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Effect of Family Learning Environment on the Management of Students' Discipline in Public Secondary Schools in Kenya

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Abstract:
The purpose of the study was to investigate how family learning environment affects the management of students' discipline in public secondary schools in Kenya. The study employed descriptive survey research design. The study targeted 27 Public Secondary schools, 27 Deputy Head teachers, 282 school prefects, 261 PTA Executive members, one Sub-County Education Officer and one Sub-County Quality Assurance and Standards Officer. A sample size of 85 school prefects and 78 PTA/executive members was used. Simple random and purposive sampling techniques were used to select respondents. The researcher used content and face validity to test validity while the test re-test method was used to test reliability of the research instruments which yielded an alpha of 0.877. Results illustrated that family learning environment had fairly positive and significant effect on the management of student's discipline in public secondary schools. Several strategies were suggested on handling students' indiscipline in public secondary schools ranging from sticking to code of ethics and professionalism; developing administrative procedures and policies for dealing with behavioral concerns to assisting students in developing pro-social skills. It was recommended that parents should provide study rooms, quiet learning environment, be role models to their children and involve their children in decision making. The findings of this study may be useful to the Ministry of Education, academicians, researchers and other stakeholders in the Ministry of Education in their improvement of policies and practices on improving the parental involvement and management of student discipline.

Keywords: Public secondary schools, students' discipline management. Family learning environment

1. Introduction

Discipline as defined by Akubue (2001) is as a functional product of orderliness, self-control, self-restraint, respect of oneself and others, perseverance, tolerance and recognition of human dignity. The term discipline can also be defined as living with regard to the rules and regulation governing the society meant to make such favorable living environment to the best interest of others. On the other hand, management is the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively. Management comprises planning, organizing, staffing, leading or directing, and controlling an organization (a group of one or more people or entities) or effort for the purpose of accomplishing a goal (Gomez-Mejia, Luis, Balkin & Cardy, 2008). In this study, management of students' discipline is a rational, objective and practical approach to the issues of discipline (Obidike, 2004). In other words, it implies the training of the mind and the character based on sound and constructive policies, rules and sound educative principles in handling students' discipline. Lack of disciplinary management skill among secondary school managers might lead to violation of one or more of the fundamental rights of the students and that might lead to students' unrest (Ndagire, 2012).

School indiscipline has been, over time, an issue of concern for educatorsand therefore, it has become a huge concern among educators,policy-makers and the public opinion in general, owing to the outbreak ofaggressiveness among peers, violence within teacher-student relationship andvandalism, as well (Amado and Freire, 2009).Discipline anywhere including in schools is a necessary pre-condition for success. As a behavior regulator, discipline determines human reactions to situations as well as their relations with others (Murithi, 2010).

The enforcement of discipline, however, remains a major challenge to many schools and educational systems across the globe. In the United States of America for instance, student discipline is one of the top factors contributing to high teacher turnover in public schools. According to Clark (2002), close to 45% of teachers leaving the profession annually cite student indiscipline as the cause of their departure. A research study by Watenburger (1994) as cited by Babyrie (2006) relates discipline to the teaching of students the rules people live by and socialization in a lifelong process. It is clear that student's behaviour is formed from childhood, which is a role of parents. Besides this, when students'behaviour at school is questionable, the school administration normally involves parents to either punish, advise or form the students' character with regard to school norms and rules. Parents' cooperation may help to direct students to bring order which is a characteristic for effective teaching and learning leading to improvement in academic performance hence the need for this study.

Nsubuga (2002) observes that the extreme cases of indiscipline pronounced in schools could include disrespect for teachers and fellow students, drunkardness, smoking, fighting, theft, involvement in violent strikes and the like. Involvement in such activities would automatically deprive a student of time to concentrate on academics, would upset his/her mind, destroy his/her relationship with teachers and definitely affect the student's performance. Discipline plays an important role in the moral development of a child and in the creation of a healthy society. To schools, discipline gains even more prominence for its centrality in the determination of success, achievement and learning. Therefore, this study examines ways of handling indiscipline to promote performance.

In South Africa, a research study on discipline in primary and secondary schools by Thomson (2002) reported a major breakdown in discipline with majority of rural educators confirming the escalation of the problem and their inability to deal with it. Mestry and Khumalo (2012) also reported similar trends and added that, the increase in the deterioration of student discipline in recent years in public schools had had very negative effects on teaching and learning.

Inspectors in Wakiso District in Uganda reported about the deteriorating discipline in schools (Inspectorate Report, 2007-2008)). A number of schools have experienced strikes for example Kisubi High School, (students rejected the head teacher) Wakiso High SSS (poor feeding), Mita College, Jinja-Kawempe (poor leadership of head teacher) Namulanda High school (poor leadership of head teacher) and other schools where girls were refused to dance with boys. In the event of such strikes and confusion in schools, the Ministry of Education and Sports and other agencies plus school authorities have tried putting up some measures to see strikes reduced in schools in form of suspensions, charging of culprits, revisiting of school rules and regulations among others. Despite allthese, indiscipline in schools has however remained a challenge, which the study sought to investigate (Ndagire, 2012).

In Kenya, there are various reasons cited as the causes of such rampages and sit-ins. Towards the end of 2006, for example, students of Ortum Secondary School in West Pokot District went on the rampage alluding to insufficient food, strict school code and rules, increased suspensions from school as well as teacher absence and drunkenness as causes of the unrest (Murithi, 2010). Kisii High school too razed down their dormitory citing forced retention in grade-levels due to poor performance in Mathematics and Science subjects (Rono & Gichana, 2006). At Murray Secondary School in TaitaTaveta Sub-County, form four students who had been sent home pending appropriate action by the Provincial Director of Education for allegedly leaving the school without permission were ordered back to school by a Mombasa High court judge pending the hearing and determination of their case (Murithi, 2010).

The cases related to learner discipline have been on the rise, with the last decade alone witnessing the highest incidences ever, mainly in secondary schools (Kiprop, 2012). Such cases have ranged from simple picketing, truancy, fighting, and demonstrations, to more serious cases of razing down schools and killing, hence the need to find out appropriate strategies to control indiscipline. Poor school management skills have also been established as leading to student unrest and disturbances (Kubai, 2004). A number of task force reports cite indiscipline in Kenyan schools as having partly been caused by lack of deep management knowledge, lack of exposure and lack of experience on the part of the school leaders (Kiprop, 2012). Drug abuse and peer influence have also featured prominently as causes of such unrest and misbehaviour among students (Murithi, 2010). Student indiscipline is, however, worryingly on the increase, more so in secondary schools, with the last decade witnessing the highest incidences (Simatwa, 2012).

Students' indiscipline has been witnessed in Public Secondary schools in Kakamega South Sub-County for the past 10 years. In the year 2012 alone, four schools went on strike destroying property, leading to their closure. This has necessitated concerted efforts in developing strategies and programs to curb this vice. Elsewhere parental involvement has particularly been identified as one approach that promises improved discipline among students (Kiprop, 2012). It is against this background that this study endeavoured to investigate how family learning environmentaffects the management of students' discipline in public secondary schools in Kakamega South Sub-County, the sub-county which has been hard hit by many cases of indiscipline.

2. Family Learning Environment and Management of Students' Discipline

The family in its most common forms is a lifelong commitment between man and women who feed, shelter and nurture their children until they reach maturity. It is a primary socialization context and is, therefore, considered to be very important factor influencing child development (Ozeinar, 2006). Sheldon & Epstein (2002) postulated that creating more connections and greater cooperation amongst the school, family and community contexts is one way for schools to improve

student behavior and school discipline. Okorodudu (2010) posited that parents who exerted control and monitored adolescent activities and promoted self-autonomy were found to have the most positive effects on adolescents' behaviour.

On the other, hand parenting is the process of taking care of children until they are old enough to take care of themselves (Cotton, 2009). The parents represent the family, and the family is often referred to as the primary socializing agent. It is from the parents that the child learns the first lessons in social roles, social behaviour, language and the general way of life of the society. Clearly then, the parent has the cardinal role of instilling discipline in the student. In her article in the Star Newspaper of 22nd April, 2014 Cheti Praxides, quoted Mr. Omar Sheyumbe of the Education office as lamenting the abdication of parents' roles of disciplining their children, which had led to indiscipline among secondary school students in Lamu Sub-County. He blamed parents for loving their children so much to an extent of becoming their slaves. He said that children had been given too much freedom to the extent of them insulting their teachers. He gave the example of a girl in Kizingitini Secondary School who walked to the Principal's home just to insult him.

Harvard Family Research Project (HFRP, 2006) believes that children must have a range of learning environments around them, or complementary learning. Such learning environments include family, early childhood programs, schools, out-of-school time programs and activities, libraries, museums, and other community-based institutions. The HFRP believes that complementary learning will provide a linking of consistent learning and development. This linkage is similar to that of Epstein's (2001) spheres of influence. The HFRP linking of community and Epstein's spheres of influence are similar that they each incorporate community, school and family so that they all affect one another.

Family background can also result in contextual differences that may affect achievement and motivation. For example, "middle class families are more likely to raise their children to participate in structured activities that develop talents, and, unlike working class and poor children, these children become much better at interacting with and negotiating societal institutions" (Williams Shanks & Destin, 2009). This argument is made even more relevant by Clark's (1990) conclusion that, on average school-age children spend 70% of their waking hours including weekends and holidays away from school, most likely with their parents. This means therefore that well cultured family learning environment can play a critical role not only in shaping the behaviors of the learners in schools.

Dwyer and Hecht (2001) report that parents' own school experiences may also play a significant role in their lack of desire to be involved in school activities/programs. Parents who had poor experiences with school such as academic difficulties and discipline issues are less likely to engage in school activities as adults (Wanke, 2008).For example, a study by Topor, (2010) concluded that, parents who maintain a positive attitude towards their children's education, school and teachers influence their children's academic performance in two ways: by being engaged with the child to increase the child's self-perception of cognitive competence and by being engaged with the teacher and school to promote a stronger and more positive student-teacher relationship.

Socioeconomic status has been recognized as an influential factor concerning parental involvement. "The Coleman (1966) report, which stated that the best predictor of student achievement is the socioeconomic status of the parents, led to a flurry of investigations on student achievement" (Bulach*et al.*, (1995) Muller(1991), in Schneider and Coleman, (1993) stated that several researchers have found that parent qualities typically associated with socioeconomic status are positively related to parental involvement. For example, Lareau (1987) found that upper middle-class parents were typically engaged in school activities and influential in school decision, while working class parents took on a more supportive role with respect to their involvement with their children's school. This study therefore, seeks to establish whether there is a casual link between parental education level and management of students' discipline in public secondary schools in Kakamega South Sub-County.

Parents' own educational and skill levels seem to be a factor in children's development Studies have documented a link between parental education and cognitive development in children as young as three months old (Duncan & Magnuson, 2005).Docking (1980) as quoted by Babirye (2006) argues that discipline as a managerial function is important in the process by which children develop and are enabled to perform in society. Although he appreciates the significance of discipline to children's performance, he does not point out parents' roles in ensuring children's discipline yet they are a party in child development and school management. This is the gap which this study seeks to fill in by establishing the how parental involvement affects the management of students' discipline in public secondary schools with particular reference to Kakamega South Sub-County in Kenya.

Family members, particularly parents, are the chief architects in shaping the personality of a child. The range and depth of emotions which parents display to their children builds up the psychological interior of their children. Emotional and social adjustment of children who are loved, accepted, nurtured, trusted and who have close emotional ties with their parents are superior (Chakra and Prabha, 2004). Three decades of research have demonstrated that parent/family involvement significantly contributes,in a variety of ways, to improved student outcomes related to learning and school success. These findingshave remained fairly consistent despite the fact that families have undergone significant changes duringthat time, and schools "operate in very different times than those of a decade or two ago" (Drake, 2000).

The cultural background affects the relationship between home and school. As cited in Rudnitski (1992), Litwak and Meyer (1974) found that "parents from racial, ethnic and cultural minorities, especially those of low socioeconomic status, tend to feel less affinity for the school than those in the mainstream middle class" This shows that schools in the United States have different values than those of the family as well as inability to communicate with culturally diverse families effectively.

Parenting is the family involvementprocess that includes the attitudes, values,and practices of parents in raising youngchildren. Nurturing, warm, and responsiveparent–child relationships and parentalparticipation in child-centered activitiesrelate to positive learning outcomes inearly childhood.Nurturing relationships provide anemotional refuge for children, fosteringthe development of a healthy sense ofbelonging, self-esteem, and well-being.When parents are sensitive and responsiveto children's emotions, children are morelikely to become socially competent andshow better communication skills (Connell& Prinz, 2002). Warm,reciprocal parent–child interactions andfewer life stresses in the home facilitatechildren's pro-social behavior and ability to concentrate (Lamb-Parker, 1999).

Students who have complete families may have problems that affect parental involvement, but according to Motsinger (1990), "having two parents will give a student a 200% better chance at success in school." This does not mean that students who do not have two parents cannot succeed, but they have a more difficult time or have to struggle harder to succeed.

Research has shown that working parents can still participate in parental involvement programs, but it is harder than those who do not have a job (Wanke, 2008). Unfortunately, many parents hold down two or three jobs in order to cope with economic realities, and quite frequently work schedules prevent these parents from attending meetings and other events at the school (Onikama, 1998). According to King (1990), "in the United States, more than half of the women with children under six years of age are in the labor force" (Onikama, 1998, How can educators effectively involve working parents in children's education and discipline, especially in families where both parents are working, is a major issue today. As stated by Onikama (1998), working class parents want their children to do well, but tend to give educational and disciplinary responsibility to the teacher.

3. Methodology

The study adopted a descriptive survey design. The choice of survey design is further based on the fact that it facilitates coverage of large sections of the target population and study area relative to the specific topic under study (Mugenda & Mugenda, 2003). The researcher targeted 27 deputy head teachers because they were the ones charged with the responsibilities of students' discipline, 282 prefects and 261 PTA Executive Members based on streams. The Sub-County Director of Education and Sub-County Quality Assurance and Standards Officer were also targeted (Kakamega South Sub-County Statistics, 2014).Kakamega South Sub-County borders Kakamega East District to the East, Vihiga Sub-County to the West and Kakamega Central Sub-County to the North (see Appendix 7). The Sub-County has been chosen because it has experienced cases of indiscipline among students in public secondary schools. Purposive sampling was used to select 27 Deputy Head teachers, a Sub-County Director of Education and a Sub-County Quality Assurance and Standards Officer.

The sample size of school prefects and PTA Executive members was determined by use of Kombo and Tromp (2006) recommendation that a sample size of 10 per cent to 30 per cent was deemed representative enough for the study population. Therefore, in this study 30% was used as illustrated in Table 1:

- Prefects: 30/100 x 282 = 84.6 ≈ 85 Prefects
- PTA Executive members: 30/100 x 261 = 78 members (see more details in Table 1).

Category	Population	Sample Size	Sampling Technique(S)
Deputy Head teachers	27	27	Purposive
PTA Executive Members	261	78	Simple Random
School Prefects	282	85	Simple Random
SCEO	01	01	Purposive/Saturated
SCQASO	01	01	Purposive/Saturated
Schools	27	27	Stratified
Total	599	219	

Table 1: Sampling Frame

The study used questionnaires (Deputy Head Teachers and School Prefects) and interview schedules (PTA Executive Members and Education Officers) to collect data from respondents. Therefore, both qualitative and quantitative methods of data collection were used. In order to ensure validity of the instruments, the developed instruments were presented to the supervisors and experts in the field of Business to evaluate their applicability and appropriateness of the content, clarity and adequacy in relation to the research objectives and research questions. Construct validity was ensured by using short, simple and precise questions capturing only necessary information on group potency and employee satisfaction, minimizing biases and avoiding sensitive issues. Borg and Gall (1985) points out that validity of an instrument is improved through expert judgment. Validity was also checked during piloting where pretest and re-test method that was done before the actual data collection.

Reliability measured the relevance and correctness of the instruments (Mugenda and Mugenda, 2003). A score obtained in one item was correlated with scores obtained from other items in the instrument where reliability analysis was carried out yielding an alpha of 0.877 which was above the threshold value acceptable by Fraenkel and Wallen (2000) and

Mugenda and Mugenda (2003). On the basis of the results of piloting process, the instruments were duly modified to meet performance standards before being used for data collection. The questionnaires ofthe deputy head teachers attained an alpha of 0.877 for all the thirty-nine items while an alpha of 0.831 was attained for the questionnaires supplied to the prefects for all the forty questions asked. According to Sekaram (2003),0.7 is a good measure of reliability in Social Sciences.

The raw data collected was sorted, edited, coded and tabulated for analysis. Both qualitative and quantitative analyses were used. The quantitative data was analyzed by descriptive statistics through percentages and frequencies to explain the relationship. Regression and correlation analyses were used to establish associations for objectives one to three while objective four was analyzed by use of descriptive statistics (use of frequencies, percentages and means).

4. Results

4.1. Background Information of the Respondents

This study was guided by the following specific objectives; to examine the effect of parental education level on the management of students' discipline in public secondary schools in Kakamega South Sub-County, to determine the extent to which parental support affects the management of students' discipline in public secondary schools in Kakamega South Sub-County, to evaluate the effect of family learning environment on the management of students' discipline in public secondary schools in Kakamega South Sub-County and to assess the strategies of handling students' indiscipline in public secondary schools in Kakamega South Sub-County.

All the questions were coded and sorted according to the types of respondents. Thereafter, they were tested for reliability using the Cronbach's Alpha of coefficient. An alpha of 0.877 for the questionnaires issued to deputy head teachersand an alpha of 0.831 for the questionnaires supplied to the prefects were attained. The questionnaire was divided into several parts. The first part was used to collect background information from the respondents. The questionnaire return rate for the teachers was 97.2% while that of prefectswas 90.9%. According to Saunders (2007), a questionnaire return rate of at least 90% is deemed good for the study. The background information from the respondents included their age, gender, level of experience and level of education. These were discussed as follows:

4.1.1. Background Information of Prefects

This background information was further sub-divided into the following:

4.1.1.1 Class

The first question was for the respondents to indicate their class. The results are as shown in Table 2.

Class	Frequency	Percentage
Form 1	4	4.9
Form 2	11	13.4
Form 3	27	32.9
Form 4	40	48.8
Total	82	100.0

Table 2: Class
Source: Research Data, 2014

From the results, 48.8% were form four students, 32.9% were form three students, 13.4% were in form two while the remaining 4.9% were in form one.

Gender of respondents			
Gender	Frequency	Percent	Cumulative Percent
Male	52	63.4	63.4
Female	30	36.6	100.0
Total	82	100.0	

Table 3: Gender of Respondents
Source: Research Data, 2014

From the results, 63.4% of the prefects were male while the remaining 36.6% were female. This signifies that gender equality was not attained in the prefect body.

4.1.1.2. Age Bracket of Prefects
The responses were recorded and the results and are as shown in Table 4.

Age	Frequency	Percent	Cumulative Percent
10-14	19	23.2	23.2
15-20	63	76.8	100.0
Total	82	100.0	

Table 4: Age of School Prefects
Source: Research Data 2014

From the analysis, 23.2 % of the school prefects were in the age of 10 to 14 years while the remaining 76.8% were in the age of between 15 to 20 years.

4.1.1.3. Level of Education of the Parents
The question was to find out the level of education of the parents. The results are recorded and presented as shown in Table 5.

Education	Frequency	Percent	Cumulative Percent
Form six	6	7.3	7.3
Bachelors	24	29.3	36.6
Masters	19	23.2	59.8
Diploma	15	18.3	78.0
PhD	3	3.7	81.7
Form four	9	11.0	92.7
Others	6	7.3	100.0
Total	82	100.0	

Table 5: Level of Education of the Parent
Source: Research Data, 2014

From the results, 7.3% of the parents reached form six, 29.3% had bachelors' degrees, 23.2% had masters' degrees, 18.3% have diploma certificates, 3.7% of parents were PhD holders, 11% had form four certificates while the remaining 7.3% had other qualifications.

4.2. Background Information of Deputy Head Teachers

4.2.1. Age bracket of Deputy Head Teachers
The deputy head teachers indicated their age bracket as shown in Table 6:

Age	Frequency	Percent	Cumulative Percent
30-39	3	12.0	12.0
40-49	7	60.0	72.0
Above 50	15	28.0	100.0
Total	**25**	**100.0**	

Table 6: Age of Deputy Head Teachers
Source: Research Data, 2014

From the results, 12% of the deputy head teachers were in the age of between 30 to 39 years, 60% were in the age of 40 to 45 years while the remaining 28% were above 50 years. This age is important in the teaching profession because it is an active age that is quite productive. Selamat*et al.* (2005) and Sin (2010) suggest that age of instructors is a key factor determining the literacy levels in schools.

4.2.1.1. Working Experience of Deputy Head Teachers
This was aimed at getting the working experience of deputy head teachers. The responses are tabulated in Table 7.

Experience	Frequency	Percent	Cumulative Percent
less than 1 year	7	28.0	28.0
between 1 to five years	14	56.0	84.0
five to ten years	4	16.0	100.0
Total	25	100.0	

Table 7: Work Experience of Deputy Head Teachers
Source: Research Data, 2014

From the results, 28% of the deputy head teachers had been in office for less than one year, 56% had been in office between one to five years while the remaining 16% had been in office between five to ten years. The results illustrated that there was a significant (p<0.05) variation in the working experience among the respondents since the expected 33.3% was not attained.This further epitomizes that the deputy head teachers had varied experience as far as student discipline management and parental involvement were concerned.

4.2.1.2. Schools Served as Deputy Head Teacher
The respondents indicated the schools served as deputy head teachers. The results are recorded in Table 8.

Age	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 5 years	25	100.0	100.0	100.0

Table 8: Schools Served as Deputy Head Teacher
Source: Research Data, 2014

From the results, all the deputy head teachers indicated that they had served for less than five years. This indicates the experience they have concerning students' discipline since this is their major responsibility in schools. Generally, results do indicate that experience, knowledge, competencies and skills increase better with increase in years of performing the job.

4.2.1.3. Level of Education of Deputy Head Teacher
The results on the level of education of deputy head teachers are as shown in the Table 9.

Education	Frequency	Percent	Cumulative Percent
Master and above	8	32.0	32.0
Bachelors	17	68.0	100.0
Total	**25**	**100.0**	

Table 9: Level of Education of Deputy Head Teacher
Source: Research Data, 2014

From the results, 32% of the deputy head teachers had master degrees and above while the remaining 68% have bachelor degree. This indicated that the majority of the deputy head teachers had attained minimum academic and professional qualifications for the teaching profession. This therefore, provides a solid base for better understanding of student discipline and the involvement of parents in the management of discipline in schools. Since the respondents had different formal educational levels, they might give different views on the research topic.

4.3. Working Experience of PTA Executive Members and Education Officers
The study sought to find out the experience of the respondents this was aimed at determining the number of working years and in turn know how much experience they had been exposed to concerning students' discipline and involvement of parents in the management of discipline in public secondary schools in Kakamega South Sub-County. The results are shown in Figure 1. Similarly, there was a significant (p<0.05) variation in the working experience of the respondents, because the expected 25% in the working experience of the respondents was not realised. The results pointed out that 34(42.5%) of the respondents had been working in their respective positions for less than 5 years, 31(38.8%) had been working for a period of 5-10 years, 11(13.7%) for a period of 11-16 years and 4(5%) had working for more than 20 years. This translates to the fact that the respondents are well grounded in the organization and could give accurate information on students' discipline and involvement of parents in the management of discipline in public secondary schools in Kakamega South Sub-County.
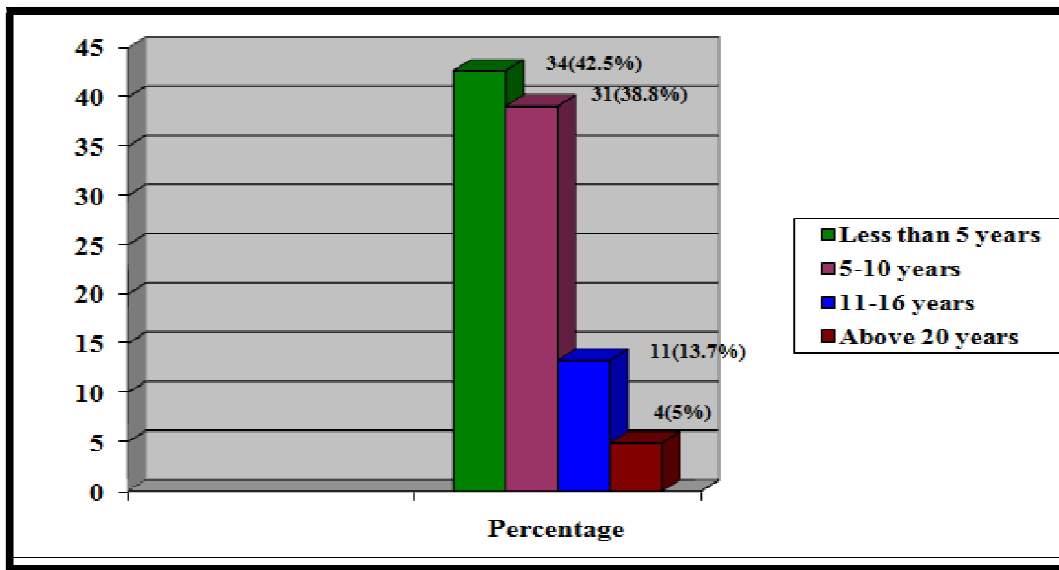
Figure 1: Working Experience of Respondents
Source: Field Data, N =80

4.3.1. Educational Level

The study sought to find out formal educational levels of respondents in Bungoma County. To help understand this, respondents were asked to state their formal educational level. The results given in Figure 2show that 53(66%) of respondents had at least a bachelor's degree, 10(12.4%) had diploma education level and 17(21.4%) had had masters' degrees. This indicated that the majority of the respondents had attained minimum academic and professional qualifications for their respective positions. This therefore, implies that these respondents had a better understanding of the students' discipline and involvement of parents in the management of discipline in schools.
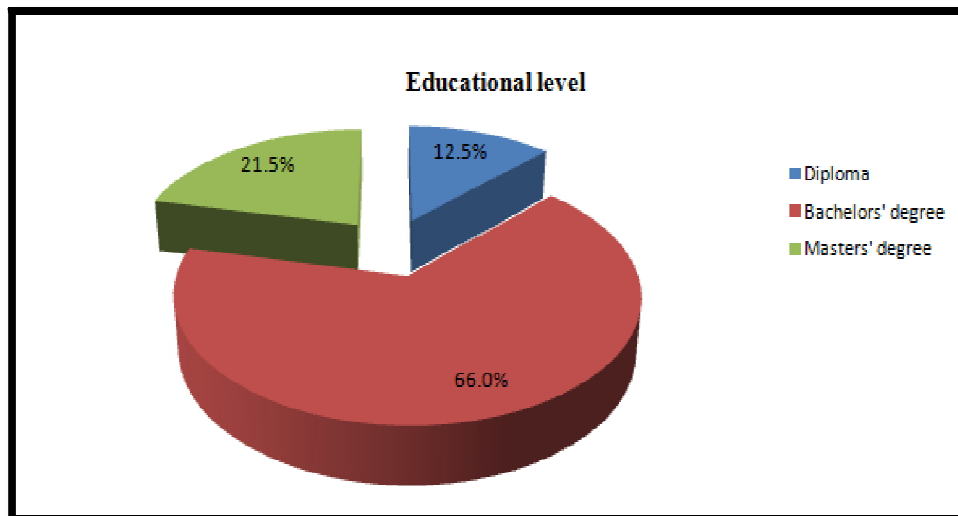

Figure 2: Educational Level of Respondents
Source: Field Data, N = 80

Consequently, according to Krueger and Lindahl (2001), empirical evidence from studies conducted by social scientists makes it clear that there is significant scope for education to play a role in influencing the economic and social situations of people. Education has been shown to significantly raise labour market earnings and employment probabilities and to significantly impact upon health (Currie, 2001), crime (Lochner and Moretti, 2004) and a range of other social capital outcomes (Hammond and Feinstein, 2004).Findings from the interview schedules revealed that people who have a university degree used the knowledge for problem solving and group coordination. Hence in this study, members with high levels of education were likely to manage effectively and efficiently students' discipline in schools.

4.4. Effect of Family Learning Environment on Management of Students' Discipline

The third objective of the study was to find out the effect of family learning environment on the management of students' discipline in public secondary schools in Kakamega South Sub-County. Similarly, scores were based on a five-point Likert scale with strongly agree= 5, agree= 4, Undecided=3, disagree=2 and strongly disagree=1 as shown in Table 10. The Overall mean of the scores was 4.1805 (standard deviation = 0.3406). The scoring based on a five-pointLikert scale shows that the respondents are in strong agreement that family learning environment affects management of student's discipline in public secondary schools in Kakamega South Sub- County. The overall standard deviation (0.3406) was between 0 and 1 for all the cases. Since the nearer the standard deviation to zero, the more consistent the results are.

	Mean	Std. Deviation
Parents are role models on matters of discipline	4.2110	0.12899
Families cultivate a culture of respect and obedience among their childrenat home	4.5221	0.29008
Families provide conducive environment for their children to learn and exercise discipline	4.2389	0.52312
Students learn discipline matters at home	4.2133	0.32111
Disciplined families produce students who are disciplined	4.4987	0.38991
Families that have both parents their children are better behaved	3.9871	0.35661
Strong families always produce well-disciplined students	4.6751	0.39021
Students from poor background end up being in disciplined students	3.0981	0.32516
Overall mean and standard deviation	4.1805	0.3406

Table 10: Effect of Family Learning Environment on Management of Students' Discipline
Key: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree and
SD = Strongly Disagree; Source: Field Data; N = 107

Regression analysis was carried out between the mean of family learning environment and mean on management of students' discipline. Regression analysis on the effect of family learning environment on management of students' discipline, the study established that there was a fairly positive and significant association between them (r = 0.626 b = 0.528, p<0.05). The extent of reliability recorded a strong r-value of 0.626 that was fairly positive and strong.

Variable	Correlation coefficient (r)	Regression coefficient, b	Std. Error (ε)	P-value at Sig. at 2-tailed
Parental support	0.626	0.528	0.4779	<0.05
Overall Association	0.626	0.528	0.4779	p<0.05

Table 11: Effect of Family Learning Environment on Management of Students' Discipline
Field Data, N = 107, Dependent Variable: Family Learning Environment;
Independent Variable: Management of Student's Discipline

From the results in the Table 11, the correlation value was, r= 0.626. This implies that 62.6% of management of student's discipline in public secondary schools was contributed by family learning environment. Since the value was above 50%, with the level of significance being less than 0.05, indicating that family learning environmenthad a positive statistically significant effect on the management of student's discipline in public secondary schools.

4.5. Strategies of Handling Students' Indiscipline in Public Secondary Schools

The fourth objective of the study was to find out the strategies of handling students' indiscipline in public secondary schools in Kakamega South Sub-County. The results are tabulated in Table 12.These strategies were ranked in descending order according to the means obtained for each item.The scores were based on a five-pointLikert scale with strongly agree= 5, agree= 4, Undecided=3, disagree=2 and strongly disagree=1. The overall mean of the scores obtained was 4.5527 (standard deviation =0.2598). Since the overall standard deviation (0.2598) was also between 0 and 1 for all the cases, denotes that the respondents were of uniform views thaton the various types of strategies that are needed to be put in place to deal with management of student's discipline in public secondary schools in Kakamega South Sub- County. The strategy with the highest mean was sticking to code of ethics and professionalism (mean = 4.8231; standard deviation = 0.38921) which students ought to stick to.

Strategies	Mean	Std. Deviation	Rank
Stick to code of ethics and professionalism	4.8231	0.38921	1
Developing administrative procedures and policies for dealing with behavioral concerns	4.7812	0.13791	2
Assisting students in developing pro-social skills	4.6732	0.38221	3
Involve other teachers and administration in handling indiscipline cases	4.6717	0.17833	4
Contact parents immediately in case of indiscipline	4.6532	0.23190	5
Teachers being role models	4.5621	0.11011	6
Establishing a school-wide behavior support system like school rules, teaching appropriate behavior, intervention plans and positive reinforcement for behavior	4.3212	0.32101	7
Assisting students in the development of resiliency skills	3.9349	0.32811	8
Overall mean and standard deviation	4.5527	0.2598	

Table 1: Strategies of Handling Students' Indiscipline in Public Secondary Schools
Key: SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree and SD = Strongly Disagree; Source: Field Data; N = 107

The second strategy was on developing administrative procedures and policies for dealing with behavioral concerns (mean = 4.7812; standard deviation = 0.13791). Other strategies in descending order were: assisting students in developing pro-social skills (mean = 4.6732; standard deviation = 0.38221); involving other teachers and administration in handling indiscipline cases (mean = 4.6717; standard deviation = 0.17833); contact parents immediately in case of indiscipline(mean = 4.6532; standard deviation = 0.23190); teachers being role models(mean = 4.5621; standard deviation = 0.11011); establishing a school-wide behavior support system like school rules, teaching appropriate behavior, intervention plans and positive reinforcement for behavior(mean = 4.3212; standard deviation = 0.32101) and lastly, assisting students in the development of resiliency skills(mean = 3.9349; standard deviation = 0.32811).

Deroma, Lassiter & Davis (2004) share same sentiments with these study findings. They emphasize the importance of encouraging the adolescents in discipline. Deroma *et al.* (2004) recommend that when adolescents are involved in discipline decision making they make better judgment. Moreover, teachers have also been encouraged to play a more cardinal role in enforcement of student discipline (Cowley, 2001 and Oyaro, 2005).

5. Conclusions
From the findings obtained, it can be concluded that:
- Regression analysis on the effect of family learning environment and management of students' discipline, established that there was a fairly positive and significant association between these two variables. This means that parents who provide conducive learning environment in terms of provision of study rooms, quiet learning environment, being role models to their children and involving students in decision making about disciplinary matters, their children are more likely to be disciplined.
- The following were suggested strategies of handling students' indiscipline in public secondary schools:sticking to code of ethics and professionalism; developing administrative procedures and policies for dealing with behavioral concerns; assisting students in developing pro-social skills; involving other teachers and administration in handling indiscipline cases; contact parents immediately in case of indiscipline; teachers being role models; establishing a school-wide behavior support system like school rules, teaching appropriate behavior, intervention plans and positive reinforcement for behavior and assisting students in the development of resiliency skills.

6. Recommendations
The following recommendations were made based on the findings and the conclusions of the study:
- Parents should further their studies since high educational levels help in the management of students' discipline.
- Parents should give moral and financial support, provide all the basic requirements, aid their children in doing homework and be readily available when needed in school to deal with cases of indiscipline of their children.
- In order to enhanceconducive learning environment, parents should provide study rooms, quiet learning environment, be role models to their children and involve their children in decision making.
- School Administration and Boards of Management should devise and implement tactful and coherent strategies of handling students' indiscipline in schools which should be reviewed from time to time.

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