

# To Examine The Prevalence Of Student Indiscipline's Cases In Public Secondary School In Westlands Sub County, Kenya

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## ABSTRACT

Students discipline in Kenya's secondary schools is depicting a worrying trend raising concerns by the government, school management, parents and society at large. The purpose of the study was to investigate the influence of parental attributes on student discipline in public secondary schools in Westlands Sub- County Nairobi, Kenya. The objectives of the study were; to determine the influence of parental encouragement, to assess the influence of parental empathy, to establish the influence of parental temperament, and to find out the influence of parental commitment on influencing students' discipline and the counseling intervention strategies to curbing student discipline problem in public schools in Westlands sub-county. The study was anchored on the social learning theory was developed by Albert Bandura. The study adopted descriptive research design. The study population was 5441. A sample size of 373 was selected using stratified random sampling. The questionnaire and interview guides were used to collect primary data. The data collection instrument was planned and operationalized according to the predictors to accomplish validity. The study used mixed measures of data as it supports use of triangulation approach to have a clear understanding of parental attributes and student disciplines in schools. Three different questionnaires were used to collect data from parent and student respectively, while two different interview schedules were used for gathering information from counsellors, head teachers and educational officers. Data was analysis using descriptive techniques and using pearson product-moment correlation. The study established that there was a strong positive relation (0.6). The findings of the study established there exists a strong, significant and positive correlation as indicated by  $r=0.703$ ,  $PV=0.0000<0.01$  between parental encouragement and student discipline in public secondary schools in Westland Constituency. The results revealed that there exists a strong, significant and positive correlation between parental empathy and student discipline in public secondary schools in Westland Constituency as indicated by correlation factor,  $r=0.621$ ,  $PV=0.0001<0.05$ . The study concluded that parental encouragement and parental empathy have strong and significant predictor on positive behaviors among students in public secondary schools the study concluded that exists a weak, significant and positive relationship between parental temperament and student discipline in public secondary schools. The study concluded that parental commitment is a significant predictor of positive behaviors among students in secondary school in Westland Sub County. The study recommends that measures should be developed to foster parental encouragement as a predictor of positive behaviors among students in public secondary schools

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## I. Background to the study

The success in learning institutions in terms of development and improvement is to a great extent controlled by the order guidelines that control student behaviours in schools. As shown by Otieno (2012) student positive behaviour is design of management the student to exhibit good behaviors and upholding high discipline level. He also demonstrates that incredible administration of behaviours among students saves a great deal of resources and time for the learning in schools. Learners' discipline is perceived as the setting especially of the mind and good conduct, expected positive behaviours and capacity. Koutseline (2002) portrays learner's indiscipline as any student behaviour that strays from parent and learning desires outcome. These cravings may shift from school to class and besides depend upon social impression of ideal direct as indicated in different social orders. In a learning circumstance, indiscipline can be linked to parental features. Tattum (2016) observed that parent's characteristics such as parental empathy influence successful disciplinary behaviour among learners. Sound discipline is achieved when parent contribute to their children behavioral development.

In Kenya, discipline issues experienced by Kenya optional schools incorporate delinquency, tormenting, devastation of school property, physical brutality by student on instructors and different classes, liquor addiction, drug abuse and substances, non-attendance among others. Thus, there should be an

exceptionally close observing and management of student' exercises in schools by the two heads and educators to control the negative practices. As per Too, Kimutai and Kosgei (2012) the parent has an obligation of supporting their kids, focus on their inclinations and give guidance. This is on the grounds that guardians assume a significant function in discovering whether the ideal instructive outcomes are accomplished just as keeping up elevated requirements of student discipline. Hence parental characteristics are key to achieving good discipline among learners in schools. Where there are parental gaps in student development, student indiscipline descends in school setting. This can be authenticated through learners' positive attitudes and honesty which lack in many learners in schools in Kenya. When pyromaniacs who are profoundly suspected to be individual learners torched school offices as it occurred in Le-Pic Secondary School Riruta in Nairobi where four lives were lost (Olick, 2012).

Auma (2018) carried out a research determining the influence of democratic, authoritarian, indulgent and detached parenting attribute, parental control, supervision, communication, parent-child relationship and discipline management strategies used by parents on students' discipline in public secondary schools in Nairobi County. It was noted that problems emanating from students' caused anxiety, lack of concentration and indiscipline which strategies of discipline management were unable to unearth and address. Sironga (2018) determined the effects of parent-child relationship on the psychological wellbeing of adolescents in Dagoretti South Sub-County. The implication was that improvement in the parental empathy had a positive effect on the adolescent psychological wellbeing. The study failed to link parental empathy to enhancement of student discipline in secondary schools in Kenya.

In Kirinyaga County, more than 1,000 learners from three private schools were requested out of the learning institutions after they demolished property worth a huge amount of money. Supportive home environment and family communication patterns that encourage conversation and dialogue about family problems, help young adults maintain higher levels of emotional wellbeing and autonomy as they transition to adulthood and life outside of the family home. Responsive parents praise and encourage while unresponsive ones are quick to criticize, punish, ignore and are less emotionally available to children. Despite the fact that there have been increasing instances of learners' indiscipline in schools in Kenya, the degree to which parental features contribute to student discipline has been the determinant spurring the endeavor of the current study.

## **1.2 Statement of the problem**

Student discipline is a key determinant of smooth teaching and learning process and academic achievement in schools. Managing students' discipline has been a great challenge and concern to many schools informing setting out rules and regulations aimed at enforcing acceptable behaviours patterns in an effort to attain desired objectives. However, many secondary schools in urban areas face the problem related to disruptive and indiscipline students' behaviour such as fighting, verbal abuse, bullying, sexual harassment, rule violation and destruction of school property (Waithaka, 2017). The disruptive behaviour consequently hampers the atmosphere for teaching and learning in schools resulting into loss of time for classroom learning, threaten school safety and ruin students' chances of becoming successful in their academic pursuit and life in general. This raises concerns among the education stakeholders are efforts are put in place to achieve enhanced student discipline in schools. According to Mwaniki, Kiumi and Ngunjiri (2015), parental psychological features could be deployed in an effort to foster student disciplines in schools. According to McCormick, Cappella, O'Connor and McClowry, (2013) parental attributes plays an important role in the formation of children behaviour and contribute to enabling them to face the future challenges of life. This may involves deep understanding of developmental process and learning of temperaments, intelligent, personality patterns, interpersonal action and socialization.

## **1.3 Significance of the study**

The study may be valuable to school administrators and guiding and counselling teachers who may gain insight on the relationship between parental attributers and student disciplines in schools. This would foster formulation of measures linked to parental attributes to curb student indiscipline's in schools. This may go a long way in promoting learning environment, enable student to remain focused on academic goals.

Parents are the child's first teacher in the world. Home is the first learning institution; therefore, whatever children learn in the home environment they are likely to carry into their adulthood. Since the parents are the first socializing agents, their parental qualities and skills are supposed to be of high quality. Therefore, the researcher saw the need to establish the influence of parental attributes on students' discipline in public secondary schools in Westlands Sub-county, in Nairobi County.

The findings of the study may be invaluable to the government and policy makers in education sector as it may be providing insightful information on the extent parental attribute contribute to student discipline in public schools. The government through the Ministry of Education may find the results of the study significant

and formulate counseling interventions that links to parental attributes to foster student disciplines in schools as well as curb student indiscipline in public secondary schools in the country.

## **II. Literature Review**

### **2.1 Parental Encouragement**

Parent consistently need the best for their youngster and consistently need their kid to carry on with a superior life than them. Parents give the same number of assets as they can, yet this can likewise be negative to the kid's instruction in some cases. As per Peck (2012) parental consolation is the motivation or extra-boosting given by the guardians to the youngsters for their dynamic association in scholastic life. Parental support assumes a significant function in the development of life of youngsters. It additionally empowers them to confront the future difficulties of life (Okonofua and Eberhardt, 2015). It includes various things like profound comprehension of formative cycle and learning of dispositions, savvy, character designs, relational activity, socialization and so forth. Youth is a particular time of human life, offspring of this age feel autonomous, and they disregard their folks care and their advice (Walker and MacPhee, 2011).

Not all learning occurs in school; a bit of it happens at home. To guarantee this; those under study are urged to learn at home, teachers must include guardians. Parental consolation in higher optional training is basic for kids to be fruitful in school and later in their lives (Paunesku, 2015). Studies have demonstrated that parental consolation in training is related with better participation, higher paces of schoolwork fruition, increment in inspirational perspectives and practices at school and at home, higher school participation rates, more noteworthy in general understudy accomplishment, better attitude towards the schools.

Parents' support foster children's discipline in school as parent plays a major role in child development. The duties and maintenance from the parent in assisting correction of deviation behaviors among the learners has failed to gain more attention (O'Connor and McCloowry, 2013). The significant of encouragement from parent in pursuant to achieving educational goals foster disciplines among student. According to Malukeke, (2014) parental encouragement acts as a tool for motivating children in schools and enhances better behaviors growth of learners. Indiscipline cases in schools such as truancy could be reduced through parental engagement in encouraging children to work hard toward achieving educational goals.

### **2.2 Parental Empathy**

Learners at homes need empathy and love when they commit errors, not annoyance (Drexler, 2013). Parent inability to perceive that learners at home will disguise parental outrage at them when they commit errors, and if guardians blow up with them for committing an error and will exhibit the same behavior at adult stage. Rarely do parent remain compassionate when the children make mistake, to genuinely correct a child, making it difficult for children to explore, assess behavioral limits, share their fear or change their behaviour until they experience a relationship whether their internal needs are understood and accepted (Peck, 2012).

Parents who adopt an empathic mindset impact on students discipline. According to Olaitan, Mohammed and Ajibola, (2013), continuing positive associations with indiscipline understudies, and working with understudies inside believing connections could improve their conduct at home and in the long run at school. For instance, viewpoint taking, the psychological segment of sympathy may assist parent with understanding understudies' encounters and inside states and accordingly react all the more suitably to bad conduct with more prominent worry for the necessities of the understudy (Peck, 2012). Eminently, even the same number of guardians are presented to a default reformatory way to deal with discipline, parent additionally have, as a focal function of their child rearing, the objective to develop and continue positive associations with youngsters and cultivate great conduct at home and school. The presence of this elective outlook recommends that it might be conceivable through moderately unobtrusive intends to urge an alternate way to deal with understudy indiscipline misconduct (Paunesku, 2015). Parental humane order cultivated a cozy connection among educator and understudy and helped kids to procure self-governance, while being regarded and approved in the homeroom. This view is upheld by Wasserman (2016) that the work of sympathetic control, youngsters figured out how to be autonomous, to be principled of others and to observe all rules dependent on intelligent understandings found with the direction of their educator.

### **2.3 Parental Temperament**

Parental temperament has been related with the self-administrative cycles parents use to manage connection with their youngsters and select parental systems they depend on to control their kids' conduct (Checa and Abundis-Gutierrez, 2017). Parents' passionate guideline measures have solid sensitive bases just as result of encounters of moulding and learning. Disposition determinants, negative emotionality and positive emotionality are especially pertinent to parental enthusiastic guideline. As indicated by Wolgast, Lundh and Viborg (2013), negative emotionality and positive emotionality have reliably been embroiled in burdensome issues as increased negative results and lessened positive outcomes. Effortful control inconsistent factor permits

a parent to smother influence driven persuasive and social inclinations so as to adjust conduct and accomplish a clashing objective.

This view is upheld by Strathearn, Iyengar, Fonag and Kim (2012) that maternal Parental temperament and guideline impacted the passionate nature of their associations with their youngsters, which thusly affected their kids' enthusiastic fitness and change. Specifically, they revealed that moms high in negative emotionality would in general be moderately low on sure expressivity, which thus anticipated more unfortunate psychosocial working with respect to the youngsters.

### **III. Research Methodology**

The study used descriptive surveys research design. This help in collecting qualitative data using focus groups and interviews research. The research design promotes collaboration of different data collected to provide a better understanding of the research problem. Glesne, (2016) holds that, the design is also chosen as it helps in collecting data on facts describing the current status of the parental attributes contributing to student indiscipline in schools in Kenya. The study took place in Westland Sub County. There are many public secondary schools and also registered high number of student indiscipline cases between 2014 to 2019. The target population of the study was 5441. This constitute 12 public secondary school head teachers, 24 counseling teachers, 1800 parents and 3600 fourth class students. In data processing, questionnaires were edited for completeness and coded using SPSS version 24 for ease of analysis. The coded data facilitated data entry then processed using the SPSS version 24. Mean, frequency and standard deviation was descriptive analysis methods that were used.

### **IV. Results and Finding**

#### **4.1 Student Discipline**

##### **Student Discipline**

The study sought student indiscipline cases they had ever committed in school. The results were presented in the Table 1.

**Table 1: Student Common indiscipline Cases in School**

	Yes	Percent (%)	No	Percent (%)
Failing to complete school work	105	(52%)	100	48%
Truancy	125	(61%)	80	(39%)
Abusing drugs	123	(60%)	82	(40%)
Drinking alcohol	88	(43%)	117	(57%)
School Bully	145	(70%)	60	(30%)
Fighting other student	108	(53%)	97	(47%)
Stealing	102	(49%)	103	(51%)
Being rude	122	(59%)	83	(41%)

From the results, majority 145 (70%) of the respondents had engaged in school bullying, 125 (61%) student were found to have engaged in truancy, 123 (60%) had engaged in abusing drug and 122 (59%) had engaged in being rude to teachers and fellow student. This demonstrated that most common indiscipline cases among the student were school bullying, truancy, drug abuse and rudeness among student.

The results also indicated that 108(53%) of the student engaged in fighting in schools, 105 (52%), involved in failing to complete school work, 49% (102) engaged in stealing and 88 (43%) engaged taking of alcohol. The respondents further explained that their student who engaged in sneaking food stuff to school, other plan strikes in school, other engaged in immorality, disobeying teachers and still other respected teachers and fellow student. This clearly demonstrated that indiscipline cases are rampant in schools in Westland Constituency.

**Table 2: Extent Parent Respondents encountered Student Indiscipline in Schools**

Student Indiscipline in School	NE	LE	N	GE	VGE	Mean	Standard Deviation
Failing to complete school Duties	0 (0%)	0(0%)	0 (0%)	31(29%)	77(71%)	3.7103	.45577
Truancy	0 (0%)	0(0%)	0 (0%)	61(57%)	47(43%)	4.4393	.49863
Taking drugs	0 (0%)	0(0%)	0 (0%)	30(28%)	78(72%)	4.7290	.44658
Drinking alcohol	0 (0%)	0(0%)	30 (28%)	60(57%)	18(15%)	3.8972	.65782
School Bully	0 (0%)	0(0%)	0 (0%)	48(43%)	60(57%)	4.5607	.49863
Rudeness	0 (0%)	0(0%)	31 (28%)	18(17%)	59(55%)	3.9626	1.30980
Failure to complete school assignment	0 (0%)	0(0%)	31 (29%)	77(71%)	0(%)	3.5663	.47457
Fighting other student	0 (0%)	0(0%)	30 (28%)	47(44%)	31(28%)	4.0187	.75212
Stealing	0 (0%)	0(0%)	31 (15%)	79(73%)	29(23%)	4.2710	.44658

The results in Table 2 parent respondents agreed (M=3.7103, SD=.45577) that students failed to complete school worked, agreed (M=4.4393, SD=0.49863) that their children had indiscipline cases of truancy and agreed (M=4.7290, SD=0.44658) that their children had indiscipline cases of taking drugs. The results also indicated that student respondents agreed (M=3.8972, SD=.65782) that their children had indiscipline cases of drinking alcohol, agreed (M=4.5607, SD=0.49863) that their children had indiscipline cases of school bully and that student respondents agreed (M=3.9626, SD=0.1.30980) their children had indiscipline cases of rudeness. The results in Table 4.4 further indicate respondents agreed (M=3.5663, SD=.47457) that their children had indiscipline cases of failing to complete school assignment. Further, respondents agreed that student's indiscipline cases of fighting other student and stealing as indicated by a mean of 4.2710 and 3.9813 with standard deviation of 0.44658 and 0.75212.

The guidance and counseling interviewees asserted that cases of student indiscipline were arising and that the schools were experiencing student indiscipline to a great extent.

*"My school has reported increase in bad behaviors among the student hence the indiscipline case increasing to a larger extent hence the need to engage parent." G&C 1*

*"The student discipline has improve in our school and we have experience decline in the level of student indiscipline in our school is only to a moderate extent" G&C 3*

*"The indiscipline cases has increased in our school and this has affected academic performance to a very to a very large extent." G&C 5*

*"The administration have had to call for a school meeting with the parent to address the many cases of indiscipline among student and this can indicate the extent the problem of indiscipline is deep rooted in my school" G&C 6*

The results were supported by guidance and counseling interviewees who reported that schools in Westland Sub County experienced numerous indiscipline cases from the student.

*'Our school has reported increased cases on indiscipline cases as many students failed to obey their teachers, abuse drugs, others come to school while drunk, and few cases of student planning strike in school' G&C1*

*"Some boys and girls in our school were punished for engaging in sneaking foods in school, other involved in intimate relationships others, involved in bullying the form ones while there were cases of thefts and breaking into others student lockers" G&C2*

*" Yes, in my school, the principal has expelled a number of students for sneaking out of school through the fence, bringing drugs to school and engaging in fighting the other student. A very serious case was reported where a student slapped the teacher and that was the highest level of indiscipline reported in our school" G&C3*

*"The indiscipline cases have been reported in our school although not rampant as it used to be in the last decade. Some student were reported to have engaged in truancy, failure to complete their allocated duties in the schools, rudeness and breaking rules and regulations set out in school and these brought along of problem to themselves and to the parent especially where the student is suspended or expelled from the school"*

G&C4

This clearly demonstrated that their numerous cases of students engaging in indiscipline cases ranging from disrespecting teachers, abusing drugs, taking alcohol and bullying others especially the form ones. The guidance and counselling interviewees observed that there are common indiscipline cases exhibited by student in all the schools. This was clearly indicated by the interviewees who noted that:

*"The common indiscipline cases among the student is physical assaults on fellow student and sometime on teachers, verbal attack on teachers, consumption of alcohol and student and theft of items and school properties among others"*

*"Yes, there are common indiscipline cases among the learners that include unruliness, causing disruptions through strikes, smoking cigarette and bhang, sneaking food in schools, taking alcohol and other engage in intimate relationships"*

*"The frequent indiscipline cases in my school and other schools are coming to school with mobile phone, bullying of other student, thefts, vandalism, rudeness and disobedience, taking alcohol and failure to perform assigned school duties"*

The responses from the interviewees demonstrated that schools both boarding and day schools' experiences student misbehaviors that is common in all the schools. This clearly indicated that their numerous indiscipline cases among the student in public secondary schools in Westlands Constituency. This was further supported by the principal interviewees who observed that their various indiscipline cases reported in schools committed by the student and actions were taken appropriately to correct the behavioral anomalies as summarized by PR2:

*"Yes, there are common indiscipline cases was reported having been committed by student and it include unruliness, causing disruptions through strikes, smoking cigarette and bhang, sneaking food in schools, taking alcohol, engage in intimate relationships mobile phone, bullying of other student, thefts, vandalism, rudeness and disobedience and failure to perform assigned school duties." PR2*

The findings were further supported by Key informant, Education officer of Westland Sub County who affirmed that there are student indiscipline cases that were reported in various public secondary schools in Westland Sub County.

*"There are reports from various public secondary principals indicate some cases of student indiscipline such organized strikes, burning of school properties, alcoholism and drug abuse among other misbehaviors" ED.*

There demonstrated that school experience student misconducts and appropriate to assess whether parental attributes has a significant link to student discipline in schools. This view was supported by Institute of Education Sciences (2014) numerous state funded schools experience increasing indiscipline cases among students in public schools as harassing, demonstrations of lack of regard for instructors, obnoxious attack for educators, racial strain and rudeness in schools.

The Key informant observed that parental psychological characteristics such as parental personality, parental motivation, parental temperament as well as parental understanding of child development plat a significant role in shaping the discipline of the children in schools. The asserted that most of indiscipline student in school reflects a mirror of what the parent behave.

*I have had student who have been expelled from schools for gross misconduct and when the parent is called, they are rude, uncooperative and lack respect for the teachers and other people and this clearly show that parent features determine the extent of their children discipline in schools" EO*

**Parental Encouragement and Students' Discipline in Public Secondary Schools in Westlands Constituency**

The Student respondents were requested to indicate the extent parent encouragement contributed to their indiscipline cases in schools.

**Table 3 Extent Parental Encouragement Contributed to Student Discipline Cases in Schools**

Responses on parental encouragement	NE	LE	N	GE	VGE	Mean	Std Dev
My parent motivates me to behave well in school	10 (5%)	16(8%)	31 (15%)	68(33%)	80(39%)	3.9366	1.13797
My parent support me by providing resources I require for learning	10(5%)	16(8%)	27(13%)	122(60%)	30(15%)	3.7122	.97523
My parent participates in my children learning process	0(0%)	0(0%)	23(11%)	107(52%)	75(37%)	4.2537	.64477
My parent takes care of her/his responsibility to ensure I have good discipline	0(0%)	0(0%)	10(5%)	119(58%)	76(37%)	4.3220	.56339
My parent encourages me to be discipline by being a role model	0(0%)	0(0%)	31(15%)	89(43%)	85(42%)	4.2634	.70633
My parent support me in my school work	0(0%)	0(0%)	0(0%)	148(72%)	57(28%)	4.2780	.44913

The results in Table 4.5 most student respondents agreed that their parent motivated them to behave well in school as indicated by a mean of 3.9366 with a standard deviation of 1.13797. The results also indicated that respondents agreed that parental support provided resources required learning materials as indicated by a mean of 3.7122 with a standard deviation of 0.97523. This clearly indicated that parents were offering support to their children for smooth learning in school and foster student discipline. The findings in Table 4 respondent agreed that parents were participating in their children learning process as indicated by a mean of 4.2537 with standard deviation of 0.64477. This demonstrated that parental engagement with children learning process foster children discipline in schools.

From the result, respondents agreed that their parent took care of their responsibility to ensure they have good discipline in school as indicated by a mean of 4.32204 and standard deviation of 0.56339. This demonstrated that parents undertaking their responsibilities as expected enhance student discipline in school to a great extent.

The finding in Table 4.5 Most respondents agreed that their parent encouraged them to be discipline by being a role model as indicated by a mean 4.2634 with a standard deviation of .70633. This clearly demonstrated that parental discipline act as a role model for children to have good discipline in school.

The results also indicated that respondents agreed that parental support in school work contributed to their school discipline as indicated by a mean of 4.278 with a standard deviation of 0.4491. This demonstrated that parental encouragement through supporting children contributed to student discipline in school.

**Table 4: Extent to which Parent Respondents parents encourage their children on how to maintain discipline in schools**

Responses on Parental Encouragement	NE	LE	N	GE	VGE	Mean	Standard Deviation
I engage in motivating my children to behave well in school	0(0%)	0(0%)	69(56%)	29(27%)	18(17%)	3.6075	.76179
I support children in providing resources they require for learning	0(0%)	0(0%)	29(27%)	61(56%)	18(17%)	3.8972	.65782
I participate in my children learning process	0(0%)	0(0%)	0(0%)	60(56%)	48(44%)	4.4393	.49863
I Undertake my responsibility to ensure my children have good discipline	0(0%)	0(0%)	31(29%)	30(28%)	47(43%)	4.1495	.84456
I encourage my children to be discipline by being a role model to them	0(0%)	0(0%)	0(0%)	59(55%)	49(45%)	3.9159	1.00115
Attending school meetings	0(0%)	0(0%)	0(0%)	90(83%)	18(17%)	4.1682	.37583

The results in Table 4.6 indicate the results on extent to which parents encourage their children on how to maintain discipline in schools. From the results majority of the respondents indicated that they engaged in motivating their children to behave well in school to a great extent as indicated by a mean of 3.6075 with a standard deviation of 0.76179, supported children in providing resources they require for learning to a great extent as indicated by mean of 3.8972 with standard deviation of 0.65782 and that they participated in their children learning process to a great extent as indicated by mean of 4.4393 with standard deviation of 0.49863. The results further show majority of the respondents indicated that they undertook their responsibilities to ensure their children have good discipline to a great extent as indicated by mean of 4.1495 with standard deviation of 0.84456. Majority of the respondents indicated that they encourage their children to be discipline by being a role model to them and attending school meetings to a great extent as indicated by a mean of 3.9159 and 4.1682 with a standard deviation of 1.00115 and 0.37583. The results were supported by guidance and counseling interviewees who observed that:

*"Where you find a parent, who motivates his or her child, very rarely will you find that child on the wrong. In fact, the child become very responsible in school"*

*"You know their parents who completely fail to support their children and you find that their children are the one who engage in stealing and vandalizing school properties. They also become unruly and some have face disciplinary actions to the extent of being expelled from the schools"*

*"In my interaction with most learners and some parent, I observed that failure by parent to engage their children, parental failure to perform their duties and not caring for their children contribute to children misconduct in schools"*

The findings demonstrated that lack of parental encouragement contribute to student indiscipline in schools in Westland Constituency to a large extent. The principal interviewees asserted that parental encouragement contributed to good behaviors among students in schools in Westland Constituency. This was well captured by PR4 in the response:

*"Well, most learners in my school have maintained good discipline. This I can attribute it to the role the parent play in encouraging their children, motivate them to put effort in their academic work and empowering their children through buying books and other learning materials. I appreciate the extent the parent associate with their children especially during school meetings and I ascertain good parent-child relationship foster good behaviors among student in schools".*

The results were further supported by Key Informant, Educational Officer who observed that those parents who encourage their children to be of good morals and behave well at all time influence their children to maintain discipline even in schools.

*"When a parent encourages and motivate their children to have good behaviors, the children are going to be of good manners even in schools. As a parent a child is encouraged to behave well at home and in school and this foster student discipline in schools" EO*



This clearly indicates that parental encouragement is a key parental psychological attribute that influence student discipline in public secondary schools in Westland Constituency. This was further supported by Arul and Barathi (2016) parental encouragement has a direct effect to the conduct of the student towards high accomplishment.

### **Correlation Analysis for Variables**

The study used correlation analysis results to detect the strength and the direction of the relationship between parental attributes and student disciplines in public secondary schools in Westlands Sub County. Pearson Product moment correlation coefficients (rs) and P-values were used in criterion decision in making inferences. The significant value was tested at 0.01 or 0.05

**Table 5: Correlation Analysis of Parental Encouragement and Student Discipline in Public Secondary Schools**

		Student Discipline
Parental Encouragement	Pearson Correlation	.703**
	Sig (2-tailed)	.0000
	N	205

\*\*.-Correlation is significant at the 0.01 (2 tailed)

The results in Table 4.7 indicates that, there exists a strong, significant and positive correlation between parental encouragement and student discipline in public secondary schools in Westland Constituency as indicated by correlation factor,  $r=0.703$ ,  $PV=0.0000<0.01$ ). This clearly demonstrated that parental encouragement predicts significantly and positively good discipline among students in secondary school in Westland Sub County

## **V. Summary, Conclusions and Recommendations**

### **5.1 Parental Encouragement and Students' Indiscipline in Public Secondary Schools in Westlands Constituency**

The results revealed that parental encouragement was a strong and significant predictor on positive behaviors among students in public secondary schools in Westland Constituency. This was affirmed by correlation analysis that established that parental encouragement had a strong and significant correlation with student discipline ( $r=0.703$ ,  $PV=0.0000<0.01$ ). This demonstrate that parental motivation to their children to behave well in school, parental support through provision of resources required learning materials, parental participation in their children learning process as well as parent taking care of their responsibilities foster good discipline among student public secondary school to a great extent. Parental encouragement through role modeling and parental support in school work contributed to their students discipline in schools.

### **5.2 Conclusions of the Study**

The study concluded that parental encouragement was a strong and significant predictor on positive behaviors among students in public secondary schools in Westland Constituency. This was affirmed by correlation analysis that established that parental encouragement had a strong and significant correlation with student discipline .This was supported by the findings that parental motivation to their children to behave well , parental support through provision of resources required learning materials, parental participation in their children learning process as well as parent taking care of their responsibilities foster good discipline among student public secondary school to a great extent. Parental encouragement through role modeling and parental support in school work contributed to their students discipline in schools.

### **5.3 Recommendations of the Study**

The study recommends that measures should be developed to foster parental encouragement as a predictor of positive behaviors among students in public secondary schools. Parental encouragement can be achieved through parent motivating their children to behave well , ensure parental support through provision of resources required learning materials, foster parental participation in their children learning process as well as parent taking care of their responsibilities foster good discipline among student public secondary school to a great extent and encourage role modeling and parental support in school work contributed to their students discipline in schools. The study recommends that parent should practice empathy toward their children in an

effort to attained good behaviors in schools. Parent should show parental love in correcting children indiscipline cases, parental provision of children needs when addressing their indiscipline cases at home and schools, respecting children at home and fostering good parent-children relationship even when being discipline influence student discipline in school to a greater extent. Correcting misbehaviors among learners need parent who are honest and who will not condone indiscipline even at home. The study revealed that parent with positive self-esteem, trusting of their children, and foster understanding with their children and cultivate good relationship with their children end up having children who are well behaved.

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