

**PARENTING STYLES AND STUDENTS' DISCIPLINE IN SELECTED SECONDARY
SCHOOLS KAMARINY DIVISION KEIYO NORTH DISTRICT,
KENYA**

A Thesis

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of Higher Degree and Research
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Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree
Master of Education Management
And Administration


BY
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DECLARATION A

I SAINA PATTERSON do hereby, declare that this thesis; is my personal work and it has not been prior submitted for a master degree in any other related award.


SAINA PATTERSON


Name and Signature of candidate

23.10.2012

Date

DECLARATION B

I, confirm that the work reported in this thesis was carried out by the candidate under my supervision.


Dr. Tagulwa Agnes Twesigye

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23/10/2012

Date

APPROVAL SHEET

This thesis entitled " **PARENTING STYLES AND STUDENTS' DISCIPLINE IN SELECTED SECONDARY SCHOOLS KAMARINY DIVISION KEIYO NORTH DISTRICT, KENYA**" is prepared and submitted by SAINA PATTERSON in partial fulfillment of the requirements for the degree of Masters of Education Management and Administration has been examined and approved by the panel, On oral examination with a grade of PASSED.

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I acknowledge my God for giving me good health and strength to be able to read and write up this work.

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Finally. I thank my family for their kind support, financial support, love, encouragement and patience they accorded me during all my stay here in Kampala International University.

GOD BLESS YOU

DEDICATION

I dedicate this thesis to my wife Peris, Daughters: Jeruto and Priscal , Sons : Titus Victor Timothy Mashack and Japther all of whom they gave me utmost encouragement and due support. I also dedicate it to the readers of the present and future generations.

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ABSTRACT

The study sort to investigate the relationship between **Parenting Styles And Students' Discipline In Selected Secondary Schools Kamariny Division Keiyo North District, Kenya**. Correlational research design was used to predict the relationship between parenting and students discipline.

Both qualitative and quantitative research design was used. Qualitative research technique was used to obtain descriptive evidence and to explain some certain qualitative phenomenon; quantitative technique was used to generate numerical data, frequencies and percentages were used to analyze data on demographic aspect of the respondents.

Using (SPSS) Statistical Package for Social Scientist, data was analyzed and descriptive statistics such as mean, percentages, r-values, t-values were analyzed. Data from each questionnaire was categorized and edited for accuracy. They information obtained was further triangulated with information from secondary sources for meaningful interpretation and discussion. The field results indicated that there was a significant correlation between parenting styles and students discipline. The findings of this study will benefit policy makers, community members, principals of secondary schools, district supervisory board teachers all of whom they will improve on the management off students discipline in their respective institutions for better learning.

CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background to the study

In recent past, there has been a lot of debate pertaining parenting and student discipline. Rose Kenedy U.S philanthropist, 20th Century said "I look on child rearing not only as a work of love and duty but as a profession that was fully as interesting and challenging as any honorable profession in the world and one that demands the best that I could bring to it." (Santrock, Child Development Page 464)

Child rearing styles are combinations of parenting behaviors that occur over a wide range of situations, creating and enduring child rearing climate (Diana Baumrinf, 1971).

Parents have an important role in facilitating their children's development by intating contact between their children and potential play partners (Ladd Leseiur & Profilet, 1993).

Parents who are authoritative are warm, attentive and sensitive to their children's needs. They establish enjoyable, emotionally fulfilling parent child relationship that draws the child into close connection.

At the same time exercise firm reasonable control of their child's behavior. They insist on appropriate maturity, give reasons for their expectations, use disciplinary encounters to promote the child's self regulations and monitor the child's whereabouts and activities. Also allows the children make decisions in areas where the child is ready to make choices. They place premium on communication encouraging the child to express her thoughts feelings and decisions.

When parents and child disagree, they engage in joint decision making the children of authoritative parents are linked to self control, task accomplishment, co-operative, social, moral maturity and favorable school performance (Kuczynski & Lollis 2002, Russel mize, & Bissaker, 2004)

Parents who are authoritarian are a low in acceptance and involvement, high in coercive control and low in autonomy grading. They are cold and rejecting them frequently degrades their child by mocking and putting her down. To exert control, they yell, command criticize and threaten if the child disobeys they resort to force and punishment. They expect the child to accept their world unquestioningly (Hart et al, 2004; Nix et al (1999), Thomson, Hollis, & Richard, 2003)

Parents who are permissive are warm and acceptable they are in attentive. They engage in little control of their child's behavior they allow children to make many decisions for themselves when they are not yet capable of doing so. Children of permissive parents are impulsive, disobedient and rebellious. Permissively reared teenagers do less well academically, are more defiant to authority and display more antisocial behaviors. (Barber & Olsen, 1997; Baumrinf 1991, 1997, Kurdek & Fine, 1994, Lamborn et al, 1991)

Parents who are uninvolved combine low acceptance and involvement with little control. They are emotionally detached and depressed. They have no time and energy for their children (Maccoby & Martin, 1983). They are weak in setting long term goals, rules about homework and social behavior, passive listeners to the child's point of view, weak in providing guidance about appropriate choices.

Children of permissible parents are poor in emotional self regulation, school achievement and display frequent antisocial behavior (Aunalo, Stattin, & Nurmi, 2000, Baumrind, 1991, Kurdek & Fine, 1994 lamborn et al 1991). Parenting often

has different effects on different children parents respond differently to children with different temperament (Maccoby 2000a)

Longitudinal research suggests that the influence of a parent is profound and lasting, (Borustein et al 1996, Carlson, 1998, Loird et al 2003, Petut, bates & Dodge 1997). Parenting intervention shows that when child rearing improves, children's development changes accordingly (Fargatch & Degarma, 1999).

Parenting influences children peer relations. children and adolescence resemble their friends. (Furman et al, 2002, Laird et al, 2003, Pettit et al 2001, Zhou et al 2002). Discipline that relies heavily on threats and punishment or withdrawal of love produces high levels of fear and anxiety that children cannot think clearly enough to figure out what they should do in the long run, they fail to internalize, moral norms.

However, warnings, disapproval and commands are sometimes necessary to get unruly child to listen to an inductive message, (Hoffman, 2000). Social learning theories believe that children learn to behave morally through modeling i.e. observing and imitating adults who demonstrate appropriate behavior, (Bandura, 1977, Grusec, 1988).

When children are subjected to harsh threats, and angry physical control they are likely to develop serious, lasting mental health problems which leads to weak internalization of moral rules, depression, aggression antisocial behavior and poor, academic performance during childhood and adolescence and it will lead to criminality, depressive and alcoholic symptoms and child abuse in adulthood (Brezina, 199, Gershoff, 2002a, Kochanska, 2003).

Harsh treated children react with anger, resentment, and chronic sense of being personally threatened. This will prompt a focus on the self distress rather than a sympathetic orientation to others needs. (Moral Development Page 409).

For deviance to occur, people must have access to illegitimate opportunity structures circumstances that provide an opportunity for people to acquire through illegitimate activities what they cannot achieve through legitimate channels (Richard Doward and Lloyd Ohlin, 1960).

People in the same categories hold similar values. Terminal values refer to desirable end states of existence. These are goals that a person would like to achieve during his or her life time while instrumental values refer to the means of achieving them. Therefore reaching an agreement on any specific issue or policy when these personal values are not importantly implemented might prove to be quite difficult (RVS) (Milton Rokeach, (1973).

Statement of the problem

Parenting and student discipline has a significant impact on Kenya's educational system. There is a high level of wastage in our educational system. UNESCO (1970) report defines wastage as not qualifying and delay in qualifying.

Nwankwo (1981) defined wastage as inefficient use of educational resources. He added to say wastage involves dropouts, repeaters, premature withdraws misguided types of education non employment of school leavers and even brain drain. Lack of discipline among students coupled with abolishment of corporal punishment and poor management of educational institutions has left a lot to be desired. Management styles of principals are too static. Some principals lack management skills. Dynamic management is wanting in most institutions of learning.

Brimer and Paul (1971) gave a comprehensive analysis of educational wastage to include the failure of educational systems to set meaningful goals for implementation making learners feel that the time spent in school is wasted. Torrington and Hall (1998:113) noted that in any organization there are both formal and informal communications lack of effective communication between heads of organizations (principals) and students has led to indiscipline indicators such as truancy, absenteeism, aggression, Drug abuse, deviance, peer pressure, suspension pregnancy, juvenile, repetition and poor academic achievements.

Parenting plays a significant role in student discipline. Parenting influences children's peer relations, children and adolescence reassemble their friends (Furtman et al 2002, laird et al 2003, Pettit et al 2001, Zhou et al 2002).Parenting interventions showed that when child rearing improves, child development changes accordingly. (Fargatch & Degarma, 1999). Longitudinal research suggests that the influence of a parent is profound and lasting (Borustein et al 1996) Curlson, 1998, Laird et.al 2003, Pettit bates & Dodge 1997. It is for this reason that the researcher will seek to carry out this study.

Purpose of the study

The purpose of this study will be to:

1. To test the hypothesis of no significant relationship between parenting styles and student discipline.
2. To validate the existing theory proposed by B.F. Skinner.
3. To bridge the gap between related literature.
4. To generate knowledge for further research.

Research objectives

General objectives

The general objective of this study was to identify the level of parenting styles and students' discipline in selected secondary schools in Kamariny division ,Keiyo North District in Kenya.

Specific objectives of the study were:

1. To determine the profile of respondents in terms of Age, gender and education levels in selected secondary schools in Kamariny Division, Keiyo North District in Kenya.
2. To determine the nature of parenting styles in selected secondary schools in Kamariny Division, Keiyo North District Kenya.
3. To determine the level of student discipline in selected secondary schools in Kamariny Division, Keiyo North District in Kenya
4. To determine if there is a significant relationship between parenting styles and students discipline in selected secondary schools in Kamariny Division in Keiyo North District in Kenya.

Research questions

1. What is the profile of respondents in terms of Age, Gender and education levels in selected secondary schools in Kamariny Division, Keiyo North District in Kenya?
2. What is the nature of parenting styles in selected secondary schools in Kamariny Division, Keiyo North District in Kenya?

3. What is the level of student discipline in selected secondary schools in Kamariny Division , Keiyo North District in Kenya?
4. What is the significant relationship between parenting styles and students discipline in selected secondary schools in Kamariny Division, Keiyo North District in Kenya?

Hypothesis

1. To test the hypothesis of significant relationships between parenting and student discipline, in selected Secondary Schools in Kamariny Division, Keiyo North district in Kenya.
2. To test the hypothesis of no significant relationship between parenting and Students discipline in Selected Secondary Schools in Kamariny division In Keiyo North District in Kenya.

Scope of the Study

Content Scope

The study was limited to investigating the relationship between parenting styles and students discipline .

Geographical Scope

The study was conducted within ten (10) selected secondary schools in Kamariny Division, Keiyo North district in Kenya.

Theoretical Scope

The study was based on behaviorist theory proposed by .F. Skinner and social learning theory proposed by Bandura social learning theory refers to the theory which believes that children learn to behave morally through modeling i.e. observing and imitating adults who demonstrate appropriate behavior.

Behaviorist theory is a theory which believes that behavior can be changed or modified by manipulating the environment.

Time Scope

The study was carried out between December 2011 and August 2012; a period of eight months.

Significance of the study

The study is significant in that it will benefit the following:

1. The policy makers will make policies which emphasize on the role of policies which emphasize on the role of parents on discipline management of students.
2. The community members will change their attitudes towards education.
3. The principals head teachers will find it a useful guide in managing student discipline in their respective schools.
4. The teachers will also find it useful in managing student discipline in their capacity as teachers.
5. The ministry of education will be able to allocate resources to schools to improve the quality of education and hence reduce wastage in education system.

Operational definitions of key terms

For the purpose of this study the following terms will be defined:

Parenting refers to the child rearing styles (Diana Baumrind, 1971) Social learning theory refers to the theory which believes that children learn to behave

morally through modeling i.e. observing and imitating adults who demonstrate appropriate behaviors (Bandura, 1977, Grusec, 1988).

Educational Wastage. Refers to inefficient use of educational resources in form of drop outs, repeaters, withdrawals, misguided types of education, non-employment of school leavers and even brain drain (Nwankwo, 1981).

Communication refers to the process of sharing thoughts, ideas and feelings with each other in a commonly understanding way (Cheryl and Cordel, 1987: 4

Deviance refers to lack of social integration among people. Deviance is a natural and inevitable part of all societies (Durkheim, 1994, 1995).

Discipline refers to helping children develop self control, setting limits and correcting misbehavior it also refers to guiding, helping them feel good about themselves and teaching them how to think for themselves. Parenting Brochure) Kenya national Association of parents.

Corporal punishment refers to physical punishment of people by hitting or beating them (Oxford Advanced learners Dictionary).

Psychoanalytic theory refers to an approach to personality development introduced by Sigmund Freud. That children move through a series of stages in which they confront conflicts between biological drives and social expectations. The way these conflicts are resolved determine psychological adjustment. (Laura E. Berk, Child development 5th Edition, Illinois State University, 2000, 1, 15.

Deviant behavior refers to behavior which violates the norms that apply in a given situation , in addition to crime, deviance include cheating, substance abuse

or use fraud, corruption, delinquent behavior harassment and behavior symptomatic of mental illness (Michener Delamater, (1998) 19, 463 — 465.

Obedience refers to compliance with higher authorities in a hierarchical structure.

Conformity refers to getting along with peers (individuals of our own status) who have no special right to direct our behavior (Richard T. Schaefer (2005) Sociology 22, 504 —507.

Student discipline refers to compliance with and obedience to the higher authorities (Webster dictionary)

Discipline is the capacity that enables an individual to use the voice of reason in making the right decision (David Mbiti, 2007)

Parenting styles refers to the child rearing methods. (Diana Baumrind, 1971)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, opinion, ideas from Author /experts

Student's Discipline

As of recent past, a wide rift between students and management of institution or principals and teacher remained a subject of a profound concern. Widressed are such acts as students suspension, rampant dropouts, pregnancies , aggression, absenteeism, Deviance substance abuse/ alcoholism in schools and arsomism alike.

One is left with the question; Is this scenario a product of parenting or student discipline that is lacking or environmental factor or none of the above? Cruse 1988, Bandura ,1977). Believed that children learn to behave morally through modeling i.e. observing and imitating adults who demonstrate appropriate behavior.

Psychoanalytic theorists believed that the super ego children build from parental teaching consist not only prohibition or don'ts but also positive guidelines for behavior or do's.

B.F Skinner believed that behavior can be changed or modified by manipulating the environment, He emphasized that all behavior is learned through experiences specific behavior can be increased or decreased as a function of what follows it.

If something pleasant or enjoyable consistently happens when the child engages in a specific behavior, he or she is likely to repeat that behavior and if something unpleasant or painful follows a behavior then the child is likely not to repeat it .

Deliberate attempting to increase or decrease behavior by controlling consequences is called operant conditioning.

Piaget viewed autonomous morality or morality of co-operation as a stage where children no longer view rules as fixed but view them as flexible socially agreed on principle that can be revised to suit the will of the majority.

Children learn to settle conflict in mutually beneficial way. They start to use standard of fairness called reciprocity in which they express the same concern for others as they do for themselves. At first Piaget found that children grasp of reciprocity as was a crude 'tit' for 'tat' understanding you scratch my back and will scratch yours.

Lev Vygotsky viewed that children gain knowledge and skill through shared adults or older peers. Dialogue between children and adults is a mechanism through which specific cultural values, customs, and beliefs are transmitted from generation to generation is the way in which more complex thinking develop as part of learning about culture. Children gain knowledge and skills through shared experience.

When parents insult and spank children, they do so in response to children's aggression. The punishment itself models aggressive.

(Holder Coleman and Schmidt 1995)

Harsh punishment works to stop children misbehavior temporary, it offer reliefs to adults, the result is serious abuse at later stage (Gershoeff, 2002 a). School age children , adolescents and adults whose parents use corporal punishment are more accepting of such discipline ,The more they were physically punished the, more strongly they endorse the practice.

Bower-Russia, K Mutton, and Wine Barger, 2001 Dearter Deckared et al 2003)

A survey of a nationally representative sample of U. S. household revealed that although corporal punishment increases from infancy to age five , more than 90% of American parents and 70% of Canadian parents admit having hit or spanked their children. Durant Brroberg and Rose Kvasnor, 2000, strains and Stewart, 1999.

Parents with mental health problems who are emotionally reactive, depressed or aggressive are move likely to be punitive as well as disobedience evoke more parental harshness (Belssky and Hsieh) 1998, Clark Kochaniska and Ready; 200; Aksm and Nichols 2003).

Parenting is one of the most researched areas of interest, parents want their children to grow into socially mature individuals and they may feel frustrated in trying to accomplish this. An important aspect of the managerial role of parenting is effective monitoring of the child. This is especially important as children move into the adolescent years. Monitoring include supervising a child's choice of social settings, activities and friends. Moral development, lack of adequate parental factor that is related to juvenile delinquency more than any other (Patterson & Stouthmer Loeber 1994, page 445)

For many years there has been a widespread acceptance in principle, that children are entitled to fulfillment of other social and economic rights to education, to health care to an adequate standard of living for proper development, to play and similarly the principle that childhood is a period of entitlement to special protection from abuse, neglect and exploitation while these rights are flagrantly violated for millions of children in most societies in the world there is a broad consensus around the importance of working towards their greater recognition (CRC Convention on Rights of the child).

The (UN) Convention on the rights of the child acknowledges the rights for children in international law also introduces an additional dimension to the status of children by recognizing that children are subjects of rights, rather than merely recipients and adult protection and that children themselves are entitled to be heard.

It is for this reason that a distinction was made between physical and psychological discipline with psychological discipline especially reasoning emphasized as the best way to rear a child. In 1970's, the dimensions of competent parenting became more precise.

Diana Baumrind believed that parents should be neither punitive nor a loof, but should instead develop rules for their children and be affectionate with them.

Dimensions of parenting

The idea of parenting is very complicated Baumrind, 1971; Baumrind & Black, 1967) cited four features that consistently differentiate an effective style from less effective ones. The particular dimensions represent characteristics associated with each. The dimensions are:

Authoritarian parenting, Authoritative Parenting, neglectful parenting and indulgent parenting

Authoritarian parenting, this is a restrictive, punitive style in which the parents exhort the child to follow their directions and to respect work and effort. The authoritarian parenting place firm limits and controls on the child and allows little verbal exchange. This dimension of parenting is associated with children's social incompetence. The children are often anxious about social comparison, fail to imitate activity and have poor communication skills. In one study, early harsh discipline was associated with child aggression (Weiss & Others 1972) Barber (Harmon, 2002, Silk et al 2003).

Authoritative parenting

This is a style in which the parents encourage children to be independent but place limits and control on their actions. Extensive verbal give and take is allowed and parents are warm and nurturant towards the child. This dimension of parenting is associated with children's social competence. Children brought up in this dimension are socially competent, self reliant and socially responsible (Juczynski & Lollis, 2002, Russel. Mize & Bissaker, 2004)

Neglectful parenting

This is a style in which the parent is much uninvolved in the child's life; it is associated with children's social incompetence, especially lack of self control. Here, the parent can't answer the question "it is 10 Pm Do you know where your child is?"

This dimension of parenting is associated with child's social incompetence, poor self control and they are not independent (Baumind, 1991, 1997, Kurdek & Fines 1994, Lamborn et al, 1991).

Indulgent Parenting

This is a style of parenting in which parents are highly involved with their children but place few demand or controls on them.

This dimension of parenting is associated with children's social incompetence and lack of control. They let the children do what they want as a result the children never learn to control their behavior (Maccoby & Martin, 1993).

Theoretical perspective

This study will be based on psychoanalytic and social learning theories

These theories offer account of how children become moral beings.

The theories regard moral development as a matter of internalization (adapting societal standards for right action as ones own). Both theories emphasize on how morality moves from society to individual, how children acquire norms or

prescriptions for good conduct widely held by members of their own social group.

These theories reveal that several factors affecting the children's willingness to adopt societal standards; parental styles of discipline which varies with the type of misdeed, the child's characteristics, including age and temperament, the parents characteristics and finally the child's view of both the misdeed and reasonable of parental demands.

Internalization results from a combination of influence within the child and their rearing environment when the process goes well, external forces counteract the child's negative inclination. (Turiel 1998).

Related studies

The global journal of educational research Vol. 8 No. 1 and 2, 2009 carried out a study entitled: Relationship between principal's management approach and students discipline in public secondary schools in Nyadarua and Laikipia district in Kenya.

The study cited that students discipline was critical to the attainment of positive school outcomes. The level of discipline depends on whether the principals as the chief executive of the school enlist the support of teachers and parents in discipline management.

The study hypothesized that an inclusive discipline approach was more likely to increase teacher and parental input on discipline management. As a result it will raise the level of students discipline effectively.

Summary of gaps

The managerial role of parenting is effective monitoring of the child. This is important particularly when the children move to adolescent years. Monitoring includes supervising the child's social settings, activities and friends.

Before 21st century, most theorists on child development among them, Sigmund Freud, Piaget, Lev Vygotsky and others developed theories which have since stood the test of times while others have been rejected if not outdated due to inapplicability's e.g the theory of evolution. Piaget viewed autonomous morality or morality of cooperation where children no longer view rules as fixed but view them as flexible socially agreed on principles that can be revised to suit the will of the majority.

It is unfortunate that in the present world we can still see parents and teachers who violate the view above and subject children to dictatorial and undue punishments instead of reasoning with them. They don't know that children can settle conflicts in a mutually beneficial way.

According to the free expression or permissive movement, the child was considered to have been born naturally good. This scheme believed that in view of its natural goodness a child should be allowed to grow and develop in an atmosphere of total freedom with no restriction or any form of behavior control.

Furthermore from my own view if a child is socialized to be aggressive she will be. And if a child born is socialized in a strong authoritarian overtones in her life, she will be coercive and punitive. From this view, it is clear that discipline is learnt.

In addition to that, for many years there has been a widespread acceptance in principle that children are entitled to fulfillment of social and economic rights to education, to health care to an adequate standard of living, for proper development, to play and similarly the principle that childhood is a period of entitlement to special protection from abuse, neglect and exploitation but these rights are violated for millions of children.

Even though many philosophers like Plato, Socrates, Piaget, Immanuel Kant, Freud, Maria Montessori theorist many issues on development which stressed play for proper development most of them never considered the significance of the rights of the child. The (UN) Convention recognized that children are subjects of rights rather than merely recipients of adult protection and in fact children themselves are entitled to be heard. A rating made between physical and psychological discipline puts psychological discipline especially reasoning as the best way to rear a child.

Psychoanalytic and social learning theories offer account of how children become moral beings, both theories emphasize on how morality moves from society to individual. But in the contrary, the society expects morality to move from the children to the society, which is unrealistic in every sense. Social learning theory believes that children learn to behave morally through modeling i.e. observing and imitating what adults who demonstrate appropriate behaviors do. (Bandura, 1977).

CHAPTER THREE

METHODOLOGY

Research design

This study will apply a case study design to determine the relationship between Parenting styles and students discipline.

Both qualitative and quantitative research design was used during the investigation.

Qualitative techniques will be used to obtain descriptive evidence and to explain some certain qualitative phenomenon.

Quantitative techniques will be used to generate numerical data. Research population:

Research population:

The target population of this study comprised of 100 teachers, 400 students, 100 community members a total of 600 respondents.

Sample size

The sample size will be obtained by using Solven's Formula

$$n = \frac{N}{1+N(\delta)^2}$$

Where n = Sample size

N = Population Size

(δ)² = Level of Significance

Table 1:Sampling framework

School	Target Population	Sample Size
Kessup Girls Boarding	1370	39
Iten Day Mixed	1370	39
Bugar Day Mixed	1370	39
Kimuron Mixed Boarding	1370	39
Chebonet Mixed boarding	1370	39
Kipsoen Boys sBoarding	1370	39
Korkitony Day mixed	1370	39
Kessup Day Mixed	1370	39
Uswa Day Mixed	1370	39
St. Alfonsus Girls Boarding	1370	39
	13700	390

Source: Primary data 2012

Sampling procedure:

Using purposive sampling technique, ten schools were selected for the study. This will comprised 100 teachers, 400 students and 100 community members. A total of 600 respondents.

Research Instrument:

The research instrument used to obtain data during the study was comprised of questionnaires structured for teachers and students. The questionnaires were Likert Scale type with the following options 4: strongly Agree 3; Agree, 2:Disagree and 1:Strongly Disagree, for the respondents to insert in the space/box provided the most appropriate option which could suit their options. A structured interview was conducted with parents and community members because they had to provide addition information for the study

Validity and reliability of the instrument:

Validity was ensured by checking the questionnaire according to the variables of the study and against the research questions. Reliability was achieved by using pre-testing of the questionnaires. The researcher did that by administering questionnaires to the potential respondents who did not participate in the final study. That was to test the content, language and response format of the questionnaires.

The researcher had to adapt and modify the questionnaires from the one used in previous studies.

Data Gathering procedures:

The researcher wrote a proposal and have it approved then a go ahead was done to pre-test the research instruments. The researcher then presented an introductory letter from the University outlining the objectives of the study to the District education office for endorsement.

The researcher then proceeded to teachers with the copies of the endorsed introductory letter seeking mandate/permission to carry out research in their individual schools. Thereafter the researcher proceeded to collect data using the instruments from the respondents from one school to another. Data analysis was done when the collection of data was complete.

Finally, the researchers submitted the report of the study to the College of Higher Degrees and Research Studies for the fulfillment of the award for degree of master of education, for examination.

Data analysis

The data from each questionnaire was categorized and edited for accuracy. This was done to ensure that all the questions were answered accordingly. After that, data analysis was done using an SPPSS (Statistical Package for social Scientist)

Computer programme for comparing the relationship between the variables of the study.

When the analysis was completed, the findings were presented, in form of frequencies and percentages in chapter four (4). The information was further triangulated from the secondary sources for comparison, interpretation, and discussion.

Ethical considerations

The researcher received an introductory letter from the College of Higher Degrees and Research Studies (CHDR) Kampala International University, outlining the purpose of the investigation. The welfare and concern of respondents including safety mental and physical health in addition to the names and any other personal identification of the respondents was kept confidential and made known to them in the beginning of the exercise.

Limitations of the study:

The following limitations were expected during the study:

- **Less of questionnaires;** since the researcher was a self sponsored student, he had to bear the cost of printing the required number of the questionnaires by himself that was not easy.
- **Dishonest;** the respondents were teachers and students; they were sometimes so busy such that most of them hurried through the questionnaire providing dishonest information.
- **Language barriers;** Due to the level of language content some respondents were not in a position to interpret correctly on what to respond to and how to respond to the questions asked as it was required.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND ANALYSIS

Introduction

This chapter is a presentation, interpretation and analysis of the findings. Specific objectives were presented, interpreted and analyzed. The specific objectives were:

- (i) To determine the profile of respondents in terms of Age, gender and Academic qualifications in selected Secondary schools, Kamariny Division, Keiyo North District in Kenya.
- (ii) To determine the nature of parenting styles in selected secondary schools in Kamariny Division Keiyo North District in Kenya.
- (iii) To determine the level of students discipline in selected secondary schools in Kamariny Division Keiyo North District in Kenya.
- (iv) To determine if there is a significant relationship between parenting styles and student discipline in selected secondary schools, Kamariny Division keiyo north District in Kenya.

The profiles of the respondents comprised the aspect of Age, Gender and Educational levels. The results were presented and analysed in table 2, 3, 4 and 5 below:

To determine the profile of respondents in term of age, gender and education levels in selected secondary schools in Kamariny Division, Keiyo North District in Kenya.

Table 2: Showing Demographic Characteristics of respondents in terms of Age, Gender and Academic Qualifications

	Profile	Description	Gender				Total	
Teachers	Age		Male		Female			
			Freq.	%	Freq	%	Freq	%
		10-20yrs	0	0	0	0	0	0
		21-30yrs	18	18	20	20	38	38
		31-40yrs	37	37	10	10	47	47
		41-50yrs	10	10	5	5	15	15
	Total		65	65	35	35	100	100
	Academic Qualification	Certificate	0	0	0	0	0	0
		Diploma	5	5	6	6	11	11
		Degree	33	33	35	35	68	68
		Masters	11	11	10	10	21	21
	Total		49	49	51	51	100	100
Students	Age		Male		Female			
			Freq.	%	Freq	%	Freq	%
		10-13yrs	10	2.5	4	1	14	3.5
		14-16yrs	104	26	96	24	200	50
		17-19yrs	96	24	84	21	180	45
		Above 20yrs	5	1.25	1	2.5	6	1.5
	Total		215	53.75	185	46.25	400	100
	Educational	Form one	47	47	53	53	100	100
		Form two	58	58	42	42	100	100

	level	Form three	63	63	37	37	100	100
		Form four	42	42	58	58	100	100
	Total		210	210	190	190	400	100
Community Members	Age		Male		Female			
			Freq.	%	Freq	%	Freq	%
		10-20yrs	5	5	4	4	9	9
		21-25yrs	4	4	2	2	6	6
		26-3yrs	12	12	13	13	25	25
		31-40yrs	10	10	11	11	21	21
		41-50yrs	14	14	8	8	22	22
			53	53	47	47	100	100
	Academic Qualification	Primary	9	9	6	6	15	15
		Secondary	10	10	5	5	15	15
		Certificate	20	20	3	3	23	23
		Diploma	12	12	7	7	19	19
		Degree	21	21	4	4	25	25
		Masters	2	2	1	1	3	3
	Total		74	74	26	26	100	100

Source: Primary Data 2012

According to table 2 above 65 (65%) of the total respondents (teachers) were male while 35(35%) of the total respondents were female.

Non of the respondents were between 16-20 years of age. 18(18%) of the respondents were between the age of 21 – 30 years. 37 (37%) were between the age bracket of 31 – 40 years. While 10 (10%) were above 40 years of age. The table above further indicates that 11(11%) of the total respondents are of

Diploma level and majority of 68 (68%) of the total respondents had of Degree Level.

The table further indicates that 21 (21%) of the total respondents were of Master's level.

This can be inferred that there is a gender disparity between male and female respondents in terms of academic achievement. Respondents with diploma level of reducing in favour of the majority of the respondents with Degree level. There is a reasonable number of respondents in Master's level.

According to table 2 above 215 (53.75%) of the total respondents (students) were male while 185(46.25%) of the total respondents were female.

10(2.5%) of the respondents (Students) were in the age bracket of 10 – 13 years 4 (1%) of the respondents (students) were female students aged between 10 – 13 years. 104 (26%) of male students were in the age bracket of 14 – 16 years.

96 (24%) of the respondents were female students in age bracket of 17 – 19 years. While 84 (84%) were male students in age bracket of 17 – 19 years alike.

5(1.25) of male students were above 20 years of age while 1 (0.25%) of female students were above 20 years of age.

47 (47% of male students were in form one, 58 (58%) of female students were in form two, while 37 (37%) of the respondents students) were female. Students in form three

42 (42%) of male students were in form four while majority of 58 (58%) of the respondents were female students in form four.

According to table 4.1 above 53 (53%) of the total respondents community (members) are male while 47 (47%) of the respondents community (members) are female.

9 (9%) of the total respondents community members are aged between 18 – 20 years. 6(6%) of the respondents were aged between 21 – 25 years. 25 (25%) of the respondents are aged between 26 – 30 years. 21 (21%) of the respondents are aged between 31 – 40 years.

Those aged 41 – 50 years were 22 (22%) of the total respondents while those above 50 years of age of the total respondents community members are 17 (17%) of the total number.

Table 2 above indicates that 15 (15%) of the total respondents community members attained primary level. Another 15 (15%) of the total respondents attained secondary level. 23 (23%) of the respondents had certificate level while 19(19%) attained Diploma level.

Furthermore, 25 (25%) of the respondents attained degree level while 3(3%) had Masters Degrees.

It can be inferred that the respondents (community) members were well distributed across educational range of varied categories. The age range of the respondents were widely distributed with majority of 25% (25%) the respondents (community) members aged between (26 -30 years) then 21 – 25 years of age comprise only 6 (6%) of the total respondents.

The second research objective was to determine the level of student discipline in selected secondary schools in Kamariny Division, Keiyo North District in Kenya.

The respondents were asked whether academic performance was generally below standard and this was their response.

Table 3: Showing nature of Parenting Styles

Indicator	Mean	Interpretation	Rank
Authoritative			
Sensitive to your needs	2.10	low	2
Exercise reasonable control	2.04	low	3
Insist on appropriate maturity	0.34	Very low	4
There is a join decision making	2.60	high	1
Total mean	7.08		
Authoritarian			
Low in acceptance	1.56	Very low	5
High in coercive control	2.80	High	2
Degrading	1.72	Very Low	4
Criticize and threaten	3.50	Very high	1
Resort to force and punishment	1.96	low	3
Total mean	11.54		
Neglectful			
Weak in setting long term goals	3.36	Very High	1
Passive listener	2.40	Low	2
Has no time for children	2.21	Low	3
Total mean	7.97		
Indulgent			
Emotionally detached	2.03	Low	3
Low involvement	2.43	Low	2
Attentive	2.61	high	1
Little control	1.43	Very Low	5
Allow decisions freely	2.10	Low	4
Total mean	10.60		
Average Mean	2.19		

Source: Primary Data 2012

Table 3 above indicated that authoritative parenting style had a total mean of 7.8. the table also indicated that those parents who insist on joint decision making had a mean of 2.60 and was rank 1 in the same category while those who insist on appropriate maturity had a mean of 3.4 and it was ranked number 4 which was very low.

Authoritarian parenting had a total mean of 11.54. Those who criticize and threaten their student were very high and was ranked number 1 at a mean of 3.50. While those who were low in acceptance had a mean of 1.50 and was ranked very low in the same category. Indulgent parenting had a total mean of 10.60. Those parents who are attentive had a mean of 2.61 which was high and ranked number 1 in the same category. Those parents who were characteristic by little control of their students was again ranked number 5.

Neglectful parenting had a total mean score of 7.97. Those parents who are weak in setting long term goals had a mean of 3.36 which was very high and was ranked number 1 while those who have no time for the children stood at a mean of 2.21 which was ranked number 3 in the same category.

Table 4: Showing level of students' discipline

Indicator	Mean	Interpretation	Rank
Low level of academic achievement	2.10	low	10
Notable dropouts	2.04	low	13
Suspension	0.34	Very low	17
Student unrest	3.40	Very high	4
Absenteeism	2.34	Low	9
Truancy	2.60	Low	8
Violating school rules	1.39	Very low	15
Corporal punishment exercised	2.73	High	7
Guidance and counseling function above board	3.11	Very high	2
Low level of punctuality	2.26	low	12
Teachers raise questions on student discipline	2.83	high	6
There is behavior modification	2.05	Low	10
Students complete assignments	3.81	Very High	1
Students sent home regularly to collect school fees	2.91	High	5
Students sneak out of school	1.57	Very low	16
Low level of hygiene	1.66	Very low	14
Students observe school rules	3.50	very high	3
Total mean	40.64		
Overall mean	2.39	Low	

Source: Primary Data 2012

Table 4 above indicated that the level of students discipline stood at a total mean of 40.64 (with an overall mean) of 2.39 which was interpreted as low. The table indicated that most students complete assignments with a mean of 3.81. This was very high and was ranked number 1, and was followed by the fact that guidance and counseling function above board. That was ranked number 2 with a mean of 3.11. The third factor was that students observe school rules with a mean of 3.50 that was also very high and was ranked number 3.

At the bottom ranked number 17, 16 and 15 were the fact that there is suspension of students, students sneak out of school compound and the fact that students violate school rules respectively.

The overall mean of 2.39 was at least high an indicative that students discipline was above board and hence there is a significantly high level of students discipline in Kamariny division a factor which when improved then students will achieve high in academic performance.

Table 5: Showing relationship between parenting styles and students discipline

Level of significance = 0.05

Category	Average mean	Computed r-value	Sig Value	Interpretation	Decision on Ho
Parenting Styles	2.19	0.29	0.05	r-value is greater than sig-value	Reject
Students' discipline	2.39				

Source: Primary Data 2012

Table 5 above indicated that the overall mean of parenting styles was 2.19 while the overall mean of students discipline was 2.39. Given that the computed r- value of 0.29 is greater than the level of significance (sig. value of 0.05) then there is a moderate relationship between parenting styles and students discipline.

Response from 400 students responding on parenting styles and 100 teachers responding on students discipline showed that there was a significant evidence to reject the null hypothesis (H_0).

The researches then rejected the null hypothesis (H_0) and thus concluded that there is a significant relationship between parenting styles and students discipline. When parenting styles increases, student discipline also increases significantly. In other words there is a positive correlation between the two variables. The r-value of 0.29 is > 0.05 level of significance, ($0.29 > 0.05$)

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATION

Introduction

In this chapter, the summary of findings discussions, conclusions and recommendation are presented: specific objectives of the study were:-

- (1) To determine the profile of respondents by age, gender and academic qualification in selected secondary schools in Kamariny Division Keiyo Marakwet District in Kenya.
- (2) To determine the nature of parenting styles in selected secondary schools Kamariny Division, Keiyo North District in Kenya.
- (3) To determine the level of student discipline in selected secondary schools Kamariny Division Keiyo Marakwet District in Kenya.
- (4) To determine if there is a significant relationship between parenting styles and students' discipline in selected secondary schools in Kamariny Division Keiyo North in Kenya.

Major Findings of the Study

The first research objective was to determine the profile of respondents' terms of Age, gender and Academic qualifications in selected secondary schools Kamariny Division, Keiyo North District in Kenya. The study revealed that 65(65%) of the total respondents (teachers) were male while 35 (35%) of the total respondents were female.

The study further revealed that none of the respondents were between age bracket of (16-20) years 18 (18%) of the respondent were aged (20 – 30 years) while 37 (37%) were in the age bracket of (31-40 years)

In addition to that the study revealed also that 10(10%) of the respondents is an indication that there is a disparity of Gender among respondents whereby the male gender was dominant over the female gender.

On academic qualification, the study revealed that 11% of the respondents teachers had diploma levels, while 68 (68%) had degree level and further 21 (21%) of the total respondents had masters Degree qualifications.

This has can be inferred that there is a significant disparity in academic qualification across the respondents, with reasonable number of response, with masters degree qualifications.

The second research objective was to determine the nature of parenting styles in selected secondary schools in Kamariny Division, Keiyo North District in Kenya. The study revealed that majority of the parents adopt authoritarian style of managing students discipline. The study revealed that those parents who criticize and threatened their students were many compared to the rest. Teachers like parents were also among those whose disciplinary encounters revolve around dictatorship.

The study even though, cited that all the four parenting styles are being exercised by the parents.

The third research objective was to determine the level of students discipline in selected secondary schools in Kamariny Division, Keiyo North district. The study revealed that the overall students discipline was significantly above average.

In most schools students complete assignment and they observe school rules and regulations. The study also revealed a reverse in the rates of indiscipline in most schools.

The forth research objective was to determine if there was a significant relationship between parenting styles and students discipline in selected secondary schools in Kamariny division Keiyo north District. The study revealed that there was a significant relationship between parenting styles and students discipline.

Summary and discussions

The first objective of this study was to determine the profile of the respondents in terms of Age, gender and educational levels in selected secondary schools in Kamariny Division, Keiyo North district in Kenya. The study revealed that 65(65%) of the total respondents (teachers) were male while 35(35%) of the total respondents were female, the study also revealed that none of the respondents were between 16 – 20 years of age. 18 (18%) of the respondents were between the age of 21 – 30 years while 37 (37%) were between the age brackets of 31 – 40 years

The study further revealed that 10 (10%) of the respondents were above 40 years of age.

In addition to that the study furthermore revealed that 11(11%) of the respondents (teachers) had Diploma level, 68(68%) had degree level while 21 (21%) of the total respondents had master Degree qualifications.

This can be inferred that there is an existence of disparity in academic qualifications across the profile of the respondents where majority of 68(68%) of the total had degree qualifications. There is a reasonable number of respondents with masters degree qualifications.

The third research objective was to determine the level of student discipline in selected secondary schools in Kamariny Division; Keiyo North District in Kenya, the study revealed that the overall student discipline was greatly above average. Most schools posted high rates of variable on student discipline. The study also revealed the reverse in the rates of indiscipline is true in most schools.

Community members indicated that even though students discipline was above the board/average still teachers needed to do a lot to improve and maintain the standard of discipline in schools. Community members cited poor communication between students and teachers as one of the areas which needs to be exercised by those in charge of discipline management.

There is still a high rate of wastage in terms of drop out and unemployment among students a factor which attracted a lot of concern by the community members.

The second research objective was to determine the nature of parenting styles in selected secondary schools in Kamariny Division, Keiyo North District in Kenya. The study revealed that most parents adopt authoritarian style of management of all student discipline. Teachers like parents are also among those whose discipline management revolves around dictatorship. This study even though. Cited that all the four parenting styles are exercised by the parents.

Majority of the parents use authoritarian methods of enforcing discipline while minority use authoritative style (Democratic) style. The study further revealed that some parents are neglectful while others are indulgent.

Psychoanalytic and social learning theories offer account of how children become moral beings. Both theories emphasize on how morality moves from society to individual and how children acquire norms or prescriptions for good conduct.

Community members revealed that most parents and teachers do not consider the psychological characteristics of the students before enforcing discipline. They also revealed that community members like teachers are still ignorant of child rights as a result most of them are too inclined to traditional methods of discipline management.

The fourth research objectives of the study was to determine if there is a significant relationship between parenting styles and student discipline in selected secondary Kamariiny division Keiyo North district in Kenya.

The study revealed that there was a significant relationship between parenting style and student discipline. Parents have a profound influence on student discipline. Most strikes in secondary schools are the making of some parents. Some BOG members are interest based rather than good managers of schools. Some of them incite students to go against administration either politically, economically, socially or both.

The study also revealed that some community members were aware of secret intrusion of drugs into the schools through student parent or community relationships but those involved were not revealed.

Since the findings of the study revealed a significant relationship between parenting and students discipline then there is need for parents to exercise their responsibility for better discipline management in schools.

Conclusion

The main aim of this study was to determine the relationship between parenting styles and student discipline. In selected secondary schools in Kamariiny Division, Kenya, North District in Kenya.

The statistical findings of the study indicated that there was a significant relationship between parenting styles and student discipline. The study further revealed a lot of variations and uniformity between the mean and standard deviation of various statistical data used; ranging from the respondents biographical characteristics i.e. Age, Gender and Academic qualifications. Given the significant relationship between parenting styles and student discipline, there is in effect a need to sensitize the parents on the need to exercise enforce discipline in a manner which accord with and respect of child rights. Teachers are required to manage students' discipline professionally.

School discipline as a topic, is central to school administration and as a study subject; in educational theory and practice. This is important for the smooth running of formal organizations and particular in learning institutions.

In any situation where a group of people is engaged for a common purpose, discipline is considered as an essential element for the attainment of the intended goals.

In late 1980's and early 1990s there was a notable increase in mass indiscipline in several secondary schools in Kenya. The cases of student unrest resulted not only in great loss of human life and property, but also in the unwanted disruption of teaching and learning in the affected schools.

These incidences prompted the Kenya government to appoint a committee on student unrest and indiscipline in 1991. The committee was charged with the task of establishing the major causes of the unrest and indiscipline in secondary schools and recommend remedial measures.

The term discipline has been used to mean different things to different people in different times of educational history. Discipline comprises traditional scheme of discipline, free expression scheme of discipline and the modern scheme of discipline.

Traditional scheme of handling discipline was guided by the basic idea that the child was born naturally bad. In this view, all children were naturally inclined to do evil unless they were controlled properly by adults.

According to Immanuel Kant, one of the advocates of the traditional scheme of discipline, "The role of discipline was merely to correct faults, to prevent bad habits, to restrain unruliness to free the will from the disposition of desires to keep man's animality from interfering with his humanity"

The free expression movement and its scheme of discipline started in Europe in 19th century and it spread its popularity to the United States of America. This scheme of discipline was in opposition to traditional scheme of discipline.

According to the free expression or permissive movement, the child was considered to have been born naturally good. The proponents of this scheme believed that in view of its natural goodness, the child should be allowed to grow and develop in an atmosphere of total freedom, with no restriction or any form of behavior control.

All forms of human made rules or commands were seen to constitute a major hindrance to each child's natural growth and development. Both the home and the school were expected to be child centered in their instructional programmes where authority was replaced by love and where rules of control were replaced by persuasion.

This meant that there should be no rules in the school. Children should be allowed to do what they feel like doing in and out of the classroom or the school. The proponents of this movement felt that the child's personality would not blossom in an environment where rules and other forms of restriction abounded.

In the modern scheme of discipline, discipline as a concept was used to mean the oral capacity or disposition which when ingrained in the human ability becomes a powerful habit for self control.

Discipline is the capacity that enables an individual to use the voice of reason in making the right decision, even when the natural desires are pulling towards the other direction.

In the classroom situation, the term discipline may be used to refer to the teachers ability to cultivate the culture of respect for authority and order among pupils in the class for controlled, effective teaching and learning; such order is good for peer group relations and social purposes.

Viewed from a wider perspective and from outside the classroom and the school; however, the issue of youth discipline cannot be isolated from the prevailing moral climate within the society. the kind of authority that prevails generally in the classroom is both a reflection of the social philosophy of the society and a source of that philosophy. A society with strong authoritarian overtones in its political life, for example, Will tend to encourage coercive and punitive methods of classroom control. From the above description, it is clear that discipline is learnt.

Recommendations

Looking at the findings of this study the following recommendations are made: parents should be sensitized on the need to enhance and manage student discipline in a manner which accords with the child rights.

The managers of institutions should exercise by dynamic management skills when handling matters affecting students. Principals should use or adopt authoritative (Democratic) ways of managing discipline. The principals of secondary schools should adopt what is termed as dialogue system of solving student problems.

Teachers should be sensitized on the new skills of managing discipline in schools.

The ministry of education to consider deploying a professional teacher who is skilled in guidance and counseling in every institution for purposes of assisting students with various psychological, sociological and academic problems.

Students should be involved in the setting up of rules and regulations governing behavior and the general welfare of all students in schools. The students should also be given mandate to sue any teacher who goes against stipulated child rights issues including sexual harassment.

Areas for further research

Further research should be done on the role of parents in discipline management.

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APPENDIX I

TRANSMITTAL LETTER



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P. O. Box 20000, Kampala, Uganda
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APPENDIX 1 A

TRANSMITTAL LETTER

DISTRICT EDUCATION OFFICER
MARAKWET DISTRICT
P. O. BOX 102
KAPSOWAR

OFFICE OF THE DEPUTY VICE CHANCELLOR (DVC)
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)
KAMPALA INTERNATIONAL UNIVERSITY

11/06/2012

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MR. SAINA PATTERSON REG. NO.
MED/15310/102/DF, TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned candidate is a bonafide student of Kampala International University pursuing a Masters Degree in Educational Management and administration

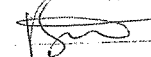
He is currently conducting a field research for his thesis entitled, "*Student's Discipline and Parenting Styles in Selected Secondary School Kamaring Division Keiyo North District in Kenya.*"

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

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

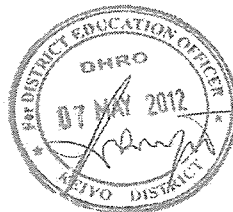
Yours truly,


Dr. V. Kayindu

H.O.D

CHDR, KIU

01-05-12



APPENDX II
CLEARANCE FROM ETHICS COMMITTEE

Date.....

Candidates Data

Name.....

Reg No.....

Course.....

Title.....

Ethics Review check list.

The study considered the following:

- Permission to conduct the study.
- Privacy.
- Psychological safety.
- Citation for Authors recognized .
- Emotional security.
- Coding of questionnaire /confidentiality.

Ethics committee.

Chair Person:-----

Members, 1.....
 2.....
 3.....
 4.....

APPENDIX III
INFORMED CONSENT

I am giving my consent to the research study of Mr. Saina Patters on student discipline and parenting and in selected secondary schools in Kamariny Division Keiyo District in Kenya.

Due confidentiality and Privacy. I am dully informed and that the results will be made available to me on request.

Initials.....

Date.....

APPENDIX IV
RESEARCH INSTRUMENT

The researcher is a student of Kampala International University. He is carrying out research. Please provide him with the necessary information by answering these questionnaires. Any information provided will be treated with utmost confidentiality and it will be used purely for academic purposes.

Code # date received by the respondent.

SECTION B

Parenting styles

Score	Rate	Description	Interpretation
4	Strongly agree	You agree with no doubt at all	Very satisfactory
3	Agree	You agree with some doubt	Satisfactory
2	Disagree	You disagree with some doubt	Fair
1	Strongly disagree	You disagree with no doubt at all	Poor

Authoritative

- _____1. Your parent is warm, attentive and sensitive to your needs
- _____2. Your parent exercises firm and reasonable control of your behavior.
- _____3. Your parent insists on appropriate maturity and gives reasons for the expectations.
- _____4. Your parent uses disciplinary encounters to promote self regulation and monitor your where about.
- _____5. You sometimes make decision of choice
- _____6. There is a joint decision making

Authoritarian

- _____ 7. Your parent is low in acceptance and involvement
- _____ 8. Your parent is high in coercive control
- _____ 9. Your parent is cold in reflecting and degrading
- _____ 10. Your parent exercises control by yelling commanding criticizing and threatening.
- _____ 11. Your parent sometimes resorts to force and punishment
- _____ 12. Your parent expects you to accept their word without question

Neglectful

- _____ 13. Your parent is weak in setting long term goals and rules about homework
- _____ 14. Your parent is a passive listener to your point of view and weak in providing guidance on appropriate choices.
- _____ 15. Your parent has no time and energy for the children.

Indulgent

- _____ 16. Your parent is emotionally detached and depressed.
- _____ 17. Your parent combines low acceptance and involvement with little control.
- _____ 18. Your parent is warm, acceptable and attentive.
- _____ 19. Your parent engages in little control of your behavior.
- _____ 20. Your parent allows children make decisions for themselves when they are not yet capable of doing so.

SECTION A

The research is a student of Kampala International University. He is carrying out research. Please provide him with the necessary information by answering these questionnaires. Any information provided will be treated with utmost confidentiality and it will be used for academic purposes.

Code # _____ data received by the respondent.

Student's discipline

Score	Rate	Description	Interpretation
4	Strongly agree	You agree with no doubt at all	Very satisfactory
3	Agree	You agree with some doubt	Satisfactory
2	Disagree	You disagree with some doubt at all	Fair
1	Strongly disagree	You disagree with no doubt at all	Poor

- _____ 1. Academic performance is generally below standard
- _____ 2. Students sometimes get suspension
- _____ 3. There is a notable drop out of students
- _____ 4. Sometimes there are indicators of student unrest
- _____ 5. There are indicators of drug abuse among students
- _____ 6. There are indicators of absenteeism
- _____ 7. There are indicators if truancy among students.
- _____ 8. Students observe school rules and regulations

- _____ 9. Corporal punishment is sometimes exercised
- _____ 10. Guidance and counseling department function above board
- _____ 11. There is comparative low degree of punctuality among students
- _____ 12. Teachers raise questions about student discipline
- _____ 13. Sometimes students are required to bring their parents for
consultation on behavior modification
- _____ 14. Sanitation and hygiene is rarely exercised by students.
- _____ 15. Students complete assignments as required.
- _____ 16. Students are sent home more often than not to collect school fees.
- _____ 17. Students sometimes sneak out of school compound.

**PARENTING STYLES AND STUDENTS' DISCIPLINE IN SELECTED SECONDARY
SCHOOLS KAMARINY DIVISION KEIYO NORTH DISTRICT,
KENYA**

A Thesis

Presented to the College
of Higher Degree and Research
Kampala International University
Kampala, Uganda

In Partial Fulfillment of the Requirements for the Degree
Master of Education Management
And Administration

BY
SAINA PATTERSON
MED/15310/102/DF

October 2012

