

Effect of Home Related Factors on Students Discipline in Public Secondary Schools in Nairobi County, Kenya

Antonine Obiero

Dr. Jeremiah Kalai

Dr. Ursulla Okoth

University of Nairobi
Kenya

Abstract

Discipline is important for order and realization of set goals in any school. Parenting plays a significant role in students' behaviour and discipline. This study sought to establish influence of democratic, authoritarian, indulgent and detached parenting styles shown by variation in parental control, supervision, communication, parent-child relationship on students' discipline in public secondary schools in Nairobi County. The study was guided by Social Learning Theory by Albert Bandura (1986) and Rational Choice Theory by George Hamas (1961). The study used ex post facto survey design. The target population in the study consisted of 46,858 students from where a sample of 381 was drawn using Krejcie and Morgan Table (1970) then stratified, proportionate and random sampling used to sample 146 students from Boys boarding, 138 students from Girls boarding and 95 students from mixed day schools, 90 class teachers, 29 deputy principals and Head of Guidance and Counseling Department and 30 parents. Questionnaires and interview guides were used to collect data from students and teachers while interview guides were used to collect data from H.O.Ds guidance and counseling, deputy principals and parents. Split half method used to test reliability gave a coefficient of 0.8. Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages and cross tabulations were use to summarize data. Findings revealed that detached parenting practices had most negative, while democratic style had the least negative influence on students' discipline. It was noted that problems emanating from students' homes such as frequent fights between parents, drugs and substance abuse, divorce and separation caused anxiety, lack of concentration and indiscipline which strategies of discipline management were unable to unearth and address. The study recommends preparation of manuals by Ministry of Education to sensitize parents on their roles in students discipline both at home and at school. BOM, principals, teachers and students should be sensitized by KEMI on best ways of incorporating parents in students discipline management. Frequent training of principals, deputies, Guidance and counseling and class teachers on current challenges and expectations of students' discipline be done regularly. Also that guidance and counseling personnel should be posted on full time basis in schools. Finally, similar studies should be replicated in other counties to compare findings, establish effect of father absence in students' discipline and gain students' perspective on effective methods of discipline in schools.

Key words: Parenting style, democratic, authoritarian, indulgent detached, level of discipline

Introduction

A study done across countries by Save the Children Sweden (2008) noted that parents are influential in shaping their children's thoughts, attitudes and behaviours.

The study further explains that universally, children in both rural and urban settings expects parents to adequately provide material , financial, guidance, opportunities affectionate and corrective support in their daily activities. When this is done to the satisfaction of the child, a feeling of satisfaction is developed within the child. However, any mismatch between the said provisions and a child's expectations cause dissatisfaction that affect children-parents' relationship. In addition, studies observe that support and loving interactions combined with clear rules and guidelines set by parents helped in directing children behaviour (Pachan 2012; Devore & Ginsberg 2006; Maigallo 2010). Further, when parents initiate desirable learning experiences or externally impose clear rules and regulations , punishments or rewards, particularly during formative years students get a sense of order and security (RoK 2001) such students end up self disciplined and find it easy observing laid out rules and regulations without serious supervision or coercion.

However, due to changing demands concerning cost of living and societal expectations, a remarkable shift has been noted on the amount of time children spent with their parents. This in turn affects parents' ability to control and supervise students' activities. In addition research show that this has affected parents' ability to engage in activities with their children which in turn has affected level of parent- child relationship, bonding, and parents knowledge of children's behaviour (Devine, Ho & Wilson 2000). Studies further detail that different parenting styles adopted by parents in raising their children affect children in terms of discipline differently.

Democratic parenting style where children are exposed to free and open communication with parents, there is balance between parental control and nurturance through enforcement of clear rules and regulations, where parental authority is recognized and respected, children displayed psychological well being, accuracy in perceiving parental values, developed high self esteem and were less associated with misconduct in schools (Baumrind 1991; Maccoby & Martins 1983; Martinez, Gracia & Yubero 2007). On the other hand, authoritarian parenting style where children were generally not free with parents due to both low levels and one way communication with parents, where conformity to rules was strictly adhered to at all cost including use of corporal punishment to obey was associated with children with low self esteem and low internalization of parental values. Hence children tended to defy authority and were associated with dangerous addiction (Baumrind 1991; Lai & Chang 2001) particularly within environments where equality between parents and children were emphasized such as in America, Brazil, Mexico, Italy, and Spain among others where parental control was viewed as hostility and intrusion on childrens rights. However, an exception was observed when authoritarian parenting was used among collective communities such as in India and Chinese backgrounds where the effect on students discipline was positive (Achoui 2003; Dwairy & Achoui 2006)

Indulgent parenting style which emphasizes more affection, acceptance and involvement but less control when raising children has been found to have a positive effect on students discipline among communities living in environments where equality between adults and children were emphasized such as in Brazil, Mexico, Italy, and Spain and where defiance to parental authority could not have adverse effect on children (Gracia & Garcia , 2009; Martinez & Yubero 2007) However, indulgent style was associated with negative outcome in USA (Baumrind 1991; Malaysia Cherry 2014 ;Nigeria, Okorodudu 2010; and in Kenya Njagi 2007 ; Kagwima 2010 and Ochenge 2010). Students exposed to this style were found to be manipulative, had disregard for rules and adults authority and easily got involved in misbehaviour (Suheyla, 2001; Baumrind 1991). Similarly, Detached parenting style where parents spent limited time in child related activities, offers little support and control to their children led to low emotional attachment between parents and children (Ansari & Qureshi, 2013). Such children may feel neither loved nor cared for and engaged in behaviours such as attention seeking, feigning sickness, and negative peer pressure among others. Research show that children with low attachment to parents find it easy to engage in activities and behaviours that contradict parental wishes like aggressiveness, indiscipline, low academic performance, suicide ideation among others (Garcia & Garcia 2009; Lai & Chang 2001; A New Mexico Public Education Department (NMPED) 2005) since either they did not know or did not care about effect their actions had on others related to them.

Statement of the Problem

Management of student discipline is posing increased challenge in many schools in Kenya today as indicated by the many school strikes, arson attacks, varying levels of offences schools deal with despite efforts and policies from the government.

Due to increased levels of indiscipline in schools, studies have concentrated on finding causes and solutions from within schools leading to recommendations such as creating conducive learning atmosphere, improvement of services provided within schools, involvement of students in decision making while at school, withdrawal of harsh punishments and upholding childrens rights, strengthening guidance and counseling departments in schools, employing more staff (RoK 2001, 2008). However, these measures have not led to commensurate improvement of discipline in schools as many schools still grapple with serious cases of indiscipline (Ogweno 2016; Karanja & Bowen 2012; NACADA 2010, Hahaya Yasmin Ibrahim & Rahman 2009; Okorodudu 2010; Kindiki 2009; Kiprop 2009, RoK 2001, 2008)

This study therefore sought to bring the angle of parenting which has been found to have a substantial influence on students' behaviour and attitude which in turn determines perceptions, activities and choices individual students made with the view to finding wider solutions to the problem of indiscipline in schools.

Objectives

1. To assess parenting styles and effect associated with each on students discipline in secondary schools in Nairobi County.
2. To establish effect of home related challenges that students sought counseling on while at school.

Theoretical framework

This study was guided by Social Learning theory by Albert Bandura (1986) and Rational Choice theory by George Hamas (1961). Social learning theory states that people are capable of learning from one another through observation, imitation and modeling. Children learn by copying the behavior, attitudes and emotional reactions of people in their immediate environment like parents. One weakness in this theory is that it places a lot of emphasis on external environmental influences and therefore removing accountability from the child on how he /she process and handles the information gained. This theory is relevant to the study since children's behaviour and attitude may be influenced by parenting styles and practices, through observation, imitation and what has been communicated to them. Rational Choice Theory was used to strengthen the above weakness. The theory states that human beings are purposive and goal oriented. Their actions are geared towards particular needs or goals. A choice is made towards that action that gives the greatest satisfaction. Behaviour is maintained when what one wants matches what they perceive but is changed any time there is a mismatch and continues so until the desired match is achieved. It is indicated that children learn best from those whose attributes they either admire or are relevant to them. This means that students might choose to follow their parents' values, ideas or ways if they relate positively with such parents.

This theory is applicable to this study because many discipline problems arise when children try to fulfill a need in undesirable ways. Children whose needs real or perceived are not satisfied could be frustrated and could resort to behaviours deemed appropriate to solve the problems. Therefore, causes of problems such as aggressiveness, hostility, attention seeking defiance and other inappropriate behaviour should be identified so that acceptable alternatives to replace them are designed to achieve acceptable behaviour. Both theories give every student room for improvement by creating new models and opportunities to copy and learn new desirable behaviours and thus displaying acceptable levels of discipline.

Methodology

The study used ex post facto survey design which related students' levels of discipline to parenting styles such students had been exposed to. The target population in the study consisted of 46,858 students from where a sample of 381 was drawn using Krejcie and Morgan Table (1970) and thereafter using stratified, proportionate and random sampling to sample students according to school type, gender and class. The final sample consisted of 146 from Boys boarding, 138 from Girls boarding and 95 students from mixed day schools in Nairobi County. Using central limit theorem, 30 teachers from the three school categories were sampled; giving a total of 90 class teachers and 30 parents from among PTA members of sampled schools. A total of 29 deputy principals and Head of Guidance and Counseling Department from sampled schools were purposively selected.

Instruments

Questionnaires and interview guides were used to collect data from students. The second questionnaire was used to collect data from teachers, H.O.Ds guidance and counseling and deputy principals while interview guide were used to collect data from parents.

The tools were exposed to expert validation before use. Split half method used to test reliability gave a coefficient of 0.8. Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, percentages and cross tabulations were use to summarize data while Pearson Product Moment Correlation Coefficient was used to determine relationship between democratic, authoritarian, indulgent, detached parenting practices and students’ discipline.

Validity and reliability

To ensure content validity, questions were clearly set in line with the set objectives to prevent ambiguity. Instruments were also carefully set and validated by a team of experts and professionals (Best & Kahn, 2006) particularly the university supervisors to determine and correct any weaknesses before pretesting and pilot testing in two schools. To establish the reliability of instruments in this study, split half method was used for major questions. Responses in each half were computed and scores generated. Then Pearson Product Moment Correlation used to correlate the scores from the two halves in the students’ questionnaires (Mugenda & Mugenda, 2011; Best & Kahn, 2011) realized 0.8 coefficients. According to Best and Kahn, (2011) correlation coefficient above six is deemed reliable. Therefore, the questionnaire was reliable enough to be to collect data for this study.

Identification of parenting styles

It was prudent to determine parenting styles parents used in raising their children. Table 4.1 indicates computed parenting styles based on forty practices, ten from each four styles associated with parenting. The students rating according to how their parents/guardians related with them was given in a four point likert scale representing the following responses. 4 strongly agree, 3 agree, 2 disagree and 1 strongly disagree. Responses for each question as given by students in every parenting style were added and a style with the highest total graded as the first dominant style while the next high as the second dominant style for every student. Forty would be the highest score possible for each style. On the other hand, the lowest score would be ten implying a strong disagreement with (or a score of one) all the statements. But that below 25 in all parenting styles was graded as having no specific parenting style. The results are displayed on Table 4.1

Table 4.1 Parenting styles used by students’ parents

1 st dominant parenting styles			2 nd dominant parenting style		
Parenting style	frequency	Percent	Parenting style	frequency	percent
Democratic	273	72.6	Democratic	25	6.6
Authoritarian	49	13.0	Authoritarian	85	22.6
Indulgent	9	2.4	Indulgent	20	5.3
Detached	21	5.6	Detached	12	3.2
No specific	24	6.4			
Total	376	100	Total	166	44.1

The finding on Table 4.1 show that democratic parenting was dominantly used by parents as indicated by 72.6 percent of students agreeing with most practices associated with it. Authoritarian style was the second predominant style used by 22.6 percent of parents. It is also indicated that 37.8 percent of parents used more than one parenting style in raising children while 6.4 percent used no specific style.

In the following section results on effect associated with all parenting styles on students discipline is discussed.

Discussion and Results

1. To asses parenting styles and effect associated with each on students discipline in secondary schools

To asses parenting styles and effect associated with each on students discipline in secondary schools, cross tabulation between styles of parenting used by parents and students level of involvement in fifteen common cases of indiscipline was done. The results are displayed in Table 4.2

Table 4.2 cross tabulation of parenting styles and students level of involvement in indiscipline cases in schools

Cases of indiscipline	Parenting styles and level of involvement in %				No specific style
	Democratic	Authoritarian	indulgent	Detached	
a Failed to complete assignments	15.8	30.6	22.2	61.9	24
b Conflicts with prefects over undone duties	14.65	18.4	55.6	61.9	20
c Missed classes deliberately	3.7	4.1	88.8	81	8
d Displayed rudeness to teachers	4	6.1	88.9	85.7	0
e Cheated in exams	2.9	6.1	0	9.5	0
f Had illicit relationship with other students	5.5	10.2	0	4.8	4
g Fought with colleagues	5.5	8.2	11.1	9.5	4
h Used illegal drugs	3.3	2	11.1	4.8	0
i Used abusive language on peers and teachers	8.1	12.2	22.2	23.8	8
j Caused bodily harm to other students	7	2	0	14.3	0
k Copied assignments from other students	16.5	4	11.1	38.1	28
l Have been suspended due to indiscipline	2.9	2	11.1	0	0
m Changed school due to indiscipline	1.8	0	11.1	4.8	0
n Stolen from other students e.g. Uniforms, books	2.9	10.2	0	9.5	8
o Punished for other indiscipline cases	8.8	16.3	22.2	16	4.8
Total	273(76.6%)	49(13%)	9(2.3%)	21(5.6%)	25(6.6%)

Table 4.2 indicates that among fifteen cases of indiscipline displayed, students whose parents were detached recorded the highest level of involvements in eight cases. The highest percentage (85 percent) being displaying rudeness to teachers. Studies show that when parents are less demanding; are low in setting and enforcing rules on mature behaviour for their children and also that children who negatively perceive lack of warmth and affection from those significant to them become dissatisfied and develop problems in personality that could be reflected in their behaviour (Gracia & Garcia 2009; Xu 2007; Lai & Chang 2009 & Pachan 2011; Devine, Ho, & Wilson, 2000). Further, it is reported that children interpret lack of love, concern and care in parental absence and lack of involvement in activities of their interest. This affects their view selves; others as well as their ability to follow directives mostly interpreted negatively leading to non conformity or rebellion. It is also reported that parental absence leads to low student – parent attachment and communication which denies children chance to internalize parental values. They become ill equipped to resist negative peer pressure associated with indiscipline (Spera, 2005) and are worsened by lack of concern for the type of friends children kept.

Table 4.2 also indicates that 88.8 percent of students from indulgent parenting background missed classes deliberately. Studies associate indulgent parenting styles with inability to set rules and regulations that guide students' behaviour. The parents cannot force children to undertake activities the find undesirable. Such children might find it easy to disobey rules or manipulate them to suit their situations. Indulgent parents also communicate freely and act more like friends than parents and are manipulated into doing all children want. However, such children unconsciously behaving and expecting similar treatment from other forms of authority would be interpreted as indiscipline. This makes them unhappy and forceful to achieve their desired goal (Suheyly 2001). This is proven by results on Table 4.2 that 88.9 percent of students from indulgent background displayed rudeness to teachers.

Indulgent parents also avoid giving duties and responsibilities that would be less enjoyable to their children. A question that required students to indicate whether they were given duties and chores at home had the least percentage (1.1) coming from indulgent parenting background. Similarly, it is noted that the highest percentage (55.6%) of students who had conflicts with prefects over undone duties were from this style. Parents who use indulgent parenting style are also found to be very nurturing and loving and allow children to solve problems without involving parents. The children develop high self esteem and concept (Baumrind, 1991). This explains why the least percentage of students from this style had recorded stealing from others. It is noted that some students steal from others due to lack of contentment and a desire to look more able and fit in a group. Students with high self esteem tend to feel comfortable and contented. It is observed that none of students from indulgent parents recorded having cheated in exams. This could be attributed to their relationship with parents as equals thus being able to remove fear of consequences from parents associated with failure. Students cheat in exams to fulfill what is at stake or due to fear of consequences from parents. According to Ijaz and Mahmood (2009) indulgent parenting that constitutes no neglect and lack on misdeeds might not be harmful to children in terms of discipline.

Authoritarian parents are found to be less free with their children. They also avoid showing their love openly to them. Studies show that authoritarian, dictatorial or harsh parenting style, may lead to negative feelings of worthlessness, low self-esteem and less internalization of parental values (Baumrind 1991; Lai and Chang 2001; Devine, Ho and Wilson 2000). Pelt (2014) observes that when parents use harsh punishment children tend to lie to avoid being punished; they also learn to solve problems using anger and violence. According to Toro and Morgan (2009) harsh discipline which involve harsh punishment, harsh verbal abuse such as name calling profanity or causing shame to a child may lead to low self esteem and difficulty with peers and explain that such children may turn violent and physical at the slightest provocation as well as passive disobedience towards authority (Maccoby 1989); Gallagher 2012). However, only two percent of students reported to have caused bodily harm to other students compared to 14.3 and 7 percent from detached and democratic styles respectively while they were third with 8.2 percent and 12.2 percent among those who had fought with other colleagues and used abusive language on peers and teachers respectively.

Although the study adds that harsh punishment never work with teenagers especially when they view parents' actions as unfair; that such parents earn disrespect instead of love and conformity. The author further observes that there is direct proportion between respects children have for parents and that they hold for teachers, school authority, the police, the church, law of the land and to society. The implication here is that children who relate poorly with parents might also relate poorly with other forms of authority. But, it is observed that students from authoritarian parents who displayed rudeness to teachers in this study was lower 6.1 % compared to 88.9 percent and 85.7 percent from indulgent and detached parents respectively. While those who used abusive language on peers and teachers was lower at 12.2 percent compared to 22.2 percent from indulgent and 23.8 from detached parenting background respectively.

Studies also show that authoritarian parents demand that their children strictly adhere and conform to set rules and standards even to the extent of using physical force or harsh means of discipline. This could discourage them from getting involved in cases of indiscipline to come extent. Although authoritarian parenting has been associated with negative outcome in students discipline in some contexts, students' level of involvement in cases of indiscipline in this study was comparatively lower. Results on Table 4.1 show that no students from authoritarian parenting had changed school due to indiscipline. Though there was involvement in other cases of indiscipline as failing to complete assignments (30.6 %) conflicts with prefects over undone duties (18.4%) used abusive language on peers and teachers (12.2%) it was much lower compared to other parenting styles.

This could be attributed to the fact that parents were more flexible in using practices associated with the style or that as indicated by some students, they were not badly affected for they thought their parents meant well. Similarly, authoritarian parenting has been associated with positive outcome in contexts where conformity to rules was valued. Ijaz and Mahmood (2009) found it useful among cultures where group and obedience family rules were emphasize like in Pakistan where parents of all races taught children the value of socially acceptable behaviour and being considerate to the needs of others above their own. In the same context and in other Muslim cultures parental authority and control was viewed as love and care and was less associated with psychological problems in children.

In Malaysia and other Asiatic cultures where conformity to group rules and socially acceptable behaviours among children were valued, students from authoritarian backgrounds were involved in less misconduct while in schools (Stewart et al., 1998; Dwairy & Achoui 2006). Similarly, a sample of students in an international school drawn from different races indicated that few disciplinary actions had been taken against Indian and Chinese students where strict discipline was observed compared to those from western nations such as United States and Australia where individualism and autonomy were emphasized

Democratic parenting associated with parental involvement, reciprocal communication, negotiation and persuasion gave children a feeling that they were appreciated and ought to be responsible (Save the Children Sweden, 2008). Studies also show that children from democratic backgrounds display psychological well being, accuracy in perceiving parental values, less in association with low self esteem and misconduct in schools (Garcia& Gracia 2009; Baumrind 1991;Martinez 2007). Table 4.1 show that though majority of students had parents who were democratic, their level of involvement in cases of indiscipline was lower compared to other parenting styles. For instance, out of the fifteen common cases of indiscipline indicated, students from democratic parenting backgrounds had the least involvement. This could be attributed to free and open communication with parents that enabled students to discuss personal challenges with parents.

Generally, it is noted that students from all parenting styles were involved in cases of indiscipline to some varying degrees. This implies that besides parenting practices, other factors also affected students’ discipline. In the following section home related challenges experienced by students are discussed.

2. To establish kinds of home related challenges students sought counseling on while at school.

The information above confirms that parenting practices influence students’ behaviour to some extent though other factors might be involved. Even though teachers may only guess the parenting styles most students have been exposed to, records of cases students brought for counseling within schools revealed that there was a correlation with the findings from students that besides parenting styles, other problems in students’ environment could affect their discipline at school. To confirm this information given by students, teachers and administrators were asked which problems students mostly sought counseling on while at school. Results obtained are shown on Table 4.3

Table 4.3 Teachers response on cases students sought counseling from teachers on

Cases	Frequency and percentage		
	Yes	NO	No response
Family (home) related problems	67 (79.8%)	14 (16.7%)	2 (2.4%)
Academic related problems	63 (75%)	12(14.3%)	8(9.5%)
Boy/ girl relationship related problems	15(17.9%)	64(77.8%)	4(4.8%)
Drugs, substance abuse related problems	30(35.7%)	52(62.7%)	1(1.2%)

Table 4.3 indicates that according to 79.8 percent of teachers, family (home) related problems topped the list of cases students mostly sought counseling on. These views agree with those given by students earlier indicating that family issues constituted the largest source of problems that affected students while in schools. Considering that high percentage of students from across parenting styles would not prefer discussing family problems with teachers for fear of having them shared, many students suffered silently and only disclosed their concerns when the situation was unbearable. The ease with which students disclosed their problems to visiting counselors and preachers confirmed this fact. It is reported that while some students managed well despite their challenges, others depending on gravity or perception of these challenges resorted to in appropriate behaviours to cope.

Other specific factors from students’ background that also affected them while at school are shown on Table 4.4

Table 4.4 students’ opinion on specific factors and behaviours arising from students’ background

Problems	percentage
• Too much freedom-poorly utilized by students leading to lack of focus at school	23.8
• Poor family values-replicated in school	17.9
• Parenting style - too lenient/ over protective parents causing laziness and complacency	11.9
• Broken/dysfunctional families leading to dissatisfaction /rebellion, anxiety and inattentiveness	9.5
• Abuse or neglect of children, leading to low self esteem, concept	9.5
• Un conducive neighbourhood/ recklessness,	9.5
• Too strict parents on child,	4.8
• Favoritism and comparing children,	3.6
• Poor parent-child relationship leading to dissatisfaction , violence or attention seeking,	3
• Social class – high, leading to low disregard for others and authority; Low leading low self esteem	2.4
• Lack of basic needs leading to stealing or negative peer influence,	1.2
• Too much money at students disposal thus exposure to misuse on drugs and bribery, lack concentration,	1.2
• parents as negative influence -disrespect teachers	1.2

The first factor identified as affecting students was having too much time utilized in activities that affected their focus and discipline. Some activities mentioned were overindulgence in social media to chat with others, watch movies play games, read novels stories and tweets. While having on line -lessons among few others were beneficial, majority led to boredom, addiction, fantasies, low concentration, and state offences; offences prohibited due to age and status (Sarwar, 2016) while at school. Similar problems were identified by students and were attributed to negative effect on students’ discipline while at school.

Further, other problems mentioned included family values contrary to those set in schools-replicated in school such as refusing to do duties they were not used to at home, failure to obey or talking back to adults since they did the same to parents, fighting and using vulgar language as they did with siblings, taking other peoples clothes since they were not used to washing theirs at home, inability to share and cooperate with others, refusing to go to church among others.

Students’ opinion on how problems arising from their homes, on Table 4.4 spread across all parenting styles, affected their behaviour and discipline while at school are displayed on Table 4.5

Table 4.5 Effect of problems from home on student discipline at school summarized

Problems	Effect on students at school
1 Domestic violence /conflict/ frequent fights between parents	<ul style="list-style-type: none"> • Moodiness , withdrawal • Lack of focus • Refusal to work • Low self esteem • Exposure to use of drugs • Disobedience/rebellion/ stubbornness • don’t care attitude
2 Poor relation /argument with parents	<ul style="list-style-type: none"> • Indiscipline refusal to work • Low self esteem • Moodiness and violence to others • Anger / irritability

3	poverty	<ul style="list-style-type: none"> • No effect • stealing • Refusal to work with others • Low self esteem • Withdrawal/loneliness
4	Drugs and substance abuse by parents	<ul style="list-style-type: none"> • High tendency to abuse drugs • Anxiety and withdrawal • Low self esteem
5	Divorce / separation of parents	<ul style="list-style-type: none"> • Anxiety/ moodiness/ withdrawal • Stubbornness /rebellion • Stress/ lack of concentration • Irritability • Low motivation • Aggression against perceived culprit or look a likes • Attention seeking indiscipline • Causing bodily harm(cutting, pocking, starving, ,having suicidal thoughts /attempts
6	Neglect / rejection by parents	<ul style="list-style-type: none"> • Violence to others • Negativity and bitterness • Attention seeking • Anxiety and moodiness withdrawal • Stress/ lack of concentration • Irritability • Lying • Causing bodily harm(cutting, pocking, starving, ,having suicidal thoughts /attempts
7	Addiction to television and phones	<ul style="list-style-type: none"> • Truancy • Unhealthy sexual habits • Absent mindedness/day dreaming
8	Being gated /denied freedom	<ul style="list-style-type: none"> • No effect on some • Stubbornness /rebellion • Negative behaviour to explore/ compensate • Stress/lacking concentration/ • Naivety/ gullibility • Blind obedience to negative peers • Loneliness/difficulty with peers
9	Corporal punishment/brutality	<ul style="list-style-type: none"> • Violence to others • Stubbornness /rebellion • Fear of authority • Don't care attitude • Anxiety and fear • Lying to escape
10	Single parent	<ul style="list-style-type: none"> • No effect to others • Worry / anxiety • Lack of focus /confused • Attention seeking

Table 4.5 indicate that according to majority of students domestic violence /conflict/ frequent fights between parents was ranked highest in terms of negative effect it had on students. This was followed by poor relationship with parents. Students who felt unloved or neglected by parents resorted to disruptive behaviours some of which aimed to hurt or force parents to act as indicated by utterances by the two students below;

RM 32 “Sometimes I find myself in good terms with my mother while communicating but other times its worse I find myself arguing with her then I refuse to talk for some time. At such times I may want to do bad things to annoy her more.”

RF160 ‘It is as if my mother thinks I was born knowing everything. Where does she expect me to know things if not from her? It is as if my best companions are seats and tables. I feel pissed off and would just do thing to also annoy her, I will never give her peace’

Similarly, a student who admitted to doing the same to force a transfer to a school of choice recalled that she started by

Sleeping in class, refusing to do assignments, faking sickness to go home for treatment, fighting others for flimsy reasons, tearing and destroying own books and uniforms as proof of hatred from peers and that life was in danger, writing anonymous letters accusing self of peddling and abusing drugs to earn an expulsion, sneaking out of school and finally succeeding by slitting arms and causing serious bodily harm to self and attempting suicide.

Finally, parents yielded to the demands after counseling sessions proved unsuccessful. Such and other similar cases prove that students resort to indiscipline to fulfill a need that might not be known to teachers

Students’ response to an open question on how parents could be involved to improve discipline in schools further proved that some problems affecting discipline in schools arise from students’ background. The summarized responses are shown on Table 4.6

Table 4.6 Students’ response on how parents’ can be involved to support students’ discipline management in schools

	Parents’ Support of discipline management	Frequency	Percent
1	Support school rules/management	59	15.7
2	Have rules in their homes	55	14.6
3	Be close to know and correct children	54	14.4
4	Monitor activities with friends	37	9.8
5	Punish indiscipline appropriately	37	9.8
6	Instill appropriate behaviour	27	7.2
7	Allow schools to discipline errant students	26	6.9
8	Display good behaviour	17	4.5
9	Work with teachers for workable solutions	15	4.0
10	Appreciate/ motivate good students	13	3.5
11	Monitor academic progress	11	2.9
12	Discourage other parents with bad behaviour	10	2.7
13	Avail self when called to school	8	2.1
14	Be mentors to other students	4	1.1
15	Provide for their own children	2	.5
16	Source for professional counselors to support schools	1	.3
	Total	376	100

Table 4.6 indicate 15.7% of students stating that parents should support school rules or policies given by school management in order to encourage their children to follow suit. It was noted that some parents undertook activities that contravened school rules. This signaled to students that they could equally bend rules at will. Though few, (2.7%) of students suggested that schools should have mechanisms to identify, guide or discourage parents with inappropriate behaviours; meaning that some students copied inappropriate behaviour from parents. This became a challenge when parent support was needed to correct students’ behaviour. Mulwa (2014) established that uncooperative parents were a major challenge experienced by principals in students discipline management.

This due to the fact that such parents sided with students whenever they made mistakes either because they considered such mistakes less serious or thought children incapable of committing such offences.

Conclusion

This study concludes that parenting styles and problems from students' homes affect them at school. On average, both teachers' students and parents thought democratic parenting led to students with positive behaviour unless other problems cited were involved. Students mostly benefited when they communicated freely and openly, when parents set, communicated and enforced clear rules that did not conflict the school ones. At the same time when parents engaged in activities that allowed them time to know and guide students in a free and relaxed environment, students discipline was improved. In addition, students loved it when parents were approachable, supportive and friendly; attributes that were associated with either democratic or indulgent parenting styles.

Many parents using authoritarian style were flexible in most practices associated with the style. Results demonstrated that fewer students were involved in cases of indiscipline when authoritarian style was used compared to students from indulgent and detached parenting backgrounds. Cases of involvement indiscipline was even lower when authoritarian style was used as a second option of parenting compared to when used as the first dominant style; proving the fact that strict adherence to authoritarian practices could have an effect on students' discipline. This was proved when students stated that parents being unavailable (mostly emotionally) or not social associated with authoritarian and detached parenting style affected students -parent relationship negatively. Students exposed to authoritarian parenting practices avoided open involvement in cases of discipline.

Though correlation between students from indulgent parenting background and levels of discipline was not significant, frequency of involvement in cases of indiscipline was higher among students exposed to indulgent parenting style than those from democratic and authoritarian backgrounds; implying that indulgent parenting practices strictly used might negatively affect students' discipline.

Results have shown that students from detached parents tended to be involved in many forms of indiscipline more than those from other parenting styles. This was notably because of lack of parental control that made it difficult to monitor students' activities. Parental absence affected communication and student - parent bonding which prevented flow of vital information to parents. Therefore, challenges of indiscipline some of which were aimed to avenge real or perceived inadequacies would be discovered too late.

In addition, some factors affecting students discipline originated from students' home backgrounds as confirmed by teachers. It is noted that students sought counseling on home related problems more than all others factors. Conflicts and frequent fight between parents caused moodiness, agitation, anxiety, don't care attitude and was associated with indiscipline in students. Moreover, some disciplinary measures used in schools were more reactive and ineffective or inappropriate in addressing underlying causes of students' inappropriate behaviour. For some suppressed or aggravated instead of supporting positive behaviour. So there is need to study students' background through strong and well established counseling offices run by non teachers to allow free communication and follow up.

Recommendations

1. The Ministry of Education Science and Technology should prepare manuals for use in schools to sensitize and equip parents with knowledge and skills in parenting through talks and seminars both in schools, churches, and local barazars to ensure that important values and standards are inculcated in children at different stages of development other than leaving parenting roles wholly at the discretion of individual parents. This might not only reduce conflict between home and school rules that affect discipline management in schools but also control negative peer influence.
2. The Ministry of Education Science and Technology in conjunction with Teachers Service Commission should train employ and post on full time basis enough competent guidance and counseling personnel according to student population. This is to ensure that students' problems are correctly diagnosed expertly and promptly addressed as opposed to having one ill equipped and overwhelmed subject teacher whom in most cases not trusted by students.
3. Teachers should attend frequent relevant in-service courses;
 - (i) on current trends, challenges, expectations and management of modern students
 - (ii) to be conversant with adequate subject content and methodologies communication, investigative, strategic and conflict management among other skills to discharge their diverse duties effectively.

4. Parents should improve their parenting skills by attending organized talks and seminars on effective parenting. This is to enable them create a conducive home environment for self and children and instill desirable values in children by balancing control and affection. They should also attend sensitization meetings on important tenets of parenting as well as school's expectations on students discipline management so as to fully involved in student discipline.

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