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Effects of School Climate on Indiscipline among Students in Public Secondary School in Eldoret East Sub - County, Kenya

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Abstract:

The purpose of this study was to conduct an enquiry into the effect of school-climate on indiscipline in a group of secondary school students in Eldoret East Sub County. This was in the light of concern that an increased number of students' conflict in the nation which included strikes and setting a blaze school facilities such as dormitories, classrooms and laboratories had been reported. The study desired to investigate whether teachers-students relationship contributed to the disheartening behaviour among the students. The study sought to investigate whether student-teacher relationship affect indiscipline among secondary school students in Eldoret East Sub County? The study was led by social control theory. Causal comparative research design was used in the study. The intended population of the research included 3480 form three students and 54 deputy principals in Eldoret East Sub County. Stratified and simple random sampling skills were adopted to pick a sample of 346 students to take part in the study. Census approach methods were considered in which all the 54 deputy principals took part in the study. Questionnaires and interview schedule were used as data collection instruments. Content validity through consultation with experts and construct strength through extensive review of literature were used to validate the statistics collection instruments. Test-retest technique was adopted to test the reliability of the questionnaire. Data collected was analysed in both descriptive and inferential statistics. Descriptive statistics was evaluated in form of frequencies, percentages, average and standard variation. ANOVA was used to examine the hypotheses. The study also established that teacher-students relationships ($F(47, 273) = 1.925, p = .001$) had an effect on indiscipline's cases among secondary school students. The study recommended that schools should maintain positive teacher-students relationships and reduce academic stress to help reduce indiscipline cases being experienced in Eldoret East Sub County.

Keywords: Teacher-students relationship, indiscipline practices, school climate students, public secondary schools

1. Introduction

School climate is the learning atmosphere fashioned through the associations of human relationships, physical setting and psychological atmosphere. It is grounded on people's awareness of school life. It is reflected in the school rules, objectives, morals, associative relationships, instruction, knowledge practices and the structures of the organization. It also includes expectations that support people's feeling socially, emotionally, intellectually, psychologically and physically. Every school has a climate that differentiates it from other schools and influences behavior and feelings of teachers and pupils. An institutions climate is a relatively lasting nature of the school surroundings' that is felt by the instructors and pupils and affects their behavior towards the environment. According to Peterson and Skiba (2011), school environment is a comprehensive outlook that learners and educators have about their school atmosphere over a period of time. The feelings deals with how satisfied each individual felt in school, it ranged from how training and knowledge acquisition reinforced their learning and how protected they felt in school. A learning environment could either be positive or negative. Thus the school atmosphere could either promote or discourage students materially, morally, emotionally and psychologically. These were linked to students' indiscipline behaviour ranging from delinquency, truancy, and substance abuse and even examination malpractices.

Issues of student unruliness and school climate are increasing on the minds of parents and in the general society. According to Pew Research Center (2015), about 60 percent of US parents were worried that their adolescents were

bullied and terrorized at school. Another report by Danso (2010) noted that destructive behavior was common among adolescents' in secondary school. In South Carolina a report stated that a black senior school student was thrown on the floor by a deputy principal. This generated so many discussions on the part played by rectifying and protection officers at maintaining lawful behaviour in schools. According to Monrad, May, DiStefano, Smith, Gay, Mindrila, Gareau and Rawls, (2012) supportive school climate was established to be related to improved performance in standardized test scores, annual yearly progress (AYP) measures. Thus this study was carried out to examine whether school climate has an effect on students' indiscipline.

Schools have a duty to strike a balance between sustaining an organized learning atmosphere and taking an approach that is not overly corrective or exclusionary. To reduce exclusionary discipline policies, some schools in developed countries such as Oakland, Chicago, Cleveland, and Denver all in the United States had adopted alternative discipline policies, such as healing justice or Positive Behavior Intervention Support (PBIS). These practices attempted to resolve confrontation without resorting to exclusionary discipline actions. According to Jain, Henrissa, Martha, and Pretty (2014), alternative disciplinary effort had a constructive consequence on school climate. They led to reduced cases of interruption and dismissal and as a result of that, there were improvements in test outcome and reduced absenteeism hence improved school climate. However, the acceptance of alternative disciplinary efforts had been marred by many challenges. Generally, education sector cannot be improved if the school climate is not taken into consideration. This should be well thought-out because it is multi-dimensional and has an effect on students, parents, school personnel and the community. However, what is not very clear are the consequences of school climate on students' disruptive behavior. Constructive school climate was indispensable for students' success while unconstructive one gave rise to withdrawal tendencies among students in learning institutions (Osher, Bear, Sprague & Doyle, 2010). The withdrawal tendencies were often associated with indiscipline.

In Finland, the corrective climate was established as difficult (Martin & Mullis, 2013). This was accredited as a greater part of schools failed to provide the students with the necessary environment for learning which affected their order. An evaluation conducted by Hankins, Hertz and Simon (2011) indicated that a greater percentage of learning rooms were congested which resulted to increased students aggression. This was caused by negative classroom climate. The findings were supported by a study that was done by (Sulkunen & V€alij€arvi, 2012) which emphasized that Finnish teachers did not give a positive judgment of their schools' discipline situations. Cross-cultural evidence among the teachers suggested that unfavorable learning environment contributed to negative student behavior. Further to a survey conducted by Teaching and learning international survey (TALIS) (2013), school climate that was seen to have a productive teacher-teacher, teacher-student association and both the schoolteachers and learners were given freedom to take part in school resolutions, showed positive discipline practices. The apparent school climate affected how the schools controlled students' behavior and the discipline practices of the students in secondary schools.

According to Kupermine, Leadbeater, Emmons and Blatt (2012) study on perceived school climate and problems in social adjustment in junior school students in Malaysia, climate of the school and that of the classrooms within the school though different and overlapping constructs, had an influence on students' misconduct. The study showed that negative schools and classroom climate resulted to delinquent behaviour while positive school and classroom climate encouraged a positive behaviour. The study also recognized the fact that positive institutions climate and negative learning area and a positive classroom climate and negative school climate resulted to delinquent behaviour. This implied that for a school to experience positive behaviour there must have positive outside and inside climate. Peterson and Skiba (2011) inferred that peaceful and warm school climate stimulated optimistic pupil behaviors and attitudes, and on the contrary, harmful feelings such as horror, irritation, and solitude directed disruptive behavior while a Positive one had been linked with fewer conduct and inner problems for students (Olatoye, 2014). Additionally, it was demonstrated that a positive, supportive and culturally conscious school climate suggestively constructed the notch of educational success as experienced by most of the students in secondary schools.

As stated by a study carried out by Barnes, Brynard and Wet (2012) on the control of school traditions and climate on hostility within secondary schools in South Africa, the better the school culture and climate were, the lower the levels of school ferocity. The study also marked that absence of school well-being contributed a lot in learners experiencing increased level of violence at schools. In Botswana, indiscipline practices had faulted the reputation of majority of secondary schools. A report by Ministry of Education (2013) in Botswana highlighted a case in which some students broke into the school science room and consumed methanol and ethanol. The incidence resulted into death of some students while other became blind. This decries the high level of disorderly behaviour of learners in secondary schools. In Tanzania, Abdallah (2010) looked into the result of teaching and learning environment in district secondary schools. From the study, the findings were that a good number of secondary schools lacked enough laboratory apparatus and specialized rooms for teaching and practical work for the learners. The study also indicated that the schools had inadequate necessary materials such as a syllabus which affected the coverage of various topics. This resulted in undesired knowledge delivered to the students which may have been the reason for low grades in the final examinations. These problems led to an increase in examination cheating by students which is a major form of indiscipline in secondary school. School climate is an essential part of the knowledge acquisition process. For one to achieve desired school climate, it is important that the school is well equipped for teaching and learning. School should make sure that quality physical infrastructure, adequate learning resources, strong parental involvement and skilled and motivated staff are available. According to Nyaigoti (2011), however, majority of schools lacked good studying climate and knowledgeable teachers to simplify students' learning. There were also poorly constructed buildings, insufficient desks, congested classrooms, inadequate number of resource books and poorly motivated teachers. This was attributed to insufficient support from

education system in the country. The findings were supported by Okendo, Munyua and Nganzi (2014) study in Kisii County which established that most of the secondary schools had poorly facilitated environments with acute scarcity of required school facilities.

Kenya as a country has recorded an increased number of student's unrest, strikes, walkouts or even sit-in secondary schools. The first incidence of school strike was registered in Maseno high school in western region in 1908. Since then incidences of students' unrest have continuously increased to over 200 strikes in a year (Kogo, 2008). In the 1980s and 1990s, students' strikes had increased immensely from 0.9% in 1980s to 7.2% in the 1990s and from 2000 to 2016, the numbers went even higher with schools experiencing strikes termly and yearly. The students' resorted to new ways of expression such as destruction of school property (Otani, 2016). It is against this background that the study was conducted to investigate the effect of school climate on indiscipline problems among students in Eldoret East Sub County, Kenya.

1.1. Statement of the Problem

The conditions of students' indiscipline in Kenyan secondary schools are disheartening as violent behavior incidences widen (Kiumi, Bosire & Sang, 2018). The explanation given for the strike were teenage misbehavior, drug abuse and peer pressure. Despite the government efforts to impose discipline in Kenyan schools, recurrent unrest in schools has been reported. For example, a report by Mutahi (2017) highlighted a case in which three students were arrested for burning two dormitories to ashes in Nakuru. The scandalous truth indicated that the unrest had taken new dimension. Apart from forceful attacks and destruction of properties, they appeared to have been planned logically which has led to serious damage to people's lives physically, emotionally and psychologically.

The climax of such attacks was seen in 2016 when within a period of 6 months; more than 100 schools got destroyed by fire. A good number of the unrests involved burning of school dormitories which resulted to extensive loss of property and in some incidences, loss of life. The arson incidences were articulated by students. This raised concerns among the stakeholders, policy developers and school management on students' discipline practices. The indiscipline practices are not exclusive to particular parts of the country; Eldoret East Sub County has also experienced a fair share of indiscipline problems. In 2016, the county registered seven incidences of disruptive behavior.

Many studies have been done in relation to school climate and indiscipline. For example in developed countries, Linares (2012) explored the effects of school climate on students' success and discipline in three town high schools in Houston and Texas; Wang, Selman, Dishion, and Stormshak (2010) investigated students' supposed school climate and etiquette problems in China. In Kenya, Wairagu (2017) emphasized on factors that directly related to the school and affected indiscipline practices in Thika West Sub County. Okendo, Nganzi and Munyua (2014) undertook a study to examine how of school climate affected students' academic outcomes in Kisii county. None of these studies carried out earlier paid attention to the effect of school climate on students' indiscipline in secondary school. Thus, the study was carried out to find out whether school climate affected indiscipline with the aim of reducing indiscipline cases.

1.2. Research Questions

The study was guided by the following research question;

- To what extent does student-teacher relationship affect indiscipline among students in secondary school in Eldoret East Sub County, Kenya?

1.3. Research Hypotheses

The study hypothesized that:

- H1 There is a relationship between students-teachers and indiscipline among students in secondary school in Eldoret East Sub County, Kenya.

1.4. Theoretical Framework: System Theory

The study was guided by Social Control Theory which was put forward by Ivan Nye (1958). The theory suggests that misconduct take place when ones' feelings of attachment towards others, commitment to current or future activities, involvement in a variety of activities, and dedication to the beliefs/ethical value system of a given group of people becomes weak. The theory contends that the standard of a schools' climate is important for encouraging students' commitment and participation in academic activities. A strong attachment towards the school community strengthens students' bond to the learning environment and motivates all to be compliant to school norms. The connection of these components reduces the chances of harmful behaviour (Hirsh, 2002). Social control theory suggests that making use of the route of socialization and social learning builds self-control and minimizes the chances of indulging in behavior known to be antisocial.

Four types of social control are explained, the first one included direct control in which punishment may be threatened or used for negative behavior. Positive behaviour is awarded by family members, and those in power. The theory also talks about internal control where by a young person runs away from delinquency through the conscience or superego. The third control is the indirect control which involves identification with those who influence behavior; say because their negative actions might cause pain and distress to care givers and those with close relationships. The fourth type of control involves control by way of satisfying individual's needs, that is, if all needs are satisfied; there will be no point in criminal activity. The theory suggests that the relationship that exists between people, commitments, principles, and beliefs cheer them not to go against the set rules.

Thus, if moral codes are internalized and individuals are committed to it and possess an interest in their community at large, they will reduce their susceptibility to committing deviant acts willingly. The theory seeks to comprehend different ways through which it is possible to reduce the chances of misconduct developing in individuals. It does not consider motivation matters, simply stating that human beings may choose to take part in a wide range of activities, unless that is limited by socialization processes and social learning. The theory borrowed from a Hobbesian view of human nature as shown in *Leviathan*, i.e. that all choices are limited by implicit social contracts, agreements and organization among people. Thus, morality is created in the construction of social order, assigning costs and consequences to certain choices and defining some as evil, immoral and/or illegal (Roberts, Dincer and Ray, 2011).

2. Literature Review

Linares (2012) conducted a study to investigate the effects of school climate on students' achievement and discipline in three urban high schools in Houston, Texas. The study examined teachers' perceptions of school climate, the number and seriousness of students' discipline referrals. The discipline levels that were measured in the study extended from lack of appropriate school dress code, to use and possession of drugs or alcohol. Three hundred and eighty four teachers in three high schools were included in the study where they were invited to fill the Classroom & School Climate Survey for Secondary School Teachers. Student success was measured by the 10th and 11th grade tests results prepared during the 2010-2011 school year. Number and type of students' office discipline referrals for the 2010-2011 school year was collected using the district's archival data.

The relationship between the teachers' perceptions of the school climate and students' achievement and discipline infractions was indefinite. Teachers' perception on school climate and students doing well in mathematics test did not show a vivid and reliable association as confirmed by a study by Linares. The study also recognized that there was not a clear and consistent connection between the teachers' viewpoint of the school climate and the quantity of minor office referrals. The findings highlighted that there was negative correlation between achievement and the representation of discipline infractions. However the study failed to indicate how the learners were selected to participate in the study. The study was also carried out in a developed country thus they could not be generalized in Kenya an emergent country thus promoting the current study. The reviewed research was limited since it only focused on three schools whereas the current study concentrated on all the public secondary schools in Eldoret East Sub County. In addition, the reviewed study selected teachers who could not understand how school climate affects students' indiscipline while the current study concentrated on students who could explain how the climate in their schools affected indiscipline behaviour.

Dempsey (2010) carried out a study to explore the relationship between school disciplinary climate and student commitment in school. School social climate was presumed to restore harmony between school disciplinary climate and student activities in school. Data were reported on 12,795 U.S. public school students who took part in the study by completing a base year survey that was carried out by the U.S. Department of Education's Longitudinal Study of 2009. The findings revealed that school corrective and social climate were considerably connected to student engagement in school. However, the reviewed study was carried out in USA a developed country while the current study was done in Kenya a developing country. The reviewed study was concerned with the association between school disciplinary climate and students' engagement while the current study dealt with the effect of school climate on students' indiscipline activities. Survey research design was used in the reviewed study unlike the present study that employed causal comparative research design. The study also investigated if the same results in USA a developed country are the same in Kenya which is less developed.

Uline and Tschannen-Moran (2013) conducted a survey in Virginia involving 1,134 teachers from 80 different urban and suburban middle schools. The study attempted to find out teachers' view points of schools' climate and discipline amid high school students. The study concentrated on how students' socio-economic status, condition of the amenities, and resource support affected their indiscipline practices. Using descriptive statistics, factor analysis, and consistency analysis, the findings indicated that the condition of the school facilities were linked to students' indiscipline practices. Additionally, they found that resource support, such as having materials and supplies teachers needed to accomplish instructional duties, and enough technology to support the learning goals, was related to improved discipline practices. The study also confirmed that students' socio-economic status was strongly associated to student indiscipline practices. The study concluded that school climate was strongly connected to students discipline practices in secondary schools and that it affected their attitudes and behaviors, as students were not passionate about their studies while studying in poor school climate.

A study was conducted by Lee (2012) to examine ninth- and 10th grade students from 147 schools in the United States that took part in the Program for International Student Assessment (PISA) 2000. The project was made with the intention of comparing academic attainment across the world. Authoritative kind of school climate was determined through students self-report with five items relating to the quality of relationships between teachers and student and four items asking whether their English teacher had high academic prospect for them. A multilevel analysis found that both positive teacher-student relationships and high expectations on academic achievements were linked with positive student self-reports of higher conduct and emotional engagement. To measure conduct engagement four items concerning student effort and perseverance in learning activities were used, and emotional engagement was determined using six items relating to a sense of belonging while at school. The study found out that teacher-student relationships, was connected with positive behaviour engagement of the students.

Dagnew (2015) carried out a study to explore the impact caused by school climate on students' academic attainment in Bahir Dar Secondary Schools in Ethiopia. To realize the main aims of the study, essential research questions were used in relation to factors associated with the school for example, relationship between teachers and students, and that of students and peers students-peer, administration of the school, safety measures and maintenance of the school, and academic point of reference in the school. Descriptive survey method of research was used to carry out a study in all general secondary schools in Bahir Dar town, Ethiopia. Systematic random sampling technique was used to select sufficient number of respondents. The sample for this study was made up of 662 students, 20 teachers, and 6 principals. Questionnaires and document analysis was used to collect data and final analysis was carried out using percentages, averages, and weight mean values. The findings revealed that, except for one component of school climate (security and school maintenance) there was favorable climate for in the school learning. This result was further explained by the direct positive association between school climate and students' achievement.

Okendo, Nganzi and Munyua (2014) carried out a study to investigate the relationships between school climate and students' achievement in their academic work in KCSE examinations this was done in Kisii county-Kenya. There were diverse types of school climate that caused an impact on students' performance. They included constructive and harmful climates. A school environment which was positive allowed students to attain better results in their academic work as it supported students morally, physically and academically. Whereas school climate that is negative could not bring about school progress and enhanced school effectiveness and entails that the school was poor or lacks physical resources, interactions is poor, or there is no smooth learning. The school with a positive climate fosters learning and while the school which had negative climate impeded learning and hence students developed tendency of not liking the subjects. The study used mixed research methods which made use of both correlational descriptive survey and case study designs. Sampling procedures used included both Stratified and simple random sampling to obtain twenty (20) secondary schools. The instrument used for collection of the required data were made up of questionnaires, Structured interview schedule and observation guide.

The analysis of data collected from all the instruments were grouped, and entered into the computer for descriptive and inferential statistics analysis. Analysis of descriptive statistics was carried out and presented in frequency tables and percentages while standard deviations and averages were done for inferential statistics to produce data for hypothesis testing. Pearson's product moment correlation analysis was used to determine the level of relationship between the variables under study. The hypotheses were tested at 0.05 level of confidence. Qualitative data from the study was structured in form of themes and description. Findings from the study discovered that sub-county secondary school faced shortage of highly trained and experienced teachers, materials for teaching and learning, physical infrastructure, and incentives given to both students and teachers as compared to county and National schools. From the findings it was recommended that teachers should work hard to create a friendly classroom learning environment that was favorable for acquisition of knowledge to take place, students should be motivated to consider personal efforts in matters related to academic work and the government should look into the issue of teacher shortage and allocation in schools across all the counties.

Kemunto (2011) carried out a study to investigate the relationship between classroom environment and students aggression in Keumbu zone Kisii county Kenya. To achieve this 180 students specifically form three were investigated, out of 180 students 90 were girls and the other 90 were boys. The instruments for the study was a student's questionnaire which was an inventory consisting of questions touching on the relationship of the teachers with their students, student - students, size of the classroom and sexual category in relation to aggressive behaviour. After the analysis of the results the findings indicated that teacher - student and student- student relationships did not lead to aggression but there was a difference in gender in the expression of aggressive behaviour.

The recommendation from the study was that the heads of learning institutions should enroll students following the regulations of the MOE to be able to maintain discipline and class control. The study also gave a suggestion that a similar study should be carried out involving public and private schools to find out whether students in public secondary schools are more aggressive than those in private schools. In addition, the study also gave a suggestion that other factors could be studied to find out whether they cause destructive behaviour in the classroom. The reviewed study was carried out in Kisii County while the current study was done in Eldoret East of Uasin Gishu County.

2. Research Design and Methodology

2.1. Research Design

The study used causal comparative research design and sought to investigate the effect of school climate on indiscipline among secondary school students in Eldoret East Sub County, Kenya. The study investigated the effect of the relationship between teachers and students, academic stress and status of physical infrastructures on indiscipline among students in secondary school. According to (Orodho, 2005) causal comparative research design is a method in which one group with qualities that are already there will be compared on the same dependent variable. In addition, the design used is one where the person researching could not manipulate or control the independent variable and hence get only to discover the causal relationship between events and the ensuing behavior (Orodho, 2004).

2.2. Target Population

Target population of the study is the population that the researcher would like to take a broad view of the results from the study (Mugenda and Mugenda, 2003). The study population targeted all the students in Form 1 to Form 4 in all

the 54 registered secondary schools in Eldoret East Sub County. However, Form 3 students were considered most appropriate for the study because of two reasons. One, their experience in their schools, and secondly, their level of maturity with consideration to the expected responses to the instruments used in the research compared to Form 1 and Form 2 students. Form 4 students were not included in the study because they were presumed to be busy preparing for Kenya Certificate of Secondary Education examination. The target population for the study therefore included 3480 form three students in 54 secondary schools in Eldoret East Sub County. The population was made up of, mixed day and boarding secondary schools, Girls and Boys boarding secondary schools. The study group was made up of adolescents attending secondary schools whereby a small number was drawn from form 1-4. The study also targets the deputy principals in all the 54 secondary schools. The deputy principals will be involved in the study since they are the ones involved with the discipline of the students.

Type of School	Total Number of Schools	Total Number of Students
Mixed day secondary schools	36	1741
Girls boarding secondary schools	7	812
Boy boarding secondary schools	5	500
Mixed day and boarding	5	399
Mixed boarding	1	28
Total	54	3480

Table 1: Target Population

Source: Ministry of Education Eldoret Offices

2.3. Description of Sample and Sampling Procedures

A sample is a smaller collection or sub group got from the reachable population (Orodho and Kombo, 2002). Sampling is a process of selecting a number of individuals or objects from a population such that the selected individuals consist of essentials representative of the uniqueness found in the whole group (Orodho and Kombo, 2002). The sample size will be determined using the Krejcie & Morgan table (1970).

Type of School	Total Number of Schools	Total Number of Students	Sample Size	Total
Mixed day secondary schools	36	1741	$1741/3480 \times 346$	173
Girls boarding secondary schools	7	812	$812/3480 \times 346$	81
Boy boarding secondary schools	5	500	$500/3480 \times 346$	50
Mixed day and boarding	5	399	$399/3480 \times 346$	40
Mixed boarding	1	28	$28/346 \times 346$	2
Total	54	3480		346

Table 2: Sample Size

Source: Ministry of Education Eldoret Offices, 2018

The study used stratified and simple random sampling techniques to select a sample of the 346 students. The schools were stratified based on school type that is mixed day, mixed boarding, girls boarding and boy boarding. Then simple chance technique ensured that all students to take part in the study were given an equal opportunity of participating in the study. After establishing the required number of students, an equivalent number of small paper were written (Y) for Yes and the remaining papers (N) for No. All the students in all the selected public secondary schools in Eldoret East Sub County will be allowed to pick one paper at random. Those who will pick Y papers will be allowed to take part in the study. Total samples of 346 students were selected to participate in the study. Census approach will be used in which all the 54 deputy principals will be involved in the study.

2.4. Description of Data Collection Instruments

2.4.1. Questionnaire for the Students

The study made use students questionnaire as data collection instrument. The questionnaires had a list of closed ended items for students and were rated on five point Likert scale that is, SA-strongly Agree, A-Agree, U-undecided, D-disagree and SD-strongly disagree. This is because the researcher looked in to students' level of agreement with the items in relation to their effect of school climate on indiscipline among students in public secondary schools in Eldoret East Sub County. The items in the questionnaire were based on the research questions of the study. The items on the questionnaire were split into three sections. The first section was on the students demographic in relation to their age, gender, level of education and school type. The second section focuses on the effect of teachers- student relationship on indiscipline the last section focused on the indiscipline practices of the students.

2.4.2. Interview Schedule for the Deputy Principals

The interview schedule was used to get an in-depth understanding on the effect of school climate on indiscipline among students in public secondary schools in Eldoret east Sub County. The interview schedule was administered to the deputy principals because of their role in upholding discipline in secondary schools. The questions on the interview schedule were guided by the research questions of the study. The interview last for 20-30 minutes depending on the responses of the respondents.

2.5. Validity and Reliability of the Data Collection Instruments

2.5.1. Validity of the Questionnaire

It refers to the degree to which an instrument measured what it was intended to measure (Orodho, 2004). Creswell (2003), stipulates that validity established in a validity test is the level to which a concept, conclusion or measurement is well founded. The validity of research data collection instruments is concerned with the extent to which data instrument measures what it is supposed to measure. The research instruments were validated through expert opinion from the experts who are more conversant in the area of school climate and indiscipline. This helped the researcher determine if the questionnaire will answer all the questions with the aim of ensuring that relevant data was collected. The opinion of experts played an important role in determining the validity of the research instrument. Face validity refers to the probability that a question is misinterpreted or misunderstood. According to Cooper and Schindler (2006) pre-testing is a proper way to increase the possibility of face validity. Face validity was carried out by: pretesting of the data collection tool and scrutiny of the instruments by the research supervisors. Content validity was determined by doing a thorough literature review study on which the content of the questionnaire was based on.

2.5.2. Reliability Test

Reliability is a measure of level to which an instrument of research yielded steady results or data after frequent trials (Mugenda & Mugenda, 2003). Reliability was tested using a pilot study. This involved conducting an initial test of data collection instruments and processes to spot and eradicate errors. In order to be sure that there is reliability of the instrument, test retest technique was adopted. It was done by administering of the questionnaire to 1% of the students that is 35 students and re-administering the same questionnaire after two weeks to the same students. Data obtained was analyzed using Pearson's product moment correlation coefficient. This will enable a revision of the items in the questionnaire prior actual data collection (Kombo and Tromp, 2006). Detected errors were corrected before the actual data collection was done. A reliability index of 0.67 will be considered reliable according to Kothari (2003).

Reliability Statistics		
	Cronbach's Alpha	N of Items
Teacher- students relationship	0.721	12
Indiscipline cases	0.783	10

Table 3: Reliability Index

2.6. Description of Data Collection Procedures

The researcher secured letter of introduction from the Catholic University of Eastern Africa, GABA Campus, and giving permission to go to the field. Using the letter, the researcher applied for a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher also obtained permission from the Ministry Of Education. After obtaining the data collected permit and the letter for the Ministry of Education, the researcher administered the data collection instrument with help of a research assistant. During data collection the researcher assured the respondent of the confidentiality and privacy of information obtained. In this regard, informed consent of the respondents was sought before recruitment into the study. Privacy and secrecy was ascertained by using codes to represent the respondents instead of names. Data was collected in private and secure environment. Plagiarism which is an academic theft was avoided at all cost. With the help of in-citation and reference list, the researchers acknowledge borrowed resources from other previous scholars and authors. The study adopted APA 6th edition to help evade plagiarism and any other form of academic dishonesty. The researcher made preliminary visits to all the schools within Eldoret East Sub-County to be able to explain the purpose of the study verbally and also in readiness for the administration of the questionnaires and data collection, this involved the researchers' self-administered questionnaires to every respondent and thereafter collect them personally within a short period of time. The main reason behind this was to enable the respondent to get clarification on items which may prove difficult and also to ensure that all the questionnaires are returned.

2.7. Description of Data Analysis Procedure

The data collected in the research was edited, coded and entries made into statistical software (Statistical Package for Social Sciences). This involved converting quantitative (nominal and ordinal data) into mathematical codes. Quantitative data gathered through open ended questions will be sorted, coded and analyzed in form of themes. The outcome was presented in frequency tables and percentages. The data was also presented by using tables and analyzed SPSS version 21 and explanation for a given scenario was done after each research question is analyzed. Descriptive

statistics consisted of frequencies, percentages, means and standard deviation to summarize the data. ANOVA was employed to test the hypotheses.

3. Findings of the Study

3.1. Demographic Information of the Students

The demographic information of the students was considered very crucial not only for subsequent discussions of the findings but also for the authenticity and generalization of the results. This section, therefore, presents respondents' background information which is considered crucial for discussions in this study such as gender, age bracket and type of school. The results are presented in table 4. below

		Frequency	Percent
Gender	Male	166	51.7
	Female	155	48.0
Total		321	100
Age bracket	13-15 years	6	1.9
	16-18 years	263	81.9
	19-21 years	52	16.2
Total		321	100
Type of school	Mixed day schools	41	12.8
	Mixed day and boarding	157	48.9
	Mixed boarding	2	0.6
	Boys boarding	50	15.6
	Girls boarding	71	22.1
	Total	321	100

Table 4: Distribution of Demographic Information of the Students
Source: Survey Data (2018)

The results in Table 4.1 indicated that 51.7% of the students were male while 48.0% of the students were female. This data implies that majority of students were male. The study also sought to investigate the age bracket of the students, the findings showed that 1.9% of the students were aged 13-15 years, majority 81.9% of the students were aged 16-18 years and 16.2% of the students were aged 19-21 years. The results revealed that majority of the students were old enough to understand the effect of school climate on indiscipline in secondary schools in Eldoret East Sub – County.

The study also sought to look into the type of school where the students are. This revealed that 12.8% of the students were from mixed day secondary schools, 48.9% from mixed day and boarding, 0.6% were from mixed boarding, 15.6% from Boys boarding while 22.1% of the students were from Girls boarding secondary schools. From the table above, majority of secondary schools in Eldoret East were mixed day and boarding secondary schools therefore, it was clear that Eldoret East had a variety of secondary schools with different school climate and thus would provide reliable results in relation to indiscipline cases.

3.2. Effect of Teacher-Students Relationship on Indiscipline among Secondary School Students

The study was to investigate effect of teacher-students relationship on indiscipline among secondary school students. A set of twelve items were formulated to test the teacher-students relationship where the respondents were asked to indicate the extent of agreement with each of the statements. The statements were anchored on a five point Likert-type scales ranging from 1-Strongly disagree, 2-disagree, 3-Neutral, 4-Agree, 5-Strongly agree. Descriptive measures included frequencies, percentages and means. The pertinent results are presented in Table 5.

Statement	SD F %	D F %	U	A	SA	Mean	S. De
When in school I feel I belong	52 (16.2%)	38 (11.8%)	43 (13.4%)	91 (28.3%)	97 (30.2%)	3.45	1.44
I always feel safe at school	31(9.7)	33(10.3%)	18 (5.6%)	118 (36.8%)	121 (37.7%)	3.60	1.41
My teachers listens to me	52 (16.2%)	41 (12.8%)	45 (14.0%)	96 (29.9%)	87 (27.1%)	3.39	1.42
I am free to go to any teacher in the school with personal and academic problems	49 (15.3%)	31 (9.7%)	54 (16.8%)	80 (24.9%)	107 (33.3%)	3.51	1.41
my teachers are patients with me when I have problem learning	53 (16.5%)	28 (8.7%)	56 (17.4%)	89 (27.7%)	95 (29.6%)	3.45	1.42
My teachers make an extra efforts to help students with difficult learning	52 (16.2%)	30 (9.3%)	47 (14.6%)	100 (31.2%)	92 (28.7%)	3.47	1.41
The administrators in the school listens to my complain, idea and opinion on matters affecting me	91 (28.3%)	35 (10.9%)	53 (16.5%)	91 (28.3%)	51 (15.9%)	2.93	1.47
The teachers in my school are good to me	54 (16.8%)	30 (9.3%)	58 (18.1%)	96 (29.9%)	83 (25.9%)	3.39	1.40
Teachers in my school often use punishment to solve issues	53 (16.5%)	32 (10.0%)	30 (9.3%)	64 (19.9%)	142 (44.2%)	3.65	1.52
Teachers creates lessons that actively engage the students	59 (18.4%)	46 (14.3%)	47 (14.6%)	98 (30.5%)	71 (22.1%)	3.24	1.42
Our school involves the head teacher, teachers and students while setting up rules and regulations.	140 (43.6%)	39 (12.1%)	32 (10.0%)	63 (19.6%)	47 (14.6%)	2.50	1.45
The guidance and counseling conducted in collaboration with all the teachers has help to reduce indiscipline practices in our school	78 (24.3%)	31 (9.7%)	42 (13.1%)	81 (25.2%)	89 (28.7%)	3.23	1.55

Table 5: Teacher-Students Relationship and Indiscipline Cases among Secondary Schools Students
Source: Survey Data, 2018

The study also sought to investigate the effect of teacher-student relationship on indiscipline cases among secondary school students in Eldoret East Sub County. The study investigated whether the students felt a sense of belonging in their schools. From the results indicated that 58.5% of the students agreed that they felt they belonged in their schools, 13.4% were undecided while 38.0% of the students disagreed that they felt they belonged in their schools. The study also looked into whether they felt safe in their schools 70.0% of the students agreed that they felt safe, 5.6% were undecided while 20% of the students disagreed that they felt safe in the schools. The study also sought to investigate whether the teachers listens to the students. The findings revealed that 57.0% of the students agreed, 14.0% were undecided while 39.0% of the students disagreed that the teachers listened to them. This concurs with one of the Deputy Principal respondent who said

"The school organises meeting with the students to help understand on their challenges. This has contributed to positive teacher-student relationship which has helped to reduce cases of indiscipline".

The study also sought to investigate whether the students felt free to go to any teacher in the school whenever they have personal and academic problems. The findings revealed that 58.2% of the students agreed, 16.8% were undecided, while 25.0% of students disagreed that they could approach any teacher to assist them with any personal and academic problems. On whether the teachers were patients with the students when having learning problems, the study established that majority 57.3% of the students agreed, 17.4% were undecided while 26.1% of the students disagreed that the teachers were patient with them when they are faced with learning problems. The study also sought to investigate whether the teachers made extra efforts to help students with difficult learning. The study established that 59.9% of the students agreed, 14.6% were undecided while 23.9% disagreed that the teachers made extra effort in helping the students experiencing difficulty in learning.

The study sought to investigate whether the administrators in the school listened to the student's complaint, idea and opinion on matters affecting them. The findings revealed that majority 44.2% of the students agreed, 16.5% were undecided while 39.2% of the students disagreed that the administrator listened to their complaints, opinions and idea on matters affecting them. On to whether the teachers in the schools were good to the students, the study established that 55.8% of the students agreed, 18.1% were undecided while 26.1% of the students disagreed that the teachers in the schools were good to them. The study also sought to investigate whether teachers in the school often use punishment to solve issues. The findings revealed that 64.1% of the students agreed 9.3% were undecided while 26.5% of the students disagreed that teachers in their schools often used punishment to solve discipline issues.

The study also sought to investigate whether the teachers created lessons that actively engaged the students. Majority (52.6%) of the students agreed, 14.6% of the study were undecided while 32.7% of the students disagreed that teachers created lessons that actively engaged them in classrooms. the study also examined whether the school involved the head teacher, teachers and students while setting up rules and regulations. Majority (55.7%) of the students disagreed that they were involved while setting rules and regulations 10.0% of the students were undecided while 24.2% of the students agreed that they were involved in the setting of rules and regulations.

The study also investigated whether the guidance and counseling in collaboration with all the teachers helped to reduce indiscipline in school. Majority (53.9%) agreed that they sought guidance and counseling services to reduce indiscipline cases, 13.1% were undecided while 34.0% of the students disagreed that they sought guidance and counseling to reduce indiscipline cases in their schools. This concurs with one of the Deputy Principal respondent who said

"Indiscipline cases had increased due to poor teacher-students. When the students feel threatened by the teachers, they tend to diverge to indiscipline cases such as strikes to seek attention from the school management". The Deputy continued to say "When the students feel that their issues are put at hand by the teachers and school management, they tend to open up on issues affecting them which has helped to reduce cases of indiscipline's".

Source of Variations	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	6879.518	47	146.373	1.925	.001
Within groups	20763.678	273	76.057		
Total	27643.196	320			

Table 6: One-Way (ANOVA) on Teacher-Students Relationship and Indiscipline Cases

Source: Survey Data, 2018

The results in Table 6 show that there was a significant difference between the three mean scores $F(47, 273) = 1.925, p = .001$. The results revealed that the teacher-student relationship had an effect on indiscipline cases among secondary school students. The null hypothesis was rejected and the alternative hypotheses was adopted which indicated that there was a positive and significant relationship between teacher-students relationship and indiscipline cases among students. From the findings schools that experienced poor teacher-students relationship experienced high indiscipline cases as compared to schools that had positive teachers students relationships. The study established that there was a positive and significant relationship between teacher-students relationship and the indiscipline cases among secondary school students in Eldoret East Sub County, Kenya. The findings of the study indicated that students feeling that they belong in their schools, feeling safe at school, teachers listened to them, felt free to go to any teacher in the school with personal and academic problems and the teachers being patients with the students had a positive effect on the students discipline practices. However in the schools that the administrators in the school failed to listens to the students complaint, idea and opinion on matters affecting me and that they were involved in setting up rules and regulations and whether the teachers in my school often use punishment to solve issues they experienced high cases of indiscipline cases. This was a clear indication that teacher-students relationship had a relationship with the indiscipline cases.

The findings supported Wang, et al, (2010) study on school climate and behavioral problems in China which established that positive student-teacher relationships and discipline and order were more substantially linked with lesser probability that a young person would take part in problem behavior. The study established that because adolescents' view point on school climate was a strong predictor of problem behavior, it was important to ensure that a positive school climate existed. The findings also supported Lee (2012) study in United States found that both positive teacher-student relationships and high expectations on academic achievements were linked with positive student self-report of higher conduct and emotional engagement. The study found out that teacher-student relationships, was connected with positive behaviour engagement of the students. The findings also supported Dagne (2015) study on impact caused by school climate on students' academic attainment in Bahir Dar Secondary Schools in Ethiopia. The findings revealed that, except for one component of school climate (security and school maintenance) there was favorable climate for in the school learning. This result was further explained by the direct positive association between school climate and students' achievement.

The findings also supported Okendo, et al (2014) carried out a study to investigate the relationships between school climate and students' achievement in their academic work in KCSE examinations this was done in Kisii county-Kenya. Findings from the study discovered that sub-county secondary school faced shortage of highly trained and experienced teachers, materials for teaching and learning, physical infrastructure, and incentives given to both students and teachers as compared to county and National schools. From the findings it was recommended that teachers should work hard to create a friendly classroom learning environment that was favorable for acquisition of knowledge to take

place which promote positive discipline practices among the students. The findings also concurred with Kemunto (2011) study on relationship between classroom environment and students aggression in Keumbu zone Kisii county Kenya which established that teacher – student and student- student relationships lead to aggression but there was a difference in gender in the expression of aggressive behaviour. The recommendation from the study was that the heads of learning institutions should enroll students following the regulations of the MOE to be able to maintain discipline and class control.

4. Conclusion and Recommendation

The study also concluded that teacher-students relationships had an effect on indiscipline cases among secondary school students in Eldoret East Sub County. The study concluded that schools that experienced poor teacher-students relationship experienced high indiscipline cases as compared to schools that had positive teachers' students' relationships. The study recommended that secondary schools in Eldoret East Sub County should promote positive teacher-students relationship to help reduce indiscipline cases

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