

Factors Influencing Students' Discipline in the Process of Classroom Management: A Case Study of Mixed Day Public Secondary Schools in Kisau Zone, Mbooni Sub-county, Makueni County, Kenya

Godfrey Mwamba Tshibangu
Lecturer, School of Business and Economic, Africa International University
Email: tsmwamba@yahoo.com

and

Bernard Mulei
Project Director, World Vision Kenya
Email: bernmulei@yahoo.com

Abstract

This study was a descriptive research that sought to investigate the influence of sociocultural factors on the discipline of students in the process of classroom management among mixed day public secondary schools in Kisau Zone of Mbooni Sub-county, Makueni County. Specifically, the study was guided by four theories of school discipline: The non-interventionist Interventionist, interactionalist and developmental approach to classroom management and discipline. The target population included all the 793 students in the five mixed day public secondary schools in Kisau Zone from which a stratified random sample informed by Krejcie and Morgan Table comprising 260 students (125 boys and 135 girls) from Forms 1 to 4 was selected. Quantitative data was obtained using closed and open ended self-administered questionnaires. Other data collection tools included students' discipline cases checklist and the students' behaviour observation checklists. A pilot test was conducted in a school in the neighbouring zone to test the reliability of the questionnaire. Data was analysed using Statistical Package for Social Scientists (SPSS) Ver. 20 and presented in form of tables and graphs. The study concluded that, socio-economic status (SES), moral values, attitudes, perceptions, and Christian faith had a positive influence on the discipline of students during the process of classroom management in mixed day public secondary schools within Kisau Zone, particularly where the discipline of girls, as opposed to boys, is concerned. The study recommends in terms of socio-economic status, schools and parents should embrace value-based education (VBE) and concentrate on students from high SES. Since, it imparts social, moral, integrity, character, spirituality and many more in terms of moral values, churches and schools intensify teaching on good moral values including the national values as espoused in the Kenyan Constitution 2010, Article 10(2) while at the same time setting good examples as role models. In terms of attitudes and perceptions, teachers should use a developmental approach to classroom management and discipline as it places more emphasis on building relationships than on controlling students. Further research could be done regarding how sociocultural factors influence the discipline of students in the following categories of schools; mixed boarding public secondary schools, girls only or boys only boarding public secondary schools and private secondary schools.

Key Words: classroom management, discipline, sociocultural factors, students

INTRODUCTION

Discipline in a classroom aims at securing children's compliance with adult demands (Kohn, 1996) for which teachers often adopt an approach entailing punishment. It is usually viewed as negative since it is designed to force an individual to remove, or to unlearn some unwanted cognitive or affective behaviour (Kohn, 1996; Van, 2000 as cited in Sadruddin, 2012). Indiscipline in schools negatively affects learning, leads to time wastage for both the in disciplined and disciplined students, affects the teacher-student relationship, and disrupts the learning environment and the overall effectiveness of the school and the education system. Indiscipline was also found to lead to poor academic results in schools, to the students causing it and the resultant ripple effect affects the innocent students learning and the overall academic performance (Njoroge & Nyabuto, 2014). Therefore, classroom management helps teachers to control students who have behavioural problems (Dibapile & Tefo, 2012). The classroom management strategy can be adopted in order to address the reoccurring classroom problems, including frequent interruptions, children wandering while instruction or class discussions were taking place. It describes how the strategy succeeded in improving class atmosphere. It relates the therapeutic value in storytelling with children (Dibapile & Tefo, 2012). The main objective of this study was to examine factors that are likely to influence students discipline in the process of classroom management among mixed day public secondary schools in Kisau Zone, Mbooni Sub-county, Makueni County.

Specific objectives of the study

1. To evaluate the influence of socio-economic status on students' discipline in mixed day public secondary schools within Kisau Zone.
2. To assess the influence of moral values on students' discipline in mixed day public secondary schools within Kisau Zone.
3. To determine the influence of attitudes and perceptions on students' discipline in mixed day public secondary schools within Kisau Zone.

4. To explore the influence of Christian faith on students' discipline in mixed day public secondary schools within Kisau Zone.

Research questions

The study strove to answer the following questions:

1. What is the influence of socio-economic status on the discipline of students in mixed day public secondary schools within Kisau Zone?
2. What is the influence of moral values on the discipline of students in mixed day public secondary schools within Kisau Zone?
3. What is the influence of attitudes and perceptions on students' discipline in mixed day public secondary schools within Kisau Zone?
4. What is the influence of Christian faith on students' discipline in mixed day public secondary schools within Kisau Zone?

LITERATURE REVIEW

Classroom management helps teachers to control students who have behavioural problems (Dibapile & Tefo, 2012) and it is viewed as a set of procedures for organizing and motivating students to attend to academic instruction along with a set of disciplinary interventions to stop student misbehaviour and refocus student attention on learning (Evertson & Weinstein, 2006 as cited in Watson, 2008). According to Martin and Sass (2010) classroom management is defined as an umbrella term that encompasses teacher efforts to oversee the activities of the classroom including student behaviour, student interactions and learning. However, the term discipline typically refers to the structures and rules describing the behaviour expected of students and teacher efforts to ensure that students comply with those rules. They argued that Behaviour Management (BM) is similar to, but distinct from, discipline in that it includes pre-planned efforts to prevent misbehaviour as well as the teacher's response to it. Specifically, this facet includes establishing rules, forming a reward structure, and providing opportunities for student input.

Martin and Sass also argued that one of the primary differences between effective and ineffective classroom managers was the manner in which they formulated and implemented classroom rules. Still, classroom rules are of little assistance if students are not motivated to follow them. It is usually viewed as negative since it is designed to force an individual to remove, or to unlearn some unwanted cognitive or affective behaviour (Van, 2000 as cited in

Sadrudin, 2012). It does not generally motivate learners to improve their behaviour; it simply teaches them to avoid the punishment (Galvin et al., 1999, p. 85 as cited in Sadrudin, 2012).

The study conducted by Njoroge & Nyabuto (2014) concluded that the students' discipline is affected by many factors such as lack of support services and guidance and counselling, poor food quality, lack of enough learning materials, poor teacher-student relationship, ignoring students' complaints, and unresponsive administration. The societal variables also affected the students' discipline and they include factors such as peer pressure, drug abuse and lack of role models. The present study is mainly dealing with factors such as socioeconomic status, moral values, attitudes and perceptions and Christian faith in God that are likely to influence students' discipline in the process of classroom management.

Socio-Economic Status (SES) and students' discipline

Low Socio-Economic Status (SES) people can be designated as being low SES, working class, or simply lower class (Lent, 2001 as cited in Doyle, 2011). This can be a fairly fluid group, with varying definitions and features depending on the culture, government or researcher offering the label. Parents' highest level of education, job status, or an individual's income level or home address, or a combination of such factors, can be one of many demographic indicators employed to classify SES (Centre for the Study of Higher Education, 2008; Lent, 2001 as cited in Doyle, 2011).

The findings of the research work conducted by Roch et al. (2017) suggested that the implementation of stricter disciplinary actions in less representative environments may have particularly negative consequences for students. In particular, when there are more unfavourable disciplinary outcomes and students are within less representative environments, students may be more likely to consider school discipline as unfair or illegitimate.

Moral values and students' discipline

According to Mitra (2013), value-based education (VBE) imparts social and moral values such as integrity, character, and spirituality it builds the qualities of humility, strength and honesty in a person. Previous research has also found that girls have higher levels of moral values (for example, Antonaccio & Tittle, 2008 as cited in Svensson et al. 2017), feel more ashamed (Byungbae et al., 2013) and feel more guilt (Svensson et al., 2013) than boys do (as cited in Svensson et al., 2017).

Attitudes, perceptions and students' discipline

Attitude is a learned predisposition to behave in a consistently favourable or unfavourable manner with respect to a given object (Mishra, 2015). Education scholars have found that

students are less likely to cooperate with school authorities in the future when they view the implementation of disciplinary actions as illegitimate or unfair (Way, 2011 as cited in Roch, Elsayed & Edwards, 2017). These types of attitudes may have negative consequences in the learning environment. An increasingly negative classroom culture may result, which may also negatively influence other outcomes, such as student achievement (MacNeil, Prater, & Busch, 2009 as cited in Roch et al., 2017).

Christian Faith in God and students' discipline

According to Horvat (2017), church-going youth have better relationships with their parents. They are more involved in sports and extracurricular activities. They are less likely to abuse alcohol and drugs that inhibit learning. That is to say, the moral formation influenced by religion provides the framework for students to flourish. Religious participation and personal religiosity can help lower rates of substance abuse, and limit activities that undermine college careers (Sherkat, 2007). The review of literature conducted by Fagan (2006) concluded that regular religious practice benefits individuals, families, and communities, and thus the nation as a whole. The practice of religion improves health, academic achievement, and economic well-being and fosters self-control, self-esteem, empathy, and compassion.

According to Lowrie (2003), the book of Proverbs includes the following about discipline:

1. The parent who does not discipline his child hates him, but the parent who loves his child disciplines him. (Proverbs 13:24)
2. Parents are to chasten their children while there is hope, and not spare because the children cry. (Proverbs 19:18)
3. Foolishness is bound in the heart of a child: but the rod of correction shall drive it far from him. (Proverbs 22:15)
4. Parents are not to withhold correction from a child, and if he is beaten with a rod, he shall not die. (Proverbs 23:13)
5. The rod and reproof give wisdom, but a child left to himself brings his mother to shame. (Proverbs 29:15).

Students who have Christian faith in God are taught to obey their parents, civil authorities, and those who are over them spiritually in the Lord in their churches (Romans 13). In the classroom the teacher and principal represent the parents, and the directives of the Bible about child-parent relationships are applicable during school. The teacher is also viewed as being

placed in a position of authority over the student by the will of God, so the directives to obey those who have spiritual authority are applicable.

THEORETICAL FRAMEWORK

This study was guided by four theories of school discipline: The non-interventionist, interventionist, interactionalist and developmental approach to classroom management and discipline (Martin & Sass, 2010).

The non-interventionist theory

The non-interventionist accepts that the child has an inner drive that needs to find its expression in the real world. The non-interventionist has the minimum directive and control (Martin & Sass, 2010).

Interventionist theory

Interventionists anchor the opposite end of the range and emphasize what the outer environment does to shape the human organism in a particular way. The interventionist has the most of control. Traditional behaviour modification provides the theoretical foundation for the interventionist's school of thought (Martin & Sass, 2010).

Interactionalist theory

Midway between these two extremes (non-interventionist and interventionist), interactionalists focus on what the individual does to alter the external environment, as well as what the environment does to shape the individual. Interactionalists work to find solutions suitable for both the teacher and students and use some of the same techniques as both non-interventionists and interventionists. Cooperative Discipline is one of classroom management models based on interactionalist ideology (Martin & Sass, 2010).

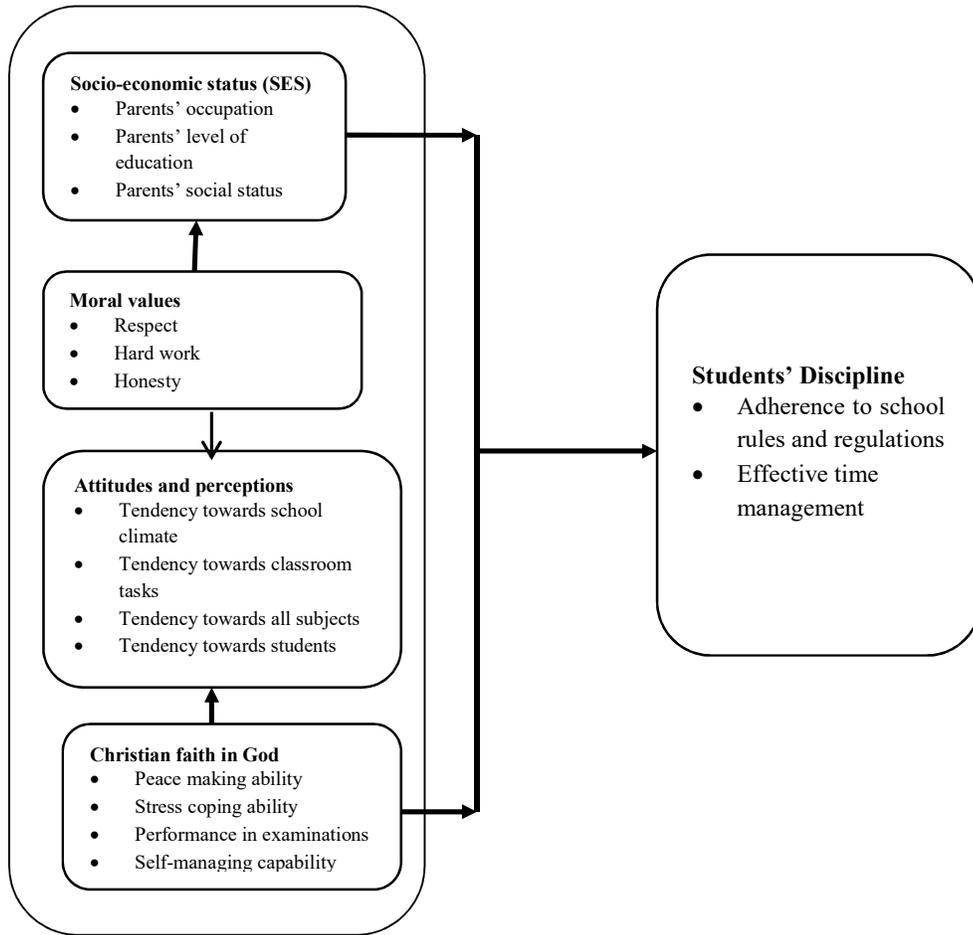
Developmental approach to classroom management and discipline

A developmental approach to classroom management and discipline places more emphasis on building relationships than on controlling students. For example, it stresses the importance of developing a view of children as lacking the ability to learn and in need of mutually caring relationships, but often needing help in doing so. It also emphasises the importance of teachers getting to know each student personally, of really listening to them, and helping students see that they like them. Doing nice things for students, seriously engaging their issues and concerns, sharing one's own experiences and stories, and bringing fun and humour into the classroom are some of the ways that teachers help students see that they really care about them (Watson, 2008).

CONCEPTUAL FRAMEWORK

Independent Variables

Dependent Variable



RESEARCH DESIGN

This study adopted a descriptive design to evaluate the socio-cultural factors that influence students' discipline among mixed day public secondary schools in Kisau Zone of Mbooni Sub-county, Makueni County, Kenya (Cohen et al, 2007).

Target Population

The population for this study included all the 793 students (boys and girls) in all the four classes (forms 1-4) across the five the mixed day public secondary schools in Kisau Zone of Mbooni Sub-county, Makueni County.

Table 1.1: Sample Size

Name of Secondary School	Target Population			Sampling Factor	Sample		
	Boys	Girls	Total		Boys	Girls	Total
Iviani	41	69	110	0.33	13	23	36
Ndumbi	91	107	198	0.33	30	35	65
Ngoni	68	54	122	0.33	22	18	40
Kyome	62	48	110	0.33	20	16	36
Muthwani	123	130	253	0.33	40	43	83
Total	385	408	793		125	135	260

Source: Mbooni Sub-county Education Office, 2018

Data Analysis and presentation

The questionnaires that had been completed by the students were keenly scrutinised to ensure completeness, but none were found to have serious errors warranting them to be set aside. The data that was collected was keyed in and analysed using Statistical Package for the Social Sciences (SPSS) Ver. 20. The study used the multivariate regression analysis model to establish the relationship between the independent variables and the dependent variable. The regression equation for the study was;

$$Y = \beta_0 + \beta_1 \text{SES} + \beta_2 \text{MVD} + \beta_3 \text{APD} + \beta_4 \text{CFG} + \epsilon_i,$$

Y= Status of students' discipline (Dependent Variable),

β_0 = Regression Constant,

$\beta_1 - \beta_4$ = Independent variables,

SES = the socio-economic status (SES) and students' discipline,

MVD = Moral Values and Students' Discipline,

APD = Attitudes and perceptions and Students' Discipline,

CFG is the Christian Faith in God and Students' Discipline,

ϵ_i = margin of error

Validity of the research instruments

In this study, the researchers focused on content validity and therefore sought the expert opinion of educationists in the field so as to examine the validity of the research instruments against the objectives that were to be measured. The expert input was incorporated in the final research instrument (Price, Jhangian & Chiang, 2015).

Reliability test

To test the reliability of the collected data Cronbach's Alpha analysis tool was used. A reliability coefficient of .70 or higher is considered "acceptable" in most Social Science research situations using Cronbach's Alpha (Garth, 2008). In this study, the test results yielded a value of 0.902 or 90.2% which is higher than 0.70 meaning reliable results.

DATA ANALYSIS AND DISCUSSION

All the 260 questionnaires that were issued to the sampled students were handed over to the researcher at the end of exercise posting 100% rate of return.

Table 1.2.: Most common students' discipline challenges

No.	Most Common Disciplinary Issues	No. of		Total
		Boys	Girls	Total
1	Absenteeism	25	10	35
2	Failure to complete assignments	11	12	23
3	Speaking vernacular	9	12	21
4	Sneaking from school	17	2	19
5	Theft	7	6	13
6	Noise making	8	4	12
7	Late coming	8	3	11
8	Suspected arsonist attack	7	0	7
9	Fighting/Assault	7	0	7
10	Threatening Prefects/other students	1	6	7
11	Untidiness	6	0	6
12	Sneaking from home	5	1	6
13	Destroying property/text books	6	0	6
14	Cheating in exams	3	3	6
15	Teasing teacher	6	0	6
16	Wearing wrong uniform	3	2	5
17	Loitering	5	0	5

No.	Most Common Disciplinary Issues	No. of		Total
		Boys	Girls	Total
18	Absconding evening assembly	4	0	4
19	Absconding internal exam	4	0	4
20	Bullying/ mistreating other students	3	0	3
21	Indecent touch	3	0	3
22	Absconded devotion	3	0	3
23	Sexual harassment	3	0	3
24	Playing cards in class	3	0	3
25	Drinking beer	2	0	2
26	Boy-Girl relationship	1	1	2
27	Use of abusive language	1	0	1
28	Lack of seriousness in studies	1	0	1
29	Poor attitude towards certain subjects	1	0	1
30	Indecent touch	1	0	1
31	Threatening teacher	1	0	1
32	Creating disorder in class	1	0	1

Regression Analysis

The table below contains the regression coefficient results for this study;

Table 1.3: Regression Coefficients

Regression Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.111	.070		-1.581	.115
	Socio-Economic Status	.534	.036	.553	14.742	.000
	Moral Values Discipline	.232	.063	.227	3.697	.000
	Attitude Perception Discipline	.297	.066	.257	4.516	.000
	Christian Faith in God and Discipline	-.043	.070	-.038	-.616	.538

a. Dependent Variable: Students Discipline (SD)

The regression formula for this study is:

$$Y = \beta_0 + \beta_1 SES + \beta_2 MVD + \beta_3 APD + \beta_4 CFG + \epsilon_i$$

Where

Y= Status of students' discipline (Dependent Variable),

β_0 = Regression Constant,

SES = Socio-economic status (SES) and students' discipline,

MVD = Moral Values and Students' Discipline,

APD = Attitudes and perceptions and Students' Discipline

CFG = Christian Faith in God and Students' Discipline

ϵ_i = Margin of error,

Therefore, if $Y = \beta_0 + \beta_1 \text{SES} + \beta_2 \text{MVD} + \beta_3 \text{APD} + \beta_4 \text{CFG} + \epsilon$, then, $SD = -0.111 + 0.534 \beta_1 + 0.232 \beta_2 + 0.297 \beta_3 - 0.043 \beta_4$

A close examination of four predictors to check whether they are statistically significant shows that;

1. The Socioeconomic Status (SES, $b=-0.534$) is significant ($P=0.00$), but only just so, and the coefficient is negative which would indicate that students from well-off families are less disciplined than their counterparts from less well-off families, this is believable.
2. Next, the effect of Moral Values ($b=0.232$, $P=.000$) is significant and its coefficient is positive indicating that the high societal moral values lead to greater student discipline. The moral value variable is highly related to individual discipline. Thus, higher levels of moral values in society are associated with higher status discipline recorded.
3. Attitudes and perceptions ($b=0.297$, $P=0.00$) shows that attitudes and perceptions cause a statistically significant influence on the general students' discipline as the coefficient is also positive. This implies that attitudes and perceptions have a positive influence on the student's discipline which is acceptable.

Finally, Christian Faith in God (full, $b=-0.043$, $P=0.538$) when combined with the other three independent variables seems to be unrelated to the general students' discipline. This would seem to indicate that the percentage of a student's belief in God is not an important factor in predicting students' discipline.

Correlation Analysis

Table 1.4: Correlation Analysis

		Students Discipline	Socio Economic Status	Moral Values	Attitude Perception Discipline	Christian Faith in God Discipline
Students Discipline	Pearson Correlation	1	.968**	.958**	.948**	.940**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	260	260	260	260	260
Socio-economic Status	Pearson Correlation	.968**	1	.942**	.922**	.920**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	260	260	260	260	260
Moral Values Discipline	Pearson Correlation	.958**	.942**	1	.963**	.970**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	260	260	260	260	260
Attitude Perception Discipline	Pearson Correlation	.948**	.922**	.963**	1	.972**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	260	260	260	260	260
Christian Faith in God Discipline	Pearson Correlation	.940**	.920**	.970**	.972**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	260	260	260	260	260

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between Students' Discipline and Socio-Economic Status is quantified at $r=0.968$, Students Discipline and Values is $r=0.958$, Students Discipline and Attitude Perception Discipline is $r=0.948$, and Students Discipline and Christian Faith in God is $r=0.940$.

All of these correlation coefficients have positive values, and this indicates that increases in one variable correspond to increases in the other. The correlation coefficients for each path, that is, the links between each of the variables, is statistically significant. On introducing the category “age” to the relationship between Students’ Discipline and Values which is $r=0.958$, the new $r=0.959$, which means as well that age has a very small influence on this relationship. This can also be proved by the corresponding P-Value which is 0.00, meaning that age has no effect on the already strong relationship between Students’ Discipline and Values.

The results of the study showed that, students from low SES were considered to be well-disciplined with overall frequencies of over 61.6%. A more direct question compared the discipline of students from low SES to that of students from high SES and 60.4% of the respondents that, students from low SES were better disciplined than students from high SES. In addition, results from the regression analysis gave a negative coefficient (-0.534) is significant at ($P=0.00$) which would indicate that students from families in high SES are less disciplined compared to their counterparts from low SES families. This is in contrast to the results of a study conducted by Skiba et al, (2002) where they said that studies of school suspension have consistently documented the overrepresentation of low-socio-economic status (SES) students in disciplinary consequences. And also contrary to the results of the research conducted in America indicated that minority students, and African American students in particular, receive stricter disciplinary actions at higher rates when compared with white students (Kaufman et al., 2001; U.S. Department of Justice).

Table 1.5.: Cross tabulation of respondents’ gender in relation to comparison of girls & boys discipline

Gender of the Respondent * Girls are better disciplined than boys Cross tabulation							
Count							
		Girls are better disciplined than boys					Total
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	
Gender of the Respondent	Male	38	36	12	13	26	125
	Female	16	15	14	21	69	135
Total		54	51	26	34	95	260

The analysis of the data in the above table indicates that the majority of the respondents strongly agreed that the discipline of girls in this school is generally considered to be better than that of the boys.

DISCUSSION

This study sought to examine factors that are likely to influence students discipline in the process of classroom management among mixed day public secondary schools in Kisau Zone, Mbooni Sub-county, Makueni County with focus on socio-economic status, moral values, attitudes and perceptions and Christian faith in God.

The analysis of the data showed that socio-cultural factors have an influence on the discipline in the process of classroom management among mixed day public secondary schools. The study revealed that, there were indeed students' discipline challenges in Kisau Zone, the top ten most common students' discipline challenges being; absenteeism, failure to complete assignments, speaking in vernacular, sneaking from school, theft, noise making, late coming, suspected arson attack, fighting and threatening prefects as well as threatening other students. The discipline of girls in this school is generally considered to be better than that of the boys. The findings of our study are in agreement with the previous research works according to which girls have higher levels of moral values because they have tendency to feel more ashamed and feel guiltier than boys do (Svensson et al., 2017).

The socio-economic status was inversely related to students' discipline such that, students from low SES were reported to exhibit better discipline compared to their peers from high SES. The results of our study are in disagreement with the previous research works according to which studies of school suspension have consistently documented the overrepresentation of low-socio-economic status (SES) students in disciplinary consequences (Skiba et al, 2002). Moral values were shown to positively associate with students' discipline such that, an increase in moral values would correspondingly lead to improvement in students' discipline. The study also revealed that, schools and faith-based institutions were the two main sources of teaching on moral values.

Attitudes and perceptions were positively associated to students' discipline meaning by increasing students' attitudes and perceptions, this would result in improved students' discipline. The results are very much in line with previous research studies conducted by Way, (2011 as cited in Roch et al. 2017) according to which when students perceive disciplinary actions as unfair or unjust, they are likely to engage in higher levels of future misbehaviour.

Christian faith in God was not related to students' discipline. However, the results did reveal a positive correlation between Christian faith in God and peace-making, interpersonal relations, performance in examinations and in coping with stress. This in agreement with the research work conducted by Fagan, (2006) according to which the practice of religion leads to an increase in physical and mental health, longevity, and education attainment. Because

students who have Christian faith in God are taught to obey their parents, civil authorities, and those who are over them spiritually in the Lord in their churches (Romans 13). In the classroom the teacher and principal represent the parents, and the directives of the Bible about child-parent

relationships are applicable during school. The teacher is also viewed as being placed in a position of authority over the student by the will of God, so the directives to obey those who have spiritual authority are applicable (Lowrie, 2003).

CONCLUSION

The main objective of this study was to examine factors that are likely to influence students discipline in the process of classroom management among mixed day public secondary schools in Kisau Zone, Mbooni Sub-county, Makueni County. This study concludes that, low socio-economic status has positive influence on the discipline of students during the process of classroom management in mixed day public secondary schools within Kisau Zone. Moral values have positive influence on the discipline of students during the process of classroom management in mixed day public secondary schools within Kisau Zone, particularly the discipline of girls as opposed to that of the boys.

Attitudes and perceptions had significant influence on the discipline of discipline in the process of classroom management among mixed day public secondary schools within Kisau Zone. Christian faith had significant influence on the discipline of discipline in the process of classroom management among mixed day public secondary schools within Kisau Zone.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made: In terms of socio-economic status, as the results of the present study indicated that the socio-economic status was inversely related to students' discipline such that, students from low SES were reported to exhibit better discipline compared to their peers from high SES. Therefore, it is suggested that schools and parents should embrace value-based education (VBE). This is likely to facilitate a positive influence on the discipline of students during the process of classroom management in mixed day public secondary schools within Kisau Zone.

In terms of moral values, the churches and schools to intensify teaching the students on good moral values including the National Values as espoused in the Kenyan Constitution 2010, Article 10(2). This is like facilitate positive influence on the discipline of students during the process of classroom management in mixed day public secondary schools within Kisau Zone.

In terms of attitudes and perceptions, teachers to use developmental approach to classroom management and discipline as it places more emphasis on building relationships than on controlling students.

In terms of Christian faith in God, the present study recommends that, the role of patrons of the Christian Unions (CUs) and Young Christian Students (YCS) be enhanced so as to provide the much-needed support of instilling good moral values and equipping the students with skills to cope with stress and aggression. Given that students who have Christian faith in God are taught to obey their parents, civil authorities, and those who are over them (Romans 13). In the classroom the teacher and principal represent the parents, and the directives of the Bible about child-parent relationships are applicable during school.

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