

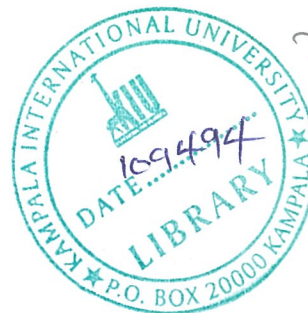
**COMMUNICATION AND STUDENTS' DISCIPLINE
IN SECONDARY SCHOOLS UGENYA
DISTRICT, KENYA**

By

**Cyrillus Adipo Ochieng
MED/44021/101/DF**

**A Thesis Report Presented to the college of Higher Degrees and
Research in Partial Fulfillment of the Requirement for
Award Of the Degree of Master of Educational
Management and Administration of
Kampala International
University,
Uganda.**

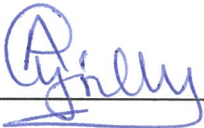
(NOVEMBER 2014)



DECLARATION

I Cyrillus Adipo Ochieng declare that this thesis entitled "Communication and Students Discipline in secondary schools in Ugenya District, Kenya" is my own original work and has not been submitted for award of diploma, or conferment of degree in any other University.

Sign



Date

12/11/2014

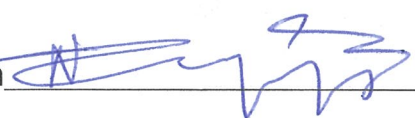
APPROVAL

This Thesis was done under my supervision and has been submitted by the above

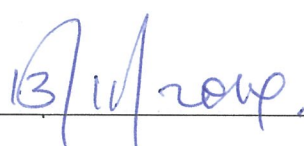
Student for examination with my approval

SUPPERVOSOR: **DR. TINDI SEJJE**

Sign



Date



DEDICATION

This work is dedicated to my family whose tolerance, love and patience during my studies have made it possible for me to go through this program successfully.

AKNOWLEDGEMENT

May I take this opportunity to thank the almighty God who has always given me the time, good health and normal mental capacity to carry out this work to completion. My sincere thanks goes to my supervisor Dr. Tindi Sejje of Kampala International University for guiding me throughout the work process. I am also grateful to my lecturer Dr. Kibuuka and Dr. Kayindu of Kampala International University for lecturing me on the same during course work phase of this research. I am also grateful to my dear wives Irene, the late Eunice and my children Nicky, Milton, Aphline, Dorin and Irene for their support and encouragement that kept me going on till completion of this work.

My heartfelt thanks also go to my staff mates Mr., Samwel Angwen and Mr. Kennedy Okeyo of Jera Secondary School for their continuous encouragement and support during my studies. I cannot forget to thank my research assistants from selected secondary schools in Ugenya district for the excellent work they did for the success of this study, they were Mr. Owino of Kagonya secondary school, Mr. Owuor of Uyundo, Mr. Mudemb of Inungo, MR. Ahenda of Konya, Mr. Ogutu of Sihay, Charles of Ndenga , Mr.Omondi of Udira and deputy principal of Ralak girls. In conclusion, this work would have not been completed successfully without contribution in different capacities of the above mentioned people. It is not possible to mention all people that played a role in one way or the other for the success of this work and let them appreciate my sincere thanks to them.

ABSTRACT

This study was to investigate the relationship between communication and students discipline in secondary schools in Ugenya district in Kenya. Correlation Coefficient was used in this study as method of analysis to establish the relationship between communication and students discipline. The study was specifically to investigate communication between school administration and students, teachers and students and parents and students and their impacts on students discipline in and out secondary schools in Ugenya district in Kenya. The first objective of the study was to determine the relationship between school administration and student communication and students discipline, the second one was to establish the relationship between teacher and students' communication and students discipline and the third objective was to establish the relationship between parent and students communication and students discipline and lastly to determine the level of students discipline in Ugenya district. The Research design used was correlation coefficient because it was the one suitable for studying the relationship between communication and students discipline. The target population for this study were 2300 students' from which samples of 320 students and were obtained respectively using Crejcie and Morgan (1970) table of samples as shown on table 3.1. Frequencies, percentages means and standard deviations were used to analyze the data. The major findings of this research was that there is a relationship between communication and students discipline and that communication as a strategy for managing students discipline has not been effectively used in secondary schools in Ugenya district and this is partly responsible for cases of students unrest recently reported in some of secondary schools in the district. Based on research findings it is strongly recommended that the ministry should organize and train all stake holders such as principals, teachers and parents on the use of communication as a strategy for effective students discipline management.

TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENT	vi
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS	xii
CHAPTER ONE	1
INTRODUCTION	1
1.1.0 Background of the study	1
1.1.1 Introduction	1
1.1.2 Historical Perspective	1
1.1.3 Conceptual perspective	3
1.1.4 Theoretical perspective	4
1.1.5 Contextual perspective	5
1.2 Statement of the problem	7
1.3 Purpose of the study	7
1.4 Research objectives	8
1.5 Research questions	8
1.7.1 Geographical Scope	9
1.7.2 Content scope	9
1.8 Significance of the study	9

CHAPTER TWO	11
LITERATURE REVIEW	11
2.0 Introduction	11
2.1 Theoretical Framework	11
2.2 Conceptual framework	12
2.3 Related Literature	13
2.3.a School Administration – Students communication and students discipline in school.	13
2.3.b School administration – students communication and students discipline outside school	17
2.3.c The teacher – student communication and students discipline in school	18
2.3.d Teacher – students communication and students discipline outside school	21
2.3.e Parent – students’ communication and students discipline in school.	23
2.3.f Parents – students’ communication and students discipline outside school.	25
2.3.g Students discipline.	27
2.4 Gaps Identified	28
CHAPTER THREE	30
METHODOLOGY	30
3.0 Introduction	30
3.1.0 Research Design	30
3.2.1 Research population	30
3.2.2 Sample size	31
3.2.3 Sampling Procedure	32
3.2.4 Research Instruments	32
3.2.5 Validity	33
3.2.6 Reliability	33

3.3 Data Collection Procedures.....34

3.4 Data analysis.....34

3.5 Ethical Consideration35

3.6 Limitation of the study35

CHAPTER FOUR36

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION36

4.0 Introduction36

4.2 To establish the relationship between teachers and students communication and students discipline.....42

4.3 To establish the relationship between parents-student communication and students discipline.46

4.4 To determine the level of students discipline in secondary schools in Ugenya district52

4.6 Students Discipline Outside School53

CHAPTER FIVE.....58

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....58

5.0 Introduction58

5.1 To determine the relationship between administration-students communication and students discipline.....58

5.2 To establish the relationship between teacher-students communication and students discipline.62

5.3 To establish the relationship between parent-student communication and students discipline.65

5.4 To determine the level of students discipline inside school.68

5.6 Students discipline outside school.....70

CONCLUSION.....71

Recommendations.....73

REFERENCES.....	75
APENDIX 1A: TRANSMITAL LETTER FROM (CHDR)	78
APPENDIX 1VA: FACE SHEET (A):	79
APPENDIX 1VB: QUESTIONNAIRE	80
APPENDIX 1VB: QUESTIONNAIRE	84

LIST OF TABLES

Page

able 3.1: Morgan and Crejie's table of sample sizes.....	46
able 3.2: Showing ratting guide.....	50
able 4.1: Respondents gender and type of school.....	53
able 4.2: Demographic characteristics of respondents (Teachers).....	54
able 4.3: Responses on administration - students' communication and discipline.....	57
able 4.4: Responses on teacher – students' communication and students' discipline.....	63
able 4.5: Perception of parents –students communication and students discipline.....	69
able 4.6: Differences between males and females students in terms of discipline.....	75
able 4.5: Showing level of students discipline in secondary schools in Ugenya district.....	80
able 4.6: Respondents reaction to students discipline outside schools in Ugenya district....	83

LIST OF FIGURES

	Page
Figure 1.1: Fayol's "Gang plank" concept.....	7
Figure1. 2: Relationship between independent and dependent variables.....	16

LIST OF ABBREVIATIONS

G.O.K. - Government of Kenya.

K.I.U. – Kampala International University

MOEST- Ministry of Education Science and Technology

CHDR – College of Higher Degree and Research

CHAPTER ONE

INTRODUCTION

1.1.0 Background of the study

1.1.1 Introduction

This chapter presented the following sub topics, historical background, conceptual, perspective, theoretical perspective contextual perspective, statement of problem, purpose of the study, research objectives, research questions, and hypotheses scope theoretical scope, significance of the study and definitions of terms.

1.1.2 Historical Perspective

The history of communication dates back to prehistoric time with significant changes in communication technologies, evolving with shift in political and economic systems and by extension systems of power. It is important to note that communication is not only a verbal interaction between two people. Body language and facial expression are also means of communicating knowledge to other people. The tradition of speech communication as a field of study is 2500 year old and its root lies in the ancient study of rhetoric modern speech communication (Fafunwa Aliu 2004). Formation of communication field has resulted from a partly convergence of various disciplines and lines of research that intersect in complex ways, all somehow related to phenomenon of communication but have never been tightly integrated in coherent body of thought. Hence the manifest diversity of communication research and education is not a recent development but has characterized the field throughout its history (Fasokun 2005).

The intellectual tradition that informed the modern field of communication has come primarily from two streams, the humanities and social sciences. The second main stream that informed the modern field of communication emerged a century later with experimental psychology and the social sciences. The state of communication research varies considerably within and among centuries in the world. In America, academic communication and media programs are numerous and well established and often include range of subfield than programs in other countries. In Africa, and the Middle East, communication education and media are beginning to develop (Latham 1998)

Traditional African education was passed from one generation to another by learning informally through various modes such as language, music, dance, traditional myths, stories, cultures religion and elders .The major roles of traditional African education was to produce a complete individuals, a lifelong learner who is cultured, respectful, sensitive and responsive to needs of the family and neighbors (Nekiema 2009, Omolewa 2007). It was aimed at inculcating attitude and values capable of integrating the individual into wider society (Majasan 2007 Fafunwa 2004 et al).The ultimate objectives was to produce a person guided by wisdom, in other words to produce a disciplined person. Traditional African education used age grade system in which those about the same age are grouped together to share responsibilities. Language was an important element in the training of the child and no one was considered adequately trained without considerable mastery of the use of language for effective communication. These were usually expressed not only in words but also in languages of the drums, and sounds of the horns blown by the attendants of the chiefs (Fasokun 2005)

The coming of European (western) education from the late 15th century onwards disrupted the traditional system of education and brought formal education through school systems at primary secondary and tertiary levels Fajana (Adewumi2009) The Christian missionaries were later supported by colonial administration in using the new educational system as a means of cultivating the minds of Africans to accept European values and practice. The impact of this phenomenon was that as student started to attend western education, the training of discipline was then transferred from informal education to formal education in schools.(Matsoga J.T. 2003) Children's discipline training now rested in the hands of teachers. Throughout the history of education the most common means of discipline in schools was corporal punishment. While a child was in school, a teacher was expected to act as a substitute parent with many forms of parental discipline or rewards open to them. Schools discipline has not followed a linear path as attitudes towards corporal punishment and other nonphysical approaches have shifted back and forth. Corporal punishment in schools has now disappeared from most of schools. In contemporary society, teachers use different forms of discipline to try and

produce an ideal student. (Wadhnam and Boyd 2007 et al). The different techniques used include detention, suspension, expulsion etc., but not corporal punishment.

1.1.3 Conceptual perspective

John Wofgan Von Goethe defines communication as exchange and flow of information and ideas from one person to another. It involves a sender transmitting an idea or feeling to a receiver (U.S Army1983). According to web definition communication is the process of transferring information from a sender to receiver with the use of medium in which the communicated information is understood by both sender and receiver. According to Hornsby (1989), communication is defined as the imparting or exchange of information by speaking, writing or using other medium. British English dictionary defines communication as exchanging information with someone for example the speech writing or sending radio signals. In this study, communication will be defined as a two way process of reaching mutual understanding in which participants not only exchange information, new ideas and feelings, but also create and share meaning. All forms of communication require the same basic elements, the sender of information, the message and the recipient. The sender and the recipient must share a common language or means of understanding each other for communication to succeed. According to Hornsby (1989), discipline is the practice of training people to obey rules and orders and punish them if they do not comply with the controlled behavior or situation that result from that behavior. Bahemuka (1998) defines discipline as a means to bring control, training to be obedient and order in drills. However, in this study discipline was conceptualized as regular patterns of behavior exhibited by students towards school activities such as respect to administration, pregnancy cases, theft cases, moral standards, participation in school activities time management, vandalism etc. While discipline outside school was investigated in terms of how students related to his/ her parent relatives, community, government administration, church etc.

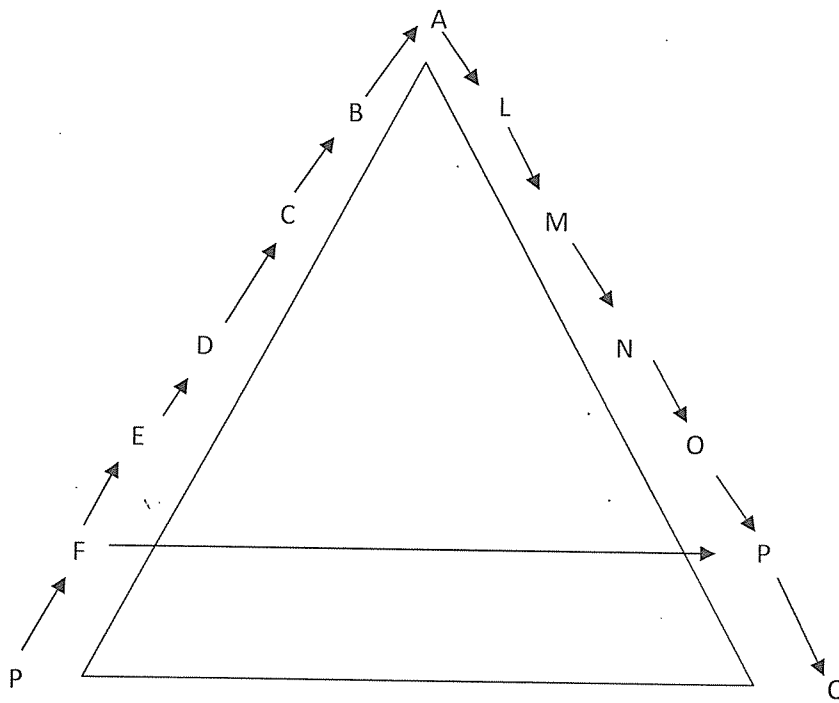
1.1.4 Theoretical perspective

Gang plank theory by Henry Fayol

A theory is a set of concepts and relationship statement that enable one to understand, describe, explain, evaluate, predict and control phenomenon. In this perspective therefore a communication theory provides a logical prepositions (statements, ideas, believes) which permits the deductions of some outcome or characteristics of communication interactions and transactions. This research on communication and students discipline selected Gang plank theory by Henry Fayol for its guidance. The term (gang plank) as used by Fayol refers to the ability of members of the organization to bypass all formal channels of communication and use the plank to reach any level of authority to convey the information exactly as it was intended. He observed that normally the communication in an organization is passed on through formal channels of communication. That means that the communication moves in affixed hierarchical order, for example from upwards to downwards or vice versa. In this theory he argued that formal channel of communication in the organization can be slow and distorted. If there are a number of channels and steps between the top management and the front line managers, the information emanating from the frontline managers will become highly distorted when it reaches the top management. Therefore according to the Fayol, formal channels of communication should not be strictly followed in an organization but 'gang plank' should be allowed.

Fayol explains that in an organization with the following hierarchy for example, F - E - D - C - B - A - L - M - N - O - P, if an individual wants to convey message to individuals from another department , the message has to be passed up to the highest managerial level and then down the individual. The reply from that individual is also received in a similar way; this can lead to huge delay in connecting many people, masses of papers etc. As can be seen on the figure 1, if F wants to communicate with P the communication has to pass through the whole hierarchy and back. Fayol proposed 'a gang plank' mechanism to bridge the gap between individuals and departments. This requires the managers of these individual to authorize members to communicate with each other as is illustrated in the figure bellow

Figure 1: Fayol's Gang Plank concept



Bernard Chester also carried out a similar study and agreed with Fayole when he argued that the line of communication in an organization should not be as direct and as short as possible and that lines of communication should not be interrupted while the organization is functional

1.1.5 Contextual perspective

Ideally, the role of school education in our society should be complete socialization process, transmission of the central heritage, formation of social personality, reformation of attitude, occupation replacement, and conferring status among others. As Mafabi, et al (2003) observed, a school must lead the rest of the society in knowledge and understanding of the process of human growth and development and socialization of children. The school learning outcome depends on the quality of the students discipline (Raynold 1976). As Imbe and Neildt (2006) observed, discipline

Provides a sense of direction among leaders besides increasing teachers satisfaction which is critical correlation to school goals.

Despite the benefits of good discipline, the condition of students discipline in Kenya has not been good in the past and in the present. Student's indiscipline is ranked as major problem in Kenya. For many years cases of indiscipline among students in secondary schools in Kenya have been reported all over Kenya. Kindiki (2004) elaborately quoted Onyango (2003) arguing that violence in schools in Kenya is common.

Various reasons for indiscipline in Kenyan schools have been identified, according to Fadhili (2005) most teachers and students attribute indiscipline to lack of dialogue between the school administration and students. The fact that most principals believe that students have nothing to offer makes them not to listen to student grievances and this create a lot of tension , stress and misunderstanding which eventually leads to frustration and violence as manifested in strikes.(Kindiki 2007). This is a clear indicator of communication breakdown in many of schools and homes administration in Kenya because parents are also role players for their children. Over the last decade there has been an increasing concern among educators in Kenya regarding student's violence and disrespect to the authority. Research consistently document that school indiscipline reduces teaching contact hours as more time is devoted to managing misbehavior rather than on teaching it also leads to destruction of properties, loss of lives etc (Nasibi 2008).In addition cases of pregnancies are also rampant among female students in secondary schools in Ugenya district. In May 2012 students of Yenga secondary school in Ugenya district went on strike and beat their principal. There are several cases where students make phone calls to local media houses on malicious allegation against teachers. In 2011, students of Ukwala secondary school gate crushed into Yenga secondary school during their party, fight erupted over love affairs and one student lost his life. In July 2012, students in most schools in Ugenya district cheated in Siaya mock examination, a case that watered down the credibility of the organization body. There are many other examples of students' indiscipline that can be cited in Ugenya district.

With such alarming rate of indiscipline cases in Ugenya district, the academic performance was likely to drop and this was a major concern for education stake holders in the district. This was the situation that motivated this study to be taken in Ugenya district Kenya.

1.2 Statement of the problem

The issue of students discipline in Kenyan secondary schools was not something new because it had been debated over and over for decades Kindiki (2009). The situation is now is worse and the government of Kenya is now implementing several measures aimed at curbing down the various cases of indiscipline in learning institutions particularly guidance and counseling units through communication in secondary schools. (MOEST 2005). An outcome of the school is dependent on the quality of students discipline Raynold (1976). The condition of students discipline in Kenya is now threatening, this was because a term hardly pass without incidences of indiscipline being reported in our media. Indicators of students' indiscipline include assault, arson, fighting, theft, destruction of store etc. The negative effects of students indiscipline include the fact that disruption interrupt lessons for all student and disruptive students loose even more learning time Godfredson (1989). Teachers have less time to deliver teaching, school properties destroyed and even lives are lost. Just to mention a few examples on 13th July 1991 St. Kizito secondary school in Meru Kenya, boys went on rampage in the night rapping and maiming their female colleagues and nineteen female students died and seventeen receive serious injuries (Kenya times 16th July 1991). In May 1997 fifty seven students at Bombolulu secondary school perished in a dormitory as a result of fire started by other students. This has therefore created a big concern to principal, teachers and other stakeholders because indiscipline and violence in school does not discriminate anybody. The report of the 'Task Force on students discipline and unrest' Republic of Kenya (2001) recognized the use of guidance and counseling which is basically communication in the management of students discipline due to its proactive approach.

1.3 Purpose of the study

This study was to investigate the relationship between communication and students discipline in Secondary schools in Ugenya district in Kenya

1.4 Research objectives

1. To determine the relationship between school administration and students communication and students discipline.
2. To establish the relationship between teacher and student communication and students discipline.
3. To establish the relationship between parents and student communication and students discipline.
4. To determine the level of students discipline in secondary schools in Ugenya district in Kenya.

1.5 Research questions

1. What is the relationship between school administration and students communication and students discipline?
2. Is there any relationship between teacher and students communication and students discipline?
3. What is the relationship between parents and students communication and students' discipline?
4. What is the level of students discipline in secondary schools in Ugenya district in Kenya?

Hypotheses

The following alternative hypotheses was developed and tested at 0.05 level of significant.

HA: 1 there is a relationship between school administration and student communication and students discipline.

HA: 2. there is a relationship between teacher and student communication and students discipline in and out of school.

HA: 3. there is a relationship between parents and students' communication and students discipline in and out of school.

1.7.1 Geographical Scope.

The study was conducted in Ugenya district where discipline had been presented as a challenge to school administrators in the recent past. Ugenya district was chosen, because it is my home district and therefore it is convenient for me to carry out the study there.

1.7.2 Content scope

The application of communication in disciplinary measures as part of students' discipline management that was examined had not been examined to full depth by other researchers. This study was to examine the level of application of communication as a disciplinary measure among administrators in secondary schools in Ugenya district. Communication was confined within, administrators, and students communication, teachers and students communication, and parents and students communication. Communication channels of disciplinary methods and conflict resolution within school community.

1.8 Significance of the study

The findings of this study will be beneficial to students themselves, this was because if they maintained good discipline, then they were likely to benefit in the following ways. Their academic performance would improve. There would be peace and safety in school and no life would be lost as had been witnessed before. Teachers were to enjoy their work environment and therefore syllabus coverage would be prompt. Students would grow into morally sound, disciplined and responsible adults with high demand in the job market. Discipline would empower individuals to take responsibility for their actions in socially accepted way Oliver (1989). The government, parents and the public would benefit in the following ways. The findings would be helpful to the government of Kenya in solving escalating problems of indiscipline that were widely spread in most schools. The school properties would not be destroyed therefore parents would not be asked to pay extra levies for replacement of destroyed properties. Parents would be sure of their children's' safety at school and would therefore have peace of mind as their children pursue their studies. The government was to benefit from having morally

sound and responsible citizens to run its organizations. The recommendations of this research would help school administration to improve their discipline management skills by applying communication approach. Researchers working on related fields would use the results of this research for their literature review even local leaders would enjoy situations where their schools provide well disciplined graduates that would be easy to work within the society.

Definitions of key terms

Communication

In my key terms definition, communication refers to two way process of reaching mutual understanding in which participants not only exchange information, news, ideas and facilities but also create and share meaning.

Students Discipline

In my key terms definition students discipline refers to pattern of behavior exhibited by students in secondary schools towards school rules and regulations, participation in school activities, theft, moral standards and school attendance, respect to school authority, response to stake holders etc.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this study, literature review presented the following themes, theoretical framework, conceptual framework and review of related literature which was further subdivided with respect to the objectives of the study in to:- school administration and students communication, teachers and students communications and parent and student communication in relation to students discipline in and out of the school and determination of the difference between male and female students in terms of level of discipline

2.1 Theoretical Framework

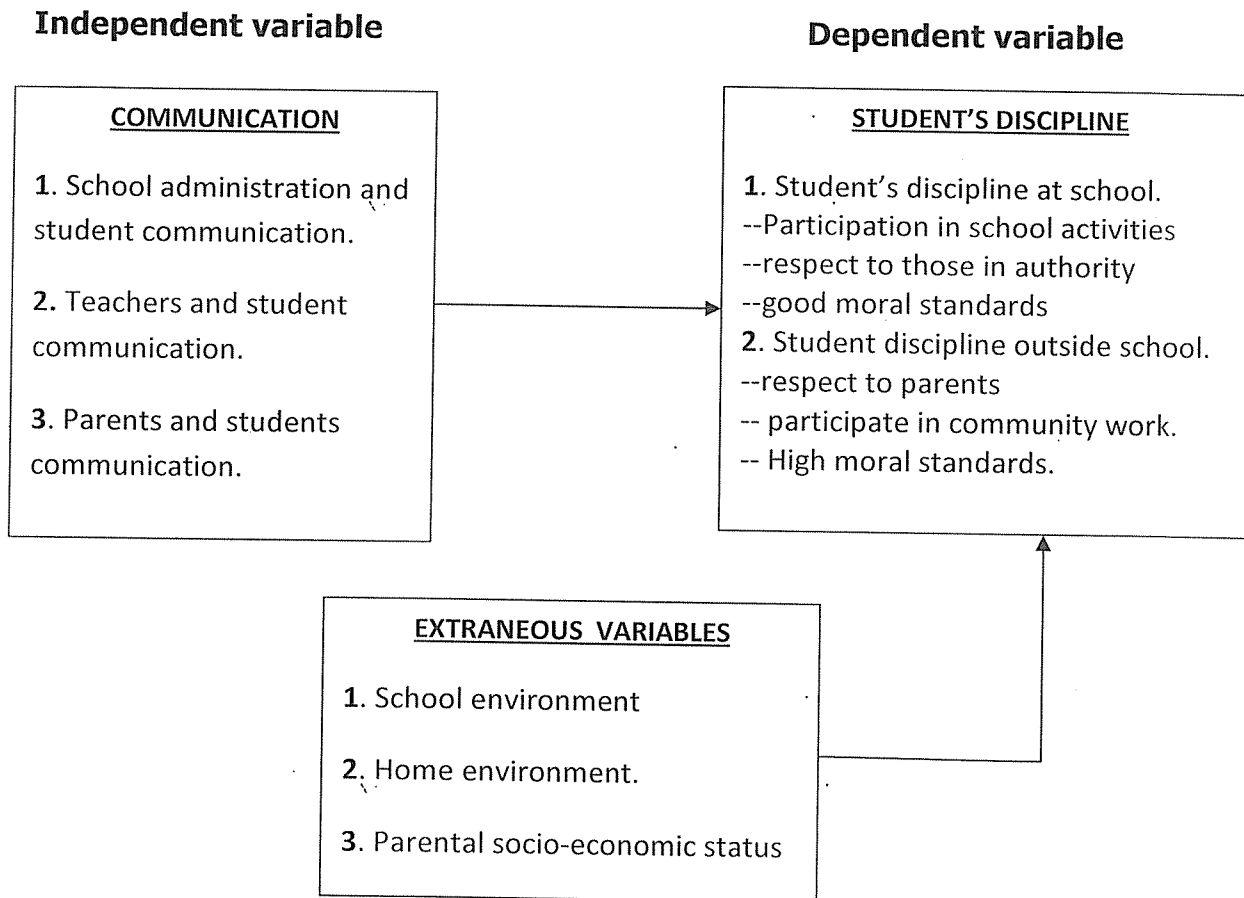
This study was informed by Henry Fayola's "gang plank" theory of communication. Fayol argued that formal channel of communication in an organization causes the communication to be slow and distorted. If there are a number of channels and steps between top management and front line managers, the information emanating from the frontline managers would become highly distorted when it reaches the top manager. Therefore according to Fayol formal channels of communication in an organization should not be followed strictly but "gang plank" should be allowed. Gang plank as used by Fayol refers to the ability of the members of an organization to bypass all formal

channels of communication and use the plank to reach any level of authority in order to convey the information exactly as it is intended. In school education system, we have the principal in the top most position in the hierarchy of management, followed by deputy principal, then heads of department, subject teachers, class teachers and students. According to Fayol if any communication to students have to strictly follow hierarchical channel , then the information would be delayed , a lot of paper work would be involved , inconveniencing many people and even if it reaches recipient, it would have been distorted . This theory implies that any communication to students may be from principal, head of department, head of subject teachers and even parents should be conveyed to the students directly in order to avoid distortions delay, and

many other inconveniences; and any communication originating from students should be delivered to the target authority at any level.

2.2 Conceptual framework

Figure 3 concept of communication and students discipline



Source; Adopted from Henry Fayol Gang plank theory of communication,

The framework proposes that communication which include, school administration and students, teachers and students and parents and student's communication have impact on students discipline within and outside schools. According to this framework of communication and students discipline are also affected by nature of school environment, home environment and parental socioeconomic status. In this framework, communication is the independent variable while student discipline is the dependent variable, and extraneous variables are the school environment, home environment and socioeconomic status of parent.

All forms of communications require the same basic elements; the sender of information, a message, and recipient. (McLuhan M. and Flore 2004) The senders and recipients must share a common language or means of understanding with each other for communication to succeed. The act of communicating draws on several interpersonal and intrapersonal skills. This includes; speaking, listening, observing, questioning, proceeding, analyzing and evaluating. In this related study, the effects of communication on students' discipline were going to be examined in details.

2.3 Related Literature

2.3.a School Administration – Students communication and students discipline in school.

Webster defines communication as the act or process of using words, sound, signs or behavior to express or exchange information or to express your ideas, thoughts, feelings etc. to someone else. According to the free dictionary communication is the exchange of and flow of thoughts, signals or behavior. The free dictionary defines school as an institution for instruction of children or people under college age. According to web definition, school administration refers to planning, organizing, directing and controlling human resource within a school. Hornsby (1989) defines administration as activities that are done in order to plan, organize, and run a school, business or other institution. According to the dictionary of the English language, administration is the management of the affairs of an organization such as school or business. Hornsby (1989) defines planning as the act or process of making plan or something and according to Dalzell et al (1988). Planning is deciding in advance what to do, how to do, when to do and who should do it and bridging the gap in the school.

Discipline plays an essential role in the moral and development of a child of a healthy society (Nasibi 2003). According to web definition discipline refers to action taken by the administration to enforce organization standards thus doing the right thing at the right place. American heritage dictionary defines discipline as training that is expected to produce a specific character or pattern of behavior. According to Hornsby discipline is the practice of training people to obey rules and orders and punishing them if they do not comply with the rules. Discipline is the administrative action taken by

education managers to encourage students to follow standard rules and organizational regulations Okumbe (2001). According to advanced learners' dictionary, a student is a person who is studying at a school especially secondary school.

Application of communication both at school and at home as disciplinary strategy can result into remarkable improvement of students discipline at school and out of school. According to Fadhili (2005) most teachers and students attribute indiscipline to lack of dialogue between the school administration and students. The fact that most principals believe that students have nothing to offer makes them not to listen to students grievances and this create a lot of tension, stress and misunderstanding which may eventually lead to infraction and violence as manifested in strikes (Kindiki 2009).

As Kindiki (2009) observed, the level of discipline in secondary schools in Kenya was very low because administrations rarely discussed implementation of rules and regulation with students hence there were poor channels of communication. He went further to assert that ineffective communication resulted in conflicts, chaos, misunderstanding and lack of confidence in school administration. The principal plays an important leadership role in establishing school rules both by effective communication and by example.

Kipkorir (2012) also concurred with (Kindiki 2009) and argue that one of the causes of unrest in schools was lack of communication between the head teachers, teachers and students. The success of instilling positive discipline calls for the establishment of a relationship of trust and respect between adults and children Waithaka (2005 pg. 6), all these can only be done through communication. Dukeworth (1984) found out that a well disciplined school, the principal provides clear, broad based rules, delegates disciplinary measures and maintain students behavior. He said that good communication and shared values are important in maintenance of discipline in school. In his research Duke agreed with Godfredson's (1989), findings which indicated that schools with disciplinary problems had the following characteristics; that rules were unclear or perceived as unfair or inconsistently enforced. Students did not believe in the rules, teachers and administrators did not know what rules were or disagreed on the

proper responses to students misconducts , all these were as a result of lack of effective communication from the principal.

Eric (1992) noted that in order to promote positive discipline, rules and consequences of breaking them should be clearly specified and communicated to students. Meyer and Pawlers (1989) recommended periodically restating the rules, especially after students return from holidays. Eric (1992) confirmed that social rewards such as smiling, praising, and complimenting are extremely effective in increasing desirable behavior. He commented that discipline policy on paper is meaningless, that one's developed, discipline policies must be communicated to students, parents, and community by school administration. Guidance and counseling which is basically communication was recommended by the "Report of National Committee on educational objectives and policies of 1976". Rafferand Jonson (1981) maintained that, many students discipline problems that occurred in secondary schools might not exist if guidance and counseling services were correctly offered. Kiamulabi (2006) and Kabadize (2004) found out that communication is a very important strategy of managing students' discipline. Ginot cited in Charles (1999) emphasized congruent communication which is harmonious with students feeling of situation themselves. Kabandize (2004) also established that communication is a strategy for managing student discipline she emphasized sharing views between school administration and students she also advocated for decision making by consensus involving students she added that administration should constantly talk about dangers of indiscipline.

According to Kindiki (2009) several extreme cases of student indiscipline have been attributed to gaps in formal communication or to an ineffective communication system within the school. He added that the issue of communication and students discipline in Kenya was viewed by many as contemporary problem that may turn into crisis if not checked. Many research findings revealed that many school administrators rarely put any effort in discussing the implementation of rules and regulations within students, it was noted that most schools administrations come up with school rules without consulting the students, that the only time when students and administration talk about the rules in most schools is when the student is being admitted. Morning assemblies and meetings were found to be most favorable communication channel, they are

preferred as the best channel of communication because they improve interaction, and hence the relationship between administration and students, this leads to unity and peace in school. Morning assemblies are effective in conveying information to students because they are held regularly. Kindiki's (2009) research established that willingness by school administration to listen to students would also greatly enhance communication in the school. However, this can only be possible in democratic school setting where every one's views are listened to and respected. According to Kipkorir (2012) one of the issues identified as cause of unrest was lack of communication between head teachers, teachers and students. In view of this, head teachers are required to cultivate a democratic and participation environment in the school and encourage regular communication forum in school where teachers and students are encouraged to express their views (MOEST 2001). He further explained that this can be done through the use of suggestion boxes, school assemblies, house meetings, class meetings, guidance and counseling sessions and open days for parents and students to encourage collaborative management of school. Prompt action should be taken on students' grievances and any institutional policy change affecting students such as school uniform, diet, school fee etc. must be done in consultation with the BOG, PTA and students. Latham (1998) suggested that one of the strategies of incorporating communication as a disciplinary measure was that instead of distributing rules as an add-on, the school could encourage teachers, students and families to work together in the rule-making process. Classroom discipline plans (2005) also suggest that the student can be encouraged to come up with rules that could be incorporated in the old laws. This would give them a feeling of ownership since they would view them as their own creation and thus strive to obey them. This was in agreement with Scheme's (2008) research findings where he noted that students were far more likely to internalize and respect rules that they helped to create than rules that were handed to them. Effective principals are liked and respected rather than feared and communicate caring for students as well as willing to impose punishment if necessary. Nyaga (2004) recognized the use of communication as a disciplinary measure when he said that oral or written warning can be given to a student when investigation is conducted and offence committed does not warrant temporary or permanent removal from school. He added that administrators can have

infrequent, informal but friendly talk with students at personal level because it may help to forestall unbecoming behavior; it is given in skillful and friendly manner. Thus warning aims at informing student that indiscipline cannot be tolerated and there is an urgent need for improvement failure to which a serious disciplinary action will be administered (Okumbe 1999).

Reports from past researchers and academicians had indicated a correlation between school administrations – student communication and students discipline which called for a study to be undertaken in Ugenya district in Kenya to establish such effects on the discipline of students in secondary schools.

2.3.b School administration – students communication and students discipline outside school

Effective school discipline strategies seek to encourage responsible behavior both at school and outside school and to provide all students with satisfying experiences as well as discourage misconducts. Students discipline management is an important function in school management as it affects the ultimate outcome of school learning. It is in this respect that the approach used by the principal to manage discipline is vital Kindiki (2009) observed that school administration controls students by imposing some form of punishment and use policy document such as school code of conduct which spell out clearly school regulation or ground rules that help the students to know what is expected of them in order to maintain a well organized school.

Successful implementation of school rules and regulations enables students to internalize discipline while at school; this will ultimately enable the student to adjust to the society with its discipline that came from constitution of the country. The kind of training received by students as they adapt to school rules and regulation will enable them to fit easily in the society. As school administrator include social skills as one of the contents to be taught in school, it allows students to be taught socially accepted behaviors that will result into better acceptance of students in the society as a disciplined member. In school situation, research has revealed that some schools require individual's intervention to address their social skills deficits. In such situation the school administration equip such students with special discipline ability that will

enable them to socialize with peers and elders. In some schools, all students including students with behavior challenges are taught skills necessary to avoid physical conflicts. Such students play a big role in the society in conflicts resolution and peacemaking which the society needs. Many students get trouble both in schools and in community when their anger takes control, school administrators facilitate teaching of skills necessary for anger management to all students including those with behavior problems and this can improve students discipline both at school and outside school.

FOCUS is acronym for focus on control and understanding self. Some school administrators facilitate teaching it in their schools. It is a comprehensive self – emotional skill development program for students, the program teaches life skills of self esteem, tolerance, coping, self discipline, communication and responsibility conflict resolution. This program enable students to internalize the kind of discipline required in order to live happily in the society. A development interaction program taught in schools emphasizes the sequential mastery of social – emotional – cognitive. It is a growth cognitive model which recognizes that a child behavior and personality evolve through cumulative sum of daily experience. This helps to provide the students with essential social emotional growth. By effectively implementing this program in school, school administrators can decrease and eliminate severe problems that interfere with the child's ability to relate to others communicate behave and learn and this is appropriate discipline required by the society. Effective school administrators provide for effective management of curriculum and time. This ensure that pupils are fully occupied and not idle as students internalize this discipline they grow to industrious member of the society who are socially productive a kind of discipline that the society needs for its development .

2.3.c The teacher – student communication and students discipline in school

Webster defines a teacher as a person whose job is to teach students about certain subjects. According to Hornsby (1949), a teacher is a person whose job is teaching especially in school, the free encyclopedia defines a teacher as a person who provides an education for pupils and students. A teacher therefore as observed by Kochar (1997) contribute significantly to the character of a student Harold (1993) noted that a

teacher's personality has a great role to play in school discipline when he said that younger children are attracted by the charm and are repelled by the shabby look of a teacher. Tumutorein (2003) quoting Omerger (1995) found out that unrest in school is partly caused by teachers' personality. He noted that most of unrests in schools are due to poor teacher – students' relationships which include aspect of psychological effects. Fontana (1987) concurred with the past study findings when he noted that students are hurt when they realize that they are constantly ignored by who have an important role to play. Tumutorein (2003) found out that teachers have caused indiscipline in schools by abusing students and neglecting their work.

Gwokylya (1992) found that on occasions where teachers failed to teach appropriate content, to children or even failed to use appropriate materials, students had become frustrated and unsettled. Buga (1991) confirmed that if teachers do not use appropriate communication methods they cause anxiety, inattentiveness, monotony and redundancy among students. The importance of teacher's communication to students in classroom cannot be overstated. Communication is central to teaching processes that ultimately lead to positive student discipline. Another area which employs communication as a disciplinary strategy is guidance and counseling services in schools. In recognition of this, Kamunge report (1988) recommended that schools should establish guidance and counseling services with senior teachers being responsible for them (Republic of Kenya 1988). The presidential committee on students' unrest indiscipline in Kenya schools (2001) showed that guidance and counseling services had not been implemented in most schools and it attributed to the problem of indiscipline in school to a culture of violence in institutions partly because of poor guidance and counseling services. In an attempt to strengthen the use of the teacher – student communication as discipline management strategy, the "Report of Task Force on students' discipline and unrest (Republic of Kenya. (2001) recognized the use of guidance and counseling in the management of students discipline in schools due to its proactive approach. The use of communication was also recognized by Saitoti (2003) when he urged students and teachers to engage in dialogue to reach a consensus. Migiro (1996) and Simatwa (2007) were in agreement that guidance and counseling was not given weight as a tool for enhancing discipline and noted that 50% of guidance

and counseling services in schools were on the hands of teachers without professional training, he referred to it as the major reason for students unrest in many schools in Kenya. From analysis of related studies has become clear that in schools where discipline management is successful, teachers are careful about verbal communication. They utilize supportive language, avoid language that is overly authoritative, they utilize a rate and rhythm of speech that is even and smooth and delivers warning and reminder in a calm manner. It was also found out that in such schools, teachers are aware of non verbal communication, use eye contact effectively, and uses nonverbal cues, as a warning when behaviors are escalating, they are aware of impact of tone, volume, positioning and stance. It was further established that teachers in such schools provide opportunity for informal discussion with students. They provide pieces of advice and guidance based on teachers own personal experience, use humor to reduce tension, teachers here also utilizes own personal experience to explain concepts to students, they provide opportunities to listen to students and treat student as persons capable of dealing with their own problems. The findings of James Strong's researched on quality of effective teacher - students communication had some of the following characters That the teacher communicate clearly and understand feelings of students, that he admits mistakes and correct them immediately and display a sense of humor to students, he adds that such a teacher maintains confidential trust and respect needs. He listens to student's comments and questions attentively and looks for a win-win-solution in conflict situations. That he responds to students with respect and even in difficult situation and communicates high expectation consistently. He conducts one by one conversation with student and treats them equally and fairly. He has positive dialogue and interactions with students outside the classroom and speaks with appropriate tone and volume. Robinson (1996) noted that using humors, friendly greetings, and supportive may help to improve teacher to students relationship that ultimately improves students discipline.

2.3.d Teacher – students communication and students discipline outside school

A teacher is very powerful determinant of student's discipline in and outside school. What the teacher does, in classroom in terms of discipline management has a lot of relationship with students discipline outside school. Because teachers are responsible for social behavior, in classroom, schools are one of the first places where student's behavior and future social and developmental success are shaped. Teachers are carriers of either negative or positive behavior towards students. Sometimes the teacher's caring attitude can have a long negative or positive influence on students and therefore affect their discipline in the society. As teachers strive to train students on how to manage themselves in class, this is also meant to expose students to behave properly. The skill acquired by during training becomes very vital in the future life of this student outside school. e.g. Students will find themselves copying easily with government regulations in life.

According to Smith's (1988)" good teacher is able to raise student 'self-esteem, develop appositve work ethos without resorting to a punitive regime, praise rather than criticize and use students enthusiasms and interest in creative and positive ways of behaving. All these are the prerequisites of positive discipline that student develop for future fit in the society. According to Human right watch (2005) the purpose of student's education as enshrined in the convention on the right of the child, should be the development of respect for human right and fundamentals, freedom and preparation for responsible life in the society in the spirit of understanding peace and tolerance. In view of the above statement, the teacher is the determinant of the success or failure of this education therefore the teacher is central to it. A student's discipline in the society highly depends on the type of the teacher whose hands the child has passed through. Research has found out that students who passed through a caring teacher that treat them with respect and understanding, polite and uses child friendly method of instilling discipline, ultimately grow into a person of high discipline and integrity in the society Kruger A and Van Schalkwy (1997)

Social skills taught by teachers at school have a lot of positive impact on students discipline outside school. In some secondary schools students are taught how to resolve

conflicts between individuals. This training helps students to manage conflict situations in the society, which contribute to good discipline. Teachers serve as appropriate role model for students in accordance with standards of teaching profession. Communication is not simply verbal interaction between a teacher and student; bodily language and facial expression are also means of communicating message to students. It is therefore important that the teacher's conduct in school communicate something to students e.g. his temper, code of dress, his ways of solving discipline problem, relationship with students etc, are likely to be copied by students and this can influence their discipline outside school either positively or negatively. The role of a teacher in shaping students discipline outside school is also recognized by Hendrix (1986) when he stressed that teachers have the responsibility of ensuring that each pupils matures steadily along his personal line. This means that they are responsible for planning the learning experiences, activities, attitude and relationship so that as much as possible each student's basic psychological needs are satisfied through medium of education which ultimately result in improved student discipline in the society. In recognition of the role of teacher – students' communication in shaping students discipline outside school, Simatwa (2007) confirmed that if students are well guided, by teachers, they will do the right things related to learning and will become disciplined in the society. He adds that if students are not properly guided or ignored they cause indiscipline problem. Nasibi (2003) observed in one of her outlines of the ways in which teachers can contribute to positive discipline of students both inside and outside school that teachers should act as role model to students by being disciplined and upholding high moral standards and creating an atmosphere of trust.

The success of instilling positive discipline calls for the establishment of relationship of trust and respect between the teacher and the students (Waithaka 2005) ideally. Teachers cannot love all students but can care genuinely about their behaviors for the sake of everyone concern. Teachers should therefore insist on decent and responsible behavior from their students. Students need this type of behavior parents want it the community at large expect it and the education process is crippled without it (classroom discipline 2005). Brauer (1981) observed that apart from imparting knowledge and facilitating students' learning, teachers are expected to maintain security and order in

classroom. Thus the issue of students conduct is a factor in their job satisfaction Liu Meyer (2005). He added that if children are not properly taught moral issues, they would graduate into criminal gangs instead of educated citizens who could develop the socioeconomic sector of the country.

2.3.e Parent – students' communication and students discipline in school.

Webster (1993) defines parent as a person who brings up and cares for another. According to Thesaurus, a parent is one who begets, gives birth and raises a child, a father or a mother. Hornsby (1948) defines a parent as a person's father or mother.

Research has demonstrated that parent – student communication contribute significantly in a variety of ways to improve students discipline both in school and out of school. Drake (2000) observed that this have remained fairly consistent despite the fact that families have undergone significant changes during that time and schools operate in very different time than those of a decade ago. The importance of parent – student communication is also recognized by U.S. Department of education where one of its eight goals of education states that "every school will promote partnership that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. The importance of parent – student communication was reaffirmed in (1997) when the national PTA in corporation with education and parent involvement professionals develop six National standards for parents involvement programs (White 1998). Parent – student communication has more positive impact on children than their communication to school. Christenson and Sheridan et al (2001) observed that what parents do in home environment however, remains significantly more important to student discipline, some of the major role of parents is to promote high expectations, for students behavior, school achievement, home work, and establish and maintain open lines of communication between home and, school and teachers.

According to Nelson (2002 pg77) parents are the first link in effective school discipline practices. She points out that parents who are involved in their children's daily school lives have better understanding of what is acceptable and expected in school environment. Simon (1999) found that although study habit, attitude behavior pattern

may be set by a student senior years, an adolescent's success is influenced by his or her family even through the last year of high school.

Sanders and Epstein (2000) found that although adolescents need more independent than younger children, the need for guidance and support of caring adults in the home and community this time in their lives is very important. Other studies reinforce the values of parents expressing confidence in adolescents and support of autonomy as significant contributors to students discipline in high school Christenson et al (1998). In support of this, Bali (1998) and Weidman (1998) indicated that educators need to help parents to understand homework concepts and developmentally appropriate practices in order to best help their children. Various home experiences have influence on a child's behavior. It is argued for instance that if parents spent little time at home, children may seek undesirable social experiences elsewhere that have devastating consequences on their lives Edward et al. (2004). Beside even when parents are at home parent – student communication may be laced with conflicts, for instance poverty and mental abuse can adversely affect children's ability to function properly. Children from several dysfunctional families in particular, face enormous adjustment problems at school because they may deprive children of attention, love or exercise excessive control Edward (2004).

Research documenting the effects of parental communication at home and at school conclude that the differences in the achievements level of children is more effectively explained by the nature of parent - students communication and parent to school interactions than by characteristics of socio economic status (ziegler1997). Henderson and Bella of sixty-six studies report and review on subject of parental communication concludes that the most accurate predictor of student achievements in schools is not income or social status but the extent to which parents are able to create home environment that support learning, communicate high and reasonable expectations of their children's achievements.

An educational friendly home environment affects not only children's achievement and discipline levels but their interests in learning and future educational plans as well (Callaghan et al (1993). The research points at a number of supportive home process that range from strong family's value and routines to achieve involvement by parents in

school work. The most frequently cited processes include stable family routine. Parental support and encouragement about school work, discussion of ideas and high parental aspiration and standards of children achievements. Several studies link frequent and open discussion between parents and their children to discipline and academic success. Bredeglin M. (1998) et al researched on how relationships with parent influence latter association with delinquent friends. The research found that perceived lack of closeness with parents deprive early adolescence of an important source of effective support to resulting in decreased self esteem and latter affiliation with delinquent friends. Deslandes et al (1997) noted that parents should be encouraged to discuss school matters with their children on a regular basis rather than after problem arise. The focus on this daily communication should be to reinforce students for appropriate behavior rather than reprimand them for inappropriate behavior; this can improve students' discipline. Analysis of the above study reveals that most researchers concentrate on the impact of school administration - student's communication and students discipline neglecting the impact of parents – student's communication on students' discipline. This study therefore was to investigate the effects of parent – students' communication on students discipline in secondary schools in Ugenya district in Kenya.

2.3.f Parents – students' communication and students discipline outside school.

A numbers of researchers have confirmed that effective and carefully planned parents' and students' communication can have great positive impacts on student discipline outside school. It is also imperative to not that children are born without culture (discipline) and are socialized into culture and social norms of the society through interaction with parents and relatives. Mbithi asserts that the child is brought into this world so that the society may create or mould it accordingly to fit well into the existing ways of life. The success of socialization results in children cherishing similar belief, custom and expectation of those of their parents. Therefore closeness of parents to students and effective communication improves students discipline outside school. Deslande et al (1997) advice that parents should discuss with their children on regular basis rather than after problem arise, the focus of this daily communication should be to

reinforce students' appropriate behavior rather than reprimand them for inappropriate behavior. Such parents – students' communication increase the likelihood of approved discipline in the society.

Trusty and Lampe (1997) noted that parent support offer a sense of security and comfort in unpredicted society as an adolescent strive for growth and self development. When there is effective parent – students' communication, it can set limits, positive encouragement and act as a resource as students encounter social and personal challenges in the society. This is especially vital to the adolescence that is particularly at risk of disengaging from school. In the context of a permissive parenting style and lack of parents' communication, adolescent are more likely to turn to peers in access, and behavior, truancy, drug abuse depression. Rumberg et al (1990). Research has also established that parent – students' communication was associated with positive discipline of students in the society. Those students who perceive that parents value the importance of positive discipline are more motivated to be highly disciplined in the society. As Mechant et al (2001) observed, students perception of their parents value about desirable discipline and achievements have the strongest relationship with both motivation and competence.

Among documented findings are correlation between parents and students communication and improved students attitude, achievement and behavior in the society. Henderson and BELLA (1997) noted that "when schools work together with parents to support learning, children tend to succeed not just in school but throughout life. In support of the impact of parent – student's communication on students discipline outside school Nasibi (2003) agreed with other researchers on the same when she advised that parents should be informed that they are in better place to handle social and psychological development of their children than teachers whose role is supplementary. According to (republic of Kenya 2001), parents should not frustrate their children when they don't meet their aspiration because frustrated children are prone to drug abuse and other forms of unacceptable behavior. Home is powerful socializing agent and parents should make them conducive to the child's growth and development , Some of the documented causes of violence among students are in the society which are mostly undesirable conditions at home. These include quarrelling,

fighting among parents, immorality, unemployment, cruelty of parents' laxity in discipline, severe punishment, absence of loving mother, separation, divorce etc. all these lead to neglect, abandonment, and abuse of children leading to frustration and violence (Kafu 2005). As has been mentioned earlier, Simon (1999) found that although study habit, attitude, and behavior pattern may be set by students' senior years, an adolescent's success is influenced by his or her parents even though the last year of high school and this has a great effect on students' discipline outside school. Successful and positive communication between parent and student is likely to produce a student who is disciplined, e.g. Have respect to authority such as government directives, church and is easily involved in community work. In view of this we can say that parents have a great role to play in shaping his or her child's future in the society.

2.3.g Students discipline.

There has been considerable scholarly interest in issues related to gender and discipline among students. Some evidence suggests that males and females students differ in terms of level of discipline with females being more disciplined than male students. In addition to that, a number of research analyses revealed that gender is a key determinant in students' discipline and academic success with females attaining at a significantly higher level than males. Such findings are consistent with previous research by Richardson and Woodley (2003) et al. Significant differences were also seen in self-esteem and coping styles between males and female students where participants with males exhibited higher self-esteem, greater ability to detach themselves from the emotion of the situation and more inclination to demonstrate emotional inhibition or "bottling up of emotion". In line with Ptacek et al (1994) this suggests that in terms of coping strategies adopted males have a tendency to avoid using emotion – focused approaches in contrast to females who predominantly use this approach. Furthermore, the results lend support to the notion that individuals high in self-esteem tend to perceive situation as controllable and react with a strategy aimed at changing the cause of the problem (Dodgson and Wood 1989). Moreno et al (2007) suggested that female students show more self-determined reasons to discipline and perceive their teacher as more intrinsically motivated to maintain discipline in classroom than the male students. These research findings support those found by Alonso (2006),

Martinez (2006) and Jimenez (2004). Moreno et al (2007) added that women do not feel as much need to compete to be successful and are interested in more cooperative activities and this is most likely having an influence on appearance of discipline behavior. These results are in line with research carried by Duda and White head (1998). According to these authors, females tend to be more tasks oriented and intrinsically motivated whilst male adolescents are more egos – oriented and extrinsically motivated and this leads to them having more discipline problems than female students. Gender differences in selection of coping strategies have been identified; with males adopting more problems focused strategy and females adopting mores emotional focused approaches (Ptacel et al 1994) .It is important to note that academic success is generally directly proportional to the level of discipline. In addition, it has been shown that girls value academic success and that being too successful at school could disadvantage some girls among their peers (Tinklin et al 2001), and this can lead to males being more undisciplined Further , Tinklin (2003) suggests that females take education more seriously and tend to be better prepared, more conscious, cooperative, organized and respectful. Males in contrast are seen as ill prepared, competitive, disruptive, and overconfident and less attentive (Lark and Trafford 2000) From the analysis of a number of related literatures, it was clear that differences exist between females and male student in terms of level discipline both at school and outside school. Males have been found to have more discipline problems compared to female students. Therefore there was need to carry out this study in secondary school in Ugenya district in order to establish this claim.

2.4 Gaps Identified

Critical analysis of related studies showed that there were gaps in the past researchers work. The gaps identified were methodological gap, instrumentation gap and historical, gap(Kindiki 2009). As concern methodological gap, past researchers used qualitative approach only while my research used a combination of both quantitative and qualitative approaches and on the side of instrumentation, past researchers use interview only, while this study used questionnaire and interview guide as data collecting instruments and on historical gap the last research on the same was done long time ago and have been overtaken by events. Conclusively, review of related

literature identified gaps in how school administration and students communication, teacher and student communication and parent and students' communication affected students' discipline. These gaps identified further justified the need to carry out this study secondary schools in Ugenya district, Kenya.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the methodology that was used was described. It was divided into the following sub titles, research design, research population, sample size, sampling procedures, research instruments, validity, reliability, and data gathering procedure, data analysis, ethical consideration and limitation of the study.

3.1.0 Research Design

In this research, correlation coefficient was used because it was the one suitable for

Studying relationships and this was in agreement with Amin (2005) who said that a linear relationship exist between two variables if the calculated value for significance is between – 1 .00 and 1.00. Therefore it was the one suitable for studying the relationship between communication and students discipline in Ugenya district in Kenya.

3.2.1 Research population

The target population for this study was 2300 students of public secondary schools in Ugenya district in Siaya County, Kenya. Ugenya district have 16 public secondary schools with students population of 2300. These schools can be categorized into pure girls school of which are 2, pure boys school of which are 2, mixed day of which are 7, and mixed day/boarding of which are 5. The category of students will be form twos and form four Table

Figure 3.1 respondents gender and type of school

RESPONDENTS	GENDER				TYPE OF SCHOOL							
	FEMALES		MALES		GIRLS DAY		DAY MIXED		DAY /BOARDING		BOYS BOARDING	
	F	%	F	%	F	%	F	%	F	%	F	%
STUDENTS	145	45	175	55	37	11	163	51	80	25	40	12
TEACHERS	13	26	37	74	10	20	20	40	15	30	5	10

The data in table 3.1 shows that female respondents were 145 which accounted for 45% of students respondents while female teachers were 13 which accounted for

26 % of teachers respondents . On the side of students respondents there were 175 males which accounted for 55% of students respondents while male teachers respondents were 37 which accounted for 75% of teachers respondents. In this research male dominated both at teachers and students levels. There were 11% students from day schools, 51% from day mixes schools , 25% from day/ boarding schools and 12% from boarding schools. On the side of the teachers, 20% were from day girls schools, 40% were from girls mixed schools, 30% from day/ boarding schools and 10% were from Boys boarding school.

3.2.2 Sample size

A population of 320 students and 50 teachers were sampled out from 2300 student and 150 teachers from 16 public secondary schools in Ugenya District in Kenya These samples size were chosen using Crejcie and Morgan (1970) table of sample size for determining the sample size of research population for this study, as quoted by Kasomo (2001) on the table 2

Table 2 showing population and sample sizes of schools, teachers and students

Category	Population	Sample size
Schools	16	8
students	2300	320
Teachers	150	50

From this sample of 320, 160 students were sampled from form two and 160 were from form four. Due to scattered nature of schools in the district, the researcher targeted four secondary schools from Sihay division and four from Ukwala division in the district, which added to a total of 8 schools where the study was carried out.

3.2.3 Sampling Procedure

In this research purposive sampling, stratified simple random sampling and simple random sampling methods were used. Purposive sampling is where a researcher selects respondents who have the required information here it was used to pick the district where students indiscipline cases were common for the study. Stratified random sampling method is where respondents are divided according to character of interest. The 16 secondary schools from the district were then put into stratified groups depending on whether they were boys, girls, mixed day, or mixed boarding. Simple random sampling method is where every respondent has equal chance of being of being selected it was used to pick schools from all the schools categories. Simple random sampling was then used to pick 40 students from each of the eight schools.

3.2.4 Research Instruments

Research instruments are the operational ways of measuring the variables/ characters to be studied; they can be questionnaires, interview guides interview guides, observation guides etc. A questionnaire is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from the respondents. In this study the type of questionnaire that was used likert which was researcher made, in addition to questionnaires interview guide was also used for interviewing respondents the interview guide had structured questions. The questions that were used in both questionnaires and interview guide were developed from literature review concerning both dependent and independent variables. The questionnaires had positive statement that respondent were suppose to rate against rating guides provided. Two types of questionnaires were constructed for the quantitative study, one for teachers and another one for students because the information needed from the two groups was different at a certain stage. The questionnaires for students were used for studying the relationship between school administration and students' communication, teacher and student communication and parents and students' communication and students discipline.

3.2.5 Validity

Validity refers to the degree to which research instrument or other measuring device is truly measuring what we intended to measure. The validity of the research instrument was determined by giving questionnaires to two different and independent professionals from school of education, Kampala International University. They examined them to assess the relevance of questions with objectives and the content validity index was computed using the using the following formula.

$$\text{Content validity} = \frac{\text{Number of items rated relevant}}{\text{Total number of items rated irrelevant}}$$

The content validity was calculated basing on different section of the questionnaire (appendix IVB) and the result was 0.74 indicating that the instrument was valid .This was supported by Amin (2005), according to him any research instrument to be accepted as valid must have an average validity index of 0.7 and above and since the value was 0.74, this means that the items of the instrument were proved valid.

3.2.6 Reliability

Reliability refers to the extent to which an instrument is consistent in measuring what it is used to measure by consistency that each time an instrument is used to measure; it will give the same results. In order to determine the reliability of research instrument in this study, test - retest method was used. In this study, respondents who had completed the questionnaire were asked to complete it again after two weeks and their choices were compared for consistency. Amin (2005) argues that test-retest provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (re-test). For consistency of the research result from the study instrument, the researcher used cronbach coefficient alpha method so as to determine reliability of these instruments. The data was coded and entered into computer using an SPSS program. Reliability was then computed and the following were the results. Section A = 0.81 and Section B =0.76. According to Amin (2005) a perfect reliable instrument has coefficient alpha of 1.00, meaning that all values close to 1.00 are reliable. A pilot study was conducted in two schools which were

Anyiko and Lifunga secondary schools that were not part of the sample and 30 students were selected as respondents.

3.3 Data Collection Procedures

Eight research assistants were appointed and were briefed about the sampling techniques and data collection procedures using questionnaire for categories respondents. The researchers got letters of introduction and deliver them to the concern authority. All these procedures were undertaken before administration of questionnaire. During administration of questionnaire, the respondents were briefed about the intention of the study. Respondents were also requested to answer all questions and give them questionnaire. After the administration of questionnaires and the respondents have answered all questions within a given duration of time, then the duly filled questionnaires were collected, and examined in order to identify any item which could have been left blank. The information obtained from questionnaire was compiled into statistical data for analysis.

3.4 Data analysis

Quantitative data from questionnaires were analyzed using frequency counts and frequency tables derived from responses to the research questions. The researcher then used Pearson Product Moment Correlation Coefficient (r) to determine the existing relationship between communication and students' disciplines since the study involve two variables. The researcher then went ahead to analyze qualitative data descriptively and presented the information in narrative form

TABLE 3.2 showing Rating guide

Mean range	Response	Interpretation
3.5 – 4.00	Strongly agree (4)	Very high
2.5 – 3.49	Agree (3)	High
1.5 – 2.49	Disagree (2)	Low
1.0 – 1.49	Strongly disagree (1)	Very Low

The data were collected from questionnaires; they were then coded and categorized according to the items in the questionnaire. Frequency distribution table was then prepared and the data analyzed. The data generated from questionnaire were presented in frequency, percentage, means and standard deviation in a table.

3.5 Ethical Consideration

Respondents were given the form of "informed consent" to sign as a way of seeking for their consent. Authors whose ideas were used in the study were fully recognized and quoted as reference and from the ethic committee a clearance form is attached in the appendix II.

3.6 Limitation of the study

Some of the situations that might have reduced the validity of my findings may include the following. Intervening variables, these were variable beyond my control. They were-

1. Honesty of the respondents – some respondents might have not been honest as they filled in the questionnaires and during the interview.
2. Attrition – some questionnaires were not collected back from respondents and to guard against these 350 questionnaires were prepared (30 more) so as to get 320 back. The attrition percentage was therefore 9.37%.



CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

The findings of this research were presented in this chapter and tabular presentation of results which included frequencies, percentages, and mean ratings while correlation coefficient test was used to determine the relationship between communication and students discipline. The chapter also presented the demographic characteristics of teacher respondents and both quantitative and qualitative approaches were applied as strategies for data collection. The objectives that guided the study were school administration and students' communication, teachers and students' communication, parents and students' communication and finally the students' discipline was examined. Table 4. 2 show the demographic characteristics of teacher respondents.

TABLE 4:1 Demographic characteristics of respondents (Teachers)

category	frequency	percentage for teachers
Level of Education		
Diploma	11	22%
Degree	30	60%
Masters	6	12%
PhD	00	00%
Others	3	6%
Years of service		
1 – 4 years	25	50%
5 - 9 years	9	18%
10 – 14 years	6	12%
15 – 19 years	4	8%
20 – 24 years	4	8%
25 – 29 years	1	1%
Above 30 years	1	1%
Age of the respondent		
20 -24 years	10	20%
25 -29	18	36%
30 - 34	10	20%
35 -39	2	4%
40 - 44	5	10%
45 - 49	5	10%
50 - 54	00	00%

From the data in table 4.2, it is clear that among the teacher respondents, graduates with degree certificates dominated the study because they formed 60% of the respondents and 22% were diploma teachers while 12% teachers had master degrees. On the side of years of service, majority of teachers had taught for between 1 and 4 years and they were 50% of the teacher respondents. The data further shows that 18% had served for a period between 5 and 9 and 12% had served for a period between 10 and 14 years. Regarding the age of respondent, the research revealed that majority of participants were between 25 to 29 years old, they were 36%, this is the modal age of teachers in secondary schools in Kenya while those who were between 20 to 24 and 30 to 34 were 10 for each category and accounting for 20% of the teacher respondents.

4.1 To determine the relationship between Administration - Students communication and students discipline.

The first objective of this research aimed at establishing the relationship between school administration and students discipline and the findings were presented in tubular form In general, the researchers tended to view school administration as the main determinants of students discipline in school through communication and the following areas were give heavy considerations.

Respondents were asked if school rules and regulations and consequences of breaking them are clearly communicated to them. The researcher also wanted to know if principal constantly talk to students about dangers of indiscipline. The number and effectiveness of communication channels was also questioned and also to find out if principal always have dialogue with students on matters that affect them. Finally respondents were asked if principal always address matters raised from communication Channels such as baraza., suggestion box , morning assemblies, house meetings etc and Responses were quantitatively presented table 4 in which respondents were students were from both form two and four.

TABLE 4.2 Respondents responses on school administration - students communication and students discipline.

STATEMENTS	RESPONSES									
	Strongly disagree		Disagree		Agree		Strongly agree			
	F	%	F	%	F	%	F	%	Mean	S.D
Rule and consequences of breaking them are clearly communicated to students	45	14	10	3	40	12	225	70	3.39	1.00
The principal constantly talk to students about dangers of indiscipline.	35	11	25	8	75	23	180	56	3.21	1.00
We have many channels of communication in school	36	11	30	9	95	30	160	50	3.19	0.98
Principal always has dialogue with students on school matters that affect them	70	21	65	20	90	28	100	31	2.71	1.08
Principal always address matters raised from communication channels	81	21	62	19	95	29	91	28	2.66	1.00
Average rating									3.03	

Generally, 265 (85%) agreed that school rules and regulations and consequences of breaking them are clearly communicated to student while 55 (17 %) disagreed with the sentiment. The rating for this statement was 3.39 which according our rating guidelines on table 3, means that respondents agreed that in most schools rules and regulation and consequences of breaking them are communicated to students and standard deviation for this question was 1.00. Generally, 255 (81%) accepted that principals constantly talk about dangers of indiscipline in most school while 60 (19%) did not agree and on the same objective the mean rating was 3.21.

Students were asked whether principal always have dialogue with them on matters that affect them or not and this is how they responded. 190 (59 %) agreed that principals always have dialogue with them on school matters that affect them. However 135 (41%) did not agree with this question. This implies that in a good number of schools in Ugenya district principals always have dialogue with students on school matters that

affect them; this is a situation that encourages positive discipline. At the same time the data also shows that there are some schools in which principals always do not have dialogue with students. In conclusion 255 (80%) agreed with the objective while 66 (20%) disagreed on the same objective, the mean rating was 3.19 which means that respondents agreed with the objective reluctantly, Generally 186 (57%) agreed while 143 (43%) disagreed. The mean rating for this question was 2.66 which means respondents agreed that principals always address matters raised from communication channels such as suggestion box, house meeting, baraza, morning assemblies, class meetings etc.

Pearson product correlation coefficient was also used to analyze the data in order to establish the relationship between communication and students discipline in this study. But before this, scattered graph was used to prove whether there was a relationship between school administration and students communication and students discipline. The scattered graph obtained showed linearity existed between study variables This is because dots were able to exist on the drawn straight line and this and this was in agreement with Amin (2005) who argued that for bivariat plot , results could be approximated by straight lines for linear relationship. The result obtained from Pearson Product correlation coefficients were presented in the table 4.3

Table 4.3 showing the relationship between school administration and students communication and students discipline.

		administration and students communication	Students discipline
administration and students communication	Pearson correlation	1	-152(*)
	Sig. (2tailed)		0.005
	N	320	32.
students discipline	Pearson correlation	-152	1
	Sig.(2 tailed)	0.005	
	N	320	320

Correlation significance at 0.05 levels (2tailed)

Results in table 4.3 shows that a significant relationship existed between school administration and students communication and students discipline. This is because the calculated value of Pearson 110 (**) had asterisk which is an indication of relationship. According to Amin (2005) a relationship exists between study variables if calculated value for significance is between -1.00 and 1.00. Since the calculated value of 0.043 which is between -1.00 and 1.00 therefore there is appositve relationship between school administration and student communication and students discipline. The fact that the correlation table flags significance with sterik (*) next to the coefficient and also that significance level of 0.043 is close to 0.00, there is confidence that relationship is real Sweet and Karen (2003). Therefore the research hypothesis was accepted that school administration and students communication improves students discipline

Respondents were also subjected to interview through interview guide and the following were the responses that were obtained for the same objective. The first respondent said that effective communication between school administration and student establishes good rapport between them which result into positive discipline and lack of it leads to gap in management of students' discipline. He went ahead to say that through communication, school administration is able to offer guidance and counseling services to students. One of them had the following to say

"Communication from administration enables students to have self awareness hence has improved discipline"

Constant administration – students' communication makes students to be aware of consequences of indiscipline which drives them to strive hard to avoid it. It also helps students to adhere to rules and regulations of the school. Other respondents revealed that communication does not only create rapport with the administration but also improve the relationship between students and other teachers which is a condition that is necessary for positive discipline. Communication set students free to air their grievances to the administration in a logical manner and are also informed that discipline academic growths are interlinked. Communication between administration and students was also found to change students' attitude from negative to positive feeling and help student to be focused as one of the respondents commented.

"Poor communication leads to misinterpretation of objectives of school activities which may leads to indiscipline"

Communication between administration and students makes students to internalize the importance of positive discipline as they view the information to have come from highest authority. It makes the two parties to understand each other which are a situation that clears off misunderstanding as issues are sorted out clearly. The high quality of communication from administration was also found to improve students discipline as one of the respondents said.

"The quality of administration communication determine the quality of students discipline"

This means that this talk should be done both formally and informally with humors so that it appeals to students' consciousness. Proper guidance and counseling from administration improves students discipline, research has shown that a performing child is unlikely to involve himself in discipline activities this is because they are focused and have no room for idling. Effective communication from administration can motivate students to practice high moral standard ,respectful and it can also open the mind of students to see what their future is likely to be which depends on their discipline at present , this can motivate them to practice positive discipline.

"Motivational speakers who are invited by the administration to speak to students can improve students' discipline "

This is how one of the respondents' had to stressed it, He further said that,

"If matters from communication channels are addressed effectively, it diffuses tension among students, leading to positive discipline "

If students are punished, it is through communication that they will understand why they are punished and take it positively. This facilitates positive change and promotes unity between students and other stakeholders. Another respondent revealed that communication helps to identify students' problems which can lead to positive discipline and their possible solutions which may help students to improve their weak areas concerning discipline as one of them puts it.

"When communication is broken between administration and students then discipline may be compromised"

In conclusion, from both quantitative and qualitative analysis it is clear that school administration – student communication improve student discipline a lot.

4.2 To establish the relationship between teachers and students communication and students discipline

This section presents respondents responses on respondents' perception of teacher – students' communication on students' discipline. The researcher aimed at finding out whether teachers and students often engage in dialogue to reach a common understanding, he also wanted to know if most teachers in secondary schools in Ugenya district use their personal experience to explain a concept to students. Another area was to establish if teachers act as role model to students by being disciplined and holding high moral standards in because this is also a form of non verbal communication. The data collected was presented d in table 4.4.

TABLE 4.4 Showing respondents' perception of teacher – students communication and students discipline

STATEMENT	RESPONSES									
	Strongly disagree		Disagree		Agree		Strongly agree		Mean	S.D
	F	%	F	%	F	%	F	%		
Teachers and students often engage in dialogue to reach a consensus	55	17	90	28	55	17	120	38	2.75	1.11
Teachers use their personal experience to explain a concept to students	40	12	25	8	85	26	175	55	3.35	1.19
Teachers act as role model to students by being disciplined and holding high morals	47	14	36	11	51	16	190	59	3.22	1.08
Teachers advocate for descent behavior from students	40	12	30	9	80	25	170	53	3.18	1.07
There is good teacher students relationship in school	60	18	47	14	76	23	137	43	2.91	1.16
Average rating									3.082	

The first statement of this objective wanted to know if most teachers often engage students in dialogue in order to reach a consensus. The responses from respondents were as follow. Those who strongly agreed and those who agreed summed up to 175

(55%) This means that majority of the respondents agreed that teachers in most secondary schools in Ugenya district engage students in dialogue in order to reach a consensus. Those who strongly disagreed and those who disagreed summed up to 145 (45%) This means that there are some teachers who do not engage students in dialogue and this may create conducive atmosphere for students' indiscipline. The rating for this question was 2.7 which were below the average mean rating for this objective and standard deviation was 1.11.

The second question aimed at establishing if teachers frequently use their personal experiences to explain a concept to students. 260 of the respondents which accounted for 80% accepted that most teachers use their personal experiences to explain concept to students. Those who rejected the objective were 65 (20%) which means that majority of the respondents accepted that teachers in Ugenya district use their personal experiences to explain concepts to students. The mean rating for this question was 3.5 which were above the mean rating for this objective indicating that it highly practiced by majority of teachers in the district.. The third question for this objective asked students if teachers were acting as role model for to students by being disciplined and upholding high moral standards and responses were as follows. 241 of the respondents which account for 75 % agreed that they act as role model students. This implies that in many schools in this district, teachers are well disciplined as they carry out their duties and this act as non verbal communication to students which is a situation that stresses the importance of being disciplined. For the same objective, 83 of the respondents did not agree, this accounted for 25% of the respondents. The meaning of this is that though majority of teachers in the district are role model to students, some few are not may be this is because their discipline standard do not measure up to the standard required by their profession such as being alcoholic, poor moral standards, inconsistency in their duties etc in performing their duties etc. The mean rating for this question was 3.22 which were slightly above the average rating for the objective. This implies that majority of the respondents were in agreement with the objective that teachers act as role model to students in secondary schools in Ugenya district. Findings in table 7 revealed that 250 (78%) as computed from summation of those who strongly agreed and those who agreed accepted that teachers advocate for decent behavior

from their students. This means that majority of teachers in secondary schools in Ugenya district schools encourage positive discipline as can be seen from high frequencies and percentages scored. Those who disagreed with the statement were fewer and they were 70 which accounted for 21% of the respondents which means that in some schools, some teachers do not advocate for descent behavior from their students. Lastly, this question wanted to establish if there is good relationship between teachers and students and the findings are contained in table 7. The findings were as follows, 213 (66%) agreed that there is good teacher – students relationship in most secondary schools in Ugenya district, while (34%) did not agree with the statement. This means that there are some few schools in which teacher – students' relationship is still bad. The mean for this question was 2.91 which was below the average mean for the objective and this means that teacher – students relationship contribute little to the positive discipline of students in secondary schools in Ugenya district.

The researcher went ahead to confirm the relationship between teacher and students communication and students discipline by using Pearson Product Correlation coefficient test and the results presented in table 4.4

Table 4. 4 showing the relationship between teacher and students' communication and students discipline

		Teacher and students communication	Students discipline
Teacher and students communication	Pearson Correlation	1	117(*)
	Sig.(2tailed)		0.031
	N	320	320
Students discipline	Pearson Correlation	117(*)	1
	Sig .(2tailed)	0.031	
	N	320	320

Correlation significant at the 0.05 (2 tailed)

Presentation in the table 4.4 shows that there is relationship between teacher students communication and students discipline. This is because the calculated value of Pearson which was 117 (*) had one asterisk which is an indication of statistically significant hypothesis. At also the 2 tailed significance test shows the probability of 0.031 which indicate that there is a relationship .This is supported by Amin (2005) who said that a

linear relationship exist between two variables if the calculated values for significance is between -1.00 and 1.00 .Since the calculated value of 0.031 was in between -1 and 1.00 therefore there is appositive relationship between the study variables. The correlation table also flag out significance with asterisk (*) next to coefficient Sweet and Karen (2003) Therefore research hypothesis was accepted that teacher and students communication improves students discipline.

The researcher obtained more information from primary sources through interview guides that were prepared and given to respondents to answer. The reactions to interview guide were as follows. It was revealed that teachers stay with students for longer time than any other stakeholders and well-planned and articulated communication between teacher and student can significantly improve the student's discipline. One of the teachers who were the first respondent for this section said that communication between teachers and students can set student to be free and this situation can encourage students to reveal to the teacher some of his problems, which can potentially translate into indiscipline. Student model through authority figures such as teachers, therefore through open communication, students can be made to choose correctly a set of values to model after. One of the respondents testified that provided that the communication is based on personal academic achievement of the students, focused communication leads to academic achievement that makes the student contented and avoid indiscipline. Since teachers spend much time with students communication between them can be very effective thus resulting into high level of discipline. Teachers can be determinants of students' future behavior, as one of the respondents said.

"Teachers are mentors to students and therefore their positive communication can influence students discipline positively."

Through communication, teachers are able to correct mistakes made by students hence can easily change in response to their teachers pieces of advice. Respondents further stressed that open and honest communication from teachers can make students to be open and disclose all that could be potential agent of indiscipline as one of them put it.

"The feel of being loved by the teacher makes students to strive to please the teachers and therefore cannot afford to be undisciplined."

Teachers learn about problems affecting students through communication after which they decide on the best approach to solve them thereby curbing down frequencies of indiscipline in school. In order for teacher - students communication to be positively effective, it must be properly planned this was revealed by one of the respondents as he said

"Communication is a disciplinary tool; therefore unclear communication from teachers may affect students discipline negatively."

Good communication between teachers and student has been found to improve students' moral standard, they also copy from teachers' nonverbal communication such as code of dressing and general behavior of the teacher. Constant teacher-student communication reveals to students their weakness that he/she was not aware of and therefore guides him to the right direction. Also communication offers prompt pieces of advice to students who are potentially in indiscipline problems and as teachers constantly advocate for decent behavior students are likely to change their behavior. It was also revealed that teachers who communicate to their student with passion and humor encourage them to be disciplined. Teacher-student communication brings closeness between students and teachers that increases teacher-student contact hours which is a prerequisite for positive discipline for students. It was also observed that communication snubs indiscipline tendencies from students before they explode. This is because when teachers communicate to students frequently they instruct the students on the correct ways of handling themselves decently and how to give people respect.

4.3 To establish the relationship between parents-student communication and students discipline.

This objective aimed at establishing whether there is any relationship between parent-student communication and students' discipline. Apart from secondary sources, data was also gathered from primary sources such as questionnaire and interview guides that were used to interview respondents. The data collected were then processed and presented quantitatively through a table; in this objective the researcher gave a lot of

weight to the following areas. The first question asked respondents if frequent and open communication between parents and students has positive influence on student discipline. The second question wanted to establish if parents who discuss the benefit of good behavior contribute a lot to positive discipline of their children. Another area of interest was to establish if parents who avoid frustrating their children improve their discipline in school. Respondents were also asked if parents communicate to their children high expectations in terms of discipline they motivate their children to be disciplined. The last statement was that home experiences have influence on child's discipline in school.

TABLE4.5 Respondents' perception of parent-student communication on students' discipline.

STATEMENT	RESPONSE									
	Strongly disagree		Disagree		Agree		Strongly agree			
	F	%	F	%	F	%	F	%	Mean	S.D
Frequent and open discussion between parent and students has positive impact on students discipline	40	13	17	5.3	60	19	205	64	3.36	1.60
Parents who discuss the benefits of good behavior contribute a lot to positive discipline of their children	26	8	22	7	41	13	235	73	3.54	0.84
If parents avoid frustrating their children, they improve in discipline in school	55	17	50	16	90	28	130	40	2.96	1.06
If parents communicate to their children high expectation in terms of discipline , they are motivated to be disciplined	40	13	30	9	75	24	175	54	3.20	1.07
Various home experiences have influences on children's discipline	38	11	41	12	90	29	155	48	3.16	0.99
Average rating									3.16	

The first question for this objective asked respondents if frequent and open discussion between parents and students has positive influence on students' discipline. The results are present on table 4.5 and they were as follows. Those who strongly agreed and those who agreed added up to 265 which accounted for 82% of the respondents. This

means that the majority of respondents agreed that frequent and open discussion between parents and student has positive influence on students discipline both at school and out of school. 57 of the respondents which formed 18% of them disagreed, therefore fewer respondents did not agree with the statement. The mean rating for this statement was 3.36 which were slightly above the average mean for this objective. This means that the statement supports the objective that parent-student communication has positive influence on students' discipline.

The second statement wanted to establish if parents who discuss benefits of good behavior contribute positively to the discipline of their children and this is how respondents responded. 276 of the respondents agreed with the statement and this accounted for 85% of the respondents. This proves that parents who discuss the benefits of good behavior contribute a lot to positive discipline of their children. Those who disagreed were only 48 which accounted for 15%. Therefore the statement supports the objective. The mean rating for this statement was 3.54 which were above the average mean rating for the objective.

The third statement asserted that if parents avoid frustrating their children, they improve their discipline both at school and out of school and it generated the following responses. Those who strongly agreed and those who agreed added to 220 as can be seen on table 8 and this accounted for 68% of the respondents. Those who strongly disagree and those who disagreed summed to 105 which accounted for 32%. The result of this statement shows that if parents avoid frustrating their children, they can improve their discipline both at school and outside school. The mean rating for this statement was 2.95 which were below the average mean rating for the objective.

An examination of the data in table 8 indicates that majority of the respondents agreed that if parents communicate to their children high expectations in terms of discipline they are motivated to be disciplined. This generated frequency of 250 which accounted for 78% of the respondents. The data in the table further revealed that those who did not agree with the statement were 70 (22%). In comparison to those who agreed this was a very small number proving that the statement supports the

objective. The rating for this statement was 3.20 which were close to the average mean for the objective..

The fifth statement aimed at finding out from respondents if various home experiences have influence on a child's discipline both in school and out of school. In response to this statement, those who agreed strongly and those who agreed summed to 245 which accounted for 77% of the respondents. This clearly proves that various home experiences have influence on a child's discipline. For example, home experiences that do not support the child's education retard the child's academic growth resulting in frustration then followed by indiscipline.

Table 4.5 showing the relationship between parents and students communication and students discipline.

		Parents and students communication	Students discipline
Parents and students communication	Pearson correlation	1	110(*)
	Sig.(2tailed		0.043
	N	320	320
Students discipline	Pearson Correlation	110(*)	1
	Sig. (2 tailed)	0.043	
	N	320	320

Correlation is significant at 0.05 levels (2tailed

The results in table 4.5 indicate that there is a relationship between parents and students communication and students discipline. This was because calculated value of Pearson which was 152 (*) had asterisk which is an indication of significant relationship Also 2 tailed significance test shows a probability of 0.05 which still indicate that statistically significant relationship . According to Amin 2005 a linear relationship

exist between study variables if the calculated value for significant for significance is between -1.00 and 1.00 Since the calculated values of 0.005 was between -1.00 and 1.00, therefore there is a relationship between the variables This means that parents and students communication has a positive relationship.

Apart from quantitative data collection tools, respondents were also subjected to a qualitative data collection tool, which was the interview guide. Below are their responses. One of the respondents observed that some parents discuss teachers negatively with their children; others may not understand the culture of school, thereby failing to appreciate what teachers and administration do to help their children on discipline. For example in some cases when a student is given punishment for being in disciplined, some parents may come to school and embarrass the teacher; such behaviors can motivate the child to be more in disciplined in the future. Open and honest communication between parents and children can make students to open up and discuss with them disturbing issues that are potential agents for indiscipline. If parents discuss the benefit of positive discipline with their children, it can motivate them to be disciplined at school, as one of the respondents put it.

"Lack of guidance from parents promotes truancy and irresponsibility in students."

If parents are tolerant with indiscipline at home, then this is likely to spill over to school situations. Therefore, parents are advised to be strict but fair on matters of student's discipline. Respondents also asserted that overprotective parents tend to lower students discipline level while stern parents improve discipline since any indiscipline cases outside school are reported by such parent. One of the respondents stressed that parents are the first teachers in a student's life and therefore his communication to students can have a positive or negative impact on student's discipline. He went ahead to say that parents are the foundation of discipline to children. Generally students with good foundation from home tend to be more disciplined.

The research also found out that if parents are well conversant with school rules and regulations, they can communicate relevant issues about school to their children and this can motivate their children to be disciplined. Open communication that adheres to proportional standards held by teachers and highly regarded by parents will enable them to impact positive discipline in their children by making them to own and cherish the standards required by them.

Many times parents teach their children how to behave well in school, which many include urging them to be disciplined enough to respect their teachers and do the right things at the right time, can uplift the level of students discipline.

That parents who frequently praise and talk positively about school and teachers motivate their children to be disciplined even if they are of higher status than teachers, they advise their children to respect school authority. It was also revealed that parents who encourage their children to have high moral standards and report to school some of the extreme cases can make them to be disciplined. Parents - students communication breakdown can lead to rebellion at home which may be extended to school. Parents who frequently hold motivational talks with their children can empower them to behave well in the society and to cooperate with school administration, teachers and even fellow students. If parents condemn negative behavior that they observe in their children promptly, this can lead to positive attitude change by the child resulting in improved discipline in school.

The respondents reported that parents who are honest and communicate this honesty to their children improves their children's discipline and that this talk should be done frequently through open discussion. They went ahead to reveal that when parents unfairly defend their children against school decisions, they spoil their children and worsen their discipline. That communicating to the child good moral behavior even non-verbally can improve students discipline at school, for example. If parents themselves are immoral at home, this signals poor discipline to students. High levels of mutual understanding between parents and their children on positive discipline may improve students' discipline.

4.4 To determine the level of students discipline in secondary schools in Ugenya district

The objectives of this section aimed at establishing the level of students discipline in secondary schools in Ugenya district. The researcher used questionnaire and interview guides to obtain the results, which were then tabulated in table 10. In order to determine the level of students discipline in secondary schools in Ugenya district the researcher considered the following areas. The first statement that in our school students have respects for school administration, the researcher also wanted to know if student participate in school activities willingly. Another area that the researcher looked at was to find out if there are no cases of drug abuse in the school. He also asked if pregnancy cases are not there in the school and lastly the researcher wanted to establish if theft cases among students are not there.

TABLE 4.6 showing respondents perception of students discipline in secondary school in Ugenya district

STAEMENTS	RESPONSES									
	Strongly disagree		disagree		agree		Strongly agree		Mean	S.D.
	F	%	F	%	F	%	F	%	Mean	S.D.
Students have respect for school administration.	35	11	20	6	75	23	193	60	3.37	0.09
Students participate in school activities willingly.	45	14	40	13	80	25	155	48	3.07	1.10
There are no cases of drug abuse in our school	50	16	40	13	45	14	190	59	3.20	0.97
Pregnancy cases are not there in our school.	95	30	55	17	75	23	95	30	2.53	1.26
Theft cases are not there in our school.	145	45	70	22	50	16	50	16	1.98	1.14
Average rating									2.85	

From table 4.7 the respondents' perception of students discipline in secondary schools in Ugenya district were as follow, 270 which accounted for 83 % of the respondents agreed that students have respect for school administration while 55 % did not agree. This section had a rating of 3.37 which according to our rating guide in table 3 means that respondents generally agreed that students in secondary schools in Ugenya district have

respect for school administration, However, the 55% that did not agree show that in some schools there are some students that have no respect for school administration. When respondent were asked to react to the statement that students participate in school activities willingly, 235 (74%) agreed that they do so. While 85 (26%) did not agree .The rating for this statement was 3. 07

which means that they agreed with some doubt and the standard deviation was 1.1. On drug abuse issue, 385 (73%) agreed that there are no cases of drug abuse in secondary schools in Ugenya district while 90 (29 %) did not accept this statement. The 29% of the respondents that did not agree with the statement shows that there are some schools with drug abuse cases. 175 (53%) agreed that pregnancy cases are not there in school, while 150 (47%) disagreed with the statement, the results of this statement shows that there are many cases of student pregnancies in secondary schools in Ugenya district which means that the level of discipline is very low among students. The rating for this statement was 2.53 which mean that respondents agreed with a lot of doubt. Lastly students were asked to give their opinion to the statement that theft cases among students are not there in schools and the following were their reactions. 100 (32%) agreed with the statement while 215 (67%) disagreed with the statement which means that there are rampant theft cases in secondary schools in Ugenya district which is a clear indication of indiscipline cases in schools. The rating for this statement was 2.15 which according to our rating guide in table 3 means that respondents disagreed with the statement. The mean rating for this objective scored was 2.85, According to our rating guide in table 3 it means that respondents agreed that though the level of students discipline in secondary schools can be described as high there is a lot of doubt. The interpretation of results is that there is good number of schools in Ugenya district where the level of students discipline is still very low.

4.6 Students Discipline Outside School

The main objective of this section was to establish the level of students discipline outside school. For this section primary data was collected through questionnaire and interview schedules. The results were analyzed using percentages, frequencies, and mean. The findings are presented quantitatively in the data found in Table 10, and then this was followed by qualitative analysis for responses obtained through interview

guide. The following areas were given a lot of importance during data collection. First, students were asked whether students participate in community work willingly or not. The second aimed at establishing that there are no cases of students from our school stealing from the community have been reported. Respondents were also expected to establish if students from our school have respect for their parents. The fourth statement wanted to find out if students have respect for people in authority in the society. The researcher also wanted to establish if students are of high moral standard in the community. Finally, the researcher wanted to know if students never attend night discos in the community.

TABLE 4.6 Showing respondents perception of students discipline outside school

STATEMENTS	RESPONSES									
	Strongly disagree		disagree		agree		Strongly agree		Mean	S.D.
	F	%	F	%	F	%	F	%		
students participate in community work willingly	5	10	11	22	30	60	4	8	2.66	0.76
No cases of students from our school stealing from the community has been reported	6	12	11	22	21	42	12	21	2.78	0.85
Students from our school have respect for their parents	3	6	10	20	30	60	7	14	2.85	0.74
students have respect for people in authority in the society	2	4	6	12	35	70	7	14	2.94	0.51
Students from our school never attend night discos	22	44	17	34	7	14	4	8	1.86	0.95
Students from our school are of high moral standard	5	10	25	50	15	30	5	10	2.40	0.80
Mean rating									2.58	

The data in Table 4.7 shows that 34 of the respondents agreed that students from our school participate in community work willing and this accounted for 68% of the respondents. This high percentage is a clear indication that the students discipline outside school is above average. However, 16 of the respondents did not agree with this statement and this accounted for 32% of the respondents, this means that among students there are some few of them whose discipline level is still below the standard. The rating for this objective was 2.66 which were slightly above the general average

mean for this objective. The standard deviation was 0.764 which means that data points tended to be very close to the mean. The second statement aimed at finding out if no cases of students from our school stealing in the community have ever been reported and this is how they reacted to the statement, 33 of the respondents agreed that no cases of students stealing from community have been reported and this is an indicator of high discipline outside school. 17 (34%) did not agree with this statement. The rating for this statement was 2.78 which is rated high and is above the average rating for this objective meaning that the statement highly supports the objective.

The third statement aimed at finding out if students from this school have respect for their parents and the results were as follows. The data on Table 10 shows that 37 (74%) of the respondents agreed with the statement. This indicates that the majority of our students have respect for their parents which is a positive discipline. The remaining 13 (26%) respondents did not agree with the statement. This means that though the majority of students have respect for their parents there are still some few who do not respect their parents. The rating for this statement was 2.85 which were higher than the mean rating for the objective. The standard deviation was 0.74.

The fourth statement wanted to know if students from our school have respect for people in authority in society. 42 of the respondents which made up 84% agreed that students from our school have respect for people in authority in our society. 8 of them which made up 16% disagreed with this statement. This means that there are a small percentage of our students who do not have respect for authority. The rating for this objective was 2.94 which were well above the average rating for the objective. This one wanted to know if students from our school don't attend night discos in the community and this is how respondents reacted to the statement. 11 of the respondents agreed that students don't attend night discos, while 39 of them which accounted for 78% of the respondents disagreed. This means that was to a great extent agreed that students from our school attend night discos, which is a form of indiscipline. At the same time there are few of them who are disciplined and they do not attend night discos. The mean for this statement was 1.86 which was far much below the average rating for the objective. The standard deviation was 0.95. Lastly the researchers wanted to know if students from our school have high moral standards in

the community. On this statement 20 of the respondents agreed that they have high moral standards and this was 40% of the respondents and 30 of them which accounted for 60% did not agree, meaning that generally students are of low moral standards in the community. The rating for this statement was 2.40 while standard deviation was 0.80.

Interview guides were also prepared and used to interview respondents as a move to collect data from primary source. The results of this research were based on the objectives and research question forwarded to generate responses from respondents.

The first respondent observed that although students from our school participate in community work willingly much of it is for fear of being called bad. Some observed that they fully participated willingly and this is an indicator of positive discipline. There are also others that do so due to circumstances that surround them while few others completely refused to participate in community work. That these are the maladjusted type whom if you follow up you discover that they always defeat their parents to manage.

When respondents were asked to react to the statement that no cases of students from our school stealing from the community have been reported, majority of respondents said that our students don't steal from the community. This shows high level of discipline among our students. But there are very few cases where few of them have been implicated in some petty theft but generally they are disciplined outside the school. The research found out that students from most of schools have respect for their parents. Maybe this is driven by the fact that parents are very responsible people in the community, because they feed them, pay school fees, and cares for thier basic needs and therefore they have to respect them. But in this statement there are some few isolated cases that do not fully respect their parents. This was observed from some of them that come to school with their parents on disciplinary cases where they show no respect for them.

The third question wanted to know whether students have respect for people in authority in the society. The first respondent said that students are always disciplined in

the society and therefore they have to respect the authority. There are some who don't care but not to the extreme level, this is also because they fear the consequences of disobeying the authority. The fifth statement wanted to know whether students from schools attend night discos or not. The first respondent said that they always attend and it is in these night discos where there is a lot of indiscipline. Through night discos students participate or practice love affairs where some of them even do it without protection. Most of them sneak out to night discos without the knowledge of their parents and from there they can contract diseases, pregnancies, fights, etc. Because of our culture it seems it is somehow encouraged. Though many students have high moral standards in the community a number of them do not have. This can be witnessed from rampant teenage pregnancies in our community.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presented discussion of the findings in chapter four, conclusions and recommendations on the relationship between communication and students discipline. The discussion, conclusion and recommendations were guided by the research objectives namely school administration and students communication, teachers and students communication parents and students communication and students discipline. Pearson Product moment correlation coefficient was used to determine the relationship between communication and students discipline

Discussion

5.1 To determine the relationship between administration-students communication and students discipline

When this hypothesis was tested by use of Pearson Product Moment correlation coefficient the value of 0.043 obtained shows that there is a positive relationship between school administration and students communication and students discipline. This was in agreement with Amin (2003) argued that a relationship exist between variables of study if calculated value is between -1.00 and +1.00. The fact that the calculated value of Pearson 110 (**) had two asterisks an indication of strong positive relationship between the two variables. In addition to Pearson Product moment correlation coefficient test used to analyze the data, results in Table 4.3 also indicated that the general rating of this objective was 3.03 which according to rating guide in table 3 were described as high. This means majority of respondents agreed that school administration-students communication has a relationship with students discipline and this relationship is positive relationship on student discipline. The general rating of 3.03 for this objective falls below maximum rating range which starts from 3.5 to 4.00 as shown on Table 3 and falls within response mode described as strongly agree and interpreted as very high. This means that although administration-students communication scores highly in Ugenya district it is not very high enough to deal

effectively with student discipline. This is in agreement with Kindiki's (2009) research findings which revealed that lack of effective communication or poor communication will result in conflict; chaos, misunderstanding and lack of confidence in school administration.

When the first question asked if school rules are regulation and consequences of breaking them are clearly specified and communicated to students, generally 265 (85%) agreed while 55 (17%) disagreed. This question generated rating of 3.39 which is interpreted as strongly agreed and is very high. This question scored high rating because this communication normally takes place during admission of students in most school. This study concurred with Kindiki's (2009) findings when he found out that the only time when students and the administration talk about the rules in most of schools is when the students are being admitted. But high score does not indicated effective administration-student communication, because it is usually done on admission in the presence of parents, when students are still new and are not well conversant with the culture of the school in question as Kindiki (2009) observed that this is usually done in the presence of parents and the student signs promising to obey all the rules. That some of the rules that student promises to obey are undemocratic, vague, or oppressive to the students.

Their response on whether principal constantly talks about dangers of indiscipline scored rating of 3.21 which is interpreted as high and agreed was below the range of rating between 3.26 and 4.00 which means strongly agree and interpreted as very high. This indicates that though the principal constantly talks to the students about dangers of indiscipline in most schools it is not done to the level that can effectively manage students' discipline. Constant talk between administration and students would also improve communication in the school as they would create good and positive relations between students and administration. This was in agreement with C.J. Kiprop's (2012) research finding when she advised that since school rules serve important guidelines for students in the school, they should be drafted in a way that will help students elicit the expected behavior by the authority. He added that students should therefore be made

to understand them and the consequences that entail from breaking them. C. J. Kiprop (2012)

Respondents agreed that there are many channels of communication in most schools such as suggestion box house meetings morning assemblies, baraza, etc the question on this generated rating of 3.19 which is described as high but this rating was not high enough to generated rating of between ranges 3.26-4.00 which is described as very high for respondents who strongly agreed. Therefore communications may be many in most schools but not effectively utilized to the level of having great impact on students' discipline. This was in agreement with J.K. Mayaga's (2009) results when it revealed that the school administration has a choice of several channels used to communicate to students important information concerning school and the channels chosen and used would determine how well the information is passed and received by the students as well as determining the reaction of students to the manage. This line is also in line with Kindi's (2009) finding when he advised that effective communication is vital to the success of the school, which the school administration must put in place and use effective communication channels within the school. The findings of this study also concurred with C. J. Kiprop (2012) when she noted that head teachers set the tone and the moral of the school and they have remarkable influence over the students.

Ineffective communication in some Ugenya secondary schools also became clear when students were asked if principal always has dialogue with students on school matters that affect them. This one score rating of 2.71 which though conserved agreement was just a few steps ahead of disagreement rating level. 190 (41%) agreed that principals always use dialogue with students of matters that affect them. 135 (59%) disagreed. The number of those who agreed and those who disagree are close, meaning that the level of communication in most secondary schools does not effectively manage students' discipline.

The research revealed that principals do not effectively communicate to students in discipline management. This became clear when students were asked if principal always addresses matters raised from communication channels. This is in agreement with Falhili (2005) when he noted that most teachers and students attribute indiscipline

to lack of dialogue between the school administration and student. This issue generated a rating of 2.66 which is described as agree but was slightly above disagreement rating, implying that though there is some dialogue between principal and students, it still falls below the required level to effectively manage students discipline from matters rose from communication channels.

Respondents who were interviewed also agree that administration-students communication improves students' discipline. One of them noted that effective communication between administration and students establishes good rapport which results into positive discipline and that lack of it leads to gap in management of student's discipline. This was in line with C. J. Kiprop's (2012) findings when she noted that one of the issues identified as a cause of unrest is lack of communication between head teachers, teachers, and students. She went further to advice that head teachers are required to cultivate a democratic and participatory environment in school and encourage regular focus.

Another respondent noted that constant administration-students communication makes student to be aware of consequences of indiscipline. MOEST (2004) also agreed with this finding when it noted that this communication can also be done through suggestion boxes, school assemblies, house meetings, guidance and counseling sessions, etc. It was also noted that communication also sets students free to air out their grievances to their administration in a logical manner. Communication between administration and students was also found to change students' attitude from negative to positive feeling and helps the student to focus ahead.

Research findings also revealed as noted by one of the respondents that poor communication leads to misunderstanding of objectives which leads to indiscipline, he added that this communication should be done both formally and informally with humors and it appeals to student's consensus if it is to be effective in management of students' discipline.

The importance of administration-student communication was again stressed by another respondent when he stressed that if matters that were raised from

communication channels are effectively addressed it diffuses the tension among students leading to positive discipline.

5.2 To establish the relationship between teacher-students communication and students discipline.

Pearson Product Moment Correlation Coefficient test was carried out for this hypothesis and the value obtained was 0.043. This value shows that there is appositive relationship between teacher and students communication and students discipline. This is because this value is between 0.00 and 1.000 as Amin (2005) observed that a linear relationship exist between variable if the calculated value for significance is between -1.00 and 1.00. Since the calculated value of 0.031 was in between -1.00 and 1.00, it means that this was appositive relationship. The data collected from respondent also supported the fact that there is a relationship between teacher and students communication and students discipline as discussed bellow.

Table 4.4 shows that this objective scored rating of 3.08 and this rating is described as high which means that respondents agreed that there is communication between teachers and student in most schools and there is relationship between this communication and students discipline. This rating was lower than rating for effective communication which ranges from 3.26-4.00 and describes as high where by respondent strongly agree with the objective. This means that communication as a strategy for managing discipline in Ugenya secondary schools is not effectively used by teachers. This finding is in agreement with Kamau's (2003) research finding when he observed that in Kenya, teachers have relied and still rely on corporal punishment to discipline errant students despite being outlawed. When respondents were asked if most teachers engage students in dialogue in order to reach a consensus, 55% agreed while 45% of them disagreed. These two percentages are very close, meaning that those who agreed are of most equal to those who disagreed. This means that though there are teachers who effectively use communication as students discipline strategy there are equally those who don't use it. And therefore create more room for student discipline. This scenario could be used to explain the cause of students indiscipline reported in Ugenya district secondary schools. The table also reveals that the rating for

this question was 2.75 which were far below required for effective communication which ranges from between 3.26-4.00. Lastly, Tumutorein (2003) quoting Omerger (1995) concurred with research findings when they found that unrest in schools is partly caused by teachers' personality. He noted that most unrest in schools were due to poor teacher-student communication. Tumutorein (2003) also supported the result of this study when he found out that teachers have caused indiscipline in schools by abusing students and neglecting their work.

When teachers fail to use appropriate communication methods it causes students to become frustrated and unsettled. Suga (1991) confirmed that if teachers do not use appropriate communication methods they cause anxiety, inattentiveness, monotony, etc. among students. Respondents agreed that teachers frequently use their personal experiences to explain concept to students. The rating for this question was 3.35 which mean that respondents strongly agreed. This means that students use communication effectively when using their personal experience to explain a concept as a discipline management strategy. This is in agreement with Robinson (1996) when he noted that using humor, friendly greetings and supportive may help to improve teacher-students relationship that ultimately improves students' discipline.

When they were asked if teachers act as role models, 75% agreed which 25% did not. This implies that communication between teachers and students have not reached the level that it can perfectly manage students' discipline. Though majority of them act as role models by being disciplined and holding high moral standard. However, the study established that some of them do not act as role model. This is because their discipline standard do not measure up to standard required by their profession by being alcoholic, poor moral standard, inconstancy in their duties etc. all which are non verbal communication to students. 78% accepted that teachers advocate for decent behavior from their students while 21% did not accept. This means that though in most schools teachers advocate for decent behavior from their students there are some schools in which teachers don't care and this gives room for indiscipline in some secondary schools in the district. The rating for this question was 3.18 which fall

below level considered to be effective for student discipline management and this may account for cases of indiscipline experienced in some secondary schools in the district.

The last question for this objective aimed at establishing if there is good relationship between teachers and students. 66% agreed while 34% did not agree. The implication of this is that although there is good teacher student relationship, there are some schools in which this relationship is still bad which leads to indiscipline in them. This was further supported by rating of 2.91 which was far below the rating expected for effective discipline management communication.

Student teacher-relationship plays a big role on students discipline if properly and effectively done. This was also stressed by one of the respondents when he noted that teachers stay with students' longer time than any other stakeholder and well planned and articulated communication between teachers and students can significantly improve students' discipline. One of the respondents also added that communication between teachers and students can set students to be free and this situation encourages students to reveal to the teacher some of these problems which can potentially translate into indiscipline.

Respondents further revealed that focused communication between teachers and students can lead to academic achievement which is a situation that makes students to be contented and avoid indiscipline. Another one observed that the teacher can be a determinant of students' future behavior as testified that teachers are mentors to students and therefore their positive communication can influence students positively. The study also revealed that open, honest communication can influence students positively. The study also revealed that open honest teacher-student communication can make students disclose all information that was frustrating him and therefore diffuse tension and become calm.

Positive teacher-student relationship was also found to be very important in this communication as one of the respondents observed that the feel of being loved by the teacher makes students to be pleased and therefore cannot afford to be undisciplined. That teachers can learn about affecting their students through communication after

which they can decide on the best approach to solve them and this can reduce incidences of indiscipline in schools. The study further revealed from respondents that positive teacher-student communication is a prerequisite for students' discipline, as it can improve moral standard, as they may copy from teachers through nonverbal communication such as dressing code and general behavior of the teacher. It was also revealed that teachers who communicate with their students with passion and humors encourage them to be disciplined. That teacher-students communication may bring closeness between teachers and students and this increases teacher-student contact hours which is a requirement for positive students discipline.

5.3 To establish the relationship between parent-student communication and students discipline.

For this hypothesis, the significance test showed a value of 0.005 which indicate that there is statistically significant relationship between parents and students communication and students discipline. According to Amin a linear relationship exist between study variables if the calculated value for significance is between -1.00 and 1.00. Since the calculated value which was 0.005 is found between -1.00 and 1.00 therefore there was a relationship between variables. The hypothesis was accepted that parent's student's communication has a positive relationship with students' discipline. In addition to results from correlation coefficient test, results from quantitative and qualitative data also support the fact that parents and students communication has a positive relation with students discipline as discussed below.

Table 4.5 shows that the average rating scored by this objective was 3.24 which is a respondent mode described as agree and interpreted as high. This rating was below rating range of 3.5 - 4.00 which is respondent mode described as strongly agree and interpreted very high that implies effective student discipline management. Therefore parents-student has fall below the threshold for effective communication. This can therefore explain the students' indiscipline cases in secondary schools in Ugenya district. This finding is in agreement with Melson's (2002) finds which noted that parents are the first link in effective school discipline practices. Sander and Epstern (2002) also concur with this research finding when they found out that adolescents

need to be more independent than younger children but the need for guidance and support of caring adults in the home and community this time in their lives is very important. The findings were also in agreement with Christenson et al. (1978) when his study reinforced the value of parents expressing confidence in adolescents and support of autonomy as significant contributors to students discipline in secondary schools.

When students were asked to react to the statement that parents who discuss the benefit of good behavior contribute a lot to positive discipline of their children, 276 (85%) agreed while 48 (15%) disagreed and the rating was 3.54 which is described as strongly agree and interpreted as very high. This was in agreement with Musibi's 2003 research finding when she noted that parents are better placed to handle the social and psychological development of their children than teachers whose role is supplementary. This discussion on the benefit of good behavior should be done in humble and humorous manner, because if it is done through frustration process then it defeats its objective on as observed by Republic of Kenya (2000). Parents could know that home is a powerful socializing agent for children and they should therefore make it conducive to the children's growth and development.

68% agreed that if parents avoid frustrating their children, they improve in both discipline and academic achievement. 32% disagreed. From this response it is true that it agrees with the objective of the study that positive communication between parents and student is very fruitful in improving discipline. The rating for this statement was 2.95 which were below general rating for this objective.

In another statement students were told that if parents communicate high expectations in terms of discipline they are motivated to be disciplined. 78% of respondents agreed while 22% disagreed. This means that majority of respondents agreed with the statement. This research result is in agreement with Deslandes et al. (1997) who noted that parents should be encouraged to discuss school issues with their children on regular basis rather than after problems arise. That the focus of this daily communication should be to reinforce students for appropriate behavior rather than reprimand them for inappropriate behavior this can improve students discipline. The rating for this statement was 3.20 which is described as high but falls below range of

rating described as strongly agree and interpreted as very high for maximum use of communication by parent for positive discipline. However parent-student communication in Ugenya district contributes to students discipline to some extent.

Lastly students were asked if various home experiences have influence on child discipline. 245 (77%) agreed while 79 (23%) of the respondents disagreed. This means the research findings were that various home experiences have influence on child's discipline. This concurs with Christenson, Sheridan, et al (2001). They observed that what parents do at home environment however remains significantly more important to students discipline. It is also important to note that major role of parents at home are to promote high expectation, for students behavior school achievement home work and to establish and maintain open lines of communication between home and school.

The rating for this statement was 3.16 which was described as agree and interpreted as high. However this was still below the rating described as strongly agree and interpreted as very high, that is required for effective communication in discipline management. This means that though this statement contributes well to the objective, it is not up to the expected level for effective discipline management.

When students were given questions on qualitative study the following were their reactions. Research found that some parents discuss school issues negatively with their children, e.g., name calling teachers etc. Others may not understand the culture of school thereby fails to appreciate what teachers and administration do to help their children on discipline. For example as one of the respondents observed that when a student is given punishment for wrong doing some parents may come to school and embarrass the teacher in front of students that such behavior can motivate the child to be undisciplined. It was also revealed by one of the respondents that in this district, some parents hardly discuss indiscipline cases with their children and when such a child goes to school he will not take such discussion from positively and they tend to be in disciplined. Another one explained that if a parent is honest and handles student case effectively and informs the child about the benefit of cooperating with teachers such students can have improved discipline. It is important to note that charity begins at home, this means that if parents talk to students about discipline issues at home, it will

greatly influence their discipline at school and parents who engage their children in dialogue regularly can improve their discipline at school.

One of the respondents also noted that if parents are tolerant with indiscipline at home then this can spill over to school, therefore parents are advised to be strict but fair on matters of students' discipline. They also revealed that overprotective parents tend to lower students discipline level while stern parents improve discipline since any indiscipline cases outside school is reported to school by such parent. One of them stressed that parents are the first teachers in students' life therefore this communication to students can have a positive or negative impact on students' discipline. IT was also noted that parents are foundation of discipline to children and generally students with good foundation at home tend to be more disciplined at school.

The importance of parent-students communication also supported by one of the respondents who confirmed that if parents are well conversant with school rules and regulation, then they can communicate relevant issues about school to their children to be disciplined. Another one argued that parents who frequently talk positively about school and teachers motivate their children to be disciplined in school even if they are of higher social status than teachers. They advise their children to respect the school authority. Lastly one of them noted that parental communication breakdown can lead to rebellion at home which can be extended to school.

5.4 To determine the level of students discipline inside school.

Table 4.7 indicates that the mean rating for the level of students' discipline was 2.85 which according to our rating guide on table 4 it shows the respondents mode which indicate that respondents agreed that students are disciplined in school but with a lot of doubt. This rating is the mid range for rating that is considered to be strong agreement with the objective which starts from 3.26 to 4.00 and would means that respondents strongly agree that the level of students discipline is up to the standard required. This research finding show that the level students discipline in secondary schools in Ugenya district is still bellow the standard required for eliminate of students unrest.

When respondents were asked if students have respect for school administration, 270 (83%) agreed that students have respect for school administration while 55 (17%) did not agree. the percentage that agreed was very high which would imply that students have respect for school administration, but this percentage was high because some respondent could mistake fear for respect. This is because school administration was commonly conceptualized as the principal and deputy principal who are the ones always front line disciplinarians who in addition to being respected are also feared. On the issue of students participation in school activities willingly, 235 (73%) agreed that, while 85 (37%) did not agree. This implies that though majority of students participate in school activities willingly a good number do not do so. In a school situation 37% is a number big enough to influence other students to cause students unrest. The mean rating for this statement was 3.07 which is respondents response mode meaning agree with doubt. Which indicate that the level students discipline in secondary school in Ugenya district is still low, 235 (73%) agreed that there are no cases of drug abuse in schools while 90 (29%) of the respondents disagreed with the statement. Given the dangerous nature of drug abuse in school situation 29% is very big number and can seriously compromise discipline in schools and this make secondary schools to be prone to students' unrest.

On the issue of students pregnancy, 175 (53%) accepted that pregnancy cases are not there while 150 (47%) disagreed with this statement. For this statement respondent for were almost equal to respondents against the statement. Since respondents were from different schools this indicate that the number of schools where there were no student pregnancy were almost equal to the number of schools where students pregnancy was rampant this poses big challenge to the level of students discipline in secondary school sin Ugenya district. The rating for this statement was 2.53 which means that respondents agreed with a lot of doubt because this rating just at the beginning of rating for agree which ranges from 2.51 to 3.25 this is an indication of high level of indiscipline among students.

For the statement that theft cases among students are not in our school, 100 (32%) agreed that there are no theft cases in schools while 215 (68%) disagreed with the

statement. This means that there are theft cases among students in majority of schools which an indicator of students indiscipline in majority of school in Ugenya secondary schools. The statement scored mean rating of 1.98 which is respondents response mode for disagree this means that respondent which still further proves that the level of students discipline in secondary schools in Ugenya district is bellow standard.

5.6 Students discipline outside school

From research findings in table 4.8, this objective scored general ratting of 2.58 which is a respondent's mode showing that the respondents agreed that students are disciplined outside school but with a lot of doubt. This ratting is just at the beginning of the respondent mode which starts from 2.51 to 3.25. Generally this means that the students discipline outside secondary schools in Ugenya district does not measure up to the standard required. According to the ratting guide in table 4 respondents' response mode for standard discipline ranges from 3.26 to 4.00 which is described as strongly agree and means agree without any doubt and interpreted as very high. But the general ratting of 2.58 that was scored by this objective falls far below this range.

When respondents were asked if students participate in community work willingly, 34 (68%) agreed while 16 (32%) disagreed, which means that they hardly participate willingly, they have to be pushed to do so or threatened with punishment, this is an indication of indiscipline. the rating for this statement was 2.66 which means that respondents agreed that they participate with a lot of doubt. Respondents also agreed that though generally no student stealing from the community has been reported, there is a lot of doubt that they do not steal. 37 (74%) of the respondents agreed that students have respect for their parents while 13 (26%) disagreed. This response still strengthens the fact that students have little respect for their parents in Ugenya district. This statement scored rating of 2.85 which falls much bellow ratting required for up to standard respect. Table 10 indicated that 39 (78%) disagreed with the statement that students never attend night discos. This means that most students in Ugenya district secondary schools attend discos at night where they end up doing bad things and therefore this is an indication that their discipline standard outside school is low. This statement scored ratting of 1.86 which is very much below the required rating for good

discipline. When asked to comment on students' moral standard of students outside school, most respondents disagreed with the statement that students have high moral standards in the community. The rating for this statement was 2.400 which were described as disagreed and interpreted as low. The result for this statement still proves further that students discipline in Ugenya district is still very low.

CONCLUSION

School Administration and Students Communication

Based on the results from Pear Product moment correlation coefficient, it is clear that there relationship between communication and students discipline. Results in table 4.3 shows that relationships exist between school administration and students communication and students discipline. The calculated value was 0.043 which falls between -1.00 and 1.00 and it is a positive relationship because it is a positive value. The fact that calculated value of Pearson which was 110 (*) had asterisk * which is an indication of significant relationship. Despite the fact that there is a strong positive relationship between school administration and students communication and students discipline ,the study established that school administration - students' communication does not meet the standard required for the effective students' discipline management. This was clearly seen from the facts that in many schools school rules and consequences of breaking them are not clearly specified and communicated to students, principals rarely talk to students about dangers of indiscipline, and communication channels were found to be few in many school and are not effectively used, principals hardly address matters raised from communication channels and rarely have dialogue with students on school matters that affect them.

Teachers and student communication

The Pearson test results in table 4.4 shows that there is a relationship between teacher and students' communication and students' discipline and that this is appositive relationship. Also the two tailed significance test shows the probability score of 0.031 which indicates that there is a relationship .This was supported by Amin (2005) who

said that a linear relationship exist between two variables if calculated value for significance is between -1.00 and 1.00. The fact that the calculated value of Pearson 117(*) had one asterisk (*) is an indication of a statistically significant relationship.

The study also revealed that the level of teacher – students' communication as a strategy for students discipline management was bellow the standard required for effective students discipline management. The research findings indicated that teacher hardly employ discipline management strategies such as, engaging in dialogue with students in order to reach a consensus, they hardly use their personal experience to explain concepts to students. The research findings also revealed that though majority of teacher act as role model to student there are some of them who are not. Teacher – student relationship was also found to be bellow the standard level and even moral standard of some teachers are not good for students discipline.

Parents and student communication

The results of the in table 4.5 indicate that there is a relationship between parents and students communication and students discipline. This was because the 2 tailed significance test shows a probability of 0.05 which still indicates that there is statistically significant relationship. According to Amin (2005) a linear relationship exists between study variables if the calculated value for significance is between -1.00 and 1.00. Since the calculated value of 0.005 was between -1.00 and 1.00 ,therefore there is a relationship between the variables this means that parents and students communication has a positive relationship.

The level of parent – students' communication in Ugenya district was also found to be unsatisfactory for example frequent and open parent – student communication was minimally done by many parents in the district. The findings also revealed that parents often do not discuss the benefits of good discipline with their children and many of them do not communicate high expectation in terms of discipline to their children.

The research established that the general level of students discipline in secondary schools in Ugenya district is bellowing the standard. In order to prove this assertion the research revealed that there are some students who do not have respect for school

administration, some of them do not participate in school activities willingly and have to be forced to do so. It was also established that there are some cases of theft in most of the school while cases of drug abuse was noted to be at a level that is not healthy and effective for students discipline management.

The researcher also looked at the level of students discipline outside schools in Ugenya district. The mean rating scored was 2.58, which means that the level of students discipline in Ugenya district is bad. The moral standards of students was also found to be low as most respondents established that majority of students in the district attend night discos popularly known as "disco matanga" (these are discos organized at funerals at night in order to console the bereaved family, which are popularly known for immoral behaviors) There are also some students who have no respect for parents and people in authority in the community while there are also some theft cases involving some students

Recommendations

Based on the findings of the study, the researcher strongly recommended that the ministry should organize and train principles, teachers, and parents on the use of communication as strategy for effective students discipline management. The researcher went ahead to give his recommendations objective by objective as follows.

1. School administration – students communication and students discipline.

For this objective, the researcher recommended that principals should clearly specify and communicate the school rules and regulations to students and consequences of breaking them. They are also advised to constantly talk to students about dangers of indiscipline and have dialogue with students on school matters that affect them. The researcher further recommended that let principals establish many channels of communication in school and use them effectively and lastly they should always address matters raised from communication channels effectively so as to win students trust.

2. Teacher – Students’ communication and student’s discipline.

On this issue, the researcher advanced the following recommendations. That teacher should often engage students in dialogue so as to reach consensus. Teachers were also advised to often use their personal experiences to explain concepts to students and act as role model to their students. They were advised to advocate for decent behaviors from their students and culture good relationship with them.

3. Parents – Students’ communication and students discipline.

Firstly, parents are advised to frequent and open discussion between them and their children so as to promote positive discipline. The researcher further recommended that they should frequently discuss the benefits of good behavior with their children and avoid frustrating them even if they fail to meet the approved standards. Parents should know that home experience have influence on children’s discipline therefore they should provide home environment that support positive discipline and lastly , parents are advised to communicate high expectations in terms of discipline to their children.

4. Differences between male and females’ student in terms of discipline.

Based on the results of this research, it should be made clear that both males and females have the potentials of being discipline or in disciplined. But what matters is how effective were the disciplinary strategies employed by parents in question.

5. The level students discipline in school.

On the issue of students discipline in schools the researcher had the following recommendations. That all the stakeholders should establish strategies to communicate and train students to appreciate the benefits of maintaining positive discipline. They should be advised to respect school administration and participate in school activities willingly and avoid drug abuse. They should be trained on how to uphold high moral standards so as to avoid pregnancies and work hard to earn some income so as not to be tempted steal other people’s properties. In addition to this parents should advised to give their children adequate pocket money.

6. Students discipline outside school.

Students are advised to appreciate the benefits of respecting people in authority in the society, participate willingly in community work and avoid cases of theft in the community. They are further advised to avoid attending night discos and give much attention to their studies. Lastly, students are advised to practice high moral standard in the society.

REFERENCES

- Cotton et al. (2006) *Students discipline and motivation: Research synthesis* Portland Northwest regional educational laboratory.
- Christenson S. and Sheridan (2000) *School and facilities: Creating essential connections for learning New York: Guildford press*. Devis D. et al (2003) *Getting started. Action research in family - school – community partnerships centre Rep (No.17)* Baltimore centre on families, Communities, school and children's learning John Hopskin's University.
- Drake D.D. (2009) *parents and families in education process: collaboration for success of students in public schools E.R.S.*
- Fadhili W (2008, September 23) *who is to blame?* The Standard p.10. Nairobi the standard group.
- Fafunwa Aliu B. (2004) *History of education in Nigeria*, London MacMillan.
- Fasokun, Thomas O. *Characteristics of adult learners in Africa*. In *psychology of adult learners in Africa* ed. By T.O. Fasokun A. Katahoire and A.Oduaran Cape Town; Pearson Education.
- Fontana D (1987) *classroom control, understanding and guiding classroom behavior*. New York USA A.B printers limited
- Gottfredson et al. *Reducing disorderly behavior in middle school* Report number 37 Baltimore Maryland: Center for research on elementary and middle school 1989.26 page ED 320 654.
- Gwokyalya N. (1992) *A study of social origine and discipline in Makerere College school* .unpublished desertation Makerere University Kampala.
- Hornsby (1949) *Oxford advanced learners dictionary current English* oxford press.
- Hendrix E (2007) *Introduction to educational psychology* London.
- Imber and Neidt W.A. (1990). *Teacher participation in school decision making*. In P.Reyes (ed) *Teacher and their workplace committee and productivity*. Newbury park Carolinian sage publication Inc
- Joppe (2012) *the research process* retrieved February 25, 1998 from <http://www.ryeson.cat/mjoppe/rp.htm>.
- Kariuki G. (2000). *"Parents key role in curbing school strikes*. East Africa Standard 6th may.

- Kochar S. K. (2007) *Secondary Schools administration*, Sterling Publishers private limited: Academic: New Deil – 110016 Green extension.
- Kruger A. and Van Schalkwyk (1997). *Classroom management* 2nd ed. Pretoria Van Shark Publishers.
- Majasan J. A. (1967) Yoruba education .its principals practices and relevance to current educational development' PhD thesis. University of Ibadan.
- Matsoga J. T. (2003). *Crime and school violence in Botswana secondary school s* PhD dissertation Ohio University
- MOEST (2000/2001) *Report on causes, Effects and remedies of discipline in central province* Nairobi Government printer.
- Mum P Jonson (2002). *Discipline in Secondary Schools* www.scre.ac.uk.
- Nasibi [www.\(2003\)](http://www.strongwallafrica.org) *Discipline Guidance Nairobi* Strong wall Africa.
- Omulewa Norbert.(2009) *Adult education and local knowledge in Africa* : In history of adult education in Africa ed. Michael Nikiema and akarani Florida
- Onyango C.L.A. (2009). *Conflict prevention management and resolution in educational institutions in Kenya* Mainstreaming peer counseling and mediation in administration "(www)(2003) . [http:// www Osrea net/announcement/onyango.pdf](http://www.osrea.net/announcement/onyango.pdf) (department of educational psychology Kenyatta University Kenya)
- Okumbe JA (1998) *Education management theory and practice* Nairobi presss
- Oroka o.(1994). *Discipline An Educational concept*: Delta J. educational development
- Republic of Kenya (2001). *Report of the task force on students Discipline and unrest in secondary schools Nairobi*.
- Oyaro K (2005) Discipline Where to draw the line .Daily nation Nairobi.
- Reynolds O. (1996). "The delinquent school "In Hamersley and P. den the process of schooling.
- Ruto – Korir (2003). *Violence in Kenya secondary schools* Insights into the adolescence socio – emotional Development Eger ton Journals IV (2 and 3)
- Schemel J (1997) *Traditional rules making and the subversion of citizen social education*.

- Tumutorein N. (2003) *Cause of unrest in government school in Ntungamo district*. Unpublished dissertation, Uganda Kampala, Makerere University
- USA Department of education: the goals (2000) Supporting community effort to improve schools.
- Wadham B. Pudsey J Boyd R.(2007) Culture and education New south Wales Pearson Education Australia..
- Webster (1993) new international dictionary of English language 3rd ed. USA Merriam Webster icon publisher
- Wright keenly (2003). *Violence and discipline in schools* Research study commission by NAS – UWT www perpetuity. Group

APENDIX 1A: TRANSMITAL LETTER FROM (CHDR)
OFFICE OF THE DEPUTY CHANCELLOR (DVC)
COLLEGE OF HIGER DEGREE AND RESEARCH
(CHDR)

Dear sir/madam,

RE: INTRODUCTION LETTER FOR Mr. Cyrillus Adipo Ochieng

**REG. NO. MED/44021/101/DF TO CONDUCT RESEARCH IN YOUR
INSTITUTION**

The above mentioned candidate is a bonafide student of Kampala International University pursuing Masters in Education Management and Administration.

He is currently conducting a field research for his thesis entitled, **communication and students discipline in Ugenya district in Kenya**

Your institution has been identified as available source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any data shared with him will be used for academic purpose only and shall be kept with utmost confidentiality. Any assistance rendered to him will be highly appreciated.

Yours truly,

DR.TINDI SEJJE

Deputy Principal (CHDR)

APPENDIX 1VA: FACE SHEET (A):

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENT (FOR STUDENTS)

Kindly supply us with the following information about yourself and your opinion on the raised issues by ticking on the appropriate box in order to help us to classify your response.

1. What is your gender?

Male

☐

Female

☐

2. In which form are you?

Form two

☐

Form four

☐

3. What is the type of your school?

Day

☐

Boarding

☐

Day/boarding

☐

4 Boys school

☐

Girls school

☐

Mixed school

☐

LB1033
024
2014

APPENDIX 1VB: QUESTIONNAIRE

Dear respondent I am carrying out a survey on communication and students' discipline in secondary schools in Ugenya district, Kenya. Please assist me by answering the questionnaire by providing the most appropriate answers in your opinion by ticking or cycling the ratings given as the case may be. Your answers will be kept confidential.

RESPONSE	LEGEND	RATING	DESCRIPTION
Strongly agree	(SA)	(4)	you agree without any doubt at all
Agree	(A)	(3)	you agree with some doubt
Disagree	(D)	(2)	disagree with some doubt
Strongly Disagree	(SD)	(1)	you disagree with no doubt at all

SECTION A: TO BE ANSWERED BY STUDENTS

SECTION I

S/NO.	STATEMENT	RATING			
	School administration – students' communication and students discipline in and outside school.	SD	D	A	SA
1	In this school rules and consequences of breaking them are clearly specified and communicated to students	1	2	3	4
2	The principal constantly talk to students about the dangers of indiscipline	1	2	3	4
3	We have many channels of communication in school e.g. assemblies, notice boards, suggestion box baraza etc.	1	2	3	4
4	The principal always has dialogue with student on school matters that affect them	1	2	3	4
5	In this school the principal always address matters raised from communication channels effectively	1	2	3	4
	Aspect of teacher – student communication and students discipline in and outside school.	SD	D	A	SA

6	In this school, teacher and students often engage in dialogue to reach a consensus.	1	2	3	4
7	Most teacher frequently use their personal experience to explain a concept to student	1	2	3	4
8	Teachers advocate for descent behavior from their students	1	2	3	4
9	In this school, teachers act as role model to students by being disciplined and holding high moral standards	1	2	3	4
10	There is very good teacher – student relationship in this school.	1	2	3	4
	Parents' students' communication and students discipline in and outside school.				
11	Frequent and open discussion between parents and students has a positive influence on students' discipline.	1	2	3	4
12	Parents who discuss the benefits of good behavior contribute a lot to positive discipline of their children in and out of school.	1	2	3	3
13	If parents avoid frustrating their children, they improve in discipline both in and out of school.	1	2	3	4
14	If parents communicate to their children high expectation in terms of discipline , they are motivated to be disciplined	1	2	3	4
15	Various home experiences have influences on child discipline	1	2	3	4
	To determine the level of students discipline inside school	SD	D	A	SA
16	In our school students have respect for school administration	1	2	3	4
17	Students participate in school activities willingly	1	2	3	4
18	There are no cases of drug abuse in our school e.g. cigarettes smoking, drinking alcohol, etc	1	2	3	4
19	Students pregnancy cases are not there in our school	1	2	3	4
20	Theft cases among students are not there in our school	1	2	3	4

SECTION II: INTERVIEW GUIDE

1. Comment on how communication between administration and students impact on students discipline.

2. In your view, does communication between teachers and students affect their discipline? _____

3. Comment on how parents – students communication affect students discipline .

4. Comment on the difference between males and female students in terms of their discipline. _____

FACE SHEET (B) :DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS (FOR TEACHERS)

Kindly provide us with the following information about yourself on the raised issues by ticking on the appropriate box in order to help us to classify your response.

1. What is your gender?

Male ☐

Female ☐

2. What is your education level?

Diploma ☐ Degree ☐ Masters ☐ Others _____

3. Kindly provide us with your years of service.

1 – 4 ☐ 5 – 9 ☐ 10 – 14 ☐ 15 – 19 ☐

20 -24 ☐ 25 -29 ☐ More than 30 years ☐

4. What is your age?

20 -24 ☐ 25 – 29 ☐ 30 – 34 ☐ 35 – 39 ☐

40 – 44 ☐ 45 – 49 ☐ 50 -54 ☐ 55 – 60 ☐

5. What is the type of your school?

Day school ☐ Boarding ☐ Day /boarding ☐

6. What is the sex of students in your school?

Girls ☐ Boys ☐ Mixed ☐

APPENDIX 1VB: QUESTIONNAIRE

Dear respondent I am carrying out a survey on communication and students discipline in secondary schools in Ugenya district, Kenya. Please, assist me by answering the questionnaire by providing the most appropriate answers in your opinion by ticking or cycling the ratings given as the case may be. Your answers will be kept confidential.

RESPONSE	LEGEND	RATING	DESCRIPTION
Strongly agree	(SA)	(4)	you agree without any doubt at all
Agree	(A)	(3)	you agree with some doubt
Disagree	(D)	(2)	disagree with some doubt
Strongly Disagree (SD)		(1)	You disagree with no doubt at all

SECTION B TO BE ANSWERED BY TEACHERS

	To determine the level of students discipline inside school	SD	D	A	SA
16	In our school students have respect for school administration	1	2	3	4
17	Students participate in school activities willingly	1	2	3	4
18	There are no cases of drug abuse in our school e.g. cigarettes smoking, drinking alcohol, etc	1	2	3	4
19	Students pregnancy cases are not there in our school	1	2	3	4
20	Theft cases among students are not there in our school	1	2	3	4

	Aspect of teacher – student communication and students discipline in and outside school.	SD	D	A	SA
6	In this school, teacher and students often engage in dialogue to reach a consensus.	1	2	3	4
7	Most teacher frequently use their personal experience to explain a concept to student	1	2	3	4
8	Teachers advocate for descent behavior from their students	1	2	3	4
9	In this school, teachers act as role model to students by being disciplined and holding high moral standards	1	2	3	4
10	There is very good teacher – student relationship in this school.	1	2	3	4

SECTION II: INTERVIEW GUIDE

1. Comment on how communication between administration and students impact on students discipline

2. In your view, does communication between teachers and students affect their discipline? _____

3. Comment on how parents – students communication affect their discipline in school.

5. Comment on the difference between males and female students in terms of their discipline. _____



LB1033

1024

2014