitable in studying the influence of parents on the discipline of the learners. This is because parents are first educators and the models of their children. The behavior that children imitate is not only modeled by the parents but also by the peers, teachers and the media. Parents have the primary duty to order the environment in which their child grow. This is realized in terms of control of the TV programmes that they watch, the kind of friends and peers that they hung around with and the behavior they model hence influencing what their children pick in terms of behavior.

The theory was used by Mbaki (2018) to explain home based factors that influence management of students' discipline in public secondary schools in Kitui County. Mbaki (2018) however noted certain weaknesses with this theory. First, if the model is producing inappropriate, irresponsible and improper behavior, the observer will imitate the improper behavior. Secondly, learners may not be attentive to copy what they observe from parents but may emulate the behavior modeled by their peers and religious leaders. It is in the power of parents and other caregivers to model the right behavior for students. It's also in the power of parents and caregivers to order right environment for students. At any given time, students are either in school under the watch of teachers or at home under care of their parents. Therefore, the role of parents in influencing discipline of students cannot be underrated.

### **2.1.2 Operant conditioning theory**

Skinner (1938) is the proponent of operant conditioning theory. Operant conditioning is a method of learning that occurs through reinforcement and punishment of behavior. Mcleod

(2018) says that Skinner's work was based on Thorndike's (1898) law of effect whereby behaviour that is followed by pleasant consequences is likely to be repeated whereas behaviour that is followed by unpleasant consequences is less likely to be repeated. According to Skinner (1938), behaviour that is positively reinforced tends to be repeated while behaviour that is negatively reinforced tends to die out or be extinguished. In addition, behaviour can be weakened through punishment.

McLeod (2018) says that punishment is the opposite of reinforcement; it is an aversive event that decreases the behaviour it follows. However, punishment has several negative effects, namely; punished behaviour is not forgotten, it can recur when the punishment is withdrawn, punishment increases aggression, it can create fear which can generalize to undesirable behaviour and lastly, it is not necessarily a guide towards desired behaviour.

Parents and guardians form part of the environment in which students learn. The responses of parents to children's behaviour will either increase or decrease the likelihood of the behaviour being repeated. When the parents cooperate with teachers on matters of discipline management, learners tend to adopt morally acceptable behaviour patterns. Conversely, when parents become uncooperative, it reinforces discipline negatively in schools. In addition, parents are the primary educators of their children, therefore, using variable ratio reinforcement can produce desirable behaviour patterns with slow extinction rate.

Some of the ways in which parents can use to shape behaviour of students according to this theory is by providing feedback on learners' performance and behaviour. For example, using compliments, approval, encouragement and affirmation. The learners' brains learn to connect the action to the reward and in anticipation of the reward, repeat the targeted behaviour in future. Whereas positive reinforcement may be effective to establish a new behaviour, however, it does not work well in the long term since the subject becomes bored with the reward over time.

### **2.1.3. Canter model of assertive discipline**

According to Jagdon (2014), Canter's model of assertive discipline was developed by Lee Canter in the 1970's. Assertive discipline is very structured and systematic. Its main design

proposes to help educators run a classroom in which the teacher is in charge. The model works well by stating the rules and the expectations clearly, applying the positive consequences when the expectations are met and negative consequences when the expectations are not met. The model requires that the discipline agent whether parent or the teacher, to be assertive and not passive or hostile. The model identifies four goals that motivate students to misbehave, these are; attention, whereby students misbehave so as to be at the center of the stage, secondly, students misbehave so as to appear to be the boss of the group. Thirdly, sometimes students misbehave to revenge because they feel hurt by their peers, teacher or even the parents/guardians. Lastly, misbehaviour is due to avoidance of failure, the student are not able to live up to the expectation so they procrastinate or pretend to have a disability. Despite all the reasons for misbehaviour, according to Lee Canter, the teacher has a right to establish a class structure and routine that provide optimal learning environment in the light of personal needs. Secondly, the teacher has a right to determine and request appropriate behaviour from students which meet needs and encourage positive social and educational development of the child. Students have a right to a teacher who can help limit inappropriate and self-disruptive behaviour. They also have a right to choose how to behave and the consequences that follow. The students are made aware of teachers expectations/needs and consequences in the event there is an infraction.

Although this model of discipline management was initially developed for the teacher, it however can as well be applied at home by the parents and guardians as the primary educators. The teachers and the parents ought to be aware of the four causes of misbehaviour among the learners. There should be clear rules and expectations by both the parents and the teacher on the learners while at home and at school. Jagdon (2014) posit that both the teachers and parents should apply positive consequences that motivate students, such as; personal attention, positive notes and phone calls to parents, special awards, special privileges, material awards and home rewards. Both teachers and parents should set the limits and also learn to follow through on them, systematic attention should be given to the learners who behave appropriately.

Based on these three theories; social learning theory, operant conditioning theory and canter model of assertive discipline, the expectations of the parents, teachers and other

caregivers about the behaviour of student is key in influencing their behavior. The three theories have a convergence in the need for the parents to be involved in the management of students' discipline.

## **2.2 Empirical review**

This section of the study provided empirical literature of the study as provided by other authors and researchers. The section covers parental social, economic and cognitive involvement and its effect on the discipline of the learners.

### **2.2.1 Parental social involvement and students' discipline**

Wanja (2014), in a study, the role of parents in resolving students discipline problems in public day secondary schools in Kikuyu Sub County, Kiambu County in Kenya found out the following as the common types of indiscipline ; truancy, noisemaking, bullying, boy-girl relationship, absenteeism and failure to do homework. According to the study, Wanja (2014) found out that 31% of parents in Kikuyu Sub County in Kiambu County in Kenya believed that communication with the teacher on issues of students behaviour and performance in school would help in managing the discipline of students in school. Being updated about performance and discipline status of students would enable parents to be involved in management of discipline affairs . This was communication initiated by the parent to know more about their children while at school. In this study, Wanja, (2014) found out that only 12% of the parents thought that limiting use of mobile phones and the programs the children watched on Tv could help resolve discipline issues of students. According to Wanja (2014) many learners were having unlimited access to social media, movies, Tv programs and mobile phones. This exposure could be linked to the discipline issues that were pointed out during the study. It is therefore important to study the effect of such exposure on the discipline of the learners.

Shaw (2005) opines that homes where there was a lot of violence between spouses or where parents corrected students through harsh punishment like beating predisposed them to aggressive behaviour in school. The study also found out that absence of the parents from home created a sense of insecurity and low self esteem .low self esteem could also set in as a result of unexplained physical changes which occur during puberty. A child who has

low self esteem from being bullied at home will most likely bully others at school to feel good and also as a form of revenge to the society. Due to the absence, parents end up abdicating authority and hence children grow up with few if any rules or guidelines to regulate behaviour. The study does not however look into the influence of parental social, economic and cognitive involvement on discipline of students. In this study, the researcher seeks to fill this gap.

According to Wanja (2004), parents were not adequately involved in resolving the indiscipline issues of students and hence a surge in indiscipline cases in the sub County. In she focused on effect of parenting styles on discipline rather than specific parenting activities and involvement during schooling that help in management of discipline issues in school. A study was therefore necessary to determine how different forms of parental involvement influence students' discipline. The study focused on day schools in Kikuyu Sub County; therefore it was necessary to study influence of parental involvement among boarding and day scholars in other sub counties to determine if they influence students' discipline. Parental academic involvement may improve school performance by reducing behavioral problems that may interfere with learning. The study by Wanja (2004) recommends that parents should be involved in managing discipline issues of the learners and therefore the need to study the influence of the same.

In a study by Adrian (2006), media influence on deviant behaviour in middle school, exposure to various forms of violent and anti-social media was seen as an important factor contributing to anti-social and disruptive behaviour in middle school students in the school setting. The result of this study indicated that negative media as a single factor does not appear to be sufficient to cause anti-social and disruptive behaviour of these students. The presence of a strong family unit and values usually provides the necessary foundation upon which children make sound decisions in live Therefore, there is need of a study into other factors other than exposure to antisocial media that lead to disruptive and anti social behaviour. According to Rebecca (2015), media availability influenced behaviour among students in secondary schools in Kitui Central Sub-county. Further, the study found out that lack of parental involvement was a contributing factor that made media to influence students behavior. It is therefore necessary to study the influence of parental involvement

in the management of discipline among students in secondary schools in Kitui Central Sub-county.

### **2.2.2. Parental economic involvement and students' discipline**

Nermeen (2010) longitudinal examination of parents involvement across a nationally representative sample of first, third and fifth graders found that , while involvement did not predict increase in academic achievement, it did predict decline in problem behaviour . Between child analysis demonstrated that children with highly involved parents had enhanced social functioning and fewer behaviour problems. This study pointed to a relationship between parental involvement and learners behaviour. This study however was carried out among children below the age of 9 years. The same needs to be studied for grade 9 to grade 12 children.

Geogianna (2007) identifies three high likelihood of exclusion(HLE) among students in three high-exclusion disability groups: Emotional/behavioural disorder (EBD),other health impairment(OHI) with a diagnosis of attention-deficit/hyperactivity disorder (ADHD), and learning disability(LD). The exclusion from school was as a result of anti-social behaviour by the students. When the author examined the disability groups together, HLE was more likely with African American ethnicity, older age, male gender and low social economic status of the parents. Low social economic status implies that parents are less involved economically in education of their children. The study points out that low economic involvement leads high likelihood of exclusion due to indiscipline

Mbaki (2018) revealed that boys and girls have irregular attendance and end up dropping out of school due to non payment of school fees. Absenteesm is partly due to laxity or inability of the parents to pay school fees on time. Payment of school fees forms part of parental economic involvement. The study by Mbaki (2018) was done among the day schools in Kitui County. It is important therefore to study the influence of economic involvement in boarding schools as compared to day schools.

### **2.2.3. Parental cognitive involvement and students' discipline**

Hill (2004) opines that among the higher parental education group, parental involvement was related to fewer behavioral problems which were related to achievement and then aspiration. For the lower education group, parental involvement was related to aspiration but not behavior or achievement. The study also found out that parent academic involvement was related to achievement for African-American but not for European Americans. Parental academic involvement may be interpreted differently and serve different purposes across socio-demographic backgrounds. The study also found out that African Americans have higher levels of involvement in academic activities at home. On the other hand, the European Americans were found to have higher level of involvement in academic activities at school.

Parental academic involvement is often operationalized as volunteering at school, involvement in school related activities at home, parent discussion with teachers and administrators and the discussion between parents and students about school and plans for the future has been done on the effect of parental involvement on the behavior of students at school

McWayne (2004) identifies multiple dimensions of involvement (school based, home based and home- school ) related to students positive social emotional outcomes in a cross sectional study of urban ethnic minority children. the result of the study illustrate that involved parents who promote learning at home, have contact with school and experience fewer barriers to involvement such as stress and work responsibility tended to have children with high level of social skills who were more self controlled , cooperative and pro social. Children of more involved parents also demonstrated greater motivation and achievement in reading and math. These data were collected from 307 low income ethnic minority children and their primary caregivers in large urban school district in the north east America . the study highlights the problems especially for low income minority families.

### **2.3 Research Gap**

A number of studies carried out globally, regionally, and locally on parental involvement in students discipline such as: Wanja ( 2014), Atieno (2014), Chamyal (2017),Diana

(1991), Manamela (2015), Mbaki (2018) McWayne (2004), Nermeen (2010), Steven (2002), Musyoka (2011), Koki (2015), Rebecca (2015) and Geogianna (2007) have been general or have failed to give detailed insights on the types of parental involvement that influence discipline of students while in school. Musyoka (2011) and Koki (2015) studied school based factors that influence students discipline in Kitui Central Sub-county. Mbaki (2018) studied home based factors that influence parental involvement in day public schools in six Sub-counties in Kitui County. It recommends a study to determine home based factors in public boarding secondary schools.

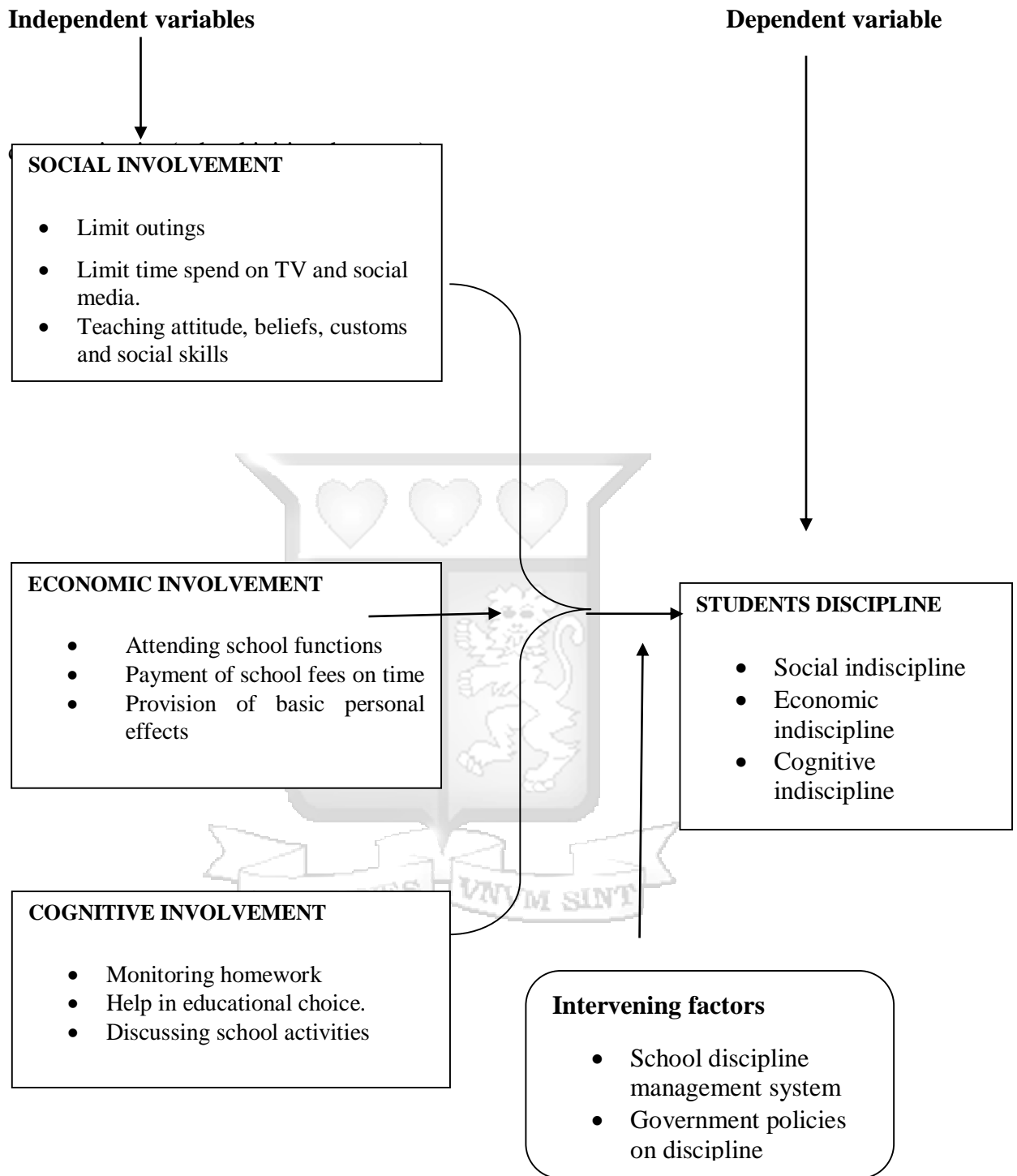
Rebecca (2015) studied influence of media on behavior among secondary school students in Kitui central Sub-County. Rebecca (2015) however recommends further study among Secondary school students as to whether lack of parental involvement is a contributing factor that makes media to influence behavior among students. The study also recommends further study among Secondary school students as to whether lack of parental involvement is a contributing factor that lead to negative media influence among students. It further recommends study into any other social factor that may impact on behavior of students in secondary school students. Studies by Musyoka (2011) and Koki (2015), were about school based factors that influence management of discipline of students in secondary schools. Mbaki (2018) studied family factors influencing parental involvement in management of students discipline in public day secondary schools in Kitui County. She carried out her study in six Sub-counties, Kitui Central included. However, she limited her study to day secondary public schools. She recommends that a further study be carried out among boarding secondary schools.

Adrian (2006) studies the influence of anti-social media on discipline of learners. The current study has established various gaps made by the above studies in regard to; study area, type of school, the research approach, age of participants involved, as well as the objectives of the study. This study intends to bridge the gap in knowledge that exists. The study seeks to establish the influence of parental involvement in the management of discipline among students in Kitui Central Sub-county.

## **2.4 Conceptual framework**

Mugenda (2008) posit that a conceptual framework is a concise description of the phenomenon under study accompanied by a graphic or a visual depiction of the variables of the study. According to Mugenda (2008), a conceptual framework serves two important purposes; first, it helps the researcher to improve and to sharpen ideas about the study and aids in the preparation of the narrative. Secondly, the diagram is helpful, even essential, to the reader who seeks to understand what the researcher is trying to do or achieve.





**Fig 2.6 conceptual framework**

## **Operationalization of variables**

Indicators of discipline in a school are; adherence to school rules and regulations, school attendance, observance of time management, respect and protection of school property and good performance in academics. The inputs into the process of discipline management include parental social involvement, parental economic involvement and parental cognitive involvement.

Parameters of parental social involvement include; limiting outings, limiting time spend on TV and social media, vetting the TV and video programmes viewed by students while at home, and teaching attitudes, beliefs, customs and social skills and communication(school initiated contact).

Economic involvement is measured in terms of attending school functions, volunteering for school activities, and payment of school fees on time and provision of basic personal effects and investment of other financial and material resources in the education of their children. Lastly, parameters of cognitive involvement include: monitoring homework, helping learners in educational choices, discussing school activities, helping the learners to practice and study for tests, organizing for lessons outside schools and home school communication. (Family initiated)

## **2.6 Chapter Conclusion**

Three theories reviewed in this chapter; social learning theory, operant conditioning theory and canter model of assertive discipline. The study adopts social learning theory because it involves learning through modelling, observation and imitation. A number of literature on management of students discipline has been reviewed and a gap in knowledge on parental involvement in management of students discipline identified.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter focused on methods and procedures through which data for the study was be collected. It describes the research design, the sampling procedures, the target population and the methods of data analysis that was used. Validity and reliability of the data collection instruments are also discussed in this section

#### **3.1 Research design**

Kombo and Tromp (2006) Defines research design as the structure of research. He further continues to say that research design can be regarded as an arrangement of conditions for collecting and analyzing data in a manner that aims to combine relevance with the research purpose. On the other hand, Orodho (2003) defines it as the scheme, plan or outline that is used to generate answers to research problems. The research design selected for the purpose of this study is correlational design. This is because this study does not involve manipulation of independent variables. According to Mugenda and Mugenda (2003) the correlational method describes in quantitative terms the degree to which variables are related. In this study the researcher investigated the extent of the influence of parental involvement in relation to students' discipline. The researcher therefore found this design to be the most suitable.

Data was collected using questionnaires. The data collected was in quantifiable form so that it could be statistically manipulated (Mugenda & Mugenda,2003). A correlation coefficient was used to show the strength of the relationship between variables and direction of the relationship. A perfect correlation yields a coefficient of -1 or +1 and no relationship is denoted by 0(zero). One of the advantages of this design is that it provides the degree of relationship between the variables being studied (Mugenda & Mugenda, 2003). The intention of the researcher is to study the extent of parental involvement and its effect to the management of students' discipline, therefore this is the best suited design in the view of the researcher.

### 3.2 Target population

Mugenda & Mugenda (2008) defines a statistical population as the set of all the elements in the universe of interest. The term population refers to the entire group of individuals, objects, items cases, articles or things with common attributes or characteristics. The target population in this study is the public secondary school in Kitui Central sub-county. The sub-county had a total of 35 schools comprising of 4 boy schools, 4 girls' schools and 27 mixed boys' and girls' secondary schools. There was a total of 35 principal, 35 deputy principals. Number of class teachers/managers according to the office of the county director of education Kitui County (2019). The research did not involve parents because parents meetings had been banned due to COVID 19 pandemic. Reaching them would have meant travelling to individual homes which would have been a serious logistical issue. Secondly, posting a questionnaire would also have been a challenge because most parents in the sub county are either illiterate or semi illiterate and therefore filling the questionnaire without proper guidance would have given a misleading data. The researcher therefore opted to leave them out of the target population.

**Table 3.1 Categories of schools and number of class teachers.**

| No. of streams | No. of schools | No. of class teacher per stream | Total number of class teachers |
|----------------|----------------|---------------------------------|--------------------------------|
| 5              | 2              | 4                               | 40                             |
| 4              | 1              | 4                               | 16                             |
| 3              | 2              | 4                               | 24                             |
| 2              | 8              | 4                               | 64                             |
| 1              | 22             | 4                               | 88                             |
| Totals         | 35             |                                 | 232                            |

The total number of students according to the office of the county director of education, Kitui County (2019) was 9,911 of which 5291 (53.39%) were boys and 4620 (46.61%) were girls.

### 3.3 Sample size and sampling procedures

Mugenda & Mugenda (2003) a sample is a subgroup that is carefully selected to be a representative of the whole population with relevant characteristics, while sampling is a process of selecting a number of individuals for a study in such a way that the individuals

selected represent the large group from which they were selected. The sample size should be as large as possible to reduce the sampling error. Mugenda & Mugenda (2003) the danger with a small sample is that they do not produce the salient characteristics of the accessible population to an acceptable degree. All the 35 schools in kitui central sub county shall be involved in the study.

Census shall be used to select the 35 principals and 35 deputy principals. Israel (2013) posits that census is the use of the entire population as the sample. According to Israel (2013) census eliminates sampling error and it provides data on all the elements in the population. Further, census is attractive for a small population of less than 200. In addition, entire population would have to be sampled in a small population to achieve a desirable level of precision.

Mugenda (2003) for an infinite population, the size of the sample can be determined using the following formula.

$$n = \frac{Z^2 pq}{2d}$$

Where n= sample size

z= the standard normal deviation at the required confidence level

p= proportion in the target population estimated to have the characteristics

Being measured usually taken as 50% of the total population

q = 1-p

d = level of statistical significance.

The sample of the class teachers was calculated as follows

$$n = \frac{(1.96)(1.96)(.5)(.5)}{(0.05)(0.05)} = 385$$

Since the population is less than 10, 000, the required sample size will be smaller. In such a case, the final estimate will be given by;

$$nf = \frac{n}{1 + (n-1)/N}$$

Therefore, the number of teachers sampled,  $nf = \frac{385}{1 + (385-1)/232} = 145$  class teachers

The sampling method to be used in this study is purposive sampling. In this method of sampling, cases of subjects are handpicked because they are informative or they possess the required characteristics (Mugenda,2003). The class teachers from schools with history of indiscipline of students will all participate in the study. The remaining teachers will be selected proportionately to the number of streams per school.

The students' will be sampled as follows;

$$n = \frac{(1.96)(1.96)(.5)(.5)}{(.05)(.05)}$$

$$= 385 \text{ students}$$

Since the number of students is less than 10,000

$$nf = \frac{385}{1 + (385 - 1) / 9911}$$

$$= 371 \text{ students.}$$

The sampling was done purposively on form three and four students since they have been in school for long enough for teachers to know their background well. The sample per school was to be proportionate to the number of students in that school.

**Table 3.2: Target population and the sample**

| <b>PARTICIPANTS</b> | <b>POPULATION</b> | <b>SAMPLE</b> | <b>PERCENTAGE</b> |
|---------------------|-------------------|---------------|-------------------|
| Principals          | <b>35</b>         | <b>35</b>     | <b>100%</b>       |
| D/Principals        | <b>35</b>         | <b>35</b>     | <b>100%</b>       |
| Class Teachers      | <b>232</b>        | <b>145</b>    | <b>62.25%</b>     |
| Students            | <b>9911</b>       | <b>371</b>    | <b>3.74%</b>      |
| Total               | <b>10,213</b>     | <b>586</b>    | <b>5.74%</b>      |

### **3.4 Data collection procedures**

Kombo (2006) data collection refers to gathering specific information aimed at proving or refuting some facts. Data in this study was collected using questionnaires, interviews are

not necessary in this study because the questionnaires were sufficiently comprehensive. Two different questionnaires were used, namely; teachers' and students' questionnaires. The questionnaires were divided into four sections. The first section sought to find out the background information of the respondents while sections two, three and four looked into the influence of the parental social, economic and cognitive involvement on discipline of learners in public secondary school in kitui central sub county. Each item in the questionnaire was developed to address specific themes as per the objectives of the study. Permission to conduct the study was sought from the National Commission for Science, Technology and Innovation (NACOSTI). In addition, data collection tools were reviewed by The University Ethical Review Committee and were approved. The two certificates were presented to Kitui Central Sub County Director of Education who then introduced the researcher to the school principals. Parents filled a consent form permitting their students to participate in the study. Upon visiting a school, the principal would introduce the researcher to the participants. The participants were given a week to complete the questionnaire and return through mail.

### **3.5 Research Quality**

#### **3.5.1 Validity of the Research Instrument**

Kothari (2009) define validity as the most critical criterion of sound measurement and indicates the degree to which an instrument measures what it purports to measure. This study adopted content validity which is the extent to which a measuring instrument provides adequate coverage of the domains under study. In order to establish content validity and make adjustments and/or additions to the research instruments the researcher ensured that the tool contains a reasonable number of randomly selected items of the domain of indicators, and consultation and discussion with the supervisor. Content validity however has the following weaknesses; first, there is no standard criterion to determine when one has sampled enough items from the domain. Secondly, it is difficult to identify the relevant items to include in the domain (Mugenda, 2008).

#### **3.5.2 Reliability of the research instruments**

Mugenda (2003) Defines reliability as the degree to which a research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random error. As the random error increases, reliability decreases. The reliability of the questionnaire was tested using test-retest technique. Mugenda (2003) defines test-retest technique as a method of assessing reliability of data which involves administering the same instrument twice to the same group of subjects. In this study, test retest technique was used to test the reliability of the questionnaire. The test shall be administered to one of the three form four classes selected randomly and a posttest done after one month. The Pearsons product moment correlation between the pretest and post test scores was calculated as 0.82. A coefficient of reliability ranges from 0.00, (totally unreliable) to 1(perfectly reliable). 0.8-0.9 indicates high reliability and 0.5-0.6 indicates an acceptable reliability (Wambugu, 2015). The questionnaire was therefore accepted as it had a reliability of has a reliability coefficient of 0.82.

### **3.6 Data Analysis**

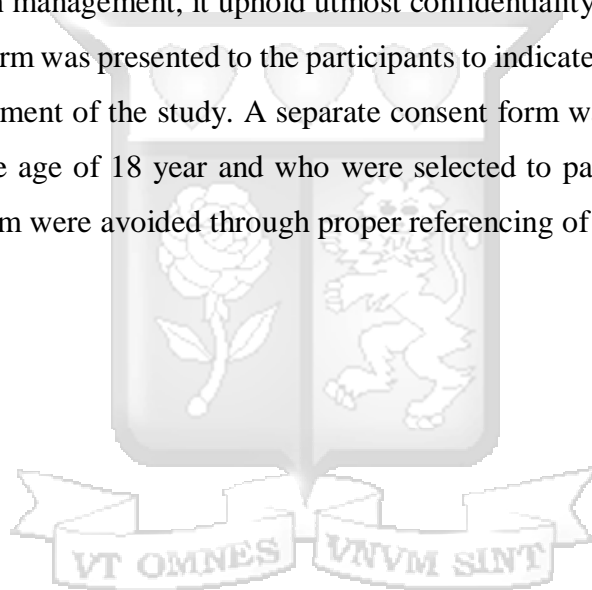
Data analysis is the process of summarizing, organizing and describing the data to indicate the relationship between variables (Wallanu, 2002). Descriptive data analysis was done using a five point likert scale to measure the influence of parental social, economic and cognitive involvemnt in management of students discipline . a rating of “Strongly Agree” was assigned a score of 5, a rating of “Agree” was assigned a score of 4 , “Undecided” was assigned a score of 3, “Disagree” was assigned a score of 2 and “Strongly Disagree” was assigned a score of 1. A score of 4 to 5 meant that the participant agreed with the item. A score of 3 meant that they were undecided while a score of 1 to 2 meant that they did not agree with the item.

Quantitative data gathered from closed ended items was sorted to remove any incomplete instrument, it was coded and keyed into computer. The null hypothesis  $H_{01}$  parental social involvement does not influence the management of students discipline in Kitui Central was tested using Spearman rank correlation. The null hypothesis  $H_{02}$  parental economic involvement does not influence the management of discipline of students in Kitui Central Sub county was tested using Spearman rank correlation. The null hypothesis  $H_{03}$  parental cognitive involvement does not influence management of students discipline in Kitui

Central Sub County was tested using Spearman rank correlation. Alpha=0.05 was used as the significance level of to reject or accept a null hypothesis.

### **3.7 Ethical Considerations**

The investigator obtained an introduction letter from the university and a research permit from National Commission for Science, Technology and Innovation (NACOSTI). Ethical approval was obtained from Strathmore University Ethical Review Board. All the approvals were presented to the prospective respondents. Even as this study aims to add value to education management, it uphold utmost confidentiality about the respondents. A written consent form was presented to the participants to indicate willingness to participate before commencement of the study. A separate consent form was presented to parents of students under the age of 18 year and who were selected to participate in the study. All forms of plagiarism were avoided through proper referencing of all sources used.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

#### 4.1 Introduction

This chapter deals with the presentation, analysis, discussion, and interpretation of the empirical findings on the influence of parental involvement on management of learners' discipline in public secondary schools in Kitui Central Sub-county. The chapter starts with background information then determines the influence of parental social involvement on students' discipline in public secondary schools. It further establishes the influence of parental economic involvement on students' discipline in public secondary schools. The chapter then determines the influence of parental cognitive involvement on students' discipline in public secondary schools.

#### 4.2 Response rate

The response rate was as shown in Table 4.1.

**Table 4.1: Questionnaires return rate**

| <b>Respondents</b> | <b>Questionnaires distributed</b> | <b>Questionnaires Returned</b> | <b>Return rate</b> |
|--------------------|-----------------------------------|--------------------------------|--------------------|
| Principals         | 35                                | 30                             | 85.7%              |
| Deputy Principals  | 35                                | 30                             | 85.7%              |
| Class teachers     | 145                               | 140                            | 96.6%              |
| Students           | 371                               | 300                            | 80.9%              |
| <b>Total</b>       | <b>586</b>                        | <b>500</b>                     | <b>84.5%</b>       |

From table 4.1, out of the 35 questionnaires issued to principals, 30 (85.7%) were returned, out of the 35 questionnaires issued to Deputy principals, 30 (85.7%), out of the 145 questionnaires issued to class teachers, 140 (96.6%) were returned while out of the 371 questionnaires issued to students, 300 (80.9%) were returned. This was sufficient according to Mugenda and Mugenda (2003) who observed that a response rate of 60 percent is good and a response rate of 70 percent and over is very good.

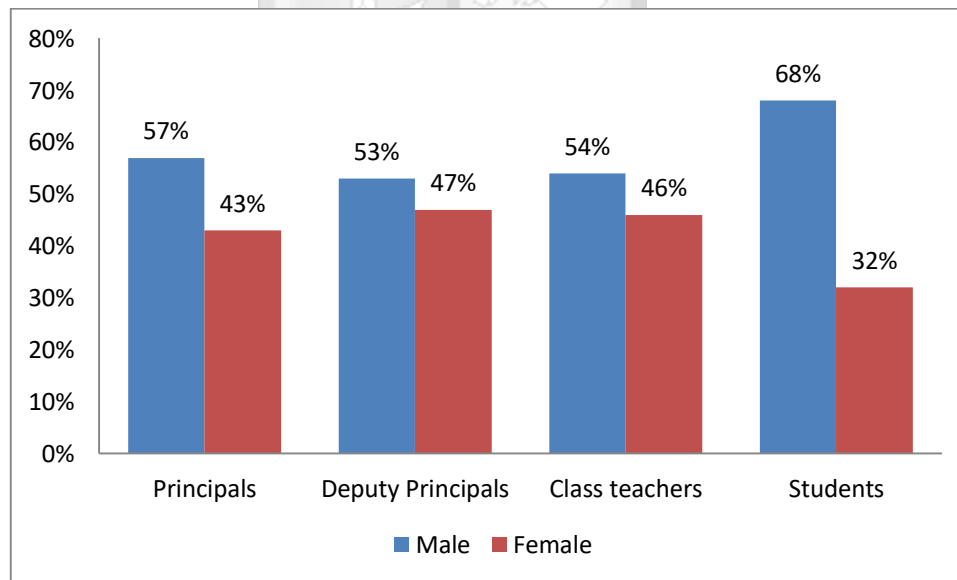
Two different questionnaires were used, namely, teachers' and students'. This provided the required information for purposes of data analysis hence this could enhance sample representation and meaningful generalization.

### 4.3 Demographic information of the respondents

The learners were required to state age and class while teachers were required to state gender, age, education, professional qualification and work experience.

#### 4.3.1 Distribution by gender

The data on gender distribution helped the researcher to ascertain real representation in the study. Gender is also understood as a variable that has a bearing on the way teachers handle disciplinary issues. Mungai (2009) argued that female principals were more likely to be inclusive by involving teachers and parents in managing students' discipline matters. The results on gender for principals, deputy principals and class teachers were shown in Figure 4.1.



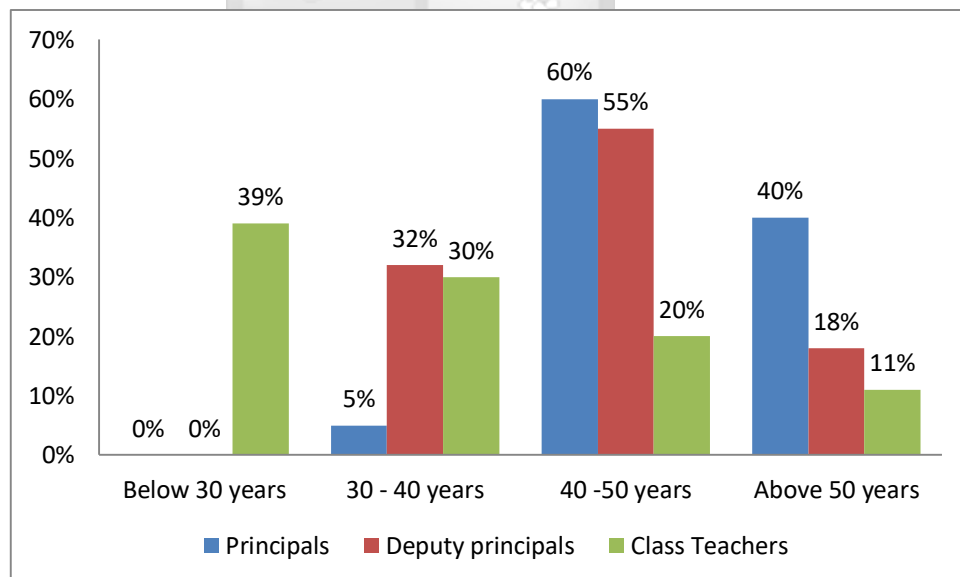
**Figure 4.1 Distribution of respondents by gender**

As shown in Figure 4.1, it was observed that the majority (57%) of the school principals were male and only 43% were female. Majority (53%) of the deputy principals were male

while a minority (47%) were female. This suggested that administrative positions within the sub-county were dominated by males in both principals' positions and deputy principals' positions. It was also observed that the majority (54%) of the class teachers were male and only 46% were female. This suggests that the teaching force is dominated by male teachers, however the figures suggest that the two-third gender rule enshrined in the Kenya constitution 2010 is met. It was further observed that the majority (68%) of the students were boys while only 32% were girls. It was therefore concluded that there were more boys accessing, secondary school education in the Sub-County than girls. Information sought from the County Directors office on the enrolment status in the sample schools indicated that there were 5291 (53.4%) boys and 4620 (46.6%) girls confirming that indeed there were more boys accessing secondary school education in the Sub- County than girls. The student's statistics suggest that there could be issues of access, participation and retention of girls in secondary schools within the sub-county.

#### 4.3.2 Distribution of respondents by age

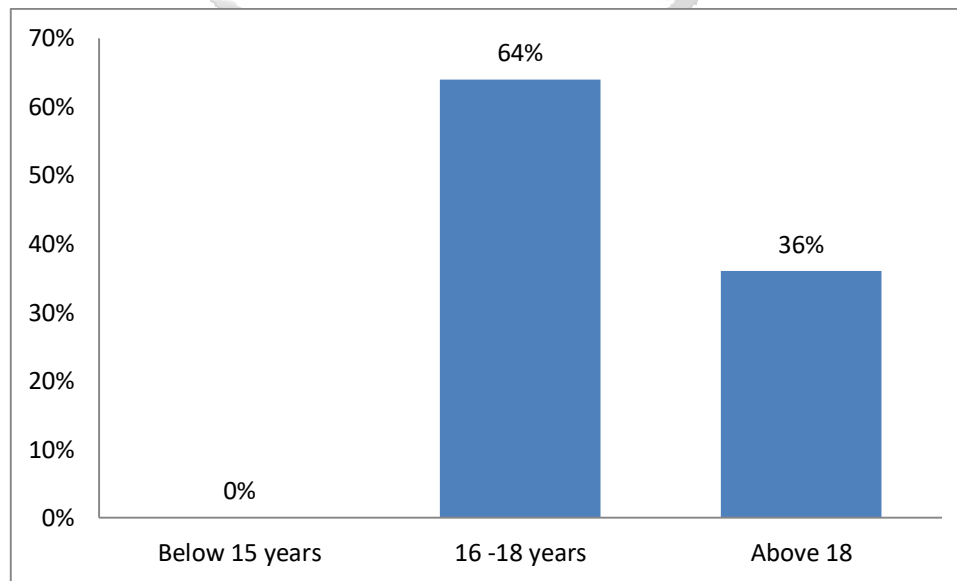
Information on the age of principals, deputy principals and class teachers was sought and the results were as shown in Figure 4.2



**Figure 4. 2 Distribution of teachers by age**

Findings in figure 4.2 indicate that all the principals were at least 30 years of age where the majority 60% were between 40 and 50 Years old. The advancement in age on the part of

the principals could be as a result of the fact that for one to be appointed a principal, they must have served for some period of time as a class teacher, a senior teacher, and a deputy principal before qualifying for promotion to headship positions. For the deputy principals, it was observed that majority of the deputy principals were also aged 40-50% of age although 32% were 30-40 years age suggesting that most of the deputy principals had to wait for some time after training and only got promoted as they attained the age of 30 years. However, majority (49%) of the class teachers were aged below 30 years. This seems to bet the starting point for teachers as they enter into teaching profession. The distribution of the students by age were presented in Figure 4.2 while distribution by class was presented in figure 4.3.



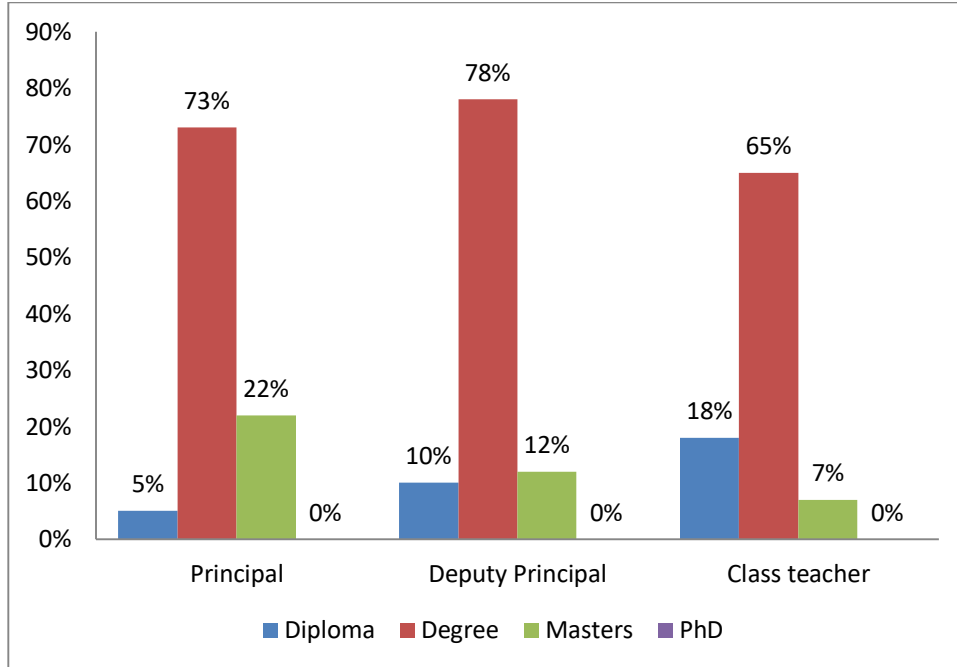
**Figure 4.3 Distribution of students by age**

Figure 4.3 revealed that 67% of the students were aged 16 –18 years while 33% were above 18 years of age. It was also established that none of the students were aged below 15 years. The findings seem to suggest that overall, the age range of the students in form three and form four were above 15 years of age.

#### **4.3.3 Distribution of respondents by academic qualification**

The study sought the highest academic qualification of the respondents. The purpose of this information was to find out if the respondents had attained the requisite academic

qualifications expected to equip them with adequate knowledge on academic matters. The respondents were therefore asked to indicate respective academic qualifications and the findings were as shown in Figure 4.4.

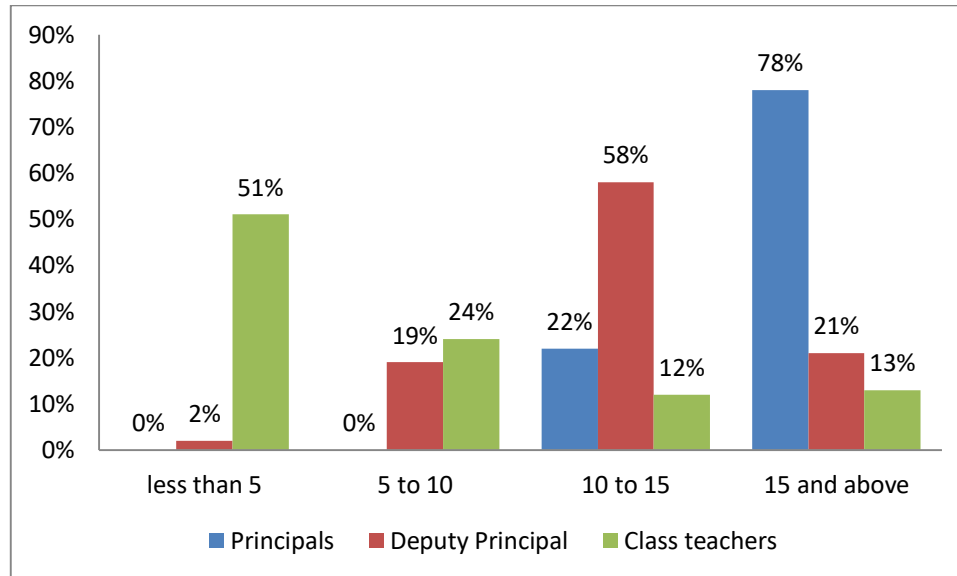


**Figure 4. 4 Distribution of teachers by educational qualification**

Figure 4.4 revealed that majority of Principals (73%), Deputy Principals (78%), and class teachers (65%) had bachelors’ degree as highest academic qualification. It was also established that there were more Principals (22%) with masters’ degrees as opposed to 12% and 7% of the Deputy Principals and class teachers respectively. However, none of the respondents had a PhD.

#### **4.3.4 Distribution of teachers by teaching experience**

Information was also sought on the teaching experience of the respondents. The purpose of seeking the information was to ascertain if the respondents were exposed to teaching long enough to enable them appreciate effect of parental social, economic and cognitive involvement on the learners’ discipline so as to provide the critical information sought by the study alongside these themes. The results were as shown in Figure 4.5.



**Figure 4.5 Distribution of respondents by teaching experience**

Figure 4.5 revealed that majority (78%) of the principals had a working experience of 15 years and above. Also majority (58%) of the deputy principals had a working experience of 10 – 15 year. It was however noted that majority (51%) of class teacher had a working experience of less than 5 years. This shows that teachers became head teachers with experience while the less experienced seemed to play their role as class teachers.

Findings on the demography of the teachers and learners were as follows. More than half of the school principals were male and more than half of the deputy principals were female. This suggested that administrative positions within the sub-county were dominated by males while the position for deputy principals was dominated by females. It was further observed that the more than half of the students were boys. It was also established that all the principals were at least 30 years of age where the majority were between 40 and 50 years old. For the deputy principals, it was observed that none of them was below 30 years of age suggesting that most of the deputy principals were aged of over 30 years. However majority of the class teachers were aged 25 -30 years. It was also established that of the students were aged 16 –18 years of age while 33% were above 18 years of age. It was also established that none of the students were aged below 15 years.

On academic qualification, majority of Principals, Deputy Principals and class teachers had bachelor’s degree as their highest academic qualification. It was also established that there

were more Principals with masters' degrees as opposed to the Deputy Principals and class teachers respectively.

#### 4.4 ANALYSIS ACCORDING TO RESEARCH OBJECTIVES

##### 4.4.1 Parental social involvement and management of discipline of learners

The first objective for this study was to establish influence of parental social involvement on students' discipline in public secondary schools Kitui Central Sub-county. To achieve this objective, the respondents were requested to indicate level of agreement with the statements given in Table 4.5 where; strongly disagree=1, Disagree=2, neutral=3, Agree=4, strongly agree=5. Descriptive statistics were used to analyse the data and the results were as shown in Table 4.5.

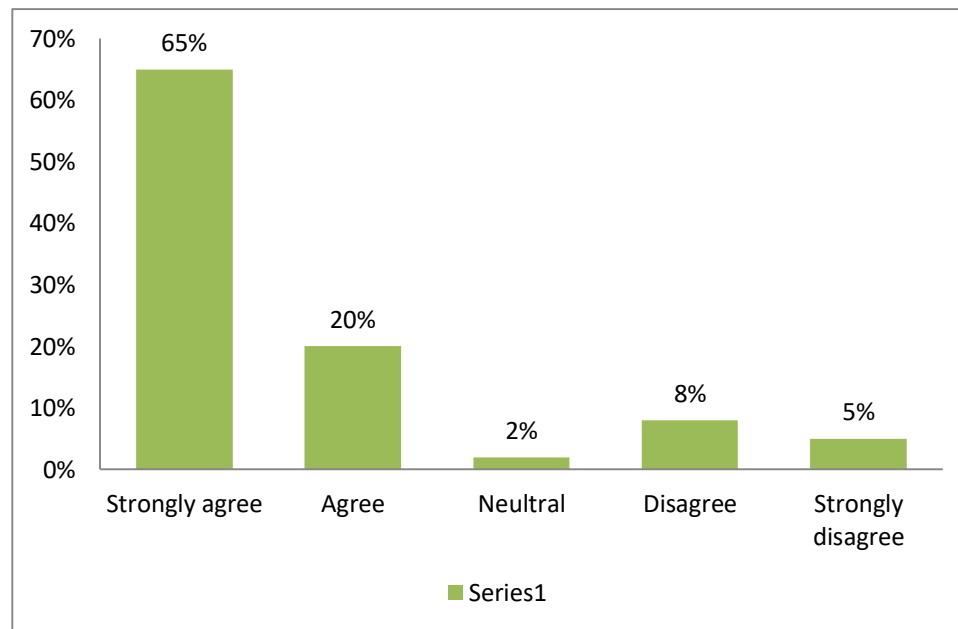
**Table 4.2: Parental social involvement and management of discipline of learners**

| Aspect of parental social involvement  | 1   | 2   | 3   | 4   | 5   | Mean   | Std Dev. |
|--|-----|-----|-----|-----|-----|--------|----------|
| limit the time learners spend on TV while at home  | 68% | 14% | 2%  | 9%  | 9%  | 3.9211 | 3.1035   |
| limit the use of mobile phones by learners while at home   | 62% | 12% | 11% | 5%  | 10% | 3.8602 | 3.5221   |
| vet TV and video programmes viewed by learners   | 59% | 15% | 11% | 8%  | 7%  | 3.8341 | 3.7332   |
| limit outings by learners  | 13% | 66% | 4%  | 10% | 17% | 3.8772 | 3.1121   |
| Teaching beliefs, customs and social skills  | 21  | 55% | 5%  | 10% | 9%  | 3.3251 | 3.1855   |
| The school communicates to parents on all matters of discipline affecting the learners while at school | 19  | 62% | 5%  | 7%  | 7%  | 3.2161 | 3.5561   |

The findings in Table 4.2 show the respondent's opinion on the parent's management strategies for the learners discipline which include; parents limit the time learners spend on TV while at home (mean =3.911 [strongly agreed 68%]), parents limit the use of mobile phones by learners while at home (mean =3.8641 [strongly agreed 62%]), Parents vet TV and video programmes viewed by learners (mean =3.8341 [strongly agreed 59%]), parents limit outings by learners (mean =3.8772[agreed 55%]), parents teach beliefs, customs and

social skills to learners (mean =3.3251[agreed 65%]), and the school communicates to parents on all matters of discipline affecting the learners while at school (mean =3.2164[Agreed 62%]).

The respondents were further requested to indicate opinion on the statement which stated that, lack parental social involvement is a cause of indiscipline among learner in schools. The results were presented on Figure 4.6. Parental social involvement as a cause of indiscipline among students in school.



**Figure 4.6: Lack of parental social involvement as a cause of indiscipline**

Figure 4.6 shows majority (65%) of the respondents strongly agreed that lack parental social involvement is a major cause of indiscipline among learner in their schools. This implies that parental social involvement would positively affect students discipline while at home. To determine influence of parents, form of social involvement on discipline, Spearman rank Correlation coefficients were generated as shown in Table 4.6.

**Table 4.3: Correlation between parental social involvement and Learner's Discipline**

| Aspect of parental social involvement   | Discipline of Learners    |                 |
|---|---------------------------|-----------------|
|   | Spearman rank Correlation | Sig. (2-tailed) |
| limit the time learners spend on TV while at home   | 0.8547                    | 0.000           |
| limit the use of mobile phones by learners while at home  | 0.6074                    | 0.0021          |
| vet TV and video programmes viewed by learners  | 0.6754                    | 0.0037          |
| limit outings by learners   | 0.6211                    | 0.0112          |
| teach beliefs, customs and social skills to learners  | 0.3251                    | 0.3182          |
| The school communicates to communicate to parents on all matters of discipline affecting the learners while at school | 0.5374                    | 0.000           |

From the correlation results in Table 4.3, there was a significant positive correlation between, parents limiting time learners spend on TV while at home ( $r=0.85$ ,  $p<0.05$ ), parents limiting the use of mobile phones by learners while at home ( $r=0.61$ ,  $p<0.05$ ), parents vet TV and video programmes viewed by learners ( $r=0.68$ ,  $p<0.05$ ) and the school communicate to parents on all matters of student's discipline affecting the learners while at school ( $r=0.62$ ,  $p<0.05$ ). The five variables had a strong positive correlation to discipline which was statistically significant. However, it was established that parents teach beliefs, customs and social skills to learners were not significantly correlated to student's discipline ( $p>0.05$ ). On the bases of these results, hypothesis 1 which states that, parental social involvement does not influence students' discipline is rejected.

#### **4.4.2 Most common form of indiscipline in secondary schools**

Information was sought from the principals and teachers in the schools on the most common forms of indiscipline among learners in school. The respondents were requested to rank the given indiscipline cases in schools on a scale of 1- 6 from the most common (1) to the least common (6). Descriptive statistics were used to analyze the data and the results were as shown in Table 4.7.

**Table 4.4: The most common form of indiscipline in secondary schools**

| Indiscipline                    | Mean   | Standard deviation | 1   | 2   | 3   | 4   | 5   | 6   |
|---------------------------------|--------|--------------------|-----|-----|-----|-----|-----|-----|
| Theft                           | 3.3221 | 0.511              | 46% | 26% | 2%  | 10% | 8%  | 9%  |
| Drug and substance abuse        | 3.5611 | 0.521              | 67% | 12% | 11% | 5%  | 3%  | 2%  |
| Disrespect                      | 3.1111 | 0.533              | 51% | 13% | 13% | 10% | 8%  | 5%  |
| Destruction of school property  | 2.3312 | 0.941              | 16% | 19% | 9%  | 20% | 8%  | 28% |
| Non adherence to school routine | 2.8621 | 0.801              | 26% | 33% | 21% | 8%  | 6%  | 6%  |
| Dishonesty                      | 2.5614 | 0.827              | 19% | 24% | 26% | 16% | 10% | 5%  |
| Phonography                     | 2.3224 | 0.959              | 10% | 15% | 10% | 19% | 9%  | 37% |

The findings in Table 4.4 show that the most common forms of indiscipline are; drug and substance abuse (mean =3.5611 [most common 67%]), disrespect (mean =3.1111 [most common 51%]) and theft (mean =3.3221[most common 46%]). It was observed from Table 4.2 that the least common indiscipline cases were; phonography (mean =2.3224[least common 37%]), destruction of school property (mean =2.3312[least common 28%]). Other indiscipline case is non-adherence to school routine.

#### 4.4.3 Learners Likely to be involved in indiscipline

The study sought to establish the type of learners who are most likely to be involved in indiscipline cases. The respondents were requested to rank them in a scale of 1-5 where 1(one) represents most likely to be involved in indiscipline while 5(five) represents least likely to be involved in indiscipline cases.

**Table 4.5: Type of learners Likely to be involved in indiscipline**

| Indiscipline                   | Mean   | Standard deviation | 1   | 2   | 3  | 4   | 5  | 6   |
|--------------------------------|--------|--------------------|-----|-----|----|-----|----|-----|
| Orphaned                       | 3.7452 | 0.684              | 66% | 12% | 5% | 7%  | 5% | 5%  |
| Single parent background       | 3.6622 | 0.635              | 62% | 15% | 6% | 10% | 3% | 4%  |
| Those living with one parent   | 3.5221 | 0.811              | 55% | 18% | 9% | 10% | 4% | 4%  |
| Those living with both parents | 2.2451 | 0.941              | 15% | 11% | 9% | 2%  | 2% | 61% |
| Those from broken families     | 3.7741 | 0.501              | 62% | 12% | 6% | 8%  | 6% | 6%  |

The findings in Table 4.5 show that the most likely learners to be involved in indiscipline are those from the following families; orphaned (mean =3.7452 [most likely 66%]), single parent background (mean =3.6622 [most likely 62%]), those living with one parent (mean =3.5221 [most likely 55%]), and those from broken families (mean =3.7741[most likely 62%]). It was observed from Table 4.2 that the least likely learners to be indiscipline are those living with both parents (mean =2.2451[least likely 37%]).

To determine the effect of learner type on student’s discipline, Spearman rank Correlation coefficients were generated as shown in Table 4.6.

**Table 4.6: Correlation between learner type and Indiscipline**

| Student’s Type                 | Spearman rank Correlation | Sig. (2-tailed) |
|--------------------------------|---------------------------|-----------------|
| Orphaned                       | 0.855                     | 0.000           |
| Single parent background       | 0.792                     | 0.021           |
| Those living with one parent   | 0.635                     | 0.031           |
| Those living with both parents | 0.424                     | 0.427           |
| Those from broken families     | 0.662                     | 0.000           |
| Overall correlation            | 0.674                     | 0.0212          |

From the correlation results in Table 4.6, it was established that there was a strong positive correlation ( $r = 0.855$ ,  $p < 0.05$ ) between learners from orphaned families and indiscipline, there was a strong positive correlation ( $r = 0.792$ ,  $p < 0.05$ ), between learners from Single parent background and indiscipline, there was a strong positive correlation ( $r = 0.635$ ,  $p < 0.05$ ) between learners those living with one parent and students’ indiscipline and there was a strong positive correlation ( $r = 0.662$ ,  $p < 0.05$ ) between learners from broken families and students indiscipline. However, it was established that those living with both parents did not significantly correlated to student’s indiscipline ( $r = 0.421$ ,  $p > 0.05$ ). On the basis of these results, hypothesis  $H_{01}$  which states that, parental social involvement does not influence students’ discipline is rejected. This is because there is a strong positive

correlation ( $r = 0.674$ ,  $p < 0.05$ ) between parental social involvement and students' discipline.

#### 4.4 Parental economic involvement and management of Student's discipline

The second objective of this study was to establish influence of parental economic involvement on students' discipline in public secondary schools in Kitui Central Sub-county. To achieve this objective, the respondents were requested to indicate their level of agreement with the statement given in Table 4.7 where; strongly disagree=1, Disagree=2, neutral=3, Agree=4, strongly agree=5. Descriptive statistics were used to analyze the data and the results were as shown in Table 4.7.

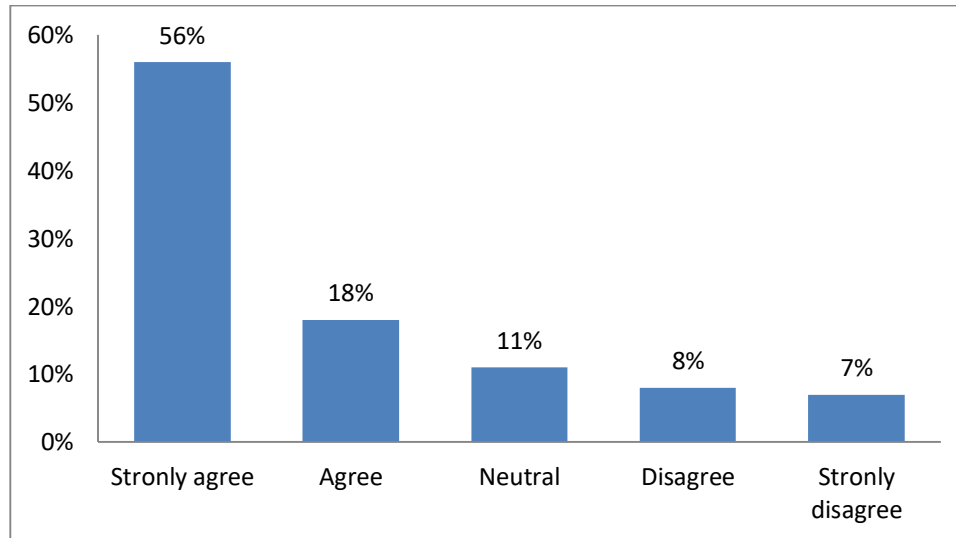
**Table 4.7: Parental Economic involvement and management of Student's discipline**

| Aspects of parental economic involvement          | Mean   | Std_ Dev. | Agreed | Disagreed |
|---|--------|-----------|--------|-----------|
| attend scheduled school functions                 | 3.3474 | 3.0551    | 68%    | 32%       |
| pay school fees on time                           | 3.7821 | 3.8554    | 78%    | 22%       |
| Provide students with sufficient personal effects | 3.8234 | 3.4021    | 26%    | 74%       |
| Give students sufficient pocket money             | 3.5687 | 3.2555    | 12%    | 88%       |
| Parents volunteer for school activities           | 2.4687 | 2.2184    | 21%    | 79%       |

The findings in Table 4.7 show that the respondent agreed with the following statements: all the parents pay school fees on time (mean =3.7821 [agreed 78%]), all the parents attend scheduled school functions (mean =3.3474 [agreed 68%]). On the other hand the respondents disagreed that; all the parents give their children sufficient pocket money (mean =3.5687 [disagreed 88%]), Parents volunteer for school activities (mean =2.4687 [disagreed 79%]) and all the parents provide their children with sufficient personal effects (mean =2.4687 [disagreed 74%]). It was observed from Table 4.2 that the least likely learners to be all the parents provide their children with sufficient personal effects time (mean =3.8234 [disagreed 74%]), indiscipline are those living with both parents (mean =3.8234 [least likely 37%]).

To determine the effect of parental Economic involvement on student's discipline, Spearman rank Correlation coefficients were generated as shown in Table 4.7. The

respondents were further requested to indicate their opinion on the statement which stated that, lack parental economic involvement is a major cause of indiscipline among learner in their schools. The results were presented on Figure 4.7.



**Figure 4.7: Lack parental economic involvement**

Figure 4.8 shows that majority (56%) of the respondents strongly agreed that lack parental economic involvement is a cause of indiscipline among learner in schools. This implies that for effective management of discipline in schools, parents should be economically involved.

To determine effect of parental economic involvement on indiscipline among learner in secondary schools, Pearson Correlation coefficients were generated as shown in Table 4.8.

**Table 4.8: Correlation between Parental Economic involvement and management of Student’s discipline.**

| Aspects of parental economic involvement          | Indiscipline of students  |                  |
|---|---------------------------|------------------|
|   | Spearman rank Correlation | Sig. (2- tailed) |
| Attend scheduled school functions                 | 0.7421                    | 0.0411           |
| Pay school fees on time                           | 0.6521                    | 0.0244           |
| Provide students with sufficient personal effects | 0.6234                    | 0.021            |
| Volunteer for school activities                   | 0.6814                    | 0.0231           |

|                |        |        |
|----------------|--------|--------|
| Overall effect | 0.6748 | 0.0274 |
|----------------|--------|--------|

From the correlation results in Table 4.8, it was established that there is a strong positive correlation between; parents attendance to scheduled school functions and student's discipline ( $r=0.74$ ,  $p<0.05$ ), parents payment of school fees on time and student's discipline ( $r=0.65$ ,  $p<0.05$ ), parents provision of sufficient personal effects and student's discipline ( $r=0.62$ ,  $p<0.05$ ) and Parents volunteering for school activities and student's discipline ( $r=0.68$ ,  $p<0.05$ ). The four variables had a strong positive correlation ( $r =0.6748$ ,  $p<0.05$ ) to discipline which was statistically significant. On the basis of these results, hypothesis  $H_{02}$  which states that, parental economic involvement does not influence students' discipline is rejected. This is because parental economic involvement influence students' discipline.

#### 4.5 Parental cognitive involvement and management of students discipline

The last objective for this study was to establish influence of parental cognitive involvement on students' discipline in public secondary schools in Kitui Central Sub County. To achieve this objective, the respondents were requested to indicate level of agreement with the statement given in Table 4.9 where; strongly disagree=1, Disagree=2, neutral=3, Agree=4, strongly agree=5. Descriptive statistics were used to analyse the data and the results were as shown in Table 4.9.

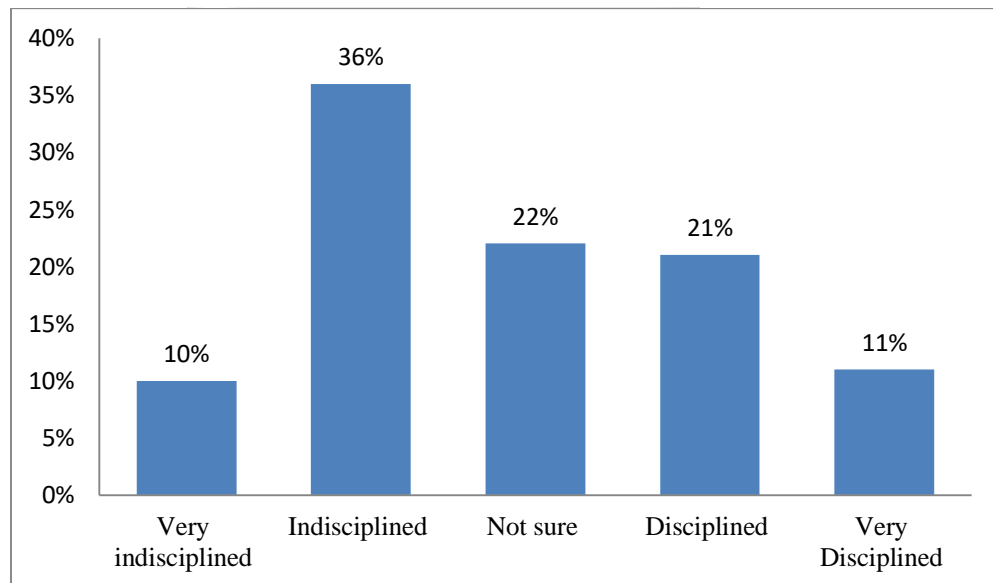
**Table 4.9: Parental cognitive involvement and management of student's discipline**

| Parental cognitive involvement                    | Mean   | Std_<br>Dev. | Agreed | Disagreed |
|---|--------|--------------|--------|-----------|
| Monitor homework while learners are at home       | 3.9232 | 3.5221       | 56%    | 44%       |
| Help learners in educational choices              | 3.8665 | 3.4621       | 59%    | 41%       |
| Discuss school activities with learners           | 3.7851 | 3.3821       | 63%    | 37%       |
| Help the learners to practice and study for tests | 2.6724 | 3.2375       | 49%    | 51%       |
| Organize for lessons outside school               | 2.2551 | 3.3832       | 32%    | 68%       |
| Initiate communication with the school            | 2.6661 | 3.5421       | 38%    | 62%       |

The findings in Table 4.9 show respondents opinion on parental cognitive involvement on management of student's discipline. The responses were as follows; parents monitor

homework while students were at home (mean =3.9232 [agreed 56%]), Parents helped learners in educational choices (mean =3.8665 [agreed 59%]) and parents discussed school activities with learners (mean =3.7851 [agreed 63%]). However the respondents disagreed with the following statements; parents help the learners to practice and study for tests (mean =2.6724[disagreed 49%]), parents organize for lessons outside school (mean =2.2551[disagreed 68%]) and parents initiate communication with the school (mean =2.6661[disagreed 62%])

The respondents were requested to rate the state discipline in schools. The results were presented in Figure 4.8.



**Figure 4.8: The rating of indiscipline among learner in schools**

Results in Figure 4.9 shows that majority (36%) of the respondents indicated schools were undisciplined. Although this was less than 50%, it is still an implication that there was indiscipline in most of the schools. To determine effect of parental cognitive involvement on Student’s discipline, Spearman rank Correlation coefficients were generated as shown in Table 4.10.

**Table 4.10: Correlation between Parental cognitive involvement and management of Student's discipline**

| Parental cognitive involvement                    | Spearman rank Correlation | Indiscipline of students Sig. (2- tailed) |
|---|---------------------------|---|
| Monitor homework while learners are at home       | 0.522                     | 0.000                                     |
| Help learners in educational choices              | 0.621                     | 0.021                                     |
| Discuss school activities with learners           | 0.561                     | 0.004                                     |
| Help the learners to practice and study for tests | 0.451                     | 0.4211                                    |
| Organize for lessons outside school               | 0.327                     | 0.320                                     |
| Initiate communication with the school            | 0.6447                    | 0.021                                     |
| Overall correlation                               | 0.5211                    | 0.0012                                    |

From the correlation results in Table 4.10, it was established that; there is a significant strong positive correlation ( $r=0.5211$ ,  $p<0.05$ ) between Parents monitor homework while learners are at home and student's discipline ( $r=0.522$ ,  $p<0.05$ ), parents help learners in educational choices parents monitor homework while learners are at home and student's discipline ( $r=0.62$ ,  $p<0.05$ ), parents discuss school activities with learners and student's discipline ( $r=0.56$ ,  $p<0.05$ ) and parents initiate communication and student's discipline ( $r=0.64$ ,  $p<0.05$ ). The four variables had a strong positive correlation to student's discipline which was statistically significant. This implied that an increase in the each these variables by 0.5 of a unit would independently lead to an increase in student's discipline by a full unit. However, it was established; parents help the learners to practice and study for tests and parents organize for lessons outside school were not significantly correlated to student's discipline ( $p> 0.05$ ). On the basis of these results, hypothesis  $H_{03}$  which states that, Parental cognitive involvement does not influence students' discipline is rejected. This is because parental cognitive involvement influences students' discipline as indicated by the indicators ( $r=0.511$ ,  $p<0.05$ )

#### **4.7 Overall relationship between parental involvement and management of learners' discipline in public secondary schools**

The findings of this study indicated that, there was a significant relationship between parental social involvement and management of discipline of students, parental economic

involvement and students' discipline and parental cognitive involvement and student's discipline in public secondary schools in Kitui Central Sub County. ( $P < 0.05$ ).

#### **4.8 Chapter Summary**

This chapter dealt with presentation, analysis, and interpretation of empirical findings on influence of parental involvement on management of learners' discipline in public secondary schools in Kitui Central Sub-county. The study established that, parental social involvement, parental economic involvement, and parental cognitive involvement influence students' discipline in public secondary schools.



## **CHAPTER FIVE DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter presents a summary of the findings of the study and the conclusions drawn from the findings. It presents the conclusions drawn from the findings, recommendations made from findings and suggestions for further research. Recommendations made from findings and suggestions for further research are also presented.

### **5.2 Discussions of the findings**

The findings of the study based on the three objectives are discussed in this section.

#### **5.2.1 Parental social involvement and management of discipline of learners**

The first objective for this study was to establish influence of parental social involvement on students' discipline in public secondary schools Kitui Central Sub-county. It was established that there is a significant strong positive correlation between parental social involvement and management of discipline of learners as evidenced results. There was a significant positive correlation between parents limiting the time learners spend on TV while at home and management of discipline of learners ( $r=0.85$ ,  $p<0.05$ ), parents limiting the use of mobile phones by learners while at home and management of discipline of learners ( $r=0.61$ ,  $p<0.05$ ), parents vet TV and video programmes viewed by learners and management of discipline of learners and management of discipline of learners ( $r=0.68$ ,  $p<0.05$ ) and the school communicates to communicate to parents on all matters of student's discipline affecting the learners while at school and management of discipline of learners ( $r=0.62$ ,  $p<0.05$ ).

The study established that, majority (65%) of the respondents strongly agreed that lack parental social involvement is a major cause of indiscipline among learner in their schools. This implies that the parental social involvement for students would positively affect discipline. These results agree with Wanja (2014) who argued that communication with the teacher on issues of students behaviour and performance in school would help in managing discipline of learners in school. Wanja (2014) further argued that limiting use of mobile

phones and programs the children watched on Tv could help resolve the discipline issues of their children. This means that many indisciplined learners were having unlimited access to social media, movies, Tv programs and mobile phones. It is therefore important to study the effect of such exposure on the discipline of the learners. The findings of this study were also in agreement with Shaw (2005) who argues that absent parents created low esteem and a sense of insecurity among students. students with low self esteem were likely to bully others at school to feel good and also revenge to the society.

### **5.2.2 Parental economic involvement and students' discipline**

The second objective of this study was to establish influence of parental economic involvement on students' discipline in public secondary schools in Kitui Central Sub-county. The study established that there was a significant positive correlation between parental economic involvement and students' discipline in public secondary schools as evidenced by the following indicators; there is a strong positive correlation between; parents attendance to scheduled school functions and student's discipline ( $r=0.74, p<0.05$ ), parents payment of school fees on time and student's discipline ( $r=0.65, p<0.05$ ), parents provision of sufficient personal effects and student's discipline ( $r=0.62, p<0.05$ ) and Parents volunteering for school activities and student's discipline ( $r=0.68, p<0.05$ ). These results agree with Geogianna (2007), who argued that, low economic involvement of parents in learners education leads high likelihood of exclusion due to indiscipline. Similar results were established by Mbaki (2018) who argued that many boys and girls have irregular attendance and even end up dropping out of school in Kitui County due to non payment of school fees. Absenteesm is partly due to laxity or inability of the parents to pay school fees on time. Payment of school fees forms part of parental economic involvement which is likely to lead to indiscipline. The findings were also in agreement with Nermeem(2010) who argued that children from highly involved parents had enhanced social functioning and fewer behaviour problems.

### **5.2.3 Parental cognitive involvement and management of students' discipline**

The last objective for this study was to establish influence of parental cognitive involvement on students' discipline in public secondary schools in Kitui Central Sub

County. The study established that there was a significant strong positive correlation between parental cognitive involvement and student's discipline as evidenced by the following indicators; there is a significant strong positive correlation between and student's discipline ( $r=0.52$ ,  $p<0.05$ ), parents monitor homework while learners are at home and student's discipline ( $r=0.62$ ,  $p<0.05$ ), parents help learners in educational choices and student's discipline ( $r=0.56$ ,  $p<0.05$ ), parents discuss school activities with learners and student's discipline ( $r=0.64$ ,  $p<0.05$ ) and parents initiate communication and student's discipline ( $r=0.64$ ,  $p<0.05$ ). These results agree with McWayne (2004) who argued that multiple dimensions of involvement (school based, home based and home-school ) related to young children positive social emotional outcomes in a cross sectional study of urban ethnic minority children. This implies that the study illustrate that involved parents who promote learning at home, have contact with their child's school and experience fewer barriers to involvement such as stress and work responsibility tended to have children with high level of social skills who were more self controlled , cooperative and pro social.

The findings of this study were also in agreement with Hill(2004) who opines that, among the higher parental education group, parental involvement was related to fewer behavioural problems.

### **5.3 Study Conclusions**

Based on the findings of this study, the researcher concluded that; there is a significant strong positive correlation between parental social involvement and management of discipline of learners, there is a significant strong positive correlation between parental economic involvement and students' discipline in public secondary schools and there was there was a significant strong positive correlation between parental cognitive involvement and student's discipline.

From the findings, limiting outings, vetting movies and TV programmes that children watched while at home, limiting use of mobile phones and communicating to parents on all matters of students discipline significantly influenced discipline of students. However, teaching of believes, social skills and customs did not seem to influence behavior of

learners. This is in agreement with the social learning theory which says that children imitate behavior that is modeled to them. On economic involvement, the study found out that attendance of school functions, payment of school fees on time, provision of personal effects and volunteering in school activities significantly influenced discipline of learners.

On cognitive involvement, monitoring homework, helping learners in educational choices, parents discussing school activities with learners and parents initiating communication with school significantly influenced discipline of learners according to the findings of this study. However, the study found out that, parents, helping students to practice for test and parents organizing for lessons outside school did not significantly influence learners' discipline. The research found out that there was a significant relationship between parental social, economic and cognitive involvement on management of discipline of learners in public secondary schools in Kitui Central Sub County.

#### **5.4 Recommendations of the Study**

Based on the findings of this study, the study makes the following recommendations.

##### **Recommendations for Policy (MOEST)**

- i) That the ministry of education should formulate policy framework to ensure adequate parental involvement in management of students' discipline.
- ii) The government should increase the amount of funding to schools to include exercise books and writing materials to students from needy families. This would help the students from poor families to have enough learning material hence reduce temptation to steal from the other students.
- iii) Government should organize parental involvement sensitization meetings to sensitize parents on the need of being involved in management of students' discipline.
- iv) That the national and county levels of government ensure and support the 100% transitioning policy for learners finishing secondary education.
- v) In terms of policy, the government should review the use of all disciplinary methods in public secondary schools and provide policy guidelines on the best alternative disciplinary methods to be used in the management of students' discipline in all learning institutions.

### **Recommendations for school administrators**

- i) That schools in the sub-county introduce guiding and counselling programmes for learners with the objective of mentoring them to be disciplined.
- ii) The school principals should sensitize parents to be more involved with their children discipline issued and follow up their homework. This would help the school to reduce indiscipline as the parents would be assisting teachers on discipline management when the students are at home.
- iii) School principals should limit the use of TV in schools during entertainment,

### **Recommendations for Parents**

- i) The parents should limit the use of mobile phones and TV in their homes.
- ii) The parents should always enquire about their children behavior while in school.

### **5.5 Suggestions for further research**

Based on the finding of the study, the following suggestions are made for further research;

- i) A comparative study should be carried out in other counties on factors influencing parental involvement in management of students' discipline secondary schools in Kenya so as to compare the results with those of Kitui County.
- ii) A study on students' views on effectiveness of alternative disciplinary methods in the management of students' discipline in secondary schools should be carried out.
- iii) A comparative study on perception of teachers and parents on corporal punishment and alternative disciplinary methods in the management of students' discipline in schools.

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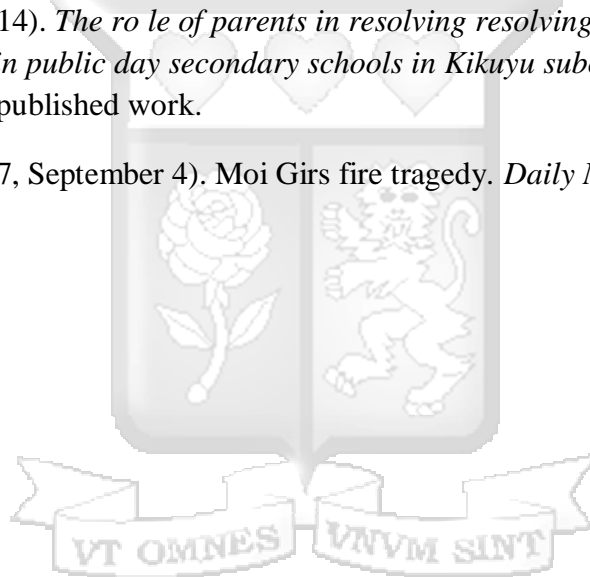
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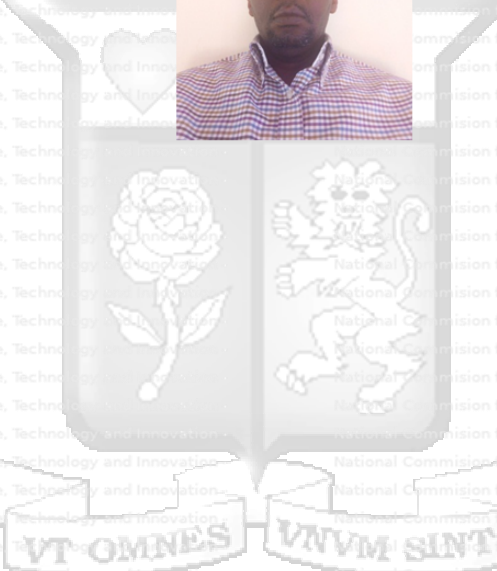

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**APPENDIX I: RESEARCH PERMIT**

REPUBLIC OF KENYA  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

NACOSTI



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**APPENDIX II INTRODUCTION LETTER**



APPENDIX III UNIVERSITY ETHICAL REVIEW APPROVAL CERTIFICATE

## Final Decision Certificate

This document certifies that the study:

**"THE INFLUENCE OF PARENTAL INVOLVEMENT  
ON THE DISCIPLINE OF SECONDARY SCHOOL  
STUDENTS IN KITUI CENTRAL SUB-COUNTY"**

**Principal Investigator:** Mr. Kaluma, Cosmus Mutemi

**Reference number:** SU-IERC1002/21

Was reviewed and received the following status:

**"done"**

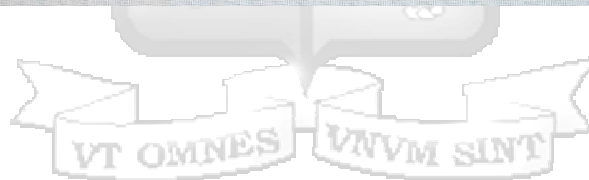
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**Additional Comments:** Final decision: **approved**

Comments sent:

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Reviewer #1:

*'Please address the issues of concern so that your study can be given an a*



## **APPENDIX IV PARTICIPANT INFORMATION AND CONSENT FORM**

TITLE: INFLUENCE OF PARENTAL INVOLVEMENT ON THE DISCIPLINE OF LEARNERS IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB COUNTY.

### **SECTION 1: INFORMATION SHEET**

Principal Investigator: Kaluma Cosmus Mutemi

Research assistant : Abigail Musangi Wambua

Institutional affiliation: Strathmore School of Humanities and Social Sciences.

### **SECTION 2: INFORMATION SHEET–THE STUDY**

2.1: Why is this study being carried out?

The aim of this study is to investigate influence of parental economic, social and cognitive involvement on discipline of students in public secondary schools in Kitui Central Sub County.

2.2: Do I have to take part?

Taking part in this study is entirely optional and the decision rests only with you. If you decide to take part, you will be asked to complete a questionnaire to get information on Students discipline and parental involvement. If you are not able to answer all the questions successfully the first time, you may be asked to sit through another informational session after which you may be asked to answer the questions a second time. You are free to decline to take part in this study at any time without giving any reasons.

2.3: Who is eligible to take part in this study?

- Form three and four students
- School administrators and class managers.

2.4: Who is not eligible to take part in this study?

- Form one and two students
- Parents
- Other teachers

2.5: What will taking part in this study involve for me?

You will be approached by the Principal investigator or the research assistant and requested to take part in the study. If you are satisfied that you fully understand the goals behind this study, you will be asked to sign the informed consent form (this form) and then taken through the questionnaire to complete.

2.6: Are there any risks or dangers in taking part in this study?

There are no risks in taking part in this study. All the information you provide will be treated as

Confidential and will not be used in any way without your express permission.

2.7: Are there any benefits of taking part in this study?

The information will be used to improve on discipline management of the schools hence creating conducive and safe environment for learning. This will in turn lead to improved performance in our schools. The schools will also be able to produce responsible citizens who value the rule of law and order in the society.

2.8: What will happen to me if I refuse to take part in this study?

Participation in this study is entirely voluntary. Even if you decide to take part at first but later change your mind, you are free to withdraw at any time without explanation.

2.9: Who will have access to my information during this research?

All research records will be stored in securely locked cabinets. That information may be transcribed into our database but this will be sufficiently encrypted and password protected. Only the people who are closely concerned with this study will have access to your information. All your information will be kept confidential.

2.10: Who can I contact in case I have further questions?

You can contact me, Kaluma Cosmus Mutemi, at St. Thomas Aquinas Kalawa Boys' Secondary School, or by e-mail ([cosmus.kaluma@strathmore.edu](mailto:cosmus.kaluma@strathmore.edu)), or by phone

(+254 724 780 853). You can also contact my supervisor, Dr.Makhanu, at the

Strathmore Business School, Nairobi, or by e-mail ([emakhanu@strathmore.edu](mailto:emakhanu@strathmore.edu)) or by phone (+254 722 672 473)

If you want to ask someone independent anything about this research please contact:

The Secretary–Strathmore University Institutional Ethics Review Board, P. O. BOX 59857, 00200, Nairobi, email ethicsreview@strathmore.edu Tel number: +254 703 034 375

I, \_\_\_\_\_, have had the study explained to me. I have understood all that I have read and have had explained to me and had my questions answered satisfactorily. I understand that I can change my mind at any stage.

Please tick the boxes that apply to you;

Participation in the research study

I AGREE to take part in this research

I DON'T AGREE to take part in this research

**Storage of information on the completed questionnaire**

I AGREE to have my completed questionnaire stored for future data analysis

I DO NOT AGREE to have my completed questionnaire stored for future data analysis

Participant's Signature:

\_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

DD / MM / YEAR

Participant's Name:

\_\_\_\_\_

Time: \_\_\_\_/\_\_\_\_

(Please print name) HR / MN

I, \_\_\_\_\_ certify that I have followed the SOP for this study and have explained the study information to the study participant named above, and that s/he has understood the nature and the purpose of the study and consents to the participation in the study. S/he has been given opportunity to ask questions which have been answered satisfactorily.

Investigator's Signature:

\_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

DD / MM / YEAR

Investigator's Name:

\_\_\_\_\_

Time: \_\_\_\_/\_\_\_\_



(Please print name) HR / MN

## **APPENDIX V PARENTS INFORMATION AND CONSENT FORM**

PARENTS' INFORMATION AND CONSENT FORM FOR YOUR SON/DAUGHTER TO PARTICIPATE IN THE FOLLOWING STUDY:

TITLE: INFLUENCE OF PARENTAL INVOLVEMENT ON THE DISCIPLINE OF LEARNERS IN PUBLIC SECONDARY SCHOOLS IN KITUI CENTRAL SUB COUNTY.

### **SECTION 1: INFORMATION SHEET**

Principal Investigator: Kaluma Cosmus Mutemi

Research assistant : Abigail Musangi Wambua

Institutional affiliation: Strathmore School of Humanities and Social Sciences.

### **SECTION 2: INFORMATION SHEET–THE STUDY**

2.1: Why is this study being carried out?

The aim of this study is to investigate influence of parental economic, social and cognitive involvement on discipline of students in public secondary schools in Kitui Central Sub County.

2.2: Does my son/ daughter have to take part?

No. Taking part in this study is entirely optional and the decision rests only with you. If you permit your son/daughter to take part, he or she will be asked to complete a questionnaire to get information on Students discipline and parental involvement. If your son/daughter is not able to answer all the questions successfully the first time, he or she may be asked to sit through another informational session after which he or she may be asked to answer the questions a second time. You are free to decline or allow your child to take part in this study at any time without giving any reasons.

2.3: Who is eligible to take part in this study?

- Form three and four students
- School administrators and class managers.

2.4: Who is not eligible to take part in this study?

- Form one and two students
- Parents
- Other teachers

2.5: What will taking part in this study involve for your son/daughter?

Your son/daughter will be approached by the Principal investigator or the research assistant and requested to take part in the study. If you are satisfied that you fully understand the goals behind this study, you will be asked to sign the informed consent form (this form) and then your son/daughter will take part in the study.

2.6: Are there any risks or dangers in taking part in this study?

There are no risks in taking part in this study. All the information your son/daughter provide will be treated as confidential and will not be used in any way without your express permission.

2.7: Are there any benefits of taking part in this study?

The information will be used to improve on discipline management of the schools hence creating conducive and safe environment for learning. This will in turn lead to improved performance in our schools. The schools will also be able to produce responsible citizens who value the rule of law and order in the society.

2.8: What will happen to me if decline to allow my son/daughter take part in this study?

Participation in this study is entirely voluntary. Even if you allow your son/daughter to take part at first but later change your mind, you are free to withdraw at any time without explanation.

2.9: Who will have access to information of my son/daughter during this research?

All research records will be stored in securely locked cabinets. That information may be transcribed into our database but this will be sufficiently encrypted and password protected. Only the people who are closely concerned with this study will have access to the information. All the information will be kept confidential.

2.10: Who can I contact in case I have further questions?

You can contact me, Kaluma Cosmos Mutemi, at St. Thomas Aquinas Kalawa Boys' Secondary School, or by e-mail (cosmus.kaluma@strathmore.edu), or by phone

(+254 724 780 853). You can also contact my supervisor, Dr.Makhanu, at the

Strathmore Business School, Nairobi, or by e-mail (emakhanu@strathmore.edu) or by phone (+254 722 672 473)

If you want to ask someone independent anything about this research please contact:

The Secretary–Strathmore University Institutional Ethics Review Board, P. O. BOX 59857, 00200, Nairobi, email ethicsreview@strathmore.edu Tel number: +254 703 034 375

I, \_\_\_\_\_, have had the study explained to me. I have understood all that I have read and have had explained to me and had my questions answered satisfactorily. I understand that I can change my mind at any stage.

Please tick the boxes that apply to you;

Participation in the research study

I PERMIT my son/daughter to take part in this research

I DON'T PERMIT my son/daughter to take part in this research

### **Storage of information on the completed questionnaire**

I AGREE to have questionnaire completed by my son/daughter stored for future data analysis

I DON'T AGREE to have questionnaire completed by my son/daughter stored for future data analysis

Parent's Signature:

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Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

DD / MM / YEAR

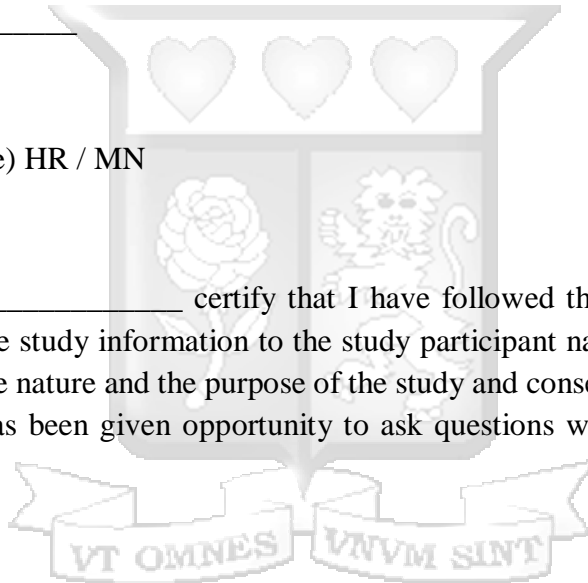
Parent's Name:

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Time: \_\_\_\_ / \_\_\_\_

(Please print name) HR / MN

I, \_\_\_\_\_ certify that I have followed the SOP for this study and have explained the study information to the study participant named above, and that s/he has understood the nature and the purpose of the study and consents to the participation in the study. S/he has been given opportunity to ask questions which have been answered satisfactorily.



Investigator's Signature:

---

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

DD / MM / YEAR

Investigator's Name:

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Time: \_\_\_\_\_ / \_\_\_\_\_

(Please print name) HR / MN



## APPENDIX VI: TEACHERS QUESTIONNAIRE

The aim of this study is to investigate the effect of parental involvement in the management of students discipline in public secondary schools in kitui central sub county.

You are kindly requested to participate by honestly filling in the blank space or ticking (√) the appropriate response. *Please do not write your name or that of your school on the questionnaire.*

### PART A: GENERAL INFORMATION

*Please tick (√) appropriately*

1. What is your gender?  
Male [ ] Female [ ] Transgender [ ]
2. What is your highest academic qualification?  
Diploma [ ] Bachelor's Degree [ ] Master's Degree [ ] PhD [ ]
3. What is your position in the school?  
Head of institution [ ] Deputy Principal [ ] Class teacher [ ]
4. What is your age bracket?  
Below 25 yrs. [ ] 25-30 yrs. [ ] 30-40yrs [ ] 40-50yrs [ ] Above 50yrs. [ ]
5. What is your teaching experience?  
0-5yrs [ ] 5-10yrs [ ] 10-15yrs [ ] above 15yrs [ ]

### PART B: PARENTAL SOCIAL INVOLVEMENT AND MANAGEMENT OF DISCIPLINE OF LEARNERS.

6. Using the key given, *choose or tick (√)* the right alternative that fits your opinion on parental social involvement in discipline management.

**Strongly disagree=1, Disagree=2, neutral=3, Agree=4, strongly agree=5**

| ASPECT OF PARENTAL SOCIAL INVOLVEMENT  | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Limit the time learners spend on TV while at home  |   |   |   |   |   |
| Limit the use of mobile phones by learners while at home   |   |   |   |   |   |
| Vet TV and video programmes viewed by learners   |   |   |   |   |   |
| Limit outings by learners  |   |   |   |   |   |
| Teach beliefs, customs and social skills to learners   |   |   |   |   |   |
| The school communicates to parents on all matters of discipline affecting the learners while at school |   |   |   |   |   |

7. Do you think that lack parental social involvement is a major cause of indiscipline among learner in your school/class? *(please tick(✓) appropriately)*

Strongly disagree [ ], disagree [ ], Not sure [ ], Agree [ ], strongly agree [ ]

8. Which are the most common form of indiscipline among the learners in your school/class? *(please rank them from the most common to the least common) give number one to the most common*

- Theft [ ]  
 Drug and substance abuse [ ]  
 Disrespect [ ]  
 Destruction of school property [ ]  
 Non adherence to school routine [ ]  
 Dishonesty [ ]  
 Pornography [ ]

9. Which types of learners are most likely to be involved in indiscipline cases in your view? Please rank them from the most likely to the least likely to be involved in indiscipline. Use a scale of 1-5, 1 represent most likely while 5 represent least likely.

*Please rank (1-5) appropriately*

- Orphaned [ ]  
 Single parent background [ ]  
 Those living with one parent [ ]  
 Those living with both parents [ ]  
 Those from broken families [ ]

**PART C: PARENTAL ECONOMIC INVOLVEMENT AND MANAGEMENT OF DISCIPLINE OF LEARNERS**

Using the key given, *choose or tick (✓)* the right alternative that fits your opinion on parental economic involvement in managing students' discipline

10. Strongly disagree=1, Disagree=2, neutral=3, Agree=4, strongly agree=5

| ASPECTS OF PARENTAL ECONOMIC INVOLVEMENT          | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Attend scheduled school functions                 |   |   |   |   |   |
| Pay school fees on time                           |   |   |   |   |   |
| Provide students with sufficient personal effects |   |   |   |   |   |
| Give students sufficient pocket money             |   |   |   |   |   |
| Parents volunteer for school activities           |   |   |   |   |   |

11. Do you think that lack parental economic involvement is a major cause of indiscipline among learner in your school/class? *(please tick(✓) appropriately)*

Strongly disagree [ ], disagree [ ], Not sure [ ], Agree [ ], strongly agree [ ]

**PART D: PARENTAL COGNITIVE INVOLVEMENT AND MANAGEMENT OF STUDENTS DISCIPLINE**

12. Using the key given , *choose or tick*(√) the right alternative that fits your opinion on parental cognitive involvement as follows;

**Strongly disagree=1, Disagree=2, Neutral=3, Agree=4, strongly agree=5**

| <b>PARENTAL COGNITIVE INVOLVEMENT</b>             | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| Monitor homework while learners are at home       |          |          |          |          |          |
| Help learners in educational choices              |          |          |          |          |          |
| Discuss school activities with learners           |          |          |          |          |          |
| Help the learners to practice and study for tests |          |          |          |          |          |
| Organize for lessons outside school               |          |          |          |          |          |
| Initiate communication with the school            |          |          |          |          |          |

13. How do you rate discipline standard of your school/class? *Please tick* (√) *appropriately*

Very indisdisciplined [ ] indisdisciplined [ ] Not sure [ ] Disciplined [ ] Very disciplined [ ]

14. Do you think that lack parental cognitive involvement is a **major** cause of indiscipline among learner in your school/class? *please tick* (√) *appropriately*

Strongly disagree [ ], disagree [ ], Not sure [ ], Agree [ ], strongly agree [ ]

15. Which of the forms of parental involvement in your view contributes most to good discipline among students? Rank them using a scale of 1-5, where 1 represents the form of parental involvement that contribute most to good discipline among the learners and 5 represent form of parental involvement that has least contribution to good discipline among the learners.

*Please rank (1-5) appropriately*

Economic involvement [ ]  
 Social involvement [ ]  
 Cognitive involvement [ ]  
 All of them [ ]  
 None of them [ ]

***Thank you for your cooperation***

## APPENDIX VII: STUDENTS QUESTIONNAIRE

The aim of this study is to investigate the effect of parental involvement in the management of students discipline in all public secondary schools in Kitui Central Sub-county. You are kindly requested to participate by filling in the blank spaces or ticking (✓) the appropriate response. ***Please do not write your name or that of your school on the questionnaire.***

### SECTION A: DEMOGRAPHIC INFORMATION.

Please tick or give appropriate response.

1. What is your gender?

Male [ ] Female [ ]

2. What is your age in years?

Below 15 [ ] 16-18 [ ] above 18 [ ]

3. Please indicate your class.....

4. Choose a statement that best suits you.

I have lived with my both parents [ ]  
My parents don't stay together [ ]  
I am from a single parent background [ ]  
I have grown up under people other than my parents [ ]

5. The following are the most common forms of indiscipline among learners in my school/class? ***(Please rank on a scale of 1-6 them from the most common (1) to the least common (6).***

Theft [ ]  
Drug and substance abuse [ ]  
Disrespect [ ]  
Destruction of school property [ ]  
Non adherence to school routine [ ]  
Dishonesty [ ]  
Pornography [ ]  
None [ ]

6. The learners who are most likely to be involved in indiscipline cases in my view? ***(Rank them in a scale of 1-5 where 1(one) represents most likely to be involved in indiscipline while 5(five) represents least likely to be involved in indiscipline cases). (Please rank (1-5) appropriately)***

Orphaned [ ]  
Single parent background [ ]  
Those living with one parent [ ]  
Those living with both parents [ ]

Those from broken families

[ ]

**SECTION B: PARENTAL SOCIAL INVOLVEMENT AND MANAGEMENT OF STUDENTS' DISCIPLINE**

7. The following statements best describes my opinion about parental social involvement in management of students' discipline in my school on a rating scale of 1-5 where; **1=strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree.** *(Please tick appropriately)*

| <b>Parental social involvement and students' discipline</b>                                      | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| I have learnt most of my beliefs, customs and attitudes from my parents                          |          |          |          |          |          |
| My parents control the number of outings I make from home  |          |          |          |          |          |
| The time I spend on TV and social media is limited   |          |          |          |          |          |
| My parents have a say on the TV and video programmes that I watch.                               |          |          |          |          |          |
| The school communicates to my parents on all matters of discipline affecting me while at school. |          |          |          |          |          |

8. In my opinion, parental social involvement leads to improved discipline among learners?*(please tick appropriately)*

Strongly Disagree [ ] Disagree [ ] Not sure [ ] Agree [ ] strongly agree [ ]

**SECTION C: PARENTAL ECONOMIC INVOLVEMENT AND MANAGENT OF LEARNERS' DISCIPLINE**

9. The following statements represent my opinion about parental economic involvement in management of students' discipline in my school. On a rating scale of 1-5 where; **1=strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree.** *(Please tick appropriately)*

| <b>PARENTAL ECONOMIC INVOLVEMENT AND STUDENTS' DISCIPLINE</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| My parents/guardian attend all the scheduled school functions   |          |          |          |          |          |
| My parents/guardian volunteer for school activities             |          |          |          |          |          |
| My parents/guardian pay school fees on time                     |          |          |          |          |          |
| My parents/guardian provide me with sufficient personal effects |          |          |          |          |          |
| The pocket money I am given is sufficient                       |          |          |          |          |          |
| My parents/ guardians give me more pocket money than I need     |          |          |          |          |          |

10. In my opinion, parental economic involvement leads to improved discipline among learners? *(please tick appropriately)*

Strongly Disagree [ ] Disagree [ ] Not sure [ ] Agree [ ] strongly agree [ ]

**SECTION D: PARENTAL COGNITIVE INVOLVEMNT AND MANAGEMENT OF LEARNERS' DISCIPLINE**

11. The following statement best describe my opinion about parental cognitive involvement in management of students' discipline in my school. On a rating scale of 1-5 where; **1=strongly disagree, 2= disagree, 3= undecided, 4= agree, 5= strongly agree.**

*(Please tick appropriately)*

| <b>Parental Cognitive Involvement and Students' Discipline</b>      | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| My parents monitor me while doing homework at home                  |          |          |          |          |          |
| My parents help me in making educational choices                    |          |          |          |          |          |
| I discuss school activities with my parents                         |          |          |          |          |          |
| my parents call school often to find out about my academic progress |          |          |          |          |          |
| My parents assist me while I prepare and study for tests            |          |          |          |          |          |

12. In my opinion, parental cognitive involvement leads to improved discipline among the learners? *(Please tick appropriately)*

Strongly Disagree [  ] Disagree [  ] Not sure [  ] Agree [  ] strongly agree [  ]



***Thank you for your cooperation***