



INFLUENCE OF PARENTS' PERSONAL VALUES ON PUPILS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN KIBRA SUB-COUNTY, NAIROBI COUNTY, KENYA

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Publication Date: March, 2024

ABSTRACT

Purpose of the Study: To assess the influence of parents' personal values on pupils' discipline in public primary schools in Kibra Sub-county, Nairobi County, Kenya.

Statement of the Problem: Parents' personal values play crucial roles in inculcating good behaviour among pupils in public primary schools. However, in many public primary schools in Kibra Sub-county, pupils' indiscipline is still a problem and is worsening each day.

Methodology: The study utilized a mixed-methods research design. The population comprised 6873 individuals, including head teachers, teachers, parents' representatives, and pupils in classes VII & VIII. Respondents were selected using a stratified sampling technique, ensuring a diverse and representative sample. Additionally, 21 teachers and 21 pupils from classes VII & VIII were randomly selected from each zone. Qualitative data were thematically analyzed, while quantitative data underwent descriptive and inferential analysis, including Pearson's Product Moment Correlation Analysis using SPSS Version 23, and the results were presented in tables.

Findings:

The study revealed an increase in pupil indiscipline, including violence, theft, and teenage pregnancy, along with a decline in academic effort and adherence to school rules. These trends were linked to the personal values of the pupils' parents. Furthermore, the study's findings established a strong correlation between parental values and the observed behavioral issues among the students.

Recommendations: The study recommends that parents should consistently exhibit positive personal behavior patterns to serve as role models and encourage the development of desirable behavior patterns among their children.

Keywords: *Parents' personal values, pupils' discipline, public primary schools.*

INTRODUCTION

Discipline is an important component of pupils' behavior and without it, a school cannot function well towards the achievement of its goals. In the context of a school system, a disciplined pupil is a pupil whose behaviour, actions and inactions conform to the predetermined rules and regulations of the school (Ali, Dada, Isiaka & Salmon, 2014). However, there have been many cases of indiscipline among learners. Ali et al (2014) report that aggressiveness among peers, violence with teacher-student -relationships and vandalism leading to perpetual existence of problems of dropouts, deviant behaviors, examination mal practice, lateness and poor academic performance among students is on the rise. As a result, this disrupts the school environment leading to poor learning outcomes. In West Virginia in the United States of America, for example, Whisman and Hammer (2014) report that 29.6% of 160,480 learners (from grades 3 to 11) had one or more referrals for inappropriate behaviors. Vockell (2011) reported that there is a growing concern regarding indiscipline in schools within the United Arab Emirates.

To mitigate the challenges of indiscipline in schools, parents have been brought on board to compliment the efforts of school management. However, the place of parents' personal values in enhancing pupils' discipline is yet to be fully brought into perspective. Parents' behaviour is a powerful teacher for his or her child. As a parent, one's actions teach a child the personal values and morals one believes in. According to Casas, González, Figuer and Coenders (2014), an individual brought up in circumstances that deal with arguments using a non-violence approach of good negotiation may still find it difficult due to quick anger, but would end up understanding how to solve problems without relying on aggression. Watson (2013) argues that children who are close to their parents primarily develop to be more confident than those who did not communicate or were not cuddled by their parents.

According to Cheung and Rensvold (2012), parents play a crucial role in shaping their children's disciplinary behavior. It is imperative for parents to challenge themselves in identifying and exemplifying positive personal values such as joy, thoughtfulness, confidence, humility, general morality, and good behavior. Cheung and Rensvold (2012) also emphasized that children are highly sensitive and discerning, capable of distinguishing between adults who are sincere in their behavior and those who are hypocritical. This underscores the importance of parents as role models since children lack inherent social knowledge and skills to exhibit desirable disciplinary behavior patterns and are actively seeking individuals to emulate. Similarly, Gaskins, Miller, and Corsaro (2011) in their

research in India highlighted the significant effort, thought, and self-discipline required for parents to be effective examples for their children. As children continuously observe their parents, their behaviors, conduct, and viewpoints are absorbed, making it imperative for parents to be mindful of their actions as their children are always watching. Furthermore, the influence of parental behavior on a child's development is not limited to Kuala Lumpur or India. A study conducted in Colombia by Kohn (2013) revealed that mistreatment by guardians has adverse effects on a child's behavior, leading to hostility, belligerence, comprehension difficulties, and even drug abuse at school. Kohn (2013) emphasized that parents who engage in abusive behavior provide the opposite of what a child needs for healthy growth, thereby negatively impacting both the inner and outer world of the child. These findings collectively underscore the critical role of parents in shaping their children's disciplinary behavior and the importance of modeling positive personal values.

Globally, the transmission of values from guardians to children is viewed as the primary indicator of excellent integration into society and a critical step towards discipline in Canada (Goodnow, 2010). Since appropriate moral or ethical instruction from guardians to children is critical, compatibility with regards to norms in youth and their views on their guardians' norms may increase the development of the youth since it has the potential to lower the chance of norm-linked argument and emotions of denial, fault and stress linked to such disagreements (Goodnow, 2010). In a study conducted among 123 students in tertiary institutions in the Netherlands, Alwin (2012) noted that when parents communicate and practice personal norms, their children pick up valuable input on life. Alwin (2012) reports that children pick up how to communicate, deal with issues, rectify after committing errors and general growth that results in successful lives. These findings lend credence to the fact that if parents apply personal norms in their daily conduct, they can build a good environment for their children to learn to manifest desirable behaviour patterns both at home and in school.

Regionally, in South Africa, there have been numerous research reports which have pointed out the seriousness of indiscipline in schools in various countries. For example, in Ghana, Gyan, Baah-Korang, Mccarthy and Mccarthy (2015) note that cases of pupils' indiscipline have increased to 19.5% in a span of five years from 2016 to 2019. This is despite the recognition of the role of parents and their personal values in mitigating the increasing cases of indiscipline in schools. In a study conducted in Morocco among 12 high school students, Thomas and Stankiewicz (2011) reported that most students exhibit

diminished personal values such as respect, honesty, accountability, credibility and responsibility among others. Thomas and Stankiewicz (2011) indicated that such students revealed that most of their parents rarely manifest and practice such values at home. These findings point to the fact that parents who practice desirable personal values create a good home environment for education which can aid children in learning emotions of self-discipline, critical thinking in addition to manifesting healthy behaviour patterns both at home and in schools. However, this does not imply that parents have to be perfect, but they should work toward truly living the morals they want their children to display at school. In Kenya, lack of discipline in schools has been one of the challenges facing schools (Njoroge & Nyabuto, 2014). In primary schools in Gatanga Sub-county, Gakure, Mukuria, and Kithae (2013) report that most of the teachers (70%) indicate that their schools had cases of pupil indiscipline.

In Kibra Sub-county, pupils' behavior in primary schools has had immediate consequences for the classroom environment and teachers' instructional efforts. Disruptive behavior problems such as not paying attention, bullying, stealing, violence, drug abuse, teasing other children, fighting, yelling and complaining in primary schools are of special concern to counseling practitioners and researchers due to their association with later delinquency and school failure. For example, a study undertaken in Nairobi County by Olivia, Isabella and Wawire (2019) revealed that incidences in places such as Kibra and Mathare Sub-counties, cases of indiscipline have become commonplace. Olivia et al (2019) found that that 69.2% of learners in primary and primary schools have experienced incidences of indiscipline.

According to study findings, cases of physical fights among learners are prevalent at 38.0%, verbal abuse at 25.9% and bullying at 15.0%. These findings are indicative of the fact that indiscipline among learners has become a problem that needs serious attention from different stakeholders. To mitigate these challenges, parents' personal values play an important role. However, much still needed to be done to interrogate the extent to which parents' personal values influence pupils' discipline in public primary schools, hence the need for the study.

STATEMENT OF THE PROBLEM

Parents' personal values play critical roles in inculcating good behavior among pupils in low-cost primary schools. However, indiscipline among pupils in public primary schools

is still a problem that has persisted over the years in Kibra Sub-county. In Kibra Sub-county, disruptive behavior problems such as inattentiveness, bullying, violence, drug abuse, beating fellow pupils, making fun of fellow pupils, screaming, and being argumentative in primary schools are on the rise. Instances of delinquents are on the rise in most primary schools occasioned by maladjusted behaviour.

As noted earlier, Olivia et al (2019) found that that 69.2% of learners in primary schools have experienced incidences of indiscipline. According to the study, cases of physical fights among learners are prevalent at 38.0%, verbal abuse at 25.9% and bullying at 15.0%. Despite these observations, few studies have interrogated how parents' personal values influence pupils' discipline in public primary schools.

RESEARCH OBJECTIVES

The study was guided by the following objectives:

- i. To assess the status of pupils' discipline in public primary schools in Kibra Sub-county.
- ii. To evaluate the influence of parents' personal values on pupils' discipline in primary schools in Kibra Sub-county.

THEORETICAL FRAMEWORK

The study was grounded in Schwartz (2005) Value Systems Theory, which postulates that norms are viewed as essential elements within a system. A system comprises a set of interconnected factors where the definition of one element can be discerned from its connections to other factors and its distinctions from abstract concepts. In this study, norm structures elucidate the link between parental attitudes and their behavior in maintaining discipline among their children. This theory underscores the idea that parents' norm preferences are comparable to those of their offspring, highlighting both intergenerational similarities and differences. Additionally, the study was guided by the Assertive Discipline Model proposed by Canter and Canter (2001) to address crucial aspects of discipline regulation that impact students' comprehension and success. According to this model, educators should establish and communicate a structured disciplinary framework with four to five rules and specific consequences. They should begin by clearly articulating these rules and expectations to students to ensure their understanding. This theory fits in study since all households and schools possess value systems, rules, or ethos that must be adhered to by students.

RESEARCH METHODOLOGY

The study employed a mixed methodology and employed a concurrent triangulation research design. It aimed to gather data from a total of 6873 respondents, including 45 head teachers, 450 teachers, 360 parents' representatives, and 6018 pupils in classes VII & VIII. To obtain a sample of 378 respondents, Yamane's Formula was utilized as a basis. Stratified sampling was employed, creating seven strata based on the number of zones in Kibra Sub County. Within each zone, three (3) public primary schools were selected, from which three (3) head teachers and 15 parents' representatives (5 from each sampled public primary school) were chosen through purposive sampling. Furthermore, within each zone, 21 teachers and 21 pupils in classes VII & VIII were randomly selected using a simple random sampling method. This sampling approach resulted in a sample consisting of 21 head teachers, 147 teachers, 105 parents' representatives, and 105 pupils in classes VII & VIII. Data collection involved the use of questionnaires for teachers, interviews with head teachers and parents' representatives, and focus group discussions with pupils in classes VII & VIII. Qualitative data underwent thematic analysis based on the study's objectives and were presented in narrative forms. Quantitative data were analyzed using descriptive statistics, such as frequencies and percentages, and inferential analysis, employing Pearson's Product Moment Correlation Analysis using Statistical Packages for Social Science (Version 23), and were presented in tables.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

Response Rates

In this study, 147 questionnaires were administered to teachers and, in return, 143 questionnaires were filled and returned. The researcher also interviewed 20 head teachers and 93 parents' representatives and conducted focus group discussions among 101 pupils in classes VII & VIII. This yielded response rates shown in Table 1;

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Head teachers	21	20	95.2
Teachers	147	143	85.7
Parents' Representatives	105	93	88.6
Pupils in Classes VII & VIII	105	101	96.2
Total	378	357	94.4

Source: Field Data (2023)

Table 1 shows that head teachers registered a response rate of 95.2%, teachers registered 85.7%, parents' representatives registered 88.6% whereas pupils in classes VII & VIII registered a response rate of 96.2%. This yielded an average response rate of 94.4%, which is consistent with the assertions of Creswell (2014) that a response rate above 75.0% is adequate. This information was important since it allowed the researcher to generalize the study outcomes to the target population.

Status of Discipline among Pupils in Public Primary Schools

The study sought to assess the status of discipline among pupils in public primary schools in Kibra Sub-county. This was measured by assessing the forms of indiscipline which pupils engage in. Results are shown in Table 2;

Table 2: Status of Pupils' Discipline in Public Primary Schools

Indicators of Indiscipline in Schools	SA	A	U	D	SD
	%	%	%	%	%
There are many cases of violence towards peers	55.8	11.1	5.5	22.1	5.5
Pupils are not involved in many cases strikes	53.4	10.1	4.0	24.6	7.9
Pupils steal from each other regularly	59.3	9.1	3.1	24.1	4.5
Cases of teenage pregnancies are high	52.3	14.1	5.5	19.6	8.5
Absenteeism is very common among pupils	57.3	9.0	6.5	20.1	7.1
Low levels of hard work at school	64.8	7.5	6.0	13.6	8.1
Pupils rarely adhere to rules and regulations	54.8	9.5	6.5	23.1	6.1

Source: Filed Data (2023)

Table 2 shows that more than half (55.8%) of the teachers strongly agreed with the view that there are many cases of violence which pupils mete out against their peers whereas 11.1% who agreed, 5.5% were undecided, 22.1% disagreed whereas 5.5% strongly disagreed. From the study findings, most (53.4%) of teachers strongly agreed with the view that pupils are not involved in many cases strikes while 10.1% agreed, 4.0% were

undecided, 24.6% disagreed whereas 7.9% strongly disagreed. More than half (59.3%) of the teachers strongly agreed with the view that pupils steal from each other regularly whereas 9.1% were in agreement, 3.1% were undecided, 24.1% disagreed whereas 4.5% strongly disagreed.

Table 2 further shows that 52.3% of the teachers strongly agreed with the view that cases of teenage pregnancies are high whereas 14.1% agreed, 5.5% were undecided, 19.6% disagreed whereas 8.5% strongly disagreed. More than half (57.3%) strongly agreed with the view that truancy and absenteeism are very common among pupils in primary schools while 9.0% agreed, 6.5% were undecided, 20.1% disagreed whereas 7.1% strongly disagreed. Majority (64.8%) of the teachers strongly agreed with the view that there are low levels of hard work at school while 7.5% agreed, 6.0% were undecided, 13.6% disagreed whereas 8.1% strongly disagreed. Majority (54.8%) of the teachers strongly agreed with the view that pupils rarely adhere to rules and regulations very often as did 9.5% who agreed, 6.5% were undecided, 23.1% disagreed whereas 6.1% strongly disagreed. This lends credence to the assertions of Ramani (2016) that cases of indiscipline in primary schools such as beatings, burning, violent arguments, stealing and destroying property are on the rise. According to Ramani (2016), statistics on schools that had the above disciplinary as well as behavioral issues were twenty-two (0.9%) which rose to one hundred and eighty-seven (7.2%). This is in line with the assertions of the Ministry of Education (2021) that, in Kibra Sub-county, cases of pupils' indiscipline have become a commonplace in primary schools. The Ministry of Education (2021) noted that public primary schools in Kibra Sub-county have witnessed 19.7% increase in cases of indiscipline among pupils. These findings further corroborate the findings of a study undertaken by Olivia, Isabella and Wawire (2019) which revealed that in places such as Kibra and Mathare Sub-counties, cases of indiscipline have become commonplace. Olivia et al (2019) found that that 69.2% of learners in primary and primary schools have experienced incidences of indiscipline. According to the study, cases of physical fights among learners are prevalent at 38.0%, verbal abuse at 25.9% and bullying at 15.0%. These findings are indicative of the fact that indiscipline among learners has become a problem that needs serious attention from different stakeholders. Many pupils have manifested incidences of indiscipline in one way or another and have thus become a national concern to education stakeholders

Thematic Analysis on the Status of Pupils' Discipline in Public Primary Schools

During the interviews, the head teachers and parents' representatives indicated that pupils have manifested several cases of indiscipline. Head teacher, H1, admitted,

In my primary school, we have had to handle disciplinary cases about pupils' violence against each other. In most cases, pupils engage in fights among themselves or sometimes bully their junior colleagues. They also miss school, steal from each other and even register low performance in their studies

Similar views were echoed by the parents' representatives noted that cases of indiscipline among pupils have increased with increased fights, theft and absenteeism from school. Learners have often engaged in many incidences of misbehavior which has consequently led to low grades in their internal assessments. One parents' representative, PR1, noted;

In my primary school, we have had many learners either sent home or suspended on discipline-related issues such as fights, stealing, bullying and other unbecoming behaviour patterns.

During the focus group discussions, pupils in classes VII & VIII admitted that there have been numerous instances of indiscipline among pupils. Pupils in classes VII & VIII observed;

In our primary school, there have been many cases of theft and violence among pupils, strikes, arson and vandalism caused by pupils.

However, some of the head teachers discounted the view that indiscipline is very high in public primary schools. On further probing, H2, stated,

There are cases of pupils' indiscipline in public primary schools, but not in the magnitude being projected by teachers and other stakeholders. There are mechanisms of ensuring that pupils attend school regularly and without fail.

These mixed findings point to the fact that many primary school-going pupils engage in disruptive behavior patterns such as not paying attention, bullying, stealing, violence, drug abuse, teasing other children, fighting, yelling and complaining in primary schools are of special concern to counseling practitioners and researchers due to their association with later delinquency and school failure.

Parental Personal Values and Pupils' Discipline in Public Primary Schools

The study sought to examine how parental personal values influence pupils' discipline in public primary schools. Data were collected from teachers and results are shown in Table 3;

Table 3: Teachers' Views on the Influence of Parental Personal Values on Pupils' Discipline in Public Primary Schools

Test Items	Ratings				
	SA %	A %	U %	D %	SD %
Parents in public primary schools are responsible which has improved pupils' adherence to rules and regulations, levels of hard work, reduced absenteeism and improved peer interactions	51.7	11.2	5.6	5.6	25.9
Parents in public primary schools rarely tell the truth which negatively affected pupils' adherence to rules and regulations, levels of hard work, absenteeism and peer interactions	53.8	14.7	5.6	11.2	14.7
Parents in public primary schools believe in sharing which has not improved pupils' adherence to rules and regulations, levels of hard work, reduced absenteeism and improved peer interactions	57.3	9.1	7.7	9.1	16.8
Parents in public primary schools do not respect others and this has improved pupils' adherence to rules and regulations, levels of hard work, reduced absenteeism and improved peer interactions	25.2	8.4	5.6	44.8	16.1

Table 3 shows that 74(51.7%) of teachers strongly agreed with the view that parents in public primary schools are responsible which has improved pupils' adherence to rules and regulations, levels of hard work, reduced absenteeism and improved peer interactions as did 16(11.2%) who agreed, 8(5.6%) were undecided, 8(5.6%) disagreed whereas 37(25.9%) strongly disagreed. These findings lend credence to the assertions of Gaskins et al (2011) that, in India, for a parent to be a good example, they have to put in a lot of work, thought and self-discipline. According to Gaskins et al (2011), since children watch their parents at all times, parents' behaviour, conduct and views are adopted by children in their life. These findings support the findings of a study conducted in Colombia in which Kohn (2013) found that parents or guardians who mistreat their children would affect the behaviour of the child because it may force the child to be hostile and belligerent, and to have comprehension difficulties, in addition to abusing drugs at school. Kohn (2013) further established that parents who abuse provide the opposite of what a child needs to grow up healthy. Instead, they destroy the inside and outside world of a child. These

assertions attest to the fact that the values and attitudes of parents transmit to the values and attitudes of adolescents. In other words, parents must often act responsibly and consider their conduct in the understanding that their children are watching.

These findings underscore the significance of parents incorporating personal norms into their daily conduct. By doing so, they can create a positive environment for their children to develop and exhibit desirable behavior patterns both at home and in school. It becomes evident that many students struggle to adhere to rules and regulations, exhibit a lack of commitment to their studies, frequently skip school, and fail to establish healthy interactions with their peers. This behavior may stem from their emulation of their parents' inability to adhere to fundamental norms within their households and in society. The study found that 77(53.8%) of the teachers strongly agreed with the view that parents rarely tell the truth which negatively affected pupils' adherence to rules and regulations, levels of hard work, absenteeism and peer interactions while 21(14.7%) agreed, 8(5.6%) were undecided, 16(11.2%) disagreed whereas 21(14.7%) strongly disagreed.

The study revealed that 82(57.3%) strongly agreed that parents in public primary schools believe in sharing which has not improved pupils' adherence to rules and regulations, levels of hard work, reduced absenteeism and improved peer interactions while 13(9.1%) agreed, 11(7.7%) were undecided, 13(9.1%) disagreed whereas 24(16.8%) strongly disagreed. The study found that 36(25.2%) of the teachers strongly agreed with the view that parents in public primary schools do not respect others and this has improved pupils' adherence to rules and regulations, levels of hard work, reduced absenteeism and improved peer interactions whereas 12(8.4%) agreed, 8(5.6%) were undecided, 64(44.8%) disagreed whereas 23(16.1%) strongly disagreed.

These findings corroborate the findings of a study carried out among 123 students in tertiary institutions in Kuala Lumpur in which Cheung and Rensvold (2012) established that children have a lot of sensitivity in addition to being shrewd and able to identify adults who are hypocritical from those that are sincere. This also supports the findings of Wafula and Odhiambo (2014) revealed that parents' personal values which border on being responsible play an important role in shaping students' discipline. In summary, these findings indicate that responsible and sincere adults influence children's belief in them as well as respect. This is attributed to the fact that credible adults inspire children's confidence and admiration. In other words, insincerity breaks the image that children had built of an adult that causes the child to begin searching for other role models.

Inferential Analysis

To verify the influence of parental personal values on pupils' discipline in public primary schools, data were collected from 20 parents' representatives on how (Very Often = 5, Often = 4, Sometimes = 3, Rarely = 2 and Never = 1) their personal values influence how they discipline their children and the number of cases of pupils' indiscipline from the 20 sampled public primary schools between 2018 and 2022. Results are shown in Table 4:

Table 4: How Often Parental Personal Values Influence Pupils' Discipline in Public Primary Schools (2018-2022)

How Often Parental Personal Values Influence Children's Discipline	No. of Cases of Pupils' Indiscipline in Public Primary Schools
3	71
2	37
5	89
1	120
1	127
2	188
5	67
1	69
2	134
2	115
4	67
4	91
5	61
5	73
2	203
3	106
3	68
1	201
2	118
2	121

Table 4 shows that, to some extent, parental personal values often influence children's discipline and behaviour patterns. In public primary schools where parents are often responsible, respectful, honest and believe in sharing values, cases of pupils' indiscipline are very few. The results in Table 4 were subjected to Pearson's Product Moment Correlation Analysis and results are shown in Table 5:

Table 5: Parental Personal Values and Pupils’ Discipline in Public Primary Schools

		Parental Personal Values	Pupils’ Discipline
Parental Personal Values	Pearson Correlation	1	-.524*
	Sig. (2-tailed)		.018
	N	20	20
Pupils’ Discipline	Pearson Correlation	-.524*	1
	Sig. (2-tailed)	.018	
	N	20	20

** . Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows that there is a correlation between parental personal values and pupils’ discipline, $r = -0.524$, $n = 20$, $p = 0.018$. In other words, in public primary schools where parents’ personal values very often come in handy while disciplining their children, the lower the case of pupils’ indiscipline and vice versa. In summary, these results indicate that there is significant influence of parental personal values on pupils’ discipline in public primary schools. This further indicates that parents’ personal values such as being responsible, respectful, belief in sharing and tell truth at all times, determine the levels of discipline of pupils in primary schools.

Thematic Analysis

During the interviews, the head teachers and parents’ representatives also responded in favor of the view that parents in public primary schools are responsible which has improved pupils’ discipline. They stated that parents feel they have a duty to conduct themselves responsibly to enable their children manifest desirable behaviour at school. Head teacher, H3, noted;

Though not all, quite a number of parents are responsible and understand the value of their behaviour in shaping how their children behave.

On their part, the parents’ representatives noted that many parents are responsible and behave in a manner aimed at ensuring their children emulate desirable behaviour patterns. Parents’ representative, PR2, stated;

I always ensure that, in my daily activities, I act in a manner aimed at ensuring that my child is able to emulate desirable behaviour.

During the focus group discussions, the pupils in classes VII & VIII also stated that they mostly emulate how their parents conduct themselves at all times. They stated that when their parents act responsibly in all their dealings and daily operations, they are under no obligations to misbehave in school but manifest desirable behaviour patterns. They concurred;

We hold that the view that our parents are our role models and their responsible conduct shapes how we carry ourselves while in school.

On the question of parents' value system of telling truth at all times and sharing and how they affect their children's behaviour, the interviewees, just like teachers, supported the view that parents often speak truth which often determine how their children behave. They stated that parents also help their children understand the value and essence of sharing their property and helping each other. Headteacher, H42, noted;

In my primary school, many parents believe and tell truth at all times, especially when they miss school meetings. They also support the spirit of sharing and support school sharing days before mid-term breaks or closing days.

Similar views were expressed by the parents who stated that they believe that speaking truth is key to developing pupils who are disciplined. They noted that they always strive to speak truth to their children at all times and encourage them to support each other and share whatever little they have. Parents' representative, PR3, stated;

I often speak truth as a way of making my child learn the essence of truth. I always share what we have each other to encourage them to learn to support each other in times of need as a way of teaching my child self-discipline

The pupils in classes VII & VIII also stated during the FGDs that their always speak truth and insist that they must not tell lies and embrace honesty at all times. They further stated that their parents believe in sharing and encourage them to learn to share with their peers. They noted;

As a way of instilling discipling in us, our parents believe in speaking truth at all times and sharing with peers.

On the question of respect for others, the interviewees noted that many parents show respect to others during school meetings and even daily interactions. Headteacher, H5, stated;

In my school, parents have respect for one another and I have never witnessed a situation where parents disrespect each other during meetings. They often conduct themselves with decorum. This has encouraged pupils to learn to be disciplined and respect their peers too.

Parents' representatives echoed similar views by stating that they always show respect for each other during school meetings and even in their daily interactions. They stated that, during meetings, there have been instances of disagreements but with respect for each other's opinions and views. Parents' representative, PR4, noted;

During school meetings, parents have always shown respect for one another even when they disagree over an issue being deliberated upon. This has really encouraged pupils to emulate such traits and treat their peers with respect even when they do not share the same opinion with them.

During the focus group discussion, pupils in classes VII & VIII also stated that they have never had any instance where their parents show disrespect for each other. They have always treated each other with respect during meetings and out-of-school interactions. From the mixed findings, personal values which parents hold influence children's belief in them as well as respect. These findings point to the fact that children are born without social knowledge or social skills to enable them manifest desirable disciplinary behaviour patterns and are eagerly looking for someone with desirable personal values to imitate.

SUMMARY OF FINDINGS AND CONCLUSIONS

The study found a notable increase in indiscipline among pupils in public primary schools. Instances of misconduct include a rise in violence against peers, more frequent theft cases, a higher incidence of teenage pregnancies, increased truancy and absenteeism, and a general lack of commitment to academic activities. Furthermore, there is a noticeable trend of non-compliance with school rules and regulations. Interestingly, the study found that there are fewer instances of strikes in public primary schools. Despite these challenges, the study found that many parents do possess personal values. However, the findings suggest that these values alone have not been sufficient to effectively improve discipline levels among primary school pupils. This underscores the need for comprehensive strategies and interventions to address the underlying factors contributing to the escalating indiscipline issues observed in schools.

RECOMMENDATIONS

The study recommends that parents should consistently exhibit desirable personal behavior patterns as role models for their children. This entails displaying positive behavior consistently to serve as examples for their children to emulate.

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