Extent Induction of Students into School Culture Influence Students' Discipline in Secondary Schools in Nandi County, Kenya

Sally Chumo and Prof. Kisilu Kitainge
University of Eldoret.

ABSTRACT

The purpose of the study was to determine the extent induction of students into school culture influence students' discipline in secondary schools in Nandi County, Kenya. The study used systems theory. Descriptive survey design was adopted. The study sample consisted of 118 public schools' principals, 108 teacher and 1534 student leaders. Each school provided 13 student leaders. Questionnaires for principals, interview guide for teachers and student leaders were used as instruments of data collection. Data was analysed using SPSS. Descriptive statistics was used to analyse data then, tabulate and present data. The results generated were reported in tables. The study established that school culture defines the students, the school, the reputation, mannerisms and performance. Formal induction sets the rules, norms, expectations, behaviour patterns, the goals and objectives and the set school agendas. The study established that pairing of new students to older ones is not significantly related. It established that formal orientation, giving documents on school ethos, guest speakers who inculcate long lasting impressions on the students, introducing them to successful alumni of the school for inspiration give guiding principle to stay in the school. This impacts positively and the student discipline improves. The government should ascertain that Student leaders are inducted and due to its sensitivity the MOEST should devise a system of encouraging the formation of county bodies to specifically carry out induction of the chosen leaders in clusters of sub counties or the lower units. This will enhance the training and its impacts. The present scenario is national conference for a few students for three days and the sub county a day and this is grossly insufficient and will not make much impacts.

Introduction

Discipline is a based desire synonymous with self-control. It is what is gained by requiring that rules or orders be obeyed and punishing bad behaviour. Hitchens and Hector (2005), focused on ethical issues, out of class experience and benefits accrued in involvement with governance. They argue that students have to be involved in all areas of their concern to respect process outcomes. Undemocratic school administrators do not consider students meeting as important channels of communication. School discipline is a system of whose punishment and behavior strategies appropriate to the regulation of students and the maintenance of order in school. It aims to control the student actions and behavior and its compliance with school rules and code of conduct (Henry, 2004).

School discipline is a system whose roles and behaviour strategies are appropriate to the regulation of students and the maintenance of order in school. The problem of discipline cases in schools is not unique to Kenya. It is a global issue of great concern spanning political, economic, geographical, racial, gender and social spectrum. There is growing concern of students discipline cases in the United Arab Emirates (Khaleej Times, 2006) where teaching methods were blamed for the students' discipline cases with parents getting anxious and frustrated by the increased discipline cases and violence.

In Springfield USA, one student was reported dead and 30 wounded in a shooting associated with discipline cases while in Kobe, Japan a student was decapitated by a fourteen-year-old. Killing, physical attacks, robberies, attempted arsons and fights between students which ended in tragedies have been making headlines the world over. School violence that involves knives, baseball bats, marijuana, guns have become common. The other incidents are reported from Mexico, Italy, Comoros and Spain (UNESCO 1998). According to (UNESCO, 2015) positive discipline is found in inclusive, learning friendly classrooms. Schools in Botswana marred their image by student's rampant discipline as some perished and others became blind after breaking into a laboratory and drinking toxic amounts of methanol and ethanol. A survey undertaken on the provincial schools revealed that discipline cases had caused a major deterioration in academic performance (BOPA, 2006 July 6).

Mcmains (1989) carried out a study in schools in Britain and Scotland with aim of establishing the reasons behind suspension in schools. The information gathered was that 80 percentage are factors within the confines of the school and the remaining 20 percentage was background (home environment) based issues. This study confirmed that the realignment in schools, its stability and performance is as a result of the principals' inclination on discipline matters.

Tele:
E-mail address: sallychumo@yahoo.com

The schools with low suspension rates, the principal had nurtured a democratic approach to discipline issues and involved the students in decision making. Republic of Kenya (2001) and highlighted the importance of open and interactive communication when carrying out administrative tasks. Armini (2000), Creese (2005), Pascareela and Terenzini (2005) aver that due to their involvement in leadership roles, students learn how to handle conflict and responsibilities, co-operate with others and listen to other people's opinion and ideas.

The management of school orientation/socialization is co-operate responsibility and so principals should create a democratic managerial system so as to enhance teachers capacity to play a great role of shaping the behaviour of learners in the desired direction (Bosire, Sang, Kiumi & Mungai, 2009). This is in consistent with Sheldon and Epstein (2002) who maintain that partnership between principal and students has great role with powerful effects on students conduct while in school.

Chiuri and Kiumi (2005) allude that discipline plays the vital role of influencing and furthering learning goal in a school. Rogers (2002) states that orientation enables students to take ownership of and be accountable for their behaviour to enable learners to develop self-discipline in school as well as building a workable relationship between principal and learners. Orientation creates environment conducive for learning (Gaustad, 2005) and means that orientation is prerequisite to effective teaching and learning and controlling students' action and behaviour. Nyongesa (2007) argues that induction is a learning process and entails willingness to put forth all the energies to achieve stated goals. A system of guiding individuals to make decisions on their future aspirations. It inculcates a mode of behaviour that ensures the smooth running of the school. The study identifies a research gap for the effectiveness of induction prgrammes on discipline in Nandi County, Kenya.

Literature

Discipline of students

School discipline is a system of whose punishment and behavior strategies appropriate to the regulation of students and the maintenance of order in school. It aims to control the student actions and behavior and its compliance with school rules and code of conduct (Henry, 2004). In United Stated of America, many researchers conducted have revealed serious discipline issues and the most prevalent is possession of guns, racial abuse, drugs and substance abuse, sell of drugs in school and indiscriminate killing of fellow student and teachers during a rage. In dealing with school discipline holistic approach is paramount as it is dealing with human beings who live in a complex lifestyle and environment. The principal must be aware of factors and agents influencing of formation of certain habits, attitudes and inclinations.

Discipline is the assertion of a based desire synonymous with self-control. It is what is gained by requiring that rules or orders be obeyed and punishing bad behavior. A study by (Hollenbeck, Drilman & Furgua, 2003) on relationships between leadership and motivation factors established increased respect for the student as an individual, greater opportunity for freedom and initiative in thought and conduct enhances students' discipline. Hitchens & Hector, (2005), (Magolda & Ebber, 2006) focused on ethical issues, out of class experience and benefits accrued in involvement with governance. They argue that students have to be involved in all areas of their concern to respect process out comes.

The principal management styles play a major role in the discipline of the students and if styles are good and positive students discipline will be good, but if in contrary disciplinary issues will occur. There are two types of discipline; preventive and corrective discipline. The principals mostly use preventive measures whereby he takes administrative action aimed at encouraging the students to follow the school rules, regulations and culture. It's for instilling self-discipline which enhances morale and productivity. The students no longer uphold the question of discipline and obedience as primary pillars for them to perform in schools. They are concerned more and more with their rights than what they came to school to learn. They can easily challenge educators' decisions. School governance system exists to establish an atmosphere of mutual confidence, respect in school and community with the School rules drawn up to emphasize their value to individuals and their community. It depends on well-defined articulated policy done in conjunction with all concerned parties, the teachers, students and this consensus building makes it easy for enforcement. This entails all participants' issues and views are considered and listened to with equal respect.

Student induction into school culture and discipline

Educators are faced with serious problem regarding learners in school. Teachers have to create and restore the culture of learning in learners who are restless and disturbed, angry and frustrated by what is going on around them. The students have lost respect for authority including that of teachers (Hartslown, 1992). Self-esteem is a degree of positive or negative feelings that one has on evaluation of oneself. Such feelings are concrete and obvious when we compare ourselves with others (Van Der Aardwag & Van Der Aardwag, 1996). It is one' self-judgment of ones' ability, influence, popularity and this limits wrong behaviour (Van der Merwe, 1996).

Els, (1993) indicates that children with discipline and learning problems often regard the school as the cause of their unhappiness. They feel insecure, helpless and neglected. The rules, norms and sanctions control student discipline. The important cultures that are bedrock of the institution are spelt out. This involves orientation on the kind of moral attitudes and disposition during their study years are expected. The socialised, cooperative, friendly, loyal, emotionally stable and cheerfulness are basically what's introduced.

According to (Myrick, 1987) on study of students from middle and lower class of Latin American were socialized by parents to avoid poverty and economic pain. As students grow older, they will fear involvement in anti-social (drug and substance abuse and theft). The students during socialization and orientation are made to become task and discipline oriented. Disciplinary styles of parents, relation with pre-scholars, primary mates indicate that relatively few sex differences exist in parental socialization practices. It's during these years that children verbal and interpersonal interactive capabilities develop and explore mediation relations.

Mbai (1994) postulates that the cultural background and communities have issues particularly on gender and Some communities and religious inclination do not allow ladies to reprimand men. And so lady teachers find it very challenging if cannot correct a male student. It may not be defiance but a cultural problem. The age factor of the student as they join form one especially late age entry makes them uncomfortable, domineering and this may become discipline issue.

Huczynski and Buchannan (2001) argues that managing student behaviour requires concerted efforts to mould to form the best in discipline of students The responsibility to effect orientation to schools culture is vested on the principal and this justifies the critical role in his management of discipline. Kiprop (2012) underscores the principal's role in setting the tone and morale through their remarkable influence over the students.

The teachers to be assertive so that moral orientation characteristics come in case of waywardness, non- physical expression of anger, disapproval focusing on the consequence of the action. This develops into obedience; assess fear of victimization, fear of involvement in antisocial behaviour and education concerns will be entrenched. The concept of community service is inculcated in higher education and so orientation considers the personal variable indicator and cultural influence on what to be studied if service-oriented fields in the social work and education, those come back to serve the community, (Howell, 1997). The imitation, teaching and discipline in socialization has been viewed as the product of schools socialization tactics in form of compliance. Some parenting practices for students to succeed in school, its imperative certain values are inculcated, goals communicated and discipline upheld.

Student socialization on orientation and discipline matters is so critical as the entry mark of the student, the first friendships in school correlate with discipline. A student of low mark and competency and meant to join prestigious school of high marks will find it difficult to fit and adapt it to the established system. The continued poor performance will develop to resentment and frustration because of being the last in exams and ridicule associated with it. With frustrations a student will want to deliberately misbehave so as to be excluded. Student involvement in decision making together with the principal to set the last possible mark for admission so that equality and uniformity prevails and discipline is maintained as the marks level will be respected.

Theoretical Framework

This is based on general systems theory whose proponent is Ludwig Von bertalanffy. The theory was proposed in 1968. The theory is interdisciplinary study of systems. A system is an entity with interrelated and interdependent parts. It is defined by its boundaries and it is more than the sum of its parts (subsystems). Change in one part of the system affects other parts and the whole system with predictable patterns of behaviour. Positive growth and adaptation of a system depend upon how well the system is adjusted with its environment, the system exist to accomplish a common purpose.

The systems theory originates from Ludwig Bartalanffy general systems theory (GST). Bartalanffy looks at a system as a configuration of parts connected and joined together by a web of relationships. In this regard, the school is a complex pair informed predominantly by democratic, socio-economic and political environment in which it operates. A school in a democratic environment is likely to espouse the same democratic ideals whereas a school is an autocratic regime is likely to export the same to the educational institutions (Rudolf, 2011). Since the schools of modern times exist in progressive participatory settings, reforms demand involvement of students in governance of schools. It is in this regard that the Basic Education Act 2013 demands involvement of students in management of schools. Change of titles from head boy/girl to presidents and cabinet secretaries in charge of certain dockets is seen in this realignment of duties and responsibilities.

The strengths of the systems theory include considering the existing environment as part of the inputs of the system. Progressive environments equally influence institutions in terms of whether they will embrace progressive or retrogressive practices in management of students in discipline, involvement of students in decision making influence discipline in schools. The limitations of the theory include a stereotype of associating certain environments with certain discipline outcomes such a weakness could also make principals negatively predisposed towards certain schools and students' discipline. The social class, political orientations and economic environment of school's families and classes largely influence students discipline in both public and private secondary schools both positively and negatively, hence the need for this study.

Research methodology

The descriptive survey design was adopted in conducting the study. Descriptive research is designed to depict the participants in an accurate way by observational which is viewing and recording, case study which is in-depth study of individuals or group of individuals. The target is 356 schools and 4628 student leaders. A sample is a subset of a particular population that represents the whole. At the time of conducting the research, there were 356 principals in Nandi County and for a descriptive research, 30 per cent was deemed an effective representation (Mugenda & Mugenda, 2003). This translated to 118 principals, 108 teachers and 1534 student leaders all obtained through stratified proportionate sampling.

Stratified sampling was used for the schools to ascertain that categories to do with national schools, extra-county schools, county schools and day schools were represented. The schools comprised boys schools, girls boarding, mixed day and boarding, day schools hence a simple random sample in each type will be done. Stratified sampling was used to realise and this translates to 4602 student leaders 30 percentage translated to 1534 student leaders. Interview schedules for teachers were administered to 108 with a 100 per cent return rate. Using stratified proportionate sampling, 108 teachers were sampled on the basis of school categories and school types. Interview schedules obtain respondents' perceptions, opinions, beliefs, and attitude towards a service, concept or idea.

Questionnaires were developed and used for the collection of data from principals and student leaders. The instrument was aligned to the research questions. Specifically, it explored teachers' views on the extent to which principals involved students in decision making employed by secondary school principals. The students' questionnaire focused on study variables on principals' use of participatory practices which largely captured involvement in decision making such as formulation of school rules, type of menu, duty rota, purchase of school bus, school infrastructure, entertainment schedules, prep hours and clubs' membership, fairness in of principals on student leadership assuming leadership.

The responses in the instruments were coded, processed and tabulated using Statistical Package for Social Sciences version 22.0 (SPSS). Descriptive statistics such as group Means, frequencies and percentages were used. The quantitative data from the coded closed- ended items.

Results

Students' responses on influence of induction practices on students' discipline

The table 1 indicates the student leaders' perception on orientation on discipline of students in the schools.

This is about if they are they performing their duties as expected. Majority of the students agreed that the inviting guest speakers to sensitize students on careers influences discipline as indicated by a mean of 3.9. Most of them agree that they allow students to meet successful alumni influences discipline as well as formal orientation programme that spells out expectations of the students influences discipline as indicated by a mean of 3.5. the students undecided that there was pairing new students with older students influences discipline and attachment of students to surrogate parent teachers influences discipline as indicated by a mean of 3.2.

Table 1. Students' responses on influence of induction practices on students' discipline.

	Mean	Std. Deviation
Having a formal orientation programme that spells out expectations of the students influences discipline	3.483	1.2929
Pairing new students with older students influences discipline	3.212	1.3842
Attachment of students to surrogate parent teachers influences discipline	3.231	1.3109
Inviting guest speakers to sensitise students on careers influences discipline	3.916	1.2287
Allowing students to meet successful alumni influences discipline	3.517	1.3811

The findings indicate that inviting guest speakers and successful alumni have to large extent great influence on socialization to school culture out of experience and advancement in their careers make the students retain the focus central goal to achieve. This study clearly conforms to (Baird & love, 2003) who states that guest speakers have access to expert performance and modelling of process, reflections, collaborative construction of knowledge, articulation of personal values and beliefs. This makes them great in coaching and scaffolding a component for motivation.

Allowing students to meet successful alumni highly influences student's discipline. The history of the school and conditions that prevailed then and their great performance will re awaken their dreams. They have the expertise on areas of concern, have reached the peak of careers and corporate world and thus can talk authoritatively that it is possible for the students to achieve the same. Formal orientation programme, pairing with old students and surrogate teachers/parents had fairly large extent influence on socialization practices that spells out expectations, the norms and respected traditions of the school bind schools together. The study found out that many schools prefer this orientation that is formal and detached to enables new students grasp the ideals of the school they have joined.

Pairing new students with older students is a more inclusive as it affects career trajectories as the new students consider success as their only goal. It minimises incidents of bullying as there is a senior watching over. The students feel well protected, items taken care of and learning of the school positively. Formal programs and documentation details roles and communications and very detached. It only sounds expectations and limits. The monitoring and feedback to all participants on progress made and significant ideals are formalised and shared. Attaching students to surrogate parent teachers fairly highly influences students' discipline as the students want to please the teachers and will try to be of the best character.

The study establish that the underlying issues remain that careers of students are greatly influenced by guest speakers as they are in tandem with their aspirations and dreams however how much pairing of students with others is exhorted in some schools may not work depending on the schools culture and discipline levels. Invite guest speakers and call on successful alumni and you have a quiet school, very focused and hardworking student

Teacher's perception on principals' induction of students and discipline

Teachers have their own perceptions on how principals do induction to new students and especially form ones. This study wants to establish if the induction processes practiced by the principal have an impact on the level of discipline of the students and this should be established in the following tables and their explanations. Table 2 clearly brings out the perceptions that teachers have on their principals on the induction if student leaders in the respective schools. The initial stages of guidance and support services which are provided to students as they enter secondary schools. They have the responsibility to give every student the best opportunity to succeed. The teachers had the perception that the students deserve opportunities to develop wide range of experience, creativity, problem solving and personal skills to make their school day smooth. The study established that majority of schools at 69.4 percentage had orientation been done to students in the sampled schools. There are still a substantives number of schools at 30.6 percentage that did not practice induction. This is confirm Blair (2016) that students value the quality of interpersonal relationship with staff and fellow students and it is their support base.

The study established that teachers in the schools that practice induction had several methods in use and the most preferred was invitation of guest speakers at 41.7 percentage. This confirms findings where principals acknowledge that guest speakers greatly influence induction.

Table 2 .Teachers perception of principals induction of students in to school culture.

		Frequency	Percentage
Forms of induction	No	33	30.6%
	Yes	75	69.4%
Methods of induction	Pairing with seniors	18	16.7%
	guest speakers	45	41.7%
	training and workshops	10	9.3%
	Formal orientation	15	13.9%
	School ethos	20	18.5%
How induction influences	Reduction of strikes	10	9.3%
	School rules obeyed	60	55.6%
	Reduction of bullying	3	2.8%
	School mean improves	20	18.5%
	curriculum and routine	15	13.9%

This again confirms Mason (2002) that guest speakers are able to make students realize their potentials and this uplift the discipline in the schools

The study established that giving new students booklets on the school ethos was profound and had a great effect on the students discipline at 18.5 percentage. This deals with the expectations on discipline, tasks to be observed, commitments expected, knowing the consequences of one's actions and the student's loyalty to the school. This is about the language used in school, management skills expected to be developed, attitudes expected, curriculum and school routine. This response though with low percentage from the teacher respondents plays a key role in enhancing discipline in schools.

Attachment to senior students at 16.7 percentage and formal orientation at 13.9 percentage play a peripheral role though still methods used for induction of students. The students will appreciate the discipline procedures, routines for the classrooms and school and develop a model appropriate to them. The least used is training and workshops and this can be attributed to the unwillingness on the part of the principals to commit finances in that regard.

Induction of students play a key role in the management of student discipline, the study established that the teachers observed that school rules and regulations were adhered to at 55.6 percentage a very positive achievement for discipline. With the adherence to the rules discipline cases highly minimized, class attendance improved, duties fully done and routine followed. This impacts very strongly with students and reduces negative behaviour. The adherence brings effective schools that strive towards becoming communities with common vision, a common language, and a common set of experiences. The rules and procedures that students abide with are hinged on needs and dispositions. The stated rules are based on broad social principles as with school mission or belief statement.

The induction of students results in improved school mean score at 18.5 percentage. Academics form the core value for the existence of the school and with improved academic grades it retains its primary focus. This results from proactive, productive and consistent focus by all parties and this greatly influences discipline positively. Improved academic performance may have been a result of the students been reasonable and consistent in school work.

This confirms findings that quality grades are anchored to good discipline and attendance to classes. The study establishes that teachers observed and reported that induction influences in the observance of curriculum requirements at and school routine at 18.5 percentage. There are effective classroom management that include positive attitude posed by the teacher and this reflects to the student. When students are praised by the teacher instead of tearing them down they work hard to please the teacher. This makes curriculum implementation easy. Effective management of school routine includes getting input, feedback and suggestions from the students. The purpose of compliance to routine is to develop a culture that is binding. This enhances discipline in schools and confirms (Willet & Singer, 1991) that there are only positives to be learned in schools.

Induction plays a key role in reduction of bullying in schools. The study found out that bullying reduced and at 2.8 percentage it is clear that bulling in some schools had reduced. Teachers expressed concern on bullying issue that the principals need to use positive discipline focused on prevention not punishment with support for students who need help in managing behaviour. This includes reduction in harassments, disorderly conduct and acts that disturb peace. This enhances discipline in schools.

Induction of students was effective with the invitation of guest speakers with approval between 78-83 percentage. This is an indicator that their wide range of information were able to improve the discipline. It plays a key role in reduction of schools strikes and disruptive behaviours. Successful alumni play a great role of establishing firm foundations for the new students. The discipline of the school improves and on the centrally the absence of induction discipline cases increases. The study established that formal orientation plays a role in setting out the expectations, norms and respected traditions of the schools. The study established that pairing of students with surrogate parents do not produce high discipline return as the respondents prefer students to parents. This is clear that surrogate parents play no role in dissemination of information on moulding of students as established in the study as no respondent indicated that surrogate parents had roles in their discipline.

Conclusion

The study established that school culture defines the students, the school, the reputation, mannerisms and performance. Formal induction sets the rules, norms, expectations, behaviour patterns, the goals and objectives and the set school agendas. The study established that pairing of new students to older ones is not significantly related. It established that formal orientation, giving documents on school ethos, guest speakers who inculcate long lasting impressions on the students, introducing them to successful alumni of the school for inspiration give guiding principle to stay in the school. This impacts positively and the student discipline improves.

Recommendation

The government should ascertain that Student leaders are inducted and due to its sensitivity the MOEST should devise a system of encouraging the formation of county bodies to specifically carry out induction of the chosen leaders in clusters of sub counties or the lower units. This will enhance the training and its impacts. The present scenario is national conference for a few students for three days and the sub county a day and this is grossly insufficient and will not make much impacts.

References

Arminio, J.N. Carter, S. Jones & Scott A (2000 spring). *Leadership Experiences of students of colur NASPA Journal* 37: 497 – 550.

Blair, A. (2016). *Understanding first –year students transition to university: A pilot study with implications for student engagement, assessment, and feedback*. Politics 37(2), pp. 215 – 228.

Bosire, J. Sang, A.K. Kiumi, J.K. &Mungai, V.C. (2009). *Relationship between principals managerial approaches and students discipline in secondary schools in Kenya pp (339-413). African research review. An international multi-disciplinary journal*. Ethiopia vol 3(3) April 2009.

Chiuri, L.W. and Kiumi, J.K. (2005). *Planning and Economics of Education*. Nairobi Pangolin Publishers.

Hart, (1992). *Children participation from tokenship to Citizenship.*Florence Italy, UNICEF International Child Development Centre.

Hutchers& Hector (2005). *Educational Administration and organizational behaviour for the edition* Massachusetts: Alloyn and Bacon.

Hotwell. (1997). *Mentors: Peer resources*: Internet scientific publications.

Huczynski, A. & D. Buchanan. (2001). *Organizational behavior*.An Introductory Text (4th Edition).Hadow: Prentice Hall.

Kiprop, C. (2012). Approaches to management of discipline in secondary schools in Kenya. *International Journal of research in management issue* 2 vol 2 (March 2012)

Magolda, P.&Ebben K. (2006).*College student involvement and mobilization. An Ethnographic Study of a Christian student Organization*. Journal of college student development 47, 271 – 298Mason (2002)

Mbae, J. G (1994). *The secondary school and challenge of democracy in Kenya.* World Bank education forum vol 4 Nairobi. Kenyatta University.

Mugenda, O.M. & Mugenda, A.G. (2003). *Research methods quantitative and qualitative approaches.* Nairobi ACTS press.

Myrick, R. D. (1987). *Developmental guidance and counselling*. A practical approach Minneapolis: M. N Education media corporation.

Nyongesa, B. J. M. (2007). *Educational organization and management*. Nairobi, Jomo Kenyatta Foundation.

Pascarella, E.T. &Terenzini, P.T. (2005).*How college affects students: Findings and insights from twenty years of research (2nd edition)* San Francisco: Jersey Bass.

Republic of Kenya (2001).*Report on task force on student discipline*: Nairobi: Nairobi government press.

Rogers,B. (2001) *Behaviour management*. London. Chapman.

Rudolf Stichweh (2011) *"Systems Theory"*, in:y. In: Bertrand Badie et al. (eds.), *International Encyclopaedia of Political Science*. Sage New York.

UNESCO (2015). Education for all. Paris, UNESCO.

UNESCO (1998). World Education Report. Paris, UNESCO.

Willet, J. & Singer, J. (1991). From whether to where new methods for studying students dropouts and teacher attrition. *Review of educational research* 61 (4) 601-636.