# ASSESSMENT OF THE ROLE OF SOCIALISATION AGENTS IN SHAPING PUPILS' BEHAVIOUR IN PRIMARY SCHOOLS IN THIKA SUB-COUNTY, KENYA

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# DECLARATION

**Declaration by the student:**

This thesis is my original work and has not been presented for a conferment of a degree in any other University or for any other award.

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**Declaration by Supervisors**:

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## DEDICATION

This work is dedicated to my beloved husband, Mr. Jackson Njogu. To my children, Jeson, Enson and Nelly.

# ACKNOWLEDGEMENTS

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# ABBREVIATIONS AND ACRONYMS

**AAUW**:      American Association of University Women

**BRAC**:      Bangladesh Rural Advancement Committee

**BSPEC**:      Behaviour Support Policy for Early Childhood Services

**CDE**:      County Director of Education

**CEB**:      County Education Board

**CSW:**      Commission on the Status of Women

**DECS:**      Department of Education and Children Services

**DFES:**      Department of Education and Skills

**DNA:**      De-OxyRibo Nucleic Acid

**NGO:**      Non-Governmental Organization

**SCDEO:**      Sub County Director of Education

**SCEB:**      Sub County Education Board

**SFA:**      School Freight Arrangement

**TV:**      Television

**UN:**      United Nations

**UNDP**:      United Nations Development Programmeme

**USA**:      United States of America

**UNESCO:**      United Nations Educational, Scientific and Cultural Organisation

**WHO:**      World Health Organisation

# ABSTRACT

Pupil's behaviour has deteriorated over time in primary schools in Kenya. The purpose of the study was to assess the role of socialisation agents in shaping pupils' behaviour in Thika Sub County, Kenya. The objectives of the study were to; establish the role of the family in shaping pupils' behaviour, determine the role of school in shaping pupils' behaviour, evaluate the role of peers in shaping pupils' behaviour and also assess the role of mass media in shaping pupils' behaviour. This study was guided by Social Learning Theory by Albert Bandura and the Imitative Observation Theory. The study adopted the descriptive survey research design. The target population comprised of 570 teachers, 3256 pupils, 69 head teachers, and the Sub-County Director of Education. Simple random sampling was applied to select the respondents in the study. The study applied the Gay Principle that stipulates 10% to 20% of the population is an adequate sample. Therefore, seven head teachers and 57 teachers were selected to participate in the study. Stratified sampling as well as purposeful sampling were also used to select pupils and education officials who participated in this study. The research instruments used consisted of teachers' questionnaire while an interview guide was used for head teachers and County Director of Education. The research instruments were piloted in three schools in Thika County and these schools did not participate in the final study. A correlation coefficient of 0.72 was obtained for teachers' questionnaires. Data was analyzed using both descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences (SPSS Ver 20). The study found out that majority of the teachers (74.1%) agreed that children from harsh and inconsistent parents had developed anti-social behaviour. The study also showed that majority of teacherss agreed that domestic violence affects a child's behaviour. The study established that young learners use the language commonly picked from the mass media, and at times this language is rude. The study established that nmajority (64.8%) of the teachers indicated that children dance to the latest moves seen on television. The study established that school rules did not dictate forms of punishment for non-compliance. The study concluded that children who are raised by harsh parents tend to develop anti-social tendencies and those from abusive families use vulgar language. The study recommends that school administrators need to carry out background checks on learners to establish behavioural issues that are likely to arise from a particular group of learners. The study also recommends that teachers need to address behavioural and indiscipline issues as soon as they are noted to arrest them. Finally, the study recommends that parents need to control what their children watch on TV and other mass media to reduce incidences of children adopting vulgar and obscene language.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the Study

Socially acceptable behaviour is gained by pupils when they have undergone training and education. Behaviour management, according to Morrison (1997), is a conscious form of training intended to change pupils' behaviour. Behaviour is consciously learned. Sociologists argued that to reinforce children's behaviour, they should be offered reinforcements. Parsonson (2012) holds that children behaviour is dependent on age, personality types, as well as emotional intelligence. The complexity of children's behaviour was also argued to depend on parenting, a child's environment, among other innate components. The word upbringing was used to describe the process of integrating a child into the community. Upbringing is a targeted, conscious, and value-determining form of behavioural patterns and personality (Imsen, 2005). It is usually the family who takes care of the upbringing, but both kindergarten and school make their contribution. Together they have a responsibility to make all children develop fully, responsible and moral contributors in society. This is a formal part of socialisation. It is intentional and deliberately up brings children when they go through kindergarten, school and other organizations.

A person's achievements are not entirely determined by his academic abilities. Good achievement will certainly be obtained by a good learning process too. Learning is a process of attaining something, from the old behaviour to new behaviour, old understanding to new understanding. In the process of learning, the thing that must be prioritized is how one can adjust to the environment and stimuli that exist so that there

is a reaction that emerged from the person. The reaction made is an attempt to creating learning activities while completing them. This result in changes to someone as a new thing and increase knowledge. External factors that influence academic achievement are the surrounding environment which includes house building, ambiance, traffic conditions and climate. These sometimes may cause adolescence performance to decline. According to Fauzi, Waluya and Masrukan (2018), interdependence on students in the class usually based on the shared vision to gather and discuss learning is not only fun but can also help to complete possible college assignments as well as joint exam preparation.

As a social being, human beings have the need to be accepted by others in their social environment. Among teenagers, this need for acceptance ranks higher than other human needs. Every teenager who enters adolescence would be faced with social adjustment problems, which among them was acceptance of peers. Attitude and adolescent social behaviour is primarily determined by environmental influences or friends of the same age. If the social environment facilitates or provides opportunities for children positively, then adolescents will achieve mature social development. Children are considered to have social maturity if their teenage behaviour reflected success in the socialisation process (Fauzi, Waluya & Masrukan, 2018). This would make them acceptable as members of the society and thus create a desire to learn more. This proves that the social environment has a significant effect on individual's behaviour.

Culture forms the basic tenets on an individual's belief system and attitude. Watne, Lobo and Brennan (2011) noted that passing on the culture to the child takes place in the process of socialisation. Currently, the agencies responsible for this process are

family, school, peers, and mass media. Each of these agencies has its share in the process of socialising children, at different stages of child development. It is also not surprising to say that the content provided in the process of socialisation can vary significantly and even exclude some of the predisposing factors. The history of education and learner behaviour is broad and unambiguous. However, in the modern world, family function in education is under dispute due to the limited period modern children spend with them. This has given rise to the dominance of peers, school and mass media as predominant players in a child's education. Watne, Lobo and Brennan (2011) noted that the loss of a monopoly by the family for upbringing is not in itself the character of modern life but the interplay of changing roles of parenting and societal belief systems. These new sub-systems assimilate children into the world thus helping the family to socialize children to proper and useful measures.

Hongqin (2007) observed that the social forces in the home and school are weakened. At the same time, the information age characterized by the new technological revolution has arrived, and the network media has become part of a modern society. An important way of information exchange is to ensure people understand things in their own unique means. Grasping the new environment of things, changed the information exchange side of traditional society from space and time. Living styles, social group structure and human social interactions change the conventional way of production of human beings as well as way of thinking while bringing positive impact. The impact of the upbringing, especially on the children and young people has brought a new world.

Dongyan and Zhengyan (2008) analyzed the development of new technology media in China and its impact on the socialisation of young people. Traditional media is

based on a single medium, such as newspapers and magazines. For newspapers, they are based on printed hard copy materials, the radio is based on radio waves, the TV station is based on image signals, and the new technology media is based on the platform of cross-media and multimedia. This diversity of mass media has introduced new challenges to parenting and behaviour management in children. Unlike the real world, the virtual nature of the online world becomes a crisis of identity recognition among young people in the real world.

Scaglioni, Salvioni and Galimberti (2008) noted that during the early years, parents are key players in developing the child's growth and development. This affects children's perception and behaviour patterns.  To mould socially acceptable behaviour, the children are discouraged from adopting negative behaviour and at the same time, reinforced to adopt positive behaviour. Saleem and Anderson (2012) noted that the behaviour of a child during the formative years was entrusted to the whole society. Any adult could have disciplined a child who was found behaving against the social norms of where they were born.  Today, the child's behaviour is either left to the teacher or the parent. Giddens (2006) adds that the fact that the teachers spend most of the time with the child, they are therefore expected to mould the child in all aspects. However, the strategy the teacher uses to instill positive behaviour is controlled. For example, a teacher is not supposed to cane a child as a method of behaviour modification. It is against the Kenyan law and child rights. Any teacher found doing so is likely to face the law or even disciplinary action.

Tiggemann (2015) found that the total time that people generally watch television is not related to one of the variables concerning body image and body satisfaction. There is, however, a significant relationship between these variables and the time one spends

looking at specific genres. Watching music clips for girls is not related to one of the variables, but for boys, this is associated with the desire to be more muscular. An important finding is an association when viewing soap operas is mediated by internalization of the slenderness ideal and the existing one schedules about appearance. Watching soap operas has an effect on these cognitive structures and thus indirectly influence eating behaviour. Furthermore, this study shows that adolescent motives for watching television is to get the trending dressing and other behaviours to assist them "fit" among the peers. This assists them to get positive acknowledgement from peers giving them satisfaction and positive image among peers. The results in this study showed that the content of what children watched on television is more important than the number of times they did it and the motives they have for it are also very important. For the pre-adolescent girls, from the age of five, it appears that exposure to the slenderness ideal on television is related to more dissatisfaction with one's own body (Anschutz, Kanters, Van-Strien, Vemulst & Engels, 2009; Tiggemann, 2015).

The study by Anschutz et al., (2009) noted that among seven to nine year-old girls showed that the type of television programme plays a role just as with adolescents. There is a direct relationship between watching soap operas, music clips and line-oriented food, but not with body dissatisfaction. Watching soap operas and music clips is indirectly associated with body dissatisfaction, via internalization of the slenderness ideal. Furthermore, there is a negative relationship in this study found between watching cartoons and line-oriented food. Watching at neutral programmes on television is not associated with the internalization of the slimness ideal and line-oriented eating, but with less body dissatisfaction.

UNESCO (2001) notes that teachers need to be equipped with behaviour management and behaviour modification strategies that do not go against the law and are within the children's rights. UNESCO (2001) noted that teachers in the United States of America's public schools apply behaviour management strategies in the classroom to produce high rate child work completion and minimize classroom disruption. Therefore, professionals require behaviour management strategies aimed at helping learners choose behaviour that is self-fulfilling, productive, and socially acceptable. In this regard, behaviour management refers to the teacher's activities that are designed to promote positive behaviour in children. It aims at decreasing anti-social and disruptive behaviour and increasing appropriate social behaviour.

Ocharo and Karani (2015) assessed the impact of mass media on a children's academic performance in Kisii, Kenya. The study population was 35 teachers from a local school. This study applied a descriptive survey design to assess the effect that exposure to mass media had on children's performance in class. The various types of media in the region were radio and television, as well as video games. The study established that children who had prolonged exposure to mass media performed poorly compared to children who had limited exposure. The study recommended that parents should limit the amount of time that their children were exposed to mass media.

Mwaura (2015) carried out a study on the relationship between the various levels of exposure to mass media and behaviour development of children. Using a sample of 112 respondents, the study used questionnaires as the primary study instrument. The tests done on the level of exposure were related to learner's aggression and drug abuse. The study established that a high level of exposure to social media was

associated with learner's risky sexual behaviour. The study further noted that students with a high level of exposure were likely to be involved in drug and substance abuse. The study recommended that parents and guardians needed to check and limit the amount of exposure that children had on mass media. This would reduce their involvement in risky behaviour as well as reduce the level of aggression.

## 1.2 Statement of the Problem

Children sometimes behave in an unbecoming manner thus requiring agents of socialisation to shape them. When left to decide on their own, children imitate their peers and society at large. UNESCO (2001) noted that professionals and parents change children's behaviour without realizing it. Very few studies have been carried out on the infleucne socilaisation agents have on the African child. Indeed, few studies exist on how socialisation agents influence young children in Kenya. Between the year 2010 and 2020, the Kenyan media has carried incidents of young children being involved in events and activities that were preserve of grownups. What would motivate the children to portray adult behaviour in lower primary classes yet their skills and competency level to comprehend some of issues is deemed to be out of scope at tender age? The young children in lower primary have been involved in street demonstrations where their actions left education stakeholders with many questions. The child's behaviour is highly likely to affect his/her future. Whatever is instilled at the early stages of development is expected to be used in later life. This study assessed the role of socialisation agents in shaping pupils' behaviour.

## 1.3 Purpose of the Study

This study aimed at assessing the role of socialisation agents in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya.

**1.4 Research Objectives**

This study was guided by the following objectives;

**1.4.1 General Objective**

The general objective of this study was to assess the role of socialisation agents in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya.

**1.4.2 Specific Objectives**

The specific objectives of this study were;

(i)  To establish the role of the family in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya.

(ii)  To determine the role of school in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya.

(iii) To evaluate the role of peers in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya.

(iv) To establish the role of mass media in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya.

**1.5 Research Questions**

The study was guided by the following research questions based on the objectives of the study:

(i)  What is the role of the family in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya?

(ii) How does the school shape pupils' behaviour in primary schools in Thika Sub-County, Kenya?

(iii) Do peers assist in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya?

(iv) How does mass media assist in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya?

## 1.6 Justification

The findings revealed that socialisation agents shape pupils' behaviour positively or negatively. The focus was on the family, the school, peers and mass media as the basic socialisation agents' children encounter while growing up. The findings may assist the Ministry of Education in policy formulation on behaviour management strategies. Future researchers can also use this study as a reference. This study will be used by parents in understanding their role in behaviour management and shaping the behaviour of their children. The study could be used by school administrators to understand the role of socialisation agents in shaping pupils' behaviour.

## 1.7 Scope of the Study

This study considered the role of the family, the school, peers, and mass media in shaping pupils' behaviour. The study was undertaken in Thika Sub-County, Kenya, because it is one of the cosmopolitan urban areas in Kenya, and therefore the population was a representative of the county. The study applied the questionairres as the main data collection instrument. However, the questionnaire did not capture psychological aspects but the application of interview guides mitigated this and allowed for collection of a variety of data.

The study was limited to primary schools withn Thika Sub County. This means that the conclusions reached may not be applicable to secondary schools or vocational training colleges in Kenya. Some respondents were also not willing to participate in

the study and some were reluctant to provide data and thus were exluded and replaced with people willing to participate in the study. Convincing the respondent that their responses would not lead to victimization was also a challenge, and many were sceptical of the primary purpose of the study. To overcome these challenges, the respondents were assured on confidentiality that their responses would be given. The respondents were also not required to indicate their names or any identification marks on the research intruments. The repondents were assured that after analysis of their responses, the research instruments would be safely disposed within a reasonable time to avoid the same getting into unauthorized hands.

## 1.8 Limitations of the Study

The deliminations of a research study refers to choices made by the researcher and which are important to be mentioned (Mugenda & Mugenda, 2003). In this case, the researcher chose to study carry out the study within the Thika Sub County since the region is cosmopolitan with diverse socio-cultural and economic backgrounds and hence was representative of the Kenyan population. The study was primarily concerned with role of the family, the school environment, peers and mass media and how these elements shaped the childs behaviour in early years.

## 1.9 Assumptions of the Study

This study was based on the following assumptions:

i.      That all children came from families that have access to mass media.

ii.     That the children lived with their families.

iii.    That the respondents would be cooperative and gave truthful information.

iv.      That all primary school heads and teachers had some knowledge of socialisation agents and behaviour shaping skills in children.

## 1.10 Definition of Key Terms

**Behaviour:**      A response of an individual or group of peopleto an action, environment, person, or stimulus.

**Counseling:**      Process of assisting and guiding learners by a trained person on professional basis, to resolve personal, social, or psychological problems and difficulties.

**Discipline:**      Good moral conduct or behaviour

**Family:**      Domestic establishment where the child intracts with close blood relatives.

**Mass media:**      Any technology that enhances mass audience

**Motivation:**      The drive to perform an activity

**Peers:**      Represents children within the same age group and who have an influence over each other.

**School:**      A formal institution that seeks to provide children with basic education.

**Social development:** The ability of the learner to interact with people.

**Socialisation:**      This is the process where a child or young member of the society start interacting with the society while exhibiting general acceptable behaviour.

**Socialisation agent:** This is individual, group or institutions that children learn from in order to be integrated in the community.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter reviews literature on the behaviour development, assessment of the role of family, school, peers, and mass media in shaping pupils' behaviour.

## 2.2 Empirical Review

### 2.2.1 Pupils' Behaviour in Social Development

Socialisation is the process of learning how to behave in an acceptable way in the society. It is also a process that prepares one for various roles, which one will carry out in future for the family, professional, social as well as cultural dimensions of life. Generally, socialisation is viewed as social influence on the individual but one that leads to the acquisition of competences for full participation in social life (Forma, 2012). Influences can have direct or indirect character modifications. They are supposed to modify the social behaviou of an individual. Socialisation is a lifelong process that aims at shaping a person for mature social and cultural roles. Such understanding of the process of socialisation is defined as acculturation or identifies with social adaptation of an individual to cope well in the society (Modrzewski & Sipińska, 2006).

Modrzewski and Sipińska (2006) further argued that in the social sciences, it is emphasized that socialisation is a social influence that leads to specific desirable effects in the personality of a person. This influence results from values, standards, patterns, history or tradition recognized in a given society. In the early period, life runs so-called primary socialization which connects mainly to the family/parents of the child. This is the most important stage of socialisation, where the child naturally

takes over spontaneously patterns of behaviour represented by people closest to him: mother, father and siblings. It is during childhood that an individual assimilates the primary and basic information and skills needed to function effectively as a full member of society. Later life cycle occurs under the so-called secondary socialisation which is related to school, peer group, local community and mass media.

Contemporary social sciences form a basic model/image of socialisation, combining the whole of the impact associated with the recognition of a human being as a bio-psychosocial being. The frames of the socialisation process are most often referred to specific individual traits that assist the individual to settle in a particular category of the society. Through socialisation, children learn the culture of a community and become a fully integrated members of the community. Socialisation is understood as shaping the personality of the individual through various developmental stages such as infancy, adolescence to adulthood to gather adequate content to assist one to settle comfortably in the micro- and macro-world (Tillmann, 2006). The process of socialisation takes place in a specific social space, which is to be understood as a complex dynamic relationship between various environmental forces. This is because people operate within an internal as well as an external environment. Each of these forces make people to portray certain behaviour in order to feel part of the environment (Izdebska, 2015). Social space is a psychophysical field, which includes individuals and their surroundings. Thus, social space is a physical space, a material part of the environment in which a person lives and a mental space, created by one's consciousness, thoughts, experiences, relationships and symbolic values.

Izdebska (2015) held that children from an early age learn to recognize different spaces, move in them, discover their features, properties and various dimensions.

Children's growth maybe contemplated in the context of the physical, social, temporal, psychological space, symbolic, moral, transcendent and informative aspect that transforms a child's behaviour exponentially into socially accepted norms. According to Izdebska (2015), space can be near and far, closed or open, private or public, own, possibly appropriated, allowed or prohibited, friendly but also enemy, known and unknown, rich or poor, filled with child's activity or consumption, safe or dangerous, local and global. It should be emphasized that there is no clear boundary between the spaces mentioned above, because the content that fills the individual children's living spaces intermingle, complement, strengthen, create favourable conditions for bio-sociocultural development, or threatening this development, which includes socialisation and education.

Izdebska (2015) further noted that different spaces participate in the socialisation of children. A position that indicates the impact of different environments creating a socialisation space represents social pedagogy and environmental theory used on its basis to explain ones behaviour. It shows that various environments involved in the process of socialising children and young people should cooperate to dictate socially acceptable behaviour patterns. Although socialisation is a process lasting the whole life, the earliest socialisation experiences leave a significant impact on children. The first and the closest to the child is the family space, the family home, where socialisation is always focused on the well-being of the child. The child's subjectivity is recognized basing on his freedom and dignity, the ability to develop his personality through other people and together with them. This process takes place at the level of direct, spontaneous, natural, particular contacts between parent and children, between siblings or other household members (Izdebska, 2015). Despite this, in the African

context, socilisation of a child was traditionally the responsibility of the community. However, with the child spending significant time in school and with peers, it is important to analyse how their environment influences their hehaviour. Nevertheless, children in cosmopolitan areas have diverse micro and macro environments which influene their behaviour and therefore this study was important since the region covered was cosmopolitan and comprised of urban, peri-urban and rural populations.

Koike (2010) noted that a child's behaviour is a culmination of social interactions in her environment. Koike indicated that the behaviour patterns are a replica of lessons learned and social concepts that children gain from the family, the mass media and peer interactions. Koike noted that behaviour patterns of children follow the long process in which reward and punishment make an impression. Rewards and punishments are meant to develop the child socially. A child develops in two stages; identification and internalization. At the beginning, socially approved behaviour is imposed on the child while the child gradually absorbs such behaviour so that they become part of the personality. Community approaches have much in common with developmental approaches in dealing with children's descipline. They focus on the child's long term development, especially through guidance (Koike, 2010). Despite this, the study did not elaborate how individuals in a very cosmopolitan area would be influenced by the diverse micro and macro social elements which are the core of the current study.

Winiarski (2010) noted that the local environment is vital for the child's development. Winiarski's study held the view that the local environment created space for socialisation, it assisted in the development of community groups that form the basis of social ties. These social ties further give the individual the interdependence facet of

socialisation. The interdependence between people, conducive to social contacts, creating an atmosphere of familiarity facilitates the shaping of the personality of all: children, adolescents and adults (Knotová, 2014). The interdependence is revealed in the local environment and shape "social forces," activating human beings to transform to their living environment. The local environment has a number of functions: educational, recreational and creative, assistance, care, as well as integration and regulation (Winiarski, 2010). Many authors draw attention to the openness of the local environment, for example, through influences of a globalizing nature (Nikitorowicz, 2005). There is a relationship of complement globalization and locality: locality contributes to building identified to one's sense of security, individuality and humanization of the globalization process. Globalization favours positive changes, community development, the local community in many reasons, as well as enriching and making the local environment more attractive to life and education - expanding its educational value and educational functions, cultural, socio-caring (Winiarski, 2010). Therefore, it is possible to conclude that children face a global and local space which assists them to shape their socialisation from infancy through adolescence into adulthood. This provides children with a ricj context to shape their behaviour. This enhances one's integration into a global citizenry though acquisition of globally acceptable behaviour. However, with diverse media and conflicting global culture, there is need to study the effect ofglobalisation aspects such as TV culture on children in developing countries.

Hui, Jianxin and Meiling (2008) argued that from the second half of the 19th century to the 1970s, this period shaped research on various factors that impact on children's behaviour. The study analysed the concept of family education and psychology using

quantitative research methods. It was evident that the family had great impact on the children's social behaviour. The impact of family on personality can be concluded that the early parent-child relationship determined the behavioural model of children. Three-year old to seven years old child's future behaviour would depend on personality formation and development at infancy and early childhood stage. Hui, Jianxin and Meiling's study further analysed the parenting style's dependence on children, aggression and morality. Psychologists have analyzed the various characteristics of parenting behaviour from different angles. However, with the changing parenting styles, it is important to re-evaluate the influence of family as a socialization agent to children. This hails from the fact that children spend less time with their families as parents have become more of career personalities compared to traditional parenting styles.

Shaohua, Gang, Hong and Meiling (2010) noted that from the beginning of the century to the end of the 19th century, people's parenting style and their right understanding of the influence of children's socialisation relied mainly on natural observation and speculation. Shaohuan, Gang, Hong and Meiling noted that Rousseau was the most outstanding enlightenment thinker in France in the eighteenth century and hence concurs with Rousseau that in order for parents to enhance development of positive behaviour in children, the parents should exhibit great respect to the acts demonstrated by children (a show os parents respect to the child) since this greatly enacourages exhibition of learnt behaviour among children. This allows the parents an opportunity to correct any disrespectful behaviour exhibited by their children. Parents should turn themselves into children's development tools, act as helpers and offer appropriate mentoring.

Shaohua, Gang, Hong and Meiling (2010) further observed that a large number of modern educators and psychologists such as Pestalozzi, Kant and Dewey overlooked the role of parenting on the socialisation of children. They noted that Pestalozzi built the foundation of psychology for the first time through educational experiments. On the basis of this, a major theory of educational psychology is proposed. This theory advocates education for children, first of all, starting from family education; mothers play an important role in the education of their children. This study critically absorbed Rousseau's thoughts on the equal status and relationship of the child as important cornerstones for wholesome development of children. To prevent parents from imposing their will on their children, children should be exposed to scenarios that creates equity amongst themselves at early ages. The influence of the concept of democracy, the standard of right and wrong, beauty and ugliness is predominantly not only parental roles but societal roles. However, the family composition today is different. Thika Sub County is a cosmopolitan area with highly affluent families, single parent households, street families among other segments of families. The cases of single parents and absent parents is common. There is therefore need to evaluate the role of family as composed today on the child's behaviour within a cosmopolitan region.

Thungu, Wandera, Gachie and Alumande (2010) define social development as the ability to behave according to the standards set by society. Social development is affected by the attitude, habits and skills which are formed early in life. The three will determine how a child will react to people and activities. Social development occurs at two levels; formal and informal. Formal settings include the schools where the teachers, parents and peers have a role in developing children. Other parties outside

formal settings include society, religion and media. Weick, Sutcliffe, and Obstfeld (2013) noted that punishment and rewards are devices for controlling pupil action. Weick, Sutcliffe, and Obstfeld noted that this technique, which is used to suppress undesirable behaviour altogether, has been called extinction. This consists of withholding all forms of reinforcement to the pupil's action, including denial of teacher attention. Control is easier when the teacher sets in motion a desirable course of action in the classroom, which cannot be combined with undesirable behaviour. With establishment of guidance and counseling as the main tools for discipline enhancement in schools, the current study seeks to evaluate how the current school environment has influenced childrens' behaviour taking into account the banning of corporal punishment.

Bhagyadhar and Jagannath (2007) posited that in every society, there is a norm of behaviour for its members and they have to obey it to be incorporated into the society. Bhagyadhar and Jagannath argued that there are three processes involving socialisation which are; proper performance behaviour, the play approved social roles and the development of social attitudes. Bhagyadhar and Jagannath (2007) argued that this means that the child will behave in the manner approved by the society. Every society or the social group has a norm of behaviour. The standard is fixed as per the need of the social group. The child has to exhibit behavivour consistent with the social grouping for the benefit of all members of the society. Standards of behaviour may vary from one age group to another. Even though this norm sometimes appears unpleasant to some individuals, it is desirable for peaceful co-existence. Thungu, Wandera, Gachie and Alumande (2010) further noted that children follow the behaviour exhibited by their elders. There should be adequate learning experiences for

the child to behave as expected by society and this motivates as well as guiding the society's behaviour. Socialisation takes a longer period. The literature above seems to point to a relationship between the shaping of behaviour and agents of socialisation.

## 2.2.2 Family and Pupils' Behaviour

The family is the first socialisation agent that a child encounters immediately after birth. Therefore, the primary behavioural school attended by children is the family environment. Under the family, a child develops character which defines their ways of living. Kotirde and Yunos (2015) defines a character as a way of thinking and behaving that is unique to each individual to live and cooperate, both within the family, community, nation and Country. Individuals with good character are those who can make decisions and are ready to account for any consequences. Many socialising bodies such as family, friends, peers and primary school can affect our socialisation within the re-existing environment. The family is seen as the most important socialisation body for outdoor activities, where the outdoor culture is communicated from generation to generation through interactions within the family (Kotirde & Yunos, 2015). At the same time, societal development has recently led to less importance being placed on the family as a socialising agent. Today it is common that both parents are in full employment, which in turn allows children to spend more time in institutions such as daycare centers, kindergarten and school. The institutionalization of children's everyday lives has led to the school playing a more significant role in the socialisation of children.

Rimal and Pokharel (2009) noted that children as assets determine survival, the quality and glory of a nation in the future. Therefore, children need to be conditioned to grow and develop optimally as well as receive good education on the societal

expectations of their behaviour now and in the future. This allows them to be incorporated into the societal generations as people who have acceptable character and good personality. Family is the first institution in a child's life, it provides a place for the child to study and view himself/herself as a social being. In the family generally, children are in relationships with intimate interaction.

The family provides a basis for formation of behaviour, character, morals and education of children (Oates, 2010). Oates further shows that mothers use less average time from half an hour every day to speak, explain, and / or read to their children. Meanwhile, the father on average spends less than 15 minutes. If parents use more time compared to the average number, then all the parental desires for their children would be achieved and be manifested by the children (Oates, 2010). Based on the statement above, the author concludes that, in the eyes of their children, parents are figures or examples that will always be emulated by her children. Therefore, father must be able to set an excellent example to their children. Fathers should give correct and sufficient care within reasonable limits in accordance with the role of the family as a socialisation agent. Therefore, success in child's behaviour begins with parents enhancing socially acceptable behaviour in their children. When children access parental warmth and are exposed to a home environment that exhibits socially acceptable behaviour, the children will be influenced to act in a socially acceptable way.

Rodrigues, Figueiredo and Dias (2019) noted that despite the family being a prime element in socialisation of children, the break ups common in families today need to be studied since they have impacted on children behaviour. Despite research on the role of family in socialisation and influence of children behaviour, most studies have

concentrated on poorer households. However, the current study analysis the influence of family in a highly cosmopolitan area covering all types of families despite their social, economic and political backgrounds.

A series of cultural transformations occurred in the family nucleus leading to development of diverse behaviour patterns among children.  Fischer and Maria (2013) state that the child leaves the family to gain education from the external environment. From the $15^{th}$ century, emphasis was that education and social modification of behaviour were increasingly carried out by the school, which ceased to be exclusive to the clerics to become a normal instrument of social initiation in childhood. By the $19^{th}$ century, the school ceased to be the only element of behaviour modification. Other players, such as peers and mass media, took a prominent role in education and behaviour modification.

Aymerich, Musitu and Palmero (2018) argued that family is an important socialisation environment and forms the basis of primary education and social skills development. The family is thus an important educational and skill impacting environment that forms the first schemas in the human brain. In addition, humans experience the process of education from conception, grows once born and continues until death. Sociologists believe that the family has a vital role in determining national progress. Besides other factors in the environment, the family is the first and foremost vehicle for child character education. If the family failed to offer the education character in its children, it would be difficult for other institutions outside the family including school to fix it. Family failure in shaping the character of the child will result in the growth of a society without character. Therefore, every family must have the awareness that national character depends on child's character education at home since the family is

the immediate socilisation agent that every child meets first and spends considerable time with (Aymerich, Musitu & Palmero, 2018).

Utami and Nandang (2017) carried out a study to describe the role of parents in instilling and maintaining polite character for elementary school students of Muhammadiyah Tegalgede, Karanganyar. Data collection was carried out by interview, observation and documentation. Data collected non-statistically analysed by reducing data from which conclusions were based upon. The study concluded that modesty was a rule in an individual's life as well as in the society since there was need to uphold values of respect, no arrogance and nobility. The study further concluded that parents have a very important role in the formation of social discipline and societal principles to their children. This study further established that parents instil social discipline to children through the introduction of positive societal morals since they are the prime examples to their children. Finally, the study noted that parent's social manners through daily activities and routine shaped children behaviour from an early age. Thus, children grow into civilized humans, obedient to rules and respecting the culture they have by following the traits impacted on by their parents.

In this perspective, Prado Cairncross, Strina, Barreto, Oliveira-Assis, and Rego (2005) held the views posited by Vygotsky that the development of the child depended on a process of maturation of the organism as a whole. This view rested on the idea that the mind of the child contains all stages of future intellectual development. The child possesses all schemas neded for social living since they existed in complete form in the childs' mind just waiting for the right time to emerge. It can be seen that the biological maturation of children depends to a great extent on the individual's interaction with his / her cultural environment. In addition to the care and

responsibility for the provision of human needs since birth, the essential function of the family as the first social group is guaranteeing education as a fundamental element for the integral development of the kid. The achievement of happiness and the building of citizenship stems from an education process that begins in the family environment.

Ternus (2011) emphasizes that in the 21st century, the education of children is often hampered by the view of parents and by too much attachment to power on material things. With less time and dedicated attention to children, with fewer good examples to show, the family educational process has become ineffective. However, it did not matter how long one lives with children, but quality and the time invested in this relationship is key to impacting positively to the children. When it comes to power and ideology, communication in the world is an extraordinary influence on people's lives. Communication is at the same time an instrument of resistance which has supported the maintenance of the structures of domination and exploitation in society

It is in this space of the family that the child is treated as a person based on the human values. In the process of socialisation, it is essential to recognize human dignity entirely relied on mutual relations between people on respect, trust, responsibility and empathy. This was to lead to achieving excellence in all spheres of personality that is biological, psychological, sociological and cultural (Kowalski, 2012). Forma (2012) argued that in the process of socialisation, individuals must interact with internal and external factors. Among the internal elements to be mentioned are congenital child grows and the environment. The child region of growth encompasses the child's personality, emotion and psychological awareness. The child's environment included the place of birth, place of residence, family structure, family type, family living

situation, parents' education and parental professional activity. Among external factors quoted by Forma (2012) include; legal factors (social/family-friendly policy), economic factors, social factors, popular culture, information communication technologies and demographic factors.

Yee, Lwin and Ho (2017) argued that, universally, the reality is that if the parents exhibit good behaviour and character, so do their children and the vice versa is that if parents have a bad nature then their children would tend to have bad qualities such as arrogance, stubbornness and so on. However, it does not rule out the possibility that parents having good behaviour will succeed in educating their children well so that they become responsible people since there are many external factors which play a role in a child's personality development. In subsequent developments, the family is a small group whose core consists of father, mother and child. Then the education process goes on, and parents begin to play an active role as education providers. The home and the family also form the basis for the child to gain knowledge on religion, morals as well as life attitudes.

Adewumi (2012) noted that in the development of increasingly complex human life today, the family will prioritize personal and natural formation. Family is the first child growth point where the child gets good and bad influences in terms of behaviour as well as understanding of family members. The period children spend with the family is significant and most critical in their socialisation process, mainly at the beginning of the first year in their life. At this time, what is instilled in the child will be imprinted for life, so it is not easily lost and thus forever remains in the child's coded behaviour. In that case, parents must instill good behaviour and provide good examples that would later make the children socially acceptable. The way parents

educate their children has great influence on the child's learning process. This was confirmed by Slameto (2015), that the family is the first and foremost educational institution that children interact with. The way parents behave with their children highly influences the childrrens' learning process. According to Slameto (2010), there are various factors that can affect student learning, including family factors. Students who are learning will receive influence from the family in the form of the way parents educate, relationships between family members, the home atmosphere, family socio-economic situation, understanding of parents and the cultural background the children are raised in. Despite this, there is need to establish how the family in a highly cosmopolitan region influences the child's behaviour.

Ahmad (2008) argued that the atmosphere in the family is intended as a situation or event which often occurs in families where children are and learn. Ahmed further posited that if the atmosphere in the family circle is noisy or crowded and chaotic, the child will not be provided with an atmosphere of peace. If the atmosphere of the family is tense, noisy, regular quarrels, fights between family members or other families cause children to become bored at home, like going out of the house, as a result, learning is chaotic. Children can learn well when they are provided with an atmosphere that is quiet and peaceful.  Schooling children need encouragement and understanding from parents (Ahmad, 2008). If the child is not to be bothered with homework and the parent does not provide an atmosphere for the child to do the homework, then such a child is expected to score lowly in examinations. Parents must be understanding and encourage their children, offer help wherever possible with the difficulties experienced in school.

Modrzewski, Śmiałek and Wojnowski (2008) argued that, to understand children's' socialisation and pre-requisite factors, it should be borne in mind that the child's family socialisation and upbringing are highly influenced by changes occurring in the standards of the functioning of the family system. Furthermore, the family's external factors such as globalization processes covering all spheres of life highly influence the role of family as a socialisation agent. It is important to note that, intra-familial factors, as well as external factors, determine the level of socialisation of children. The most important include the school and the local environment. The span of extra-social socialisation is described as secondary since it comes after the family. Thus extra-social socialisation complements the influence of the family on child's behaviour in two aspects; educational and didactic. The family acts as the first school a child learns basics of life from. Thus the family availability and quality is one of the essential elements of child's first social space. It actively influences the formation of this space (quality of education, organization of extracurricular activities, the culture-forming role for students and residents, especially in small towns and villages). This commonality characteristic of the school as a social space specifies the boundaries of the social identification of the subject with other participants of the community life, which includes the child's colleagues, teachers as well as the parents (Modrzewski, Śmiałek & Wojnowski, 2008).

Sudjana (2013) noted that at home, the type of education that occurs can be regarded as character education. Character education is a conscious and planned effort to instil values so that they are internalized in pushing students and manifest in good behaviour and attitude. Sudjana (2013) states that character education is a deliberate effort to help someone so he can understand, pay attention to, and do core ethical

values. Character education is a system of planting values character to school citizens, which includes the knowledge component, awareness or willingness, and actions to implement these values. Character education occurs in the formal schools and this covers all aspects as envisaged in the specific educational curriculum being implemented, including the acquisition of values needed to mold a learner into a responsible citizen. Other aspects covered by the school curriculum include; work ethic, environmental awareness, culture and financial management.

The intensity and optimization of communication in the family, especially with parents, show the form of parental attention to the needs and activities of the children which greatly influences a child's behaviour. Another key aspect of parental communication is the home environment where the child spends considerable time. Parental communication is determined by the internal family structure, such as the principal head of the family and the extended re-organization of the extended family and the various roles each member plays. A caring family with its members will create a cool climate and create closeness between family members. When the child comes across less familiar family members, the child becomes tense and the sense of harmony is broken. Parents' participation in family life, especially in the life of their children is very important and determines the survival of children in the family. As parents who are responsible for survival and development, they have a duty to guide and are obliged to fulfill the needs of the child. In accordance with the opinion of Kosasih (2014) the task and parents' obligations to children can be summarized as follows: give examples and exemplary communicate with old people and child, educating children, meeting material needs or family economic situation and finally to pay attention and creating learning conditions.

Therefore, in principle, parents' attention to children's education acts as a guide to direct the child to the path of success. According to Enaigbe (2009), guidance is interpreted as follows: extension includes all forms of relationships between two people, where children are assisted to accept themselves and the environment. The form of parental attention to children's education has broad implications for educational activities and activities related to children with their environment. One of them is the attention of parents to children which causes students to be more independent. In this case, independent children, according to Enaigbe (2009), a child who is adequately socialised will have the following behavioural characteristics: know themselves and the environment as they are; accept the dynamism and positive nature of their environment; make a plausible decision; direct and manifest themselves as social beings. Both the parent and child in the family unit have rights and obligations. Parents not only play a role in fulfilling the material needs of children but more than that, they are expected to provide for spiritual needs. Family interaction is communication that is in the family, between child and parent, father and child, mother and child. Family interaction activity can at least be understood and felt by every family member, because family interaction is not only required to understand each other but also defines an environment of mutual openness. Children have basic needs that must be met to function effectively, namely individual needs and relationship needs.

Majkowski (2015) posited that family is the first and the most important socializing agency. Chronologically, the priority of the family in this area is obvious. The child is born in a family and, for a few years, remains under its exclusive influence. These two factors give the family a special rank in the process of upbringing. The impact of the

family is temporarily the first, and therefore ahead of all others, and consequently, it takes a privileged place from the very beginning.

Moreover, at least for some time, the family has no competition in regards to socialisation and behaviour development of children. Another feature of socialisation by the family in the primary period of socialisation is its holistic character - it covers all dimensions of a child's life: learning language, rules of conduct, referring to others, especially parents, siblings, grandparents, finds models to follow. Finally, the parents' educational role is in the context of maternal and paternal love. Parents are supposed to offer parental love to take care of the psychological aspects of the child. The need for parental love is greater among children and this assists them to have stable mental capacity. Therefore, as Majkowski (2015) noted majority of faith based institutions agree that the family is the first school of social virtues needed by all communities.

Majkowski (2015) further noted that in pre-industrial societies, all institutions fulfilled socialising and educational function in a far-reaching symbiosis. It was inconceivable some form of competition between them, and this was more of ideological conflict. The family found their support in teaching spiritual apsects that defines human behaviour, and the school almost always functioning under the auspices of church institutions, joined them, creating an inseparable trio of educational institutions. Notwithstanding this silent pact of these educational institutions, the pre-industrial family as an educational institution was a self-sufficient institution. Accordingly, Enaigbe (2009) and Majkowski (2015) held that the family has completely monopolized the tasks of socialising the young generation, and in this way exercised control over all social life although in recent past this responsibility has been solely borne by schools. It was thanks to the family that the process of

intercession through a unit of traditional moral and religious values. The child understood various conflicts that arise and was able to break the conflicts to make plausible decisions. All this marked the child's place as the central institution of social life, acting as a 'filter,' both from the point of view of expectations, as well as unit actions.

The family especially parents, play a fundamental role in forming the values of children. Saudino (2010) noted that the ability to cope with and adjust to life problems and demands is based upon the psychological foundations of early family experiences. Goldsmith (2010), in a study of college learners, found that the more positive the family experience, the more likely the learners were to have a positive attitude and believed they were in control of their lives.

The family is the reference to the life of each person in our society. The family represents a sophisticated structure with overlying emotions, philosophies and bonds that are crucial in determining the scope of a child's attitudes, knowledge level and conflict resolution mechanisms. In the bosom of the family, basic processes are produced: expression of feelings, adequate or inadequate, the personality of the individual and behaviour patterns; all this is learned in family dynamics and those that teach the children to learn more or less the same. A child learns from his parents the two models of human beings, the man and the woman model. The huge problem of single parent models, for example, derives from the fact that their children are exposed to only the female model, while the male model is absent. The child and the young person need to be educated based on the existence of clear, well configured values, with a coherence that gives them credibility. Ramos (2000) argued that it was necessary, then to design a system to assist single parent children to acquire values for

living in a two parent set up. This assists such children to acquire socialisation skills gained by children in both parent households. The family is the one that should lead the education and the school the instruction. Therefore, Ramos noted that for this reason, it is necessary to wake up and start starring with due tools, the historical responsibility claimed by psychologists on the role of family in socialisation of children.

The family-school relationship is significant for monitoring the student and child, respectively, and so that they perceive that in certain segments of the society, there is continuity in their education. For this, the family needs to foster an atmosphere charaterised by fluid continuous communication between all members as well as offer diverse resources to enhance the child to communicate and relate with all members. Furthermore, there should be existence of collaborative relationship between the family and the educational components at home and in school since the current atmosphere favours development of science based interaction of children to the society (García, Gomariz, Hernández & Parra, 2010). It is perceived that greater sensitivity should be exercised by the parents and the school in order to motivate the child's psycho-evolutionary and cognitive development, to collaborate when it comes to solving problems of behaviour, school failure, addiction to the internet and social networks, food problems and social integration. From then on, the need to incorporate other models of participation was necessary. In short, the work of educating has to be shared between the family and the school. The first requirement is to know the communication channels available in the school and offer new ones that respond to the reality of the current status of families (García et al. 2010).

Martin (2011) conceives the 'parent schools' as a necessity for those parents who are not satisfied with educating their children, but they want to offer their best. This means committing to effectively manage human relationships in the family, becoming aware of how and why we act in certain circumstances of our family life; know how to analyze and diagnose conflicts, difficulties and tensions that children live in the family; know and develop parents' abilities to communicate correctly with our children.

Various studies, including those of Chess and Thomas (2009), have highlighted the fact that children already show the constants reacting in the first months of life environment depending on the family environment. All of these behavioural constants have been classified as childs' temperament. Regarding the educational style investigations, Hauck (2013) highlighted two main characteristics of parents, firmness and affection, which may be present at a different level of intensity, giving rise to particular child learning styles. Thus, for example, an instance where parents exercise firmness and little affection, there children tend to be reserved and antisocial. This is simply because such parents tend to demand unquestioned obedience towards authority and tend to value little the positive aspects of their children. This results in an insecure child, submissive, overly dependent and with a low level of self-esteem. When the parent exercises lack of firmness, combined with a very intense level of domination, prevails in the parent affection, a "spoiled" child emerges. This type of child is unable to postpone gratification and tolerate every little frustration. From the prevailing family educational styles, it is possible to identify predisposing factors and maintenance of the emotional distress of the child within the family background (Valtolina & Calombo, 2012).

In Belgium studies in the socio-psycho-pedagogical field over 40 years established that there are four key stages in scoialisation of children. The first stage was established by Pourtois, (2009) showed the considerable weight that the family - in particular the relational modalities, attitudes and socio-educational behaviour, personality traits of parents - exercises on the development of the child measured at five years and on the school adaptation measured at seven years.  The second stage was explained by Pourtois and Desmet (2003) who examined the same children, studied in the previous phase, fifteen years later and showed that certain family variables studied at five to seven years have an important predictive power respect to the school trajectory.  The third stage was expounded by Nimal, Lahaye and Pourtois (2000) who studied the same children at the age of twenty-five to twenty-six and highlighted the existence of five sub-groups of families that are the basis of different school and social trajectories.  The fourth part on the transmission from one generation to another was studied by Lahaye, Pourtois and Desmet (2007) who studied children who in the first stage were five years old, arrived at the age of thirty-five, that is, become adults and also parents of children less than five years old. The last study helped to demonstrate that every person builds; through a process that is at the same time implicit and reflective - one's own life, own relational and educational model through the intervention of both the ancient and current social memory environment.

The quality of the educational relationship that parents build with their children certainly depends on themselves, their human capital and also from the social capital that a community can build (Mortari, 2017). Thus, the relationships that a child comes across define their behaviour patterns. Children in large family settings have advanced

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behaviour patterns and can cope well in diverse circumstance and thus have advanced behaviour modelling techniques. Motari further noted that the paternal function had been progressively devalued. There is a generalized social conviction that the father and the mother are interchangeable. The ideal and dominant social model consists of the mother-child relationship. The study further noted that last decades of the 20th century, many men, women and young people of both sexes are no longer willing to accept family control or the restrictions imposed by them. They consider them 'oppressors', 'exploiters,' 'unfair' and 'limiting' which undermine their 'rights of autonomy and happiness'; and choose to leave the parental home or family to settle independently, feeling fully justified in their actions, nor do children feel the obligation to assume the responsibility for the care of the elderly, sick or disabled of the family. Individual family members, particularly the immediate parents and guardians, have to organize such care on their own or seek public or private assistance. This study did not address the influence of family on the African child within a consmopolital and closely knit two parent household and within a single parent household. The current study focussess on a cosmopolital region where there is considerable number of young single parent households superimposed with an equal number of two parent households.

Thungu, Wandera, Gachie and Alumande (2010) argues that the order of birth affects social development. Firstborns are not as social as last-borns since they interact more with the adults. However, due to the urbanization, the traditional settings no longer exist. Parents have rested their responsibilities to house helps and teachers. The legislation of laws protecting children, such as the children's bill, has made many parents very conscious of the extent they can go in disciplining their children. Parents

are faced with a challenge of accommodating new views, ideas and challenges, thereby making them appear old fashioned. Antisocial behaviour is a significant problem in childhood and beyond. More severe, persistent forms affect 5%-10% of children in developed western countries (Rutter, Giller & Hagged, 2013) and are linked to future adult crime, drug and alcohol misuse, unemployment, poor physical health, and mental disorders. This study mostly referred to behaviour associated with first borns in the family whereas the current study does not specify the order of births of the participants.

Baferani (2015) carried out a study to analyze the role of the family in the socialisation of children. The study used a sample of 100 participants. The study established that the intensity of love shown to children by the family members influenced the social skills of children significantly. The study found that children from families where there were affection and warmth had advanced social skills. These children were able to express themselves and could interact freely with their peers. The level of affection shown to children affects their social skills significantly. Family social status, social-economic situation, family customs, as well as family ideals, were established to have a significant influence on the development of social skills in children. Thus the family should provide a pleasant social environment for children to develop social skills. It was observed that children from dysfunctional families and or autocratic families showed a low level of development of social skills. These children expressed signs of anxiety, shyness, anger, and depression. They lacked social connection due to negative memories associated with dysfunctional families. The current research was carried out in a region where there was an interlocking of all kinds of families. However, the growth and development of

children are provided by the extended family and the community. Therefore, the children in this locality have a wide spectrum of social life to develop their social skills.

Johnsonn (2016) noted that one of the significant risk factors is parenting style, in harsh and inconsistent parenting, which research has shown is associated with child behaviour problems. The same sentiments were shared by Finzi-Dottan, Bilu, and Golubchik (2011), who noted that children from single-parent families or stressed families have behaviour management issues. Other factors that feed into this, directly and indirectly include domestic violence, parental drug abuse, maternal depression, family poverty, parents with low education, stressed families and single-parent status.

Sobolewski and King (2005) focused on the role that fathers play in children's lives and reasons that may explain why fathers become more or less involved in family life. Studies have found that resident status, employment status, co-parenting relationship quality and attitudes about parenting all influence the degree to which fathers are involved in their children's lives. Sarkadi, Kristiansson, Oberklaid and Bremberg (2007) suggests that having an engaged father is beneficial to children; youth who reside and/or frequently interact with their birth father are more likely to experience fewer behavioural and psychological problems, increased educational attainment and higher well-being. Webster-Stratton and Reid (2017) suggests some of the parenting behaviour such as that can improve pupils' behaviour include parental self-awareness, parental warmth and care. However, there are also parental behaviour that exacerbate pupils' behaviour such as drunkardness and substance abuse. Webster-Stratton and Reid further reported a significant relationship between high levels of parental warmth and lower levels of externalizing behaviour problems in children. The region

where the current study is based comprises of parents who are engaged in some form of employment and thus spend considerable time away from their children.

Reid, Monsen and Rivers (2004) also suggest that lack of involvement, as well as inadequate monitoring and supervision of children's activities, strongly predict antisocial behaviour. Parents of children with antisocial behaviour are likely to be less favourable, more permissive and inconsistent and use more violent and critical discipline (Reid et al., 2004). Rutter, Giller, and Hagell (2013) concluded that antisocial behaviour is associated with hostile, critical, punitive, and coercive parenting. DeMoss and Vaughn (2010) explained that parents have an enormous influence and responsibility in moulding the hearts and lives of their children. The current study was conducted in a region with no data on parental involvement. However, due to the nature of the Kenyan Education system that was under implementation, the level of parental involvement in early childhood learning could be considered average due to the nature of competency based curriculum.

In addition, DeMoss and Vaughn (2010) gave an example of Eli, who was a devoted priest of the Old Testament. Eli knew the sins his sons committed but failed to restrain them. Therefore, God judged his family for his actions. It was concluded that the father's influence on the social climate within which his children's many experiences occur are established by the conditions for his basic value. His existence personifies for his children, the predictability of rules that are implicit in the ordered behaviour of almost everyone that enters the life of the growing child, but the father commonly comes to 'stand for' the absolute necessity of social order more than any other person.

Wertlieb (2013), explained that the father provides a basic model of masculinity for the son and that this model becomes a basis for developing their own male identity. For his daughter, the model provides a basis for developing images of male companions or perhaps a desirable husband. For children of both sexes, such images are not influenced by the father's actual conduct only, but the mother's evaluation of the child as well. Wertlieb (2013) observed that the mother is the primary parent. She is first by popular acclaim, in actual household practice, and the minds of learners of family life.

There is no shortage of theories explaining behaviour differences among children. The prevailing theory among psychologists and child development specialists is that behaviour stems from a combination of genes and the environment. Genes begin the process of behavioural geneticists commonly claim that DNA accounts for 30–50 percent of our behaviour (Saudino, 2010), an estimate that leaves 50–70 percent explained by the environment. Children raised in poverty are much less likely to have these crucial needs met than their more affluent peers are and, as a result, are subject to some grave consequences. Deficits in these areas inhibit the production of new brain cells, alter the path of maturation and rework the healthy neural circuitry in children's brains, thereby undermining emotional and social development and predisposing them to emotional dysfunction (Gunnar, Frenn, Wewerka & Van Ryzin, 2009). The currest study was carrid out in a region with higher employment rates due to high number of industries that offer regular employment opportunities.

Kaufman, Gesten, Raymond and Salcedo (2000) reflecting on the functions that the family noted that the family fulfills a conservative role in the development of children behaviour. In the current contemporary society, the debate on the role of the family

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has been questioned since children spend relatively shorter life span within the family. Thus the role of the family today has evolved to be intertwined with the other socialisation agent such as school, peers and mass media. Contemporary textbooks on economics and social sciences on children evoke two main functions of the family. The first is a function of wealth transmission and wealth production. The second function is a social function where the child is sociolised and develops the feeling of mutual solidarity. There are other fuctions which include access to legitimate and recognized sexuality biological reproduction and generation renewal the social identification of individuals and support for risks of existence. Include among the functions of family is moral development, development of ethics, political orientation, religious formation as well as socialisation of the individual. Other aspects of the family that affect children's socialisation include, reproduction inequalities and the disorders pre-exisiting within the family. There resides a part of the ideological confrontation concerning the functions of the family on socialisation. For some, the family is the natural pillar, the first instance upon which all the social and political organization of future generations takes place. Therefore, the family poses greater risk to individuals who were not well oriented and socialised within the family when they reach adolescent stage. For others, the family is only the mirror of the functioning social sphere itself, the sphere in which the transformations of society are guided. This current study will seek to establish the role of the family in behaviour formation in children in a politically diverse region.

Gutman and Midgley (2010) further asserted that strong and secure relationships help stabilize pupils' behaviour and provide the core guidance needed to build lifelong social skills. Children who grow up with such relationships learn healthy, appropriate

emotional responses to everyday situations while children raised in poor households often fail to learn these responses, to the detriment of their school performance. For example, learners with emotional dysregulation may get so easily frustrated that they give up on a task when success was just moments away. Social dysfunction may inhibit learners' ability to work well in cooperative groups, quite possibly leading to their exclusion by group members who view that the member as not taking their responsibility seriously. This exclusion and the accompanying decrease in collaboration and exchange of information exacerbate at-risk learners' already shaky academic performance and behaviour.

Edgell (2016) suggests that religion may be one important factor that leads men to become more involved in their children's lives. Being actively involved in a religious community may be beneficial to parents and families in general by providing opportunities for families to interact with one another. Active participation in community affairs also assist families to provide resources for building and maintaining healthy relationships, parenting guidance and support, and a moral community that helps to enhance one's feeling of connectedness with others. Petts (2017) suggests that men increase their religious involvement after the birth of a child, religious participation appears to strengthen co-parenting relationships and encourage fathers to be more involved in their children's lives, both of which are beneficial to children's development. Smith and Denton (2015) noted that little is known about how a father's religious beliefs and practices may influence early child development. However, Bartkowski, Xu and Levin (2008) provided some evidence that parents' religiosity is associated with greater self-control, development of moral conscience and fewer externalizing and internalizing behaviour problems. The region under

present study was highly religious and thus the study will seek to confirm or reject the findings by Bartkowski, Xu and Levin.

Children's inability to cope without the social support of their families can stem from social strains such as parental mental illness, substance abuse, violence and divorce (Family Pediatrics Report, 2003). Goldsmith (2010) noted that parental abusive behaviour results from poor problem solving, negative interpretations of a child's behaviour, poor impulse control, poor social skills and poor stress coping. Goldsmith further suggested that stress leads to problems of parental feelings of depression, helplessness, anger, exhaustion and marital tension. Wertlieb (2013) accentuated that some of the issues associated with children health and mental status included family conflict resolution and problem-solving. It was also noted that parents who develop better management skills can help the family deal with stress and that well-developed management skills bring a sense of mastery and a feeling of being in control. A parent who develops such skills will find it easy to form strategies, solve problems and adjust to change. The status of parental conflict resolution skills in the region under study is not documented and therefore this study will provide new dimensions on the role of family in behaviour development in children.

The Family Pediatrics Report (2003) pointed out that children of divorced parents are at greater risk of emotional and behaviour problems, which include depression and poor school performance. Such children tend to have more social difficulties and more problematic relationships with one or both parents. The effects of divorce may continue to be evident in adulthood and can create future marital instability. When the needs within the single-family are not met, the fulfillment of those needs may be sought in the community by illegitimate means. However, some children may exhibit

emotional problems in schools. The Family Paediatrics Report (2003) indicated that children who live with their stepparents and do not have regular contact with their birth mothers are less likely to have a routine doctor or dentist visits or to have a place for usual medical care and also are less likely to wear seat belts. In addition, the Family Pediatrics Report asserted that when fathers play a visible and nurturing role in their children's lives, the children have better emotional and social outcomes and are more likely to have a stronger coping and adaptation skills, be better equipped to solve problems, have longer-lasting relationships and have higher work productivity.

### 2.2.3 The School and Pupils' Behaviour

The school is one of the most important socialisation institutions after parents and family. It acts as a secondary socialisation body. The school has a formal responsibility to help parents' upbringing. The school gives children and young people the knowledge, skills and competence they require to benefit them later in life. At school, the children will learn how to work with other people and how to relate to society in general (Imsen, 2005). The school plays an important role when it comes to child and youth education. The school should be an arena that will provide equal education to all regardless of gender, ethnicity, social class and functional level. Children and young people spend much of their childhood and adolescence at school. Therefore, teachers have a great responsibility to give everyone equal opportunities to create their own opinions and own identity. The school should regularize the behaviour of the members by instilling morals and values in learners.

Earlier research shows that the school life reproduces some attitudes, knowledge and values (Sandven, 2009). Learners see the way the teachers behave and will automatically take on some of the conscious and unconscious knowledge the teacher

communicates verbally and physically. The teacher would be able to affect the pupils' identity through their actions, essence and identity. They convey specific types of attitude and culture. This was specifically noted to be more elaborate among pupils with non-ethnic Norwegian background (Green, 2011). For example, physical education will be one door opener to another body culture and a type of physical activity they are not used to.

The school environment can influence the attitudes and behaviour of the students themselves. They impact on the continuity of learning in class, school or outside the school. Winans (2012) argued that the school is an institution designed for teaching students under the supervision of the teacher in the environment. School discipline is a guideline for schools to create a safe and secure orderly atmosphere so that negative events are avoided. The punishment given for breaking the school rules in most cases is not effective to deter violations. This has contributed to a higher incidence of social dysfunctional behaviour becoming normal in schools. Currently, among the Indonesian school going children, a higher proportion of learners' exhibit deviance particulary in schools located in cities. The current study is located in an urban set up and thus seeks to establish if learners in urban schools exhibit higher incidences of defiance.

Husserl (2012) noted that even behaviour problems deviating today have spread to small towns and remote villages. This can be observed as the era progresses from print media coverage such as newspapers, magazines and glass media which include television. It is normal to have fights between students, skipping school and other various forms of misbehaviour. The tendency of increasing adolescent deviant behaviour in terms of quality and quantity raises fears of many parties, both the public

and government. According to Husser (2012), deviant behaviour also referred as juvenile delinquency among school going children has been on the rise. It was evident that learners' congromerate into gangs and this enhances more children to join deviant groupings.

Osnes (2010) argued that the school, in cooperation with the home, will assist in the children's development. Social competence is an important part of this development. Children and young people are still spending more time in school and therefore the social learning area has acquired correspondingly greater importance. The school central role as a social learning arena emphasizes the importance of facilitating children and young people to try out and learn social skills in different activities with both peers and adults. It is often expected that social competence will develop naturally through involvement in play with other children and young people, also through interaction with family and other adults. However, there is a variation in how well children and young people master the interaction with others. This has given recognition that social competence can be learned through targeted work. New knowledge about children's learning and development has made us aware that social skills are taught according to the same principles as other areas of skill, for example in school subjects and physical activities.

Majkowski (2015) argued that the relationship between family and school had changed radically in a situation of social-cultural and economic change. These changes were orchestrated by the processes of industrialization and urbanization. The society of the agrarian revolution period, due to the changes taking place in it, needed people prepared to perform new roles, above all in a new way of production, to which the family of the pre-industrial society was unable to prepare. The institution that

could cope with this task was a modern school that socialized for the needs of the new production and management system.  The loss of the educational function to the school by the family is now so obvious and so far accepted that it is difficult even to imagine that it could be otherwise. In the situation of rapidly expanding knowledge and specialization, there is a need to create new entities that will be able to fulfill this role. In this context, the school itself must be profiled to be able to cope with this task. The direction of changes is obvious as socialisation levels in school is higher due to presence of many personalities. This enhances development of child's social skills and untimately creates a person who can interact with different types of personalities. This is the reason why the school is an indispensable institution of family support. The family usually does not have sufficient resources to provide a child's socialisation, which will be needed as an adult. Finally, often this kind of preparation to perform such roles requires appropriate, costly structures that exceeds the financial capabilities of parents.

Skovdal and Campbell (2015) noted that schools could assist the families in preparing the children for professional life as well as social life. This was pegged on the many hours' children spend in school as compared to time spent with the family. In this case, the school became the integral focus to enhance children behaviour modification. The school has thus overtaken the family as the focal determinant of children behaviour. The school thus teaches universal values such as respect for the other man, kindness, patriotism, tolerance and many different positive values. However, if the school does not understand its role, then a greater challenge in behaviour modification in children occurs to the detriment of future generations. Although the school has had a more critical role in children's socialisation for outdoor

life, it is uncertain which effect the school has on the socialisation process. Several studies show that the school has little or no impact on socialisation (Osher, Kendziora, Spier & Garibaldi, 2014). At the same time, it is important to mention that outdoor living is partly used at all age levels and especially at the youth stage. If the elementary school is a good socialisation body in the field of outdoor life, it will probably vary from school to school. Teacher's commitment to the subject and how much they focus on outdoor life in teaching will affect the socialisation process. Vestheim (2005) does not believe the school has particular influence on students who get outdoor living experiences from home. However, it will be important that students have good natural experiences in the school so that they enjoy themselves during outdoor recreation (Vestheim, 2005).

School plays a role as the entrance to changes in healthy behaviour. Arifin (2016) noted that gender disparities exist in schools and this affects the socialisation process. The gender differences arise from the way the school is set up and the proportion of male and female role models and teachers within the educational institution. Arifin (2016) further stated that schools are well-organized institutions and thus act as containers for character building in children. Healthy living habits for students and a healthy educational environment need to be realized and become the goal of organizing school health. Schools as educational institutions have an important role in line with Sonhadji (2014) posited that the most effective efforts to improve human quality are through education. In the context of a healthy educational environment, any activities of students in schools must be good, safe and improve the quality of Indonesian people through schools. In regard to Indonesian education system, Sonhadji (2014) noted that the Elementary School becomes very important and

strategic as the phase of entry to high school and further education. Thus the lower cadre system is very crucial in determining success in higher levels. This current study was primarily focussd on primary schools' learners' socialisation and behaviour modification and thus was intended to evaluate the authenticity of Sonhadji (2014) finding on the role of school in behaviour modification among young children.

Matyjas (2012) held the view that the school is not only a building but above all, the community created by teachers, parents and students focused around a common goal. It is primarily a part of the local social space. A well-designed school space facilitates social contacts, increases student activity and improves their health. According to Matyjas (2012), the school space is a specific human creation culture and at the same time constitutes the living space of man. Matyjas shows that schools at all levels create different social spaces, which results from the specificity of the place and population. The school is a place where not only students gather as representatives of social groups and cultures but also a space where they form conversations about the meanings and values of social life. Therefore, it is necessary that the basis of socialisation at school is an active social institution which serves an efficient role of the individual (Dudzikowa, 2001).

The school, as an educational institution, carries out the tasks assigned to it by society which are education and upbringing goals. It follows that behaviour improves based on the interaction the child has between the school and the society. According to Forma (2012) holds that the main factor in socialisation of children is the family. Even in a school set up, the learners are grouped in small families referred to as classes with an adult placed to be in charge, surrogate parent/teacher. This community together with all the situations it creates, exerts enormous pressure on the process of

socialisation. The school offers a different space of socialisation in comparison with the family and home space because of a child's situation and the type of interpersonal relationships. There are many factors that determine the quality and the level of socialisation at school. Forma (2012) further held that there are important factors that influence socialisation of children within the school environment. They include the following: culture, school climate, as well as complex school symbolization, rituals, norms and behavioural patterns. In addition, it should be mentioned the time in which the child stays in school, the ability to meet needs and also complex social relations that include student-student, student-teacher and teacher-student relations.

The school plays a cultural role in a given local community. Becoming a space for the cooperation of entities, it should be the driving force activating the local environment (Palka, 2013). School is a component of the local environment, it means that as an institution embedded in a particular environment, it should cooperate with this environment. This is confirmed by Palka (2013), who wrote that the school as an organism produced by social groups and in their interest is not a lonely island. It is connected by many threads with the environment through which it was established and for which it is to work. The school does not exist alone for individual self but rather for the collective whole (Palka, 2013).

Kowalski (2012) noted that in the pedagogical literature, there are different styles of school work with the local environment. However, this study supports Kowalski position as a sociologist of education and social pedagogy, which, although it was formulated many years ago, it is still valid. Kowalski distinguished three styles of school work with the local community (Kowalski, 2012). The first style is characterized by the picking school tasks in relation to the environment only within

the required minimum. Contact with the environment occurs here only within limits to specific duties and under pressure from outside. The second style is characteristised by cooperation with the environment is occasional and appears under the impact of special situations which creating specific certain educational problems, stimulate their integral solution. The third style is characterized by the best style of the school's cooperation with the environment as planned collaboration, durable and versatile. The school's relation with the environment should be such that it is characterized by bi-directionality on one hand while participation representatives of the local community in the life of the school would represent school/environment interaction facet.

Green (2011) further observed that the behaviour of children and adolescents in schools has always been a constant concern and issue that has led to numerous investigations and writings. Nowadays, it is still an aspect of school life that, instead of being solved, it is becoming more worrying, even in countries with a more advanced culture. It is a complex situation, conditioned by diverse factors that are intertwined. There is a blame game on whose role is it to socialise and modify children's behaviour. On one side, the teachers' point to the parents regarding the loss of family values and on the other side the parents of the children recriminate the school and the teachers as having abandoned the educational mystique and modified childrens behaviour. Both parents and school educators accuse the society with its media, its pernicious attractions and even to their child protection laws, to be mostly responsible for the "lack of control" of the youth. This, on the other hand, rejects a family life and school that pretends to be based on patterns of relationship that can be considered authoritarian and not in line with current reality. The discourse of the elderly about the supposed values that should be practiced did not mean much in a

world in which they see these same adults leave the same values aside every time circumstances suits the adults.

Majkowski (2015) further noted that in modern society, some of the traditional family functions had been taken over by the schools. These aspects play a pivotal role in the socialisation of children. The family focuses on these functions that are inseparably connected with the family especially biological procreation and cultural formation. In fulfilling this second function, the family gives birth to the individual socially. Just like the first biological functions taught at the family level, the school may not be very practical to assume the family roles in the socialisation of children. The school will never replace the family and this aspect is usually ignored by current parents who are professional career pushers.

Castro (2017) noted that true education would be achieved in a school to the extent that values are cultivated in it. Castro contends that the school that pretends to ignore the values is depersonalized. If one opposes this realization, one not only renounces the values but gives up the knowledge on the importance of school in the socialisation process. The school is responsible for a training task, developed through the teachers, whose work should not be reduced to providing axiological information or helping the student self-discover their own values or know how to discern the anti-values. Teachers should propose values, motivate options and stimulate commitments with what leads to full realization. It is important that the modern school strengthens fundamental behaviour attitudes and desirable values so that children and young people know how to interact in current and future society.

DECS (2004) held the view that a positive approach to supporting pupils' behaviour is evident where educators model verbal and non-verbal behaviour that is respectful and inclusive of all children and families. The school also models and encourages problem-solving, negotiation and conflict resolution. DECS noted that when in school, the administration needs to notice and acknowledge appropriate behavioural responses by children as well as actively engaging children in understanding and developing behavioural expectations, consequences and goal setting.

Bartkowski, Xu and Levin (2008) also agree that the school provides opportunities for skill development throughout the programme such as resilience, social coping, communication skills and protective behaviour. The authors added that schools explicitly teach appropriate behaviour and play skills, building on children's strengths and prior knowledge and also provide opportunities for children to practice appropriate behaviour. DECS (2004) agrees that schools use assessment, monitoring and reporting procedures that focus on children's progress and achievements. They also work together as a team, using a consistent approach.

Bartkowski, Xu and Levin (2008) also noted that approaches to behaviour support value the diversity of children's backgrounds and experiences. They indicated that valuing diversity is evident where educators can demonstrate awareness that pupils' behaviour is influenced by their temperament, abilities, experiences, culture and family context. Bartkowski and his peers noted that diversity appreciation is evident when educators who include teachers and administrators, encourage children to understand the factors that may influence other pupils' behaviour, respond using appropriate strategies and also encourage families to contribute their ideas and experiences about pupils' behaviour.

Bartkowski, Xu and Levin (2008) indicated that a child spends a larger propotion of day time with the teachers. The authors argue that whether the child has one primary teacher or circulates among several different educators, teachers can influence much more than just the child's academic learning. Bhagyadhar and Jagannath (2007) argue that a teacher can help to shape a child's behaviour in positive ways by implementing clear rules, modeling social behaviour, providing constructive discipline and praising a child's actions. Additionally, a positive student-teacher relationship can help the child feel more comfortable talking to an adult about what is troubling the mind or other pupils' behaviour such as bullying or teasing.

DECS (2004) argues that schools should note deviant behaviour and correct it immediately. DECS notes that a timely and appropriate response is evident where early identification of challenging behaviour occurs. They also concur that communication with families about challenging behaviour takes place at the earliest opportunity and is framed as a positive opportunity to address pupils' behavioural needs within the group setting. Parsonson (2012) agrees that schools will use the Behaviour Support Policy for Early Childhood Services (BSPEC) to develop site behaviour codes further. Site behaviour codes describe a positive and proactive approach to supporting children's development of appropriate behaviour and the site's behavioural expectations and consequences. They note that many education supervisors all over the world have behaviour codes that are developed in partnership with government agencies and school management committees, families and relevant members of the local community.

DECS (2004) noted that the school substitutes the home while the teacher plays the role of the parent. Therefore, the fellow children and teacher influence the behaviour

socially and academically. The school acts as a transmitter of values of the society's culture. Teachers are supposed to inculcate into the children societal norms, values and attitudes. Bartkowski, Xu and Levin (2008) noted that praised actions are reinforced in school. In school, children gain norms, values, beliefs, expectations and attitudes which are usually borrowed from society. Children are socialised to rules and expectations. However, with the current trend and expectations, schools are concentrating more on academic learning at the expense of developing a child socially. Learners are brilliant academically but ill-mannered. The school is expected to promote self-discipline, the teacher uses prefects in identifying cases of indiscipline, but they administer punishment.

DECS (2004) argues that teachers and pupils operate in relation to one another and constitute the classroom. DECS noted that there are four characteristic features of the primary school class. First, the initial equalization of pupil's status by age and family backgrounds. The pupils belong to the same age group and are only differentiated by sex. They are recruited from the same social-economic backgrounds. Secondly, children in primary schools are given common tasks. They are made to strive to achieve the same goals; cognitive and moral. Thirdly, the class teacher is a key figure in the process. He represents the adult world with its authority. Finally, the pupil's progress is a subject to a systematic evaluation, a basis for the allocation of workforce via the school system

Blaya and Debarbieux (2008) noted that traditionally, in Western schools, indiscipline was met with corporal punishment. A head teacher of Eton, a prestigious public school of Britain, is said to have whipped more than eighty boys in a single day. Today, in most European countries, corporal punishment in school has been

abolished. Most African countries that follow British educational traditions allow the school to administer physical punishment under certain conditions. A growing tendency everywhere is to authorize only the head teacher to mete out punishment. In Kenya, the Children's Act has prohibited corporal punishment. Therefore, teachers were forbidden from meting corporal punishment and have resulted in other forms of discipline management such as manual work within the school as well as guidance and counseling. There is some evidence that corporal punishment is still used in African schools and often preferred to other punitive measures and positive incentives (Watson, 2003).

Crisogen (2015) carried out a study on the school as a socialisation agent. The study argued that deficiencies in a school might cause delinquency, negative labeling, as well as disciplinary socialisation practices. The school plays a significant role in the socialisation of children. By offering learning, experimentation, a trial and error, the school provide children with a place to practice and socialise. Crisogen further noted that the school value system or culture determines the socialisation effect on learners. The study established that schools with a very established culture encouraged positive socialisation. Schools offer children opportunities for passive absorption of set behaviour which is integrated into children who attend particular schools. A school with high positive value systems inculcates the same patterns of behaviour to learners who participate in such schools and those who spend considerable time in such school environments.

Bosworth (2000) indicated that the school assesses pupil's achievement cognitively and morally. The cognitive area covers the acquisition of information, skills, frames of references related to facts, written language and mathematical thinking. Muller

(2001) indicated that the moral aspect is generally co-terminus with citizenship training. Muller noted that this begins with respect for the teacher, friendliness towards classmates, good work habits such as punctuality and gratification but aims at culminating in the capacity for leadership and initiative. The teacher becomes a mediator of knowledge, a parent substitute, a confidant, a disciplinarian and a representative of the moral values of the dominant group in the society. However, this comes with challenges whereby disturbances in classroom activities obstruct the process of pupil's socialisation and this may require the imposition of external standards and controls on pupil's behaviour. Battistich, Schaps, Watson, Solomon and Lewis (2000) noted that when learners find their school environment to be supportive and caring, they are less likely to become involved in substance abuse, violence and other problematic behaviour. Osterman (2000) noted that children were more likely to develop positive attitudes toward themselves, pro-social attitudes and behaviour toward others. Watson (2003) shows that supportive schools foster these positive outcomes by promoting pupils' sense of connectedness, belongingness or community during the school day. Osterman (2000) noted that among children, positive reinforcement assists in shaping learners' behaviour. This reinforcement could be in the form of tangible rewards in the form of prizes, social rewards such as teacher attention, encouragement and praise (Osterman, 2000). Punishment includes sarcasm, ridicule, denial of participation in such activities as sport and weekend outings.

Osterman (2000) also noted that school rules shape and influence the way that a child behaves. Osterman argued that school rules are the basic set of expectations for behaviour that the child must follow during the academic day. Failure to follow school rules results in negative consequences such as detention or even, in extreme

cases, expulsion. Watson (2003) noted that a school might provide general student rules that include being respectful to teachers, other learners and being responsible for their actions along with consequences for misbehaviour. For example, an elementary school might state that all learners must act respectfully towards teachers, listen attentively, not talk back and obey all directions that the teacher gives. If a student breaks the rule, her behaviour might result in meeting with the principal, a call to the parents, verbal warnings, written warnings or recess detention.

In Kenya, the education cycle is 3 years in pre-school, 8 years in primary and 4 years in secondary school. Class activities are planned for the deliberate purpose of teaching literacy, numeracy and development of self-expression, discipline, reliance and appreciation of labour and one's cultural heritage. Extracurricular activities such as sports, clubs and drama are intended to train the learners for life in the larger society. The literature above shows that a child spends more time in school. It has also demonstrated that the school shapes childrens' behaviour through personal interactions with teachers, fellow learners and administrators. Literature has also shown the potential of school rules and regulations in shaping a child's behaviour.

### 2.2.4 Peers and Pupils' Behaviour

The peer group becomes an agency of enculturation and learning. A peer group is a primary group composed of individuals of roughly equal age and social characteristics. This is a force from outside that influences the child. The group may be from playgroups, gossip groups or those who school together. A peer group protects and shelters its members. It gives them psychological sustenance by meeting the emotional needs of affection, understanding and acceptance. A peer group provides a good avenue for social development. It transmits the culture of the society,

teaches specific roles, social expectations such as attitudes and sentiments of its members (Smith & Denton, 2015). When children attend school, they begin to form social units and attachments with peers who are instrumental during play. These relationships influence behaviour. Even infants and toddlers are observed reacting to other infants by touching them, by crying when others cry and later by offering nurturance or comfort. By about age three, early friendships begin to form and children's peers begin to have a more lasting influence.

Kokociński (2011) noted that the peer group is a socialisation environment whose cognition can contribute to determining the specificity of the modern generation of young people. The analysis of the significance of peers for the effects of the socialisation process creates the opportunity to look at the changes of the society from the point of view in human sociology. Youth peer groups shape adolescents depending on the stage of their development, but above all, the influence determines the specific socio-cultural situation in which the process of socialisation takes place. The issue of the socialising role of peer groups is extremely complex. The effects of this process are influenced by factors related to the direct condition of the young person's environment, that is, family and school. Indirectly, the process of socialisation has indirect factors related to changes in the socio-cultural system. Thus, it is important to sketch the social image of the modern generation youth. It includes, among other things, professed values systems by young people, behaviour in the school environment or forms of activity during free time.

Kozakiewicz (2004) posited that the importance of peer groups in shaping the personality of young people and taking up various social roles by young people depends on many factors that change over time. These changes are significant to the

extent of processes taking place in the social structure at the global level, as well as meso-social microstructures. The role of peer groups in the biography of individuals depends on many characteristics of these groups as well as on the social environment in which they operate. The peer group is thus a socialisation environment which can be defined as a reference system conditioning changes in the general sense the process of acquiring social competences. In this context, a research problem has been posed to determine the factors that influence the growing role of peer groups in the adolescence of the modern youth. This problem can be expressed in the form of a question about the extent to which changes in functioning institutions dealing with how peer groups influence the socialisation of modern children. Socialisation understood as the process of acquiring social competencies. The main hypothesis of this work could be pinned down to the statement that in contemporary Polish society, the role of peers was increasing the process of transferring social competences to young people. The growing importance of peer groups is a direct result of the lowering of the impact they have on young people institutions like family, school or neighborhood circle. In an indirect way to reinforce the position of peer groups is influenced by macro-social factors such as the economic situation, technological development or a global socio-cultural system.

Kowalski (2012) noted that youth peer groups influence a young generation in a specific cultural context, one form of which is relationship between generations referred to as intergenerational distance. It seems that a vital feature of the modern world is the phenomenon of a lack of understanding between adults and young people. This rift is caused by the diversity of cognitive orientations in the changing world. Misunderstanding of young people by adult members of society is often the

result of the perception of young people through the prism of intolerance and anti-social behaviour such as alcoholism, drug addiction, aggressive behaviour of young people sometimes in relations with teachers, parents and peers.

Koike (2010) posited that peer influence in formative years is not a matter given deserving attention by educationists. At this early stage, a peer plays a pivotal role in building social attachments for majority of children and therefore represents a dominant force in maintaining orderly, productive, positive rehabilitative and academic environments. Peers have a positive and negative influence. A peer is a carrier of culture and teaches a child various developmental, general and social skills that fit at the specific age level. Peer groups give the members freedom of expression, equality and information. It runs from children to adult life regardless of one's social and economic status. Bornstein (2002) noted that even very young children develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers and peers. Socioeconomic status, ethnic identity and parents' occupations affect how families view themselves and the process by which they socialise their children. Later, as children leave the home setting, their self-perception and socialising skills become influenced by how their peers view them.

Eskay, Onu, Obiyo and Obidoa (2012) argue that learners with behavioural problems are of particular concern in middle and secondary schools, where a contagious youth culture of academic negativism and misconduct can thwart learning and disrupt the school routine. A lot of adolescents who are poorly prepared for secondary schools are prone to anti-social influences if not checked or stopped. This can escalate to more criminal tendencies and other more terrible social vices. There is need to stop it or reduce the further manifestation of such behaviour. Drexler, Beehr and Stetz (2001)

noted that sometimes the group culture conflicts with the needs of society. Therefore, groups need to be monitored both at home and at school. Erez, Lepine and Elms (2002) posited that peers act on children by influencing their attitudes and behaviour patterns. Children are exposed to the behaviour and attitudes considered desirable but are sheltered from those regarded as undesirable. Parents do this by the way they speak, behave in front of their children, by reading material and television shows to which they expose their children. Parents try to maximize exposure to 'good influences' and protect their children from 'bad influences.' Schools attempt through the content of classroom materials to expose children to a set of ideas and role models that are supportive of the core cultural value.

Peer influence on behaviour gradually becomes more dominant. Barbour, Barbour and Scully (2008) maintains that peer groups have an even, more substantial influence than that of parents, although that extreme position has been refuted by other researchers. They indicated that gradually, children discover that others can share their feelings or attitudes or have quite different ones. The perspectives of others will affect how children feel about their own families. Children usually have a "family" view of their own and other cultures. So, when confronted with other perspectives, they often need to rethink their viewpoints. It is often difficult for children to adjust to the idea that other families can function radically differently from their own, yet hold many of the same attitudes, beliefs be equally nurturing and secure. The peer group serves as a barometer for children examining themselves and their feelings about self and family.

The peer group also influences the development of children's socialising skills. These early friendships help children learn how to negotiate and relate to others, including

their siblings and other family members. They learn from peers how to cooperate and socialise according to group norms and group-sanctioned modes of behaviour. The peer group can influence what the child values, knows, wears, eats and learns. The extent of this influence, however, depends on other situational constraints such as the age, personality of children and the nature of the group (Barbour, Barbour & Scully, 2008). Socialisation is particularly important for children with disabilities and it is the reason many programmes include peers who are typically developing in special education programmes or include children with disabilities in general education classrooms.

Drexler, Beehr and Stetz (2001) noted that children exhibit behaviour, which is repeatedly and systematically exposed. Modeling begins with observing the behaviour of significant others and with retention of the image of such behaviour in a person's memory. The next stage is imitation or reproduction of that behaviour. The behaviour is repeated until it becomes a matter of habit and it is repeated in situations beyond that which is originally observed (Bandura 1977, as cited in Ferris, Munyon, Basik, and Buckley; 2008). Children come to develop attitudes and beliefs that are supportive of the behaviour. What the agents of socialisation do has more effect than what they say.

Ferris, Munyon, Basik and Buckley (2008) indicated that a child's significant others affect the way a child responds with approval when a child responds to positive behaviour. Approval can be verbal or nonverbal, sometimes taking the form of a concrete reward. The process of reward and punishment reinforces what is already being learned through selective exposure and modeling. Both behaviour and expression of attitudes can be rewarded or punished by agents of socialisation. Fiske,

Cuddy, Glick and Xu (2002) argued that positive identification induced children to develop positive feelings that led children develop a liking for a person. This positive feeling developed a sense of role modelling created by the child. Besides teaching and reinforcing desired behaviour and beliefs, agents of socialisation also give children important messages about how well they are playing their roles as well as about what kind of person they are overall. Thus what kind of person a child grows up to become is shaped in no small part of such messages about self and role performance received from agents of socialisation.

The literature above has shown that in its most acceptable form, the peer group is a healthy coming-of-age arbiter, by which children grasp negotiating skills and learn to deal with hostility and to solve problems in a social context. Literature also shows that in its most destructive mode, the peer group can demand blind obedience to a group norm, which can result in socially alienated gangs with pathological outlooks.

### 2.2.5 Mass Media and Pupils' Behaviour

The media in today's society plays a significant influence on children. Bradea and Blandul (2015) noted that from the first years of childhood, young people absorb one more and more worrying amount of audiovisual messages mostly enjoyed dispersive, superficial and passive. Statistics speak of an average of two hours' and twenty minutes daily dedicated to the mass media by the young people of Ticino. This is a problem that worries parents and teachers who, in different ways and times can verify the effect of uncontrolled access to television programmes.

Media is one of the main four agents of socialisation that affect children the most. The media covers radio, television, and print. There is also electronic media, which includes the use of computers, cell phones and Ipads which are the main systems of

communication among children and the youth. Since young adults are the targeted audience, they are more likely to be influenced by the media than any other age group. Okafor and Malizu (2013) indicated that childhood is a period of information seeking when the child's central concern lies in defining a coherent picture of the world. They noted that for the 20th-century child, the picture is apt to be broad and complex. The mass media, especially the pictorial media to which they have access, very quickly expose them to the world far and beyond the limits of their immediate environment. Okafar and Malizu (2013) further argued that there are programmes aimed at helping children overcome their fear through cognitive strategies. Again, it is shown that young children process information differently. For example, there is no reduction of anxiety when young children are given a warning about the unreality of the situation they are viewing. They noted that some media houses use news and documentary programing to watch the effect of reassuring children when the threat is a real possibility. The media houses that use explanations such as "this probably will not happen to you" have shown that it is very difficult to make threats that have induced fear to disappear in children.

However, Okafar and Malizu (2013) noted that it is difficult because the interview process can affect secondary therapy and reduce the symptoms. A study that potentially supports long-term implications examines the anxious symptomatology of children after exposure to the dramatic effects of a burning house or a drowning person. Those who have seen a movie that shows drowning are less willing to go canoeing and those who have seen a movie with a house burning are less willing to make a fire in the fireplace. The duration of these effects has not been measured and the effects are of short duration because they talk to children about what they have

seen and how it may have affected them already prevents long-term effects. It can be speculated on the impact of accumulated fear developed by continued exposure to media among children withour responsible intervention of adults.

Pusateri and Licciardi (2015) noted that in less than a century we have gone from the talkative vigils around the hearth to the silent TV ritual, from books and newspapers on paper to Hyper test via Internet, from theaters to videotapes and DVDs, from live concerts to radio and CDs. In other words, in a few decades, the media has become an integral part to our life. The mass media is constantly around and provide access to wide range of diverse messages. Traditionally, the media were identified with the media that draws its origin from the Latin word "media," which is the plural of "medium," that is half. The term mass-media means, therefore, a mass communication through which information and knowledge can be disseminated. The mass media which includes written media, printed media, cinema, audio and television possess peculiar characteristic since they are able to radiate and spread the message from a single center to multiple recipients.

Lorenzo (2013) assessed whether the musical preference is associated with agitation adolescents and even with the tendency to suicidal thoughts. The results point to a clear association between reckless behaviour among children and preference for heavy metal, hard rock music. It is advised that the results are not to be interpreted as causal, but instead, heavy metal and hard rock music attracted children who had a behaviour with a high level of deliquency. Lorenxo further pointed to significant association between the preference for music of heavy hard rock and suicidal thoughts. These children showed high infinity to actualize self harm, depression, drug abuse and deliquency. The study suggested that there is a group of young people with

a pre-existing personal and family psychopathology who can choose hard rock and heavy metal music because their songs are in resonance with their feelings of frustration, anger and despair. Many of these children, the study noted had an inclination towards hard rock music and heavy metal, which made them feel happier. However, it is found that there are approximately ten per cent of children who declare that listening to this music makes them feel sadder and they postulated that it is perhaps this group that is at a higher risk of suicidal behaviour. Other authors conclude that, the higher the extension of the subculture of the heavy metal, the higher the percentage of suicides. They also affirm that this heavy metal rock music that is marked by themes of despair and chaos, fuels suicidal tendencies among children. Although this study analysed the effect of rock music on children behaviour, the region under study had a diverse music genre and this could result in either divergent or cooperative results.

Japan Pediatric Association (2008) noted that in the early childhood, children like relation to familiar people and repeat the experience such as play and build a human relationship that grow the mind and body. However, media from infancy in a pickled life, one loses the opportunity to play outside and lead to lack of experience with people. In fact, as a result of lack of exercise, sleep and loss of communication ability. Many cases of delayed or distorted development of mind and body had been reported from the clinical field. The negative effects of deer are not a matter of individual children who are only a few; we are aware of the immense alarm that deer has on the whole child. The early symbols that young children come into contact with particularly from television reduces their play time with their parents. Such children engage more with the images on the screen rather than cultivate parental closeness.

This hinders children's psycho-social and language development. This leads to behaviour challenges latter on in life.

Karkowska (2012) argued that in processes of the spontaneous growth of an individual into norms and social values, there has been a fundamental shift in sources of influence and influence factors. The family, school and the church lose their range and influence - mainly for the peer group, media and popular culture. Karkowska further noted that articles printed in "Cosmopolitan" and survival strategies included in the latest hit computer game influence children and young adults more than years of schooling or interaction with family members. Further, dissemination and popularity of the media in the modern world results from the fact that they respond to various recipients' needs and fulfill several important functions.

Karkowska (2012) further noted that the media is a more effective tool in shaping children's culture is derived from its function. He also noted the functions of the media were, informational, entertainment, mobilization, correlational and content continuation. On information function, Karkowska noted this consisted of information provision on events and the situation in the country and the world; on satisfying curiosity. On the entertainment function, the essence of which is to provide pleasure, allowing emotional relaxation and arousal. Karkowska further noted that the mobilization function draws attention to the fact that the media have great opportunities to run public campaigns on matters relating to the sphere of politics, war, economics and religion.

Further, Karkowska (2012) argued that on the correlation function stems from the fact that the media can undertake activities aimed at forming a social order. This function

is carried out by explaining, interpreting and commenting on the significance of the information presented in providing support to recognized authorities and standards, socialisation, coordination of separate activities, building consensus in various spheres and determining the hierarchy of validity presented problems. Finally, the continuation function according to Karkowska arises where the media expresses the dominant culture, creates and maintains a community of values. This stimulate conversations, formulate assessments and opinions as well as confirming the applicable social norms. Usually, stigmatizing or ridiculing certain behaviour in the media makes such behaviour to be classified on a social-scale as unrecognized one. However, recognition of a given standard by the media as appropriate leads to its social acceptance.

Esteve (2018) argued that the mass media have become an important agent of socialisation of children, youth and adults, one of whose fundamental characteristics is that they allow communication, simultaneous or not, with a very high number of people anywhere in the world. Thus the media can be used for the explicit purpose of provoking learning that facilitates socialisation and education. Such would be the case of educational or training broadcasts by radio, television, cinema or through web pages. In general, the socialisation promoted by these media is indirect, although its importance is extraordinary. Esteve (2018) further observed that these media suggest, propose and transcribe models, value and ideals that can be imposed with greater force and persuasion, as they are presented in a dramatic or emotional context that helps to inhibit the judgment critically. The study supported the findings in Rivière (2013) that expresses most emphatically the media no longer report facts or, if they

do, the goal results are secondary. The study noted that the media is primarily an entertainment source and media houses do not seem to recognize this metamorphosis.

Rivière (2013) argued that the media does not reflect on their roles, they do not have time to evaluate themselves due to overburdening on their roles as an entertainer, educator among other competing roles. That is its mission: the permanent education of people, through the creation of preferences of values, cultural habits, myths and paradigms of customs. The mass media belong to a group of opinion shapers such as would be the case with the family, a church, a gang or a political party. They provide values, norms, models and symbols to which the construction processes produced are personal integration and social cohesion. Finally, it is through those means as the subject builds and develops his identity, that is, the definition he can give to himself and others of what he is as an individual and social person at a time (Wahab, Othaman, & Muhammad, 2017). Identity is a psychic and social need since it contributes both to the maturity of the personality and to the social cohesion. The question is to know to what extent the means of communication is an entity capable of influencing a coherent direction or, on the contrary of generating destruction.

Muszyńska (2010) posited that media participation influences children's behaviour by a great extent since they cannot differentiate between media reality and actual societal reality. The basis of this belief is the assumption that the media can teach norms and values by symbolic prizes and penalties for various behaviour presented in the media. It can teach children divergent behaviour that does not correspond to reality and circumstances. It shows children how to behave in certain situations and what expectations are met, given roles and social status. The media offers life models and behaviour patterns before we encounter analogous situations in real world life.

Debord, (2010) noted that today, the media are no longer just a carrier of information, they also provide rituals and symbols necessary to shape identity, they are a source of values and behavioural patterns. For people, it is not what they see at work or on the street but what follows from the last contact with the media. For the modern man, the reality is the same as the media message and therefore it reacts to media messages as if they were a natural, objective reality. Saturation of the human environment with media transmissions leads to shaping the society of the spectacle, which was characterized many years ago. In modern society, it is electronic communication techniques that determine what reality is, how it should act in it, how to evaluate phenomena occurring in it, what to believe in and who to trust, how to vote and who to protest, what to invest in and what to buy, who is guilty and who is not (Nalaskowski, 2009). Every phenomenon or event exists first in the media. What the media shows is considered to be socially relevant. Media thus provides children with role models who often disturb the children's processes of socialisation and upbringing. Until recently, the child was taught to distinguish good from evil. Today, this skill, like critical thinking, is of no use to the child. The media provides ready-made scenarios of behaviour, to which the young children and adolescents do not have to doubt the behaviour to portray in any given circumstance.

The mass media have the social function of informing the public on matters of children's interest. Even if these matters are sometimes reported sensationally. Reasons to report a fact of this or that form concern only the interest of the organization/journalist or which feeling they want awakening in public from the publication (here in the sense of announcing, propagating). That characteristic (the form and reasons for reporting) covers all media and their products. It is not restricted

to newspapers, but the movies, soap operas, cartoons, television programmeming and advertisements. The media are part of the everyday life of children and pre-adolescents. According to Jorge (2004), children spend, on average of three to five hours a day in front of the television. In a study by UNESCO (2001), the time children spend watching television is at least 50% greater than the time spent to any other daily activity, such as doing homework, helping the family, play, stay with friends and reading (Jorge, 2004).

Castro (2017) argued that the teacher and the book are no longer the only means through which children, youth and adults receive knowledge and learn. Television, computers, compact disk ROMs and internet browsing have burst forth - in leaps and bounds - in classrooms and homes. Postal mail is being replaced by email. The written media are giving way to electronic media. The news today is known instantly and followed step by step, either by television or the internet. Man is today more intercommunicated than before, but at the same time, he feels very overwhelmed by what happens in the world. Values are disrupted and, sometimes, our children get confused, because the discourse they hear at school and home is different. A significant role corresponds, then, to the education that must anticipate the design of the future, but that, at the same time, must prepare to face it. Therefore, mass media plays a key role in shaping young children behaviour.

According to Devashish and Trindade (2005), children learn by reference to three groups: family, friends, the media and advertising. The author emphasizes that children can be influenced intentionally or indirectly through repetition. With this, they will have the media images as a model to be imitated. In this sense, when children are watching television, they are not only distracted but also observing

various types of personality, thus building a style with which they will elicit some behaviour in the future (Gubber & Berry, 2013).

Understanding how children perceive advertising is a topic that engenders interest in the socialisation of consumption, because researchers are concerned about the power of influence of the media and also on how communication can persuade children, taking into account their vulnerability due to the lack of development of their critical sense (John, 2009). It is in this sense that Linn (2006) notes that there is a media-centered on children shaped by children's psychologists. According to the author, children spend much of the time involved with the media (radio, television, internet, magazines, movies, cell phones) for commercial purposes.

When at home, children and adolescents spend more time in front of the television than any other activity, outside sleep. A projection in the future indicates that when today's children reach the age of 70, they will have spent 7 years to 10 years of their life before the television (Strasburger, Wilson & Jordan, 2008). Young Americans aged 2years to 18years spend, on average 5 ½ hours a day in contact with the media, whether television, movie or music videos, game consoles and other computers. In the United States, more than half of children have a TV in their room and the figure is almost the same for European countries (Strasburger, Wilson & Jordan, 2008). For teenagers, the television is a "super-friend" for all the tests and has a lasting influence on their opinions. Indeed, children and adolescents are much more easily influenced than adults because they are less experienced, less critical and they tend to believe that television portrays the real world.   According to Anderson and Bushman (2010), playing violents games stimulates physiological arousal, accentuates aggressive thoughts and feelings, increases antisocial behaviour to children and young adults

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decreasing pro-social behaviour. The effectiveness of video games on learning aggressive behaviour, even to learn to kill, is also used by the armies through simulators in every way comparable to games.

Anderson (2014) meta-analysis reaffirms the negative role of video games as violent behaviour that increase aggressive behaviour, aggressive cognitions and promote the reduction of pro-social behaviour. This author even suggests that previous meta-analyses have underestimated the deleterious effects of these games; the effect size (even though it may seem low) is higher than that found between condom use and the decline in risk of AIDS. However, this author emphasizes that the populations receive a lot of information on condoms and AIDS and receive no education on the risk of video games. The time a child spends in front of the television is subtracted from important activities such as reading, school work, play, interaction with the family and social development. Children can also learn things on television that are inappropriate or incorrect. Many times they do not know how to differentiate between fantasy presented on TV and reality. Anderson (2014) further noted that children are under the influence of thousands of commercial advertisements that they see per year, many of which are alcoholic drinks, fast food and toys. Violence, sexuality, race, gender stereotypes, drug abuse and alcohol consumption are common themes in television programmes. The kids are impressionable and can assume that what they see on television is normal, safe and acceptable. Consequently, television also exposes children to types of behaviour and attitudes that can be overwhelming and difficult to understand. This study was carried in a very advanced society where virtually every home has a series of mass media, however in the region under study includes some very poor backgrounds where the child is only exposed to a single mass medium.

A study by Browne and Hamilton-Giachritsis (2015) noted that exposure to violence stimulated violence in children but also led to other phenomena, including desensitization of children. Repeated exposure to violent scenes diminishes the reactivity of the audience. Browne and Hamilton-Giachritsis produces habituation to violence, with the installation of passivity and apathy in the face of violent acts. Some children and adolescents are more vulnerable and suggestible than others (Browne & Hamilton-Giachritsis, 2015). Van-Felitzen and Carlson (2009) suggested that every person may be negatively influenced by media violence, but the effects are different depending on the equipment, subject and according to his physical and social environment. Some important criteria that stood out was that men were more desensitized than women after exposure to violence. Temperament is also a factor of vulnerability: men with aggressive traits are more affected.

The American Academy of Pediatrics (2011) denounced exposure to violence in the media including television, film, video games and music as a significant risk factor for the health of children and adolescents. Violence experienced through the media contributes to aggressive behaviour, desensitization acts of violence, nightmares and fear of being assaulted. The attention of pediatricians was drawn to the fact that the practice of violent games increased from 13% to 22% violent behaviour among children. In these games, the player is the aggressor and he is rewarded if his behaviour succeeds. This phenomenon of reward then leads to the repetition of the act and the development of an addiction. It is certainly not television, computers and video games that create behavioural difficulties themselves in the child and the teenager, nor is it the media that is responsible for the disorder pipes. However, most of the work suggests that violence in the media has both short and long-term

consequences on aggressive behaviour. Even if the media are not directly questioned by the World Health Organization, the role of the media in health promotion is discussed. The study by American Pediatrics showed that majority of programmes transmitted by the media passively or interactively were violent and this stimulated violence and aggression among media consumers. The study showed that children and adolescents were very vulnerable and the media targeted this class in their programmes, meaning more exposure to aggression and almost continuous images of violence. This is why additional research work, both young and schooling children are needed to confirm the assertions of earlier work.

Huimin (2015) observed that childhood is the primary socialisation stage of individual development which plays a foundation for the entire socialisation process. During childhood, an individual gradually forms an independent world outlook on life, values, constructs a personal behavioural norm and evaluation system, adapts to the self and surrounding role clusters and initially cultivates its sociality. Among the many factors affecting the socialisation of individuals, the mass media has become an essential external force that affects the development of people, especially children. The media tools themselves and the media communication content constitute the dual factors that media influence children's socialisation. Compared with oral and print media, the contextual, interactive and touch-based features of electronic media are more in line with children's cognitive level and the symbolic world they construct constitutes a reflective environment for children's growth. Huimin (2015) focused on the different ways and dimensions one-way and interactive electronic media affect children. On the other hand, Huimin based the conclusions on the case analysis of

electronic media content, conduct research on the current time cross-section, explore electronic media content affecting the different aspects of children's socialisation.

Huimin (2015) noted further, the change of the "human-media" relationship is clarified; the connection between electronic media and children is from one-way infusion to interactive participation, and children's access to media content is from passive acceptance to active search. Under the co-catalysis of electronic media technology and content, children's socialisation is not only advanced in time, but also in a process that is becoming more advanced. Electronic media has a positive effect in expanding children's horizons, conducting virtual communication, providing learning models and behavioural paradigms, fostering "consensus" about society and life and relaxing as an emotional companion. However, the negative impact of electronic media on children cannot be underestimated. For example, television and internet addiction cause physical deterioration and alienation from real life; long-term passive acceptance of information leads to a decline in thinking ability. In view of the fact that the objective media environment cannot escape, children also have the right to media contact. Whereas Huimin's (2015) paper starts from the idea of returning to the child's subjectivity and analyzes how electronic media, families, schools and government agencies should do their best to make electronic media in children's society. The current study seeks to establish the influence mass media has on socialisation attributes in children.

In Spain, Garitaonandia, Juaristi, Oleaga and Pastor (2008) qualitative and quantitative study that compared the uses, effects, attitudes and behaviour of children and young people (from 6 to 16 years old), parents of urban families who have children of those ages and the teachers of educational centers with the corresponding

training cycles, before the media. This study was carried out in European countries (France, Great Britain, Germany, Italy, Spain, Holland, Sweden, Finland, Denmark, Switzerland, and Israel). In the study on what Spanish children see and how they played Garitaonandia, Juaristi, and Oleaga (2008), established that among the children and young people watch television almost every day of the week (an average of 5.8 days per week) exhibited behaviour closely related to what they watched on television. It was also established that those children who dedicate around two hours and fifteen minutes, without appreciable differences in sex (3 minutes plus boys) copied the behaviour of T.V characters in their routines. With regard to age, it is observed that older people had levels of daily consumption higher than young people and their behaviour was not significantly altered by television characters. The findings were consistent with Perez, Rodríguez, Navas and Polyecsko (2008) also observed results in the same line, finding as interesting data that 100% of the children claimed to watch TV every day. The study also showed that 57% of young people dedicated between 2 and 3 daily hours to TV, while 34% do so for 4 or 5 hours a day. The study also found out that 69% of children choose TV programmes on their own and no adult supervision was provided thus these children could watch any content on television.

Kadiri and Mohammed (2011) noted that television and other broadcast media have been in existence over a century. However, there have been serious concerns about the impact of mass media on pupils' behaviour since inception. A society in which satellite television plays an important part is different from the one that relies on the printed word carried aboard on ocean liner. People from different parts of the World can receive the same popular music, news, films and television programmes, twenty-four-hour news channels report on stories as they occur and broadcast coverage of the

unfolding events for the rest of the world to see. Films made in Hollywood or Hong Kong reach audiences around the world, while celebrities such as David Beckham and Tiger Woods have become household names on every continent (Giddens, 2006). Okafor and Malizu (2013) noted that the media may be directly utilized for education and indoctrination purposes. In educational programmes, the materials are presented logically and sequentially for learning. However, when the mass media is used for indoctrination, only one dimension that serves the message being delivered is presented to discourage other scope of thinking. Thus the message is curtailed to allow a single mindset and thinking patterns that the authors conceptualized.

Gbadeyan (2009) indicated that since the early 1950s, there has been growing pressure mounted by parents, teachers and social scientists on their legislators and governments to act on the amount of violence within the mass media, particularly television. Kadiri and Mohammed (2011) noted that in addition to this initial worry about violence and other obnoxious issues around mass media, many professionals and parents are now questioning the quality of programmes designed by mass media for children, the amount of advertising directed at young viewers, the way mass media portrayed men, women, ethnic minorities and the effects of time that children are exposed to mass media.

Giddens (2006) noted that socialisation comes through the characters, images, words and narrative storylines. Giddens indicated that some media acts explicitly to be an agent of socialisation, an example being the children's programme Sesame Street. Today, the media seriously challenges the family values and norms. Children spend as much or more time in front of the TV than they interact with their parents. Giddens noted that messages and values carried by the media are powerful and seductive.

Many of those messages and values challenge or directly contradict what parents teach their children. Media influence continues and strengthens in adolescence based on a merger of the teen subculture, pop culture and corporate marketing. Sports, increasingly a branch of marketing, become especially influential for teenage boys. UNESCO (2001) indicated that the internet, particularly the web pages, e-mail, chat rooms, have emerged as another media source important to teens, especially boys.

UNESCO (2001) noted that the power of the media declines in adult years but remains strong. Pop culture continues strong but loses its subculture support. Sports and the internet continue as agents of socialisation, especially for males. News, both TV and print, emerge as new agents of socialisation in the adult years. Somewhere around the age of two or three, children in our society first encounter the media as an agent of socialisation in the form of TV. Socialisation comes from children's shows, cartoons and most notably, commercials. Okafor and Malizu (2013) noted that socialisation by television particularly has positive effects. They noted that television programme such as do it yourself could help children develop skills and knowledge that will help them in school. Okafor and Malizu (2013) added that due to knowledge on the influence media has on children, some countries have demanded that media contents, especially the few programmes meant for children, have been undergoing some changes. They indicated that most of the television programmes intended for children are consciously blended with cultural messages.

In more developed societies, a greater part of the complex process of socialisation has been taken over by the mass media (Okafor & Malizu, 2013). They noted that individuals at various times in life learn some aspects of social norms from the media. What children see on the screen, whether on the television screen or in a theatre,

depends on what is available at the time they come to watch. If, however, there is a choice, young children prefer comics and animated films, especially those with animals as the main characters (Okafar & Malizu, 2013). In older children, the thrill element of a film is its major appeal regardless of how the thrill is produced, they want to see something that excites them and has an element of terror, violence or suspense. Anything that offers excitement, adventure or mystery appeals to them because it is in sharp contrast to their daily lives. It is for this reason that older children often prefer movies to books, games and sports. This, coupled with the fact that more time is spent today with media than parents, make mass media influential in socialisation today than family.

Prot, Anderson, Gentile, Warburton, Saleem, Groves and Brown (2015) studied the role of media as a socialisation agent for children. The study noted that media explosion since the 1950s has changed the environment that children are raised in. The mass media has altered the way children's brain is wired. The volume of information that children are exposed to has significantly increased, such that some may experience overloaded information altering their social skills. The media increases children's reception, arousal and elicit imitation of the media content in their daily lives. Excluding media intended for educational content, other media content has a significant effect on the way children relate to each other. Exposure to violent content was cited to increase the level of delinquency among children. Children who spent considerable time on media such as television, the internet and other electrical media have a high level of tension; have very poor interpersonal skills and exhibit antisocial tendencies. The study established that children exposed to media violence are very reactive when wronged. To them, every action is intended

and pre-determined, not accidental. Their lack of belief in accidental situations makes them have poor relations with fellow children. Furthermore, children's exposure to violence desensitizes their emotions and eliminates empathy towards victims of violence. Exposure to violence enhances children's perception that violence is a legitimate way of solving issues among them. Children exposed to violent media exhibit high tendencies to push others, hit fellow peers, as well as taking other children's toys and refusing to give the toys back.

Saleem and Anderson (2012) argue that mass media campaigns can, directly and indirectly, produce positive changes or prevent negative changes. Through careful reading of topic-specific individual studies and more-general mass media reviews and collective experience in campaign research and evaluation across health behaviour led Saleem and Anderson (2012) to conclude that the media heavily influenced children behaviour. Sharif and Sargent (2006) found that both content exposure and screen time had independent detrimental associations with school performance. These findings support parental enforcement of the American Academy of Pediatrics guidelines for media time (particularly weekdays) and content limits to enhance school success.

The literature highlighted above showed that media can be directly utilized for education and indoctrination as in educational television or in the exploitation of all forms of mass communication and authoritarian socialites where the regimes systematically try to spread and sustain the values they approve. The literature has also shown that there is a relationship between the media and behaviour patterns of children.

## 2.3 Theoretical Review

This study was guided by the following theories; Theory of Social Learning and the Theory of Imitative Observation. These two theories tried to explain the effect that family, school, peers and mass media have on the child's behaviour. The child initiates observed behaviour from those within their environment.

### 2.3.1 Social Learning Theory

This study was guided by Social Learning Theory by Albert Bandura, which was developed further by Boeree (2008). Boeree also noted that a person's behaviour is shaped by the experiences in one's environment. Social Learning Theory revolves around the notion that learning correlated with the observation of role models. In a child's environment, the interaction between the other members in the family, the school, peers, as well as the mass media assists in behaviour development in children (Parsonson, 2012). Bandura's Social Learning Theory's process works through attention, retention, reproduction and motivation.

The family plays a central role in socialising a child. The child's initial experience has long-term impacts that affect physical, intellectual and personality development. The family experiences help determine the type of individual the child becomes. Experiences at home are later reflected in school, church and the community.

On the other hand, a child spends considerable time within the school environment where they interact with peers and teachers. A teacher can help to shape a pupil's behaviour in positive ways by implementing clear rules, modeling social behaviour, providing constructive discipline and praising the child's actions (Alvero & Austin, 2004). However, other than the family and school, the child also interacts with various forms of mass media. The mass media has created specific behaviour patterns

borrowed from Hollywood films, which children interpret to be normal even when it is against the culture and customs of the people.

## 2.3.2 Imitative Observation or Vicarious Learning Theory

To understand and analyze the behavioual variables the study adopted the Banduras theory of imitative, observational or vicarious learning. Bandura (1977), as cited by Cloninger (2013), defines the vicarious or observational learning as seeking new answers through acquisition or modification of the characteristics of an existing response. Therefore, behaviour is a function of observing the behaviour of others and their consequences to reinforce and model responses.

Vicarious Learning Theory holds that the behaviour of other people or characters that manifest through any context or medium can be imitated by others and this also depends on the reinforcement that is presented. The responses of imitation can manifest itself after the exposure period of the modeled behaviour and not necessarily while the observation is being carried out and also adds that reinforcement is a special means for the establishment of behaviour.

Vicarious Learning Theory makes it clear that, when a behaviour in the presence of a model or when this is not present, a situation that is demonstrated in this study, when children watch a video of drawings or series of superheroes and imitate what they have seen. There are two forms of observational or vicarious learning. The first occurs when people modify their behaviours by observing others that are rewarded or punished. The second form of observational learning is the imitation of conduct which is not rewarded or punished, but simply because the model exhibits something that a person finds concurrent with their social beliefs and thus cares to learn such behaviour.

In the current study, the children exposed to various social learning agents learn behaviour through observations. Thus the children will learn behaviour from the family, school environment, peers, and mass media. Mostly this behaviour is not rewarded or punished because nobody intervenes in the motivation to imitate the superheroes, they will freely repeat behaviour that was attracted by their favourite characters.

The behaviour depicted by children is determined through different influences: the family, school environment, the child's peers as well as mass media. Chapi (2012) argued that parents and others who surround children are models to imitate, and may arise, also that parents get configured in their children. Further, the children are likely to copy the behaviour of other children within the same environment. Children also imitated behaviour depicted by the images and visuals on the mass media, which includes video games, television, children magazines, among others.

## 2.4 Conceptual Framework

The conceptual framework explains the relationship between the study variables and their effects on the dependent variable.
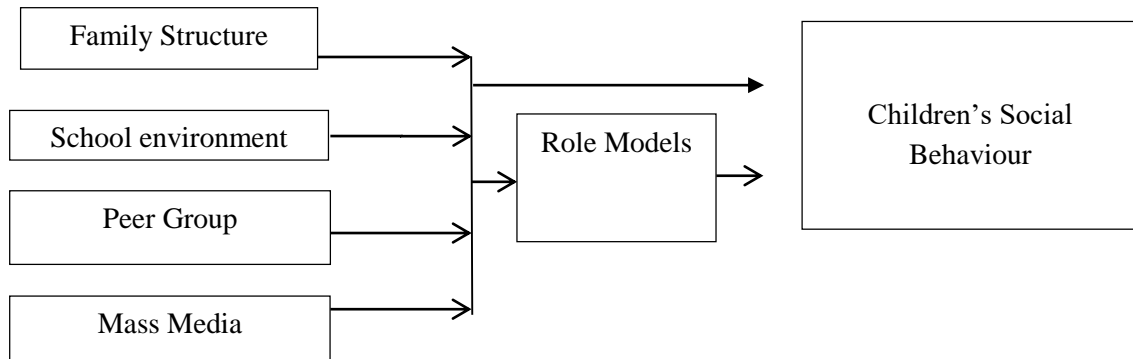


**Independent Variables          Intervening Variables          Dependent Variables**

**Figure 1: Conceptual Framework**

The conceptual framework shows that several agents assist in the shaping of the behaviour of children and this affects their social development. These agents include the family, which has a role in shaping the behaviour of children since it's the first socialisation agent that children interact with before exposure to the external agents. The family norms and behaviour of the people surrounding the child assist in the interpretation of acceptable behaviour that forms part of the child's normal behaviour. The family is also the children's first social development platform. The school also assists in shaping a child's behaviour and this generally has an impact on the child's social interactions with others. The rules and regulations within the school assist in shaping a learner's behaviour and guides interaction with fellow learners and also with the teachers. Exposure to the mass media also shapes behaviour patterns in

children. The type of movies, games and music that the children are exposed to in the mass media shape the language and behaviour patterns in children. However, the family and mass media have been indicated to affect behaviour of children. The effect of the parents, the school, peers and mass media can be positively altered by presence of role models in the childs life. Such role models might be opinion makers, business-people and religious leaders. They might motivate the child's behaviour in a positive way that might result in the child exhibiting positive and acceptable behaviour.

The Media does not only influence the education received by the children but they also do it very directly in the kind of society they live in. Thus it is practical to note that the society is created from models that children are exposed to at the early stages of life. These models are diverse thanks to the family, schools, peers and media who collectively and individually create models for children to observe and design their behaviour models. However, all these are representative models of behaviour that the media reproduce, with their guidelines and their rules; that sometimes serve a merely function informative, but that other times it has consumerist, ideological overtones, or that are completely unrealistic, but that despite this the young people they take as valid and acquire them completely in their behaviour.

## 2.5 Chapter Summary

The review of the literature indicated that the family is the most prominent and continuing influence in a child's life. Based on the findings of this research and concurrent with other research, it can be concluded that the family is one element that affects the emotional health of children. The reasons for this phenomenon are still quite complex, perhaps because the family is where children attain their first experiences in life. Whatever the reasons for the perceived link between family structure and the well-being of children, it is clear that discipline mixed with love is necessary for the emotional health of children. However, much of the literature discusses the relationship between family background and behaviour management of children in the developed world. Whereas Thika Sub-County, Kenya, is based in Kenya, a country regarded by the UN as a less developed economy, the researcher would establish if the same is true in the case of the area under study.

The literature also highlighted that socialisation agents have a significant effect on pupils' behaviour. The analysis indicates that the family is the first social environment offered to the child which greatly influences the development of behaviour patterns and form of code of conduct that prepares the child for learning. The school and the mass media were also highlighted as agents that greatly impact children behaviour. As a child grows, it has been demonstrated that they gain specific social patterns that they exhibit as a result of being in a particular social group whose influence is the other peers. This analysis has been carried out in an environment that is foreign. The study aimed at establishing if the same socialisation agents had an influence on the behaviour of Kenyan children.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This section dealt with the methodology that was used in carrying out the research. It described the research design, the location and target population, the sample size and the sampling techniques used, the description of the instruments for data collection and data collection procedures. The final part described the data analysis procedures and ethical considerations in research.

### 3.2 Research Design

The study adopted a descriptive survey design. This design was appropriate since it allowed for collection of qualitative and quantitative data to draw conclusions on the role of socilaisation agents in shaping behaviour of children. Therefore, it was suitable for this study because it described in qualitative and quantitative terms the degree to which the variables are related (Kombo & Tromp, 2006). Creswell (2009), in survey design, provided a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population.

### 3.3 Study Area

The study was carried out in primary schools within Thika Sub-County, Kenya. Thika is located within the larger Kiambu County and the town is renowned for having a high concentration of industries in Kenya. The area was chosen because it had a large number of primary schools in the region.

## 3.4 Target Population

The study population consisted of all primary schools within the area. There were 43 public schools and 26 private schools within Thika Sub-County, Kenya. According to the information at the Sub County Education Office, the teachers' population was 570 teachers, 3256 lower primary school pupils, 69 headteachers and one Sub-County Director of Education.

## 3.5 Research and Sampling Design

The study adopted Gay and Arasian's (2003) principle, which denotes that a sampling of 10% to 20% of the population is acceptable in social sciences research. Thus the sample frame of teachers was 57 (10%) from a population of 570. Simple random sampling method was used to identify the teachers in primary schools in Thika Sub-County, Kenya. Purposeful sampling was used to select the first five pupils on the school class register in each sampled school to arrive at 35 pupils.

**Table 3.1: Sample Size**

| Item | Population | Sample size | Proportion (%) |
|------|------------|-------------|----------------|
| **Schools** | 69 | 7 | 10 |
| **Teachers** | 570 | 57 | 10 |
| **Pupils** | 3256 | 35 | |

## 3.6 Data Collection Methods

The main tools of data collection were the questionnaire and interview guide. The questionnaire for teachers was used as the instrument of data collection since it offered a considerable advantage in the administration. The questionnaire also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data (Mugenda & Mugenda, 2003). The structuring of the questionnaire comprised on closed and open ended questions based on study variables.

### 3.6.1 Teachers Questionnaire

The teachers' questionnaire consisted of five sections. Section A consisted of questions on background information on the respondents. This assisted the study to understand the participants and gauge the level of confidence to place on their responses. Section B consisted of questions on family and pupils' behaviour whereas Section C collected data on school and pupils' behaviour. The last two sections comprised of questions on peers and mass media on behaviour shaping of children.

### 3.6.2 Head Teacher's Interview Guide

The head teacher's interview guide assisted the researcher in interviewing the head teachers on the roles of socialisation agents and how they shape pupil's behaviour. The interview guide consisted of questions about the family and its influence on pupils' behaviour. The interview guide also had statements related to peers and mass media in reference to how they influence pupils' behaviour.

### 3.6.3 Pupil's Interview Guide

The pupils' interview guide consisted of a series of guiding questions to assist the study to collect data on how socialisation agents shape pupils' behaviour. The pupils' interview guide also had statements on the family's influence on pupils' behaviour. There were statements related to peers, mass media and how they influence pupils' behaviour.

### 3.6.4 Education Official's Interview Guide

The Education Officials' interview guide assisted the researcher in interviewing the education officer on the roles of socialisation agents and how they shape pupils' behaviour. The interview guide consisted of questions about the family and its influence on pupils' behaviour. The interview guide also had statements related to peers and mass media in reference to how they influence pupils' behaviour.

### 3.6.5 Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). Test-retest method was used to test the reliability of the research instrument. Pre-testing the questionnaire was important because deficiencies in questionnaires were detected before the actual study was conducted. Once the piloted questionnaires were collected, a reliability coefficient was calculated. The correlation coefficient calculated was 0.72, which was accepted since it was greater than 0.7, the instrument was deemed reliable (Mugenda & Mugenda, 2003).

A pilot study was conducted in three schools in Thika Sub-County, Kenya, one month before the actual study. The three schools were excluded from the final study. The

purpose of conducting the pilot study was to check on suitability and the clarity of the questions on the instrument design, relevance of the information being sought, the language used and the content validity of the instruments from the responses that were given and the reliability of the research instrument. The researcher visited three schools and distributed the questionnaire to 10 teachers and collected them immediately after they were filled in. The questionnaires were re-issued to the same respondents after one week, and the responses compared.

### 3.6.6 Validity

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda & Mugenda, 2003). After piloting the research instruments, the researcher estimated the degree of coherence of the responses for each instrument. Face validity refers to whether the tests appear to measure what was intended on the face value. Content validity refers to the extent to which an instrument represents the objectives under study. Construct validity refers to the extent the inferences can legitimately be made. The pilot study was used to identify items in the questionnaire that were ambiguous or unclear to the respondents and these were changed, thereby improving the intruments' validity. Validity was also established by expert judgment and thus the questionnaires were constructed in close consultation with the university supervisors. The researcher liaised with the university lecturers to assist in ensuring the validity of the research instruments.

After approval from the university, the researcher applied for a research permit from National Commission for Science, Technology, and Innovation (NACOSTI) and then approached the Sub-County Director of Education for a courtesy call before data collection. After this, the researcher booked appointments with the head teachers of

sampled schools to plan how to administer the questionnaires and carry out the interviews. On the appointed day of data collection, the researcher reported to the head teachers' office for assistance in identifying teachers who were to participate in the study. The researcher explained the nature and content of the study, then requested the teachers to fill in the questionnaires. The class teachers also assisted in the identification of learners who were to be interviewed. The learners were then approached and the researcher explained to them the nature and purpose of the study. The same sequence was repeated in all the selected schools.

Ethical considerations were observed. The purpose of the study was explained to the respondents before requesting them to participate in the study. The respondents were assured of confidentiality after which they were given enough time to fill in the questionnaires. The researcher collected the questionnaires on the same date they were issued to the respondents. The respondents were requested not to indicate their names on the research instruments and they were assured that their responses would be treated with utmost confidentiality. The researcher ensured that respondents rights were not violated and that the information gathered was only used for academic purposes. The respondents were assumed to have expressly given authority to the researcher by voluntarily taking part in the study.

## 3.7 Data Analysis and Presentation

The research variables will be measured in form of perntage of respondents who agree or disagree with particlur statements provided on a Likert scale. The higher the percentage of respondents who agree/disagree with the statement, then the same will be generalized to the entire population.

## 3.8 Data Analysis

Data analysis involved categorization, coding and summarizing of data in relation to the research questions. Descriptive statistics was used to present the results. The researcher used the Statistical Package for Social Sciences (SPSS) Version 20 computer software to analyze the data obtained.  Descriptive statistics such as percentages and means were used to convey the essential characteristics of the data. Data was presented using frequency distribution tables. Qualitative data was reviewed and compliled and summarized. From the summarized data, inferences were drawn. Once the findings were established, conclusions and recommendations were made.

# CHAPTER FOUR

## DATA ANALYSIS PRESENTATION AND INTERPRETATION

### 4.1 Introduction

This chapter presents the analysed data. It highlighted the findings from the data collected in the field according to the study objectives. The objectives of the study were to; establish the role of the family in shaping pupils' behaviour; determine the role of the school in shaping pupils' behaviour; evaluate the role of peers in shaping the pupils' behaviour and to establish the role of mass media in shaping the pupils' behaviour.

### 4.2 Demographic Characteristics of the Respondents

The study sought some background information about the participants to determine the level of confidence to place on the data provided. The background information is discussed in the preceding chapters.

### 4.2.1 Gender Distribution of the Participants

The respondents were asked to indicate their gender and the results are as summarized in Table 4.1.

**Table 4.1: Gender of Participants**

| Gender | Frequency | Percent |
|--------|-----------|---------|
| Male | 27 | 44.3 |
| Female | 34 | 55.7 |
| **Total** | **61** | 100.0 |

Data in Table 4.1 shows that majority of the participants (55.7%) were female while 44.3% were male. The study found out that majority of the teachers in primary schools were female. This shows that in primary schools there was considerable gender balance among male and female teachers in primary schools in Kenya and this was in line with the requirements of the Kenyan Constitution (2010).

## 4.2.2 Age Distribution of Respondents

The teachers were asked to indicate their ages and the results are summarised in Table 4.2.

**Table 4.2: Age Distribution of Participants**

| Age | Frequency | Percent |
|---|---|---|
| Below 35 years | 10 | 16.4 |
| 36-45 Years | 38 | 62.3 |
| >Over 45 Years | 13 | 21.3 |
| **Total** | 61 | **100.0** |

Data in Table 4.2 shows that majority of the respondents (62.3%) were aged between 36-45 years, whereas 16.4% were aged below 35 years. Data also shows that 21.3% of the teachers were aged over 45 years. This indicates that majority of the adult respondents were aged between 36 years and 45 years.

### 4.2.3 Experience in Primary School Teaching

The head teachers and teachers were supposed to indicate the number of years they have been teaching and the results are summarized in Table 4.3.

**Table 4.3: Experience in Teaching**

| Years | Frequency | Percent |
|-------|-----------|---------|
| 0-5 Yrs | 7 | 11.5 |
| 6-10 Yrs | 24 | 39.3 |
| Over 10 Yrs | 30 | 49.2 |
| **Total** | **61** | **100** |

Data in Table 4.3 shows that 11.5%, 39.3%, and 49.2% of the participants had a teaching experience of less than five years, six to ten years and over ten years respectively. This shows that majority (88.5%) of the participants had taught for more than five years. The study established that majority of the teachers who participated in the study had accumulated enough teaching experience to provide useful information for this study thus the data collected could be relied upon.

### 4.3 Family and Pupils' Behaviour

The first objective of this study was to establish the role of the family in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya. A series of statements were issued to the teachers and the results are summarized in Table 4.4.

**Table 4.4: Teachers' Views on Family Background and Pupils' behaviour**

| Statement | Strongly agree | Agree | Non-committal | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| Children from harsh and inconsistent parents have developed antisocial behaviours. | 18.50% | 55.60% | 25.90% | 0.00% | 0.00% |
| Children from families that witness domestic violence wsuffer from behaviour management. | 46.30% | 46.30% | 7.40% | 0.00% | 0.00% |
| Parental drug abuse affects social development of children from such homes. | 27.80% | 72.20% | 0.00% | 0.00% | 0.00% |
| Children from low-income family backgrounds have behaviour management issues and this affects their social development. | 25.90% | 42.60% | 16.70% | 7.40% | 7.40% |
| Children from homes with minimal education develop social relation issues. | 0.00% | 16.70% | 13.00% | 29.60% | 40.70% |
| Children from single parents background have behavioural and social development issues. | 35.20% | 44.40% | 1.90% | 11.10% | 7.40% |

Data in Table 4.4 shows that majority (55.6%) of the teachers agreed with the statement that children from harsh and inconsistent parents have developed antisocial behaviours whereas 25.9% were non-committal. Data also showed that 18.5% of the teachers strongly agreed with the statement that children from harsh parents develop anti-social behaviours. These views were confirmed by analysis of head teachers'

interview guide which showed that children who come from abusive families have vulgar language which depicts the abusive language used at home. Analysis of the interview guide showed that all the head teachers agreed that harsh parents bring forth children with anti-social behaviours.

"I encourage teachers to watch children during playtime. I advise teachers to follow up on children who seem to prefer to play on their own and those who exhibit violence during playtime. Most of the time, when we counsel these children, we establish that their parents are harsh towards them or use harsh and negative phrases when addressing these children". *HTIG-005*

The inferences from the education officials' interview showed that parents were key role models form which children modeled their behaviour. The education officials noted that it was easy to forestall the behaviour of members of a family by observing theie children.  The study established that children who are raised by harsh parents tended to develop anti-social tendencies and those from abusive families used vulgar language. These findings concur with Oates (2010) who argued that among the greatest risk factors was the parenting style. Oates noted that majority of parents were harsh towards their children. Oates further noted that children raised by particularly harsh parents developed behavioural problems. Therefore, it is evident that children raised by harsh parents develop behavioural issues.

Teachers were asked to indicate their opinion on the statement that children from families that witness domestic violence suffer from behaviour management issues. Data showed that 46.3% of the teachers strongly agreed with the statement, with another 46.3% agreeing to the statement. The head teachers also agreed that children

from homes where domestic violence is prevalent generally exhibit anti-social tendencies. The head teachers noted that they regularly checked the children physically for any bruises and cuts are required to address physical domestic abuse. The study established that children raised in homes where domestic violence occurred developed behavioural problems. These findings agree with Finzi-Dottan, Bilu and Golubchik (2011) who agreed that children from backgrounds where there was domestic violence either directly involving their parents or in the extended family who live in the same compound developed behaviour issues. This study upholds the findings of Finzi-Dottan, Bilu, and Golubchik (2011) that children who witness domestic violence exhibit behavioural problems.

The teachers were asked if parental drug abuse affects the social development of children, and the responses indicated that 72.2% and 27.8% of teachers agreed and strongly agreed with the statement respectively. The study found out that parental drug abuse affected the social development of children. The findings concur with Webster-Stratton and Reid (2017) who argued that social issues such as drug abuse, domestic violence and parental absenteeism affected children's social development. They argued that drug abuse among parents affects the way children perceive other people since it usually develops into abusive parental care, which affects children's social development.

Teachers were asked to indicate their opinion on whether children from low-income family backgrounds have behaviour management issues which affected their social development. Data shows that 42.6% and 25.9% of teachers agreed and strongly agreed with the statement. Data also shows that 16.7% of the respondents were non-

committal and another 7.4% disagreed. The study finds that children from poor backgrounds developed behavioural problems.

The pupils interviewed indicated that poor parents have no time to bring up their children as they are consistently out seeking casual and menial jobs. They noted that parents usually felt frustrated since they are unable to meet their children's needs, such as the purchase of books. When this frustration is targeted towards children, they develop a defensive mechanism and leads to anti-social behaviour. The findings concur with Webster-Stratton and Reid (2017) who stated that among the risk factors in raising children, poverty, low education and family stress give rise to children with social and behavioural problems.

## 4.4 The Role of School in Shaping Pupils' Behaviour

The study sought to establish the role of the school in shaping pupils' behaviour. A series of statements were developed and the participants' responses are summarized in Table 4.5.

**Table 4.5: Teachers' Views on the Role of School in Shaping Pupils' Behaviour**

| Statement | Strongly agree | Agree | Non-committal | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| The school carries out background analysis on the pupil's background on admission. | 0.00% | 14.80% | 0.00% | 35.20% | 50.00% |
| As a teacher, I enquire on my pupils' family background when dealing with behaviour issues. | 0.00% | 38.90% | 0.00% | 48.10% | 13.00% |
| The school recognizes pupils who have rectified their behaviours outside academic prowess. | 0.00% | 13.00% | 37.00% | 33.30% | 16.70% |
| The school rules assist in maintenance of socially acceptable behaviour among learners. | 50.00% | 35.20% | 1.90% | 13.00% | 0.00% |
| The rules act as a tool to maintain socially accepted norms in the school. | 48.10% | 46.30% | 0.00% | 5.60% | 0.00% |
| The school rules do not discriminate on learners. | 25.90% | 74.10% | 0.00% | 0.00% | 0.00% |
| The rules dictate penalties if breached. | 14.80% | 31.50% | 0.00% | 16.70% | 37.00% |
| The penalties breached are issued with strict obedience. | 9.30% | 9.30% | 5.60% | 37.00% | 38.90% |
| In disciplining a child, prior cases of indiscipline are considered. | 46.30% | 31.50% | 3.70% | 14.80% | 3.70% |

Data analyzed shows that majority (50%) of the teachers strongly disagreed with the statement that the school carried out background analysis of pupils before admission with another significant percentage (35.2%) disagreeing with the statement. Data also shows that a significantly low proportion (14.8%) of the teachers agreed that their schools carry out background analysis on learners before admission. The study thus established that majority of the schools do not carry out prior checking of learner's history before admission. This means that learners are admitted without checking on their discipline in previous schools although cases of learners' transfers were not many at the primary education level.  This was collaborated by the head teachers interview guide as highlighted below.

"during learner admission, the school depends on the material facts provided by the parents/guardians. As a matter of principle, rarely does the school enquire on behavioural issues facing learners. However, later on as a school administrator you get to learn that specific learners had behaviural issues that made them change school" *(HTIG, 001)*

The study also established from the data that 48.1% and 13.0% of teachers indicated that they disagreed with the statement that teachers enquire about their pupils' family background when dealing with behavioural issues. Data also showed that 38.9% of the teachers agreed that they enquired on their pupils' background when dealing with behavioural issues. The study established that majority of teachers did not check the pupils' background to assist them to discern the cause of indiscipline and thereby determine better strategies of assisting the children to reform their behaviour. This blanket admission without learners' background checks denied teachers an

opportunity to find a long-lasting solution to pupils' behavioural issues and this was collaborated by the heat teachers' interview.

"Teachers teaching in lower primary school do not necessariry come from the school locality, majority do not enquire on the childs well being at home. It takes the effort of the community to alert the school administration on issues facing the pupils at the family level. Without the community input, it takes us a long time to discover pupils facing challenges at home." *(HTIG, 04)*

The findings discussed above are divergent with Bartkowski, Xu and Levin (2008), who argued that in addressing learners' discipline issues, teachers should focus on understanding the genesis of the behaviour through background checking to address the cause of indiscipline. By identifying causal factors, teachers can devise appropriate rewards or punishment to assist learners to readjust and be socially in line with the societal values. This study agrees with Bartkowski, Xu, and Levin (2008) who stated that teachers stand a chance to alter learners' behavioural maladjustments through understanding the causal factors of pupils' behavioural issues.

The teachers were also asked if, in their opinion, the school rules assist in behaviour management among learners. Data showed that 50.0% and 35.2% of the teachers strongly agreed and agreed respectively to the statement whereas 13.0% of the teachers disagreed with the statement. Data also shows that 48.1% and 46.3% of the teachers strongly agreed and agreed respectively that the school rules act as a tool to maintain socially acceptable norms within the school. The study found out that teachers agreed that school rules assist in behaviour management among pupils in primary schools. These findings concur with Osterman (2000) who noted that the core purpose of school rules in educational institutions is to influence learners' conduct

and behaviour in a certain predetermined way. By influencing learners' behaviour, school rules assist in discipline management of learners since they introduce rewards and punishment for adherence and non-adherence.

The teachers were asked if the school rules dictated the form of punishment for non-compliance and the responses showed that 14.8%, 31.5%, 16.7%, and 37% strongly agreed, agreed, disagreed and strongly disagreed with the statement. Majority of teachers (37%) disagreed with the statement, and this established that a slight majority of the schools' rules did not specify the punishment for non-compliance with rules. Therefore, it was the teachers' prerogative to determine the type and form of punishment to give when school rules were broken by pupils.

Lack of prescribed form of punishment or discipline mechanism led to overpunishment by teachers and might not address the pupils' discipline management. Watson (2003) noted that good school rules meant to assist in learners' behaviour management should spell out the form and type of punishment that non-adherence would attract. This acts as a deterrent measure for learners to break the rules since the punishment is not arbitrary and dependent on the teacher. This study holds that school rules should spell out the punishment for non-compliance to avoid punishment being dependent on the teachers' personality. This would assist in shaping learners behaviour since the form and type of punishment will be known before issues of non-compliance to school rules arise.

The teachers were also asked if, in managing pupils' discipline, they considered the learners' prior cases of indiscipline and the data showed that 46.3% and 31.5% of the

respondents strongly agreed and agreed respectively that the school considers learners past discipline cases when dealing with current indiscipline.

Data also showed that 18.5% of the teachers disagreed that schools consider learners past indiscipline cases. The study established that schools consider previous cases of pupil indiscipline to determine the punishment to render to current cases. The study agrees with Bosworth (2000) who noted that the school should assess the learners' prior records to determine the rewards or punishment to render particular issues. This is because once a trend is observed, mitigating environments can be created to avoid negative pupil behaviour. The study concurs with Bosworth that schools should emphasize to their teachers the need to have a punishment book where the negative behaviour is recorded and the form of punishment meted out. This would assist teachers in addressing discipline issues and also standardizing the punishment.

## 4.5 The Role of Peers in Shaping Pupils' Behaviour

The third objective of this study was to establish the roles played by peers in shaping pupils' behaviour in primary schools in Thika Sub-County, Kenya. A series of statements were put forward to the participants and their responses are summarized in Table 4.6.

**Table 4.6: Teachers Views on the Roles of Peers in Shaping Learners' Behaviour**

| Statement | Strongly agree | Agree | Non-commital | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| In the school, learners are peer matched. | 18.50% | 13.00% | 0.00% | 24.10% | 44.40% |
| Learners in the same social group exhibit same social behaviour. | 0.00% | 27.80% | 0.00% | 37% | 35.20% |
| The peer effect on pupils is much more on individual learners. | 3.70% | 13.00% | 0.00% | 29.60% | 53.70% |
| To attain behaviour change among learners, some have been advised against their present /past peer groups. | 0.00% | 13.00% | 1.90% | 48.10% | 37.00% |
| Group peers protect and shield each other in the school. | 7.40% | 0.00% | 0.00% | 29.60% | 63.00% |
| Learners exhibit differences in social behaviour when they change peer group. | 9.30% | 20.40% | 9.30% | 35.20% | 25.90% |
| Parents cite peer group change to explain changes in their pupils' behaviour. | 3.70% | 18.52% | 0.00% | 48.15% | 29.63% |

Data in Table 4.6 shows that 44.4% of teachers strongly disagreed with the statement that the school peer-matches learners with another 24.1% disagreeing with the statement. Data shows that a significantly low percentage (18.5%) of the participants strongly agreed that their school peer-matches learners and another 13.0% agreed.

Analysis of head teachers' interview guide showed that children who associate with peers who use abusive language also acquire such abusive language.

"You can identify peers among pupils as early as five years. Their language and behaviour beholds them. Depending on the childs background, you find that children tend to use similar words and phrases used by their peers. This is because children associate themselves with their peers and they share many common aspects as the cartoons they watch, places they are taken by their parents among others. It is not strange to find peers language to be reflective of the language spoken by their friends" *(HTIG 5).*

The study noted that majority of the schools do not peer-match learners. The study findings are divergent from the observations made by Koike (2010) who stated that peer matching assists schools maintain favourable behaviour patterns among learners. By grouping learners, the schools adjudicate the role of peer groups and identification can identify favourable peer patterns and use them to propagate positive behaviour patterns among learners.

The analysis shows that 37.0% of the study teachers indicated that they did not agree with the statement that learners in the same social group exhibit the same behaviour. Data also shows that 35.2% of teachers strongly disagreed with the statement, whereas 27.8% of the participants agreed that learners in the same social group exhibit the same behaviour patterns. Data also shows that 63.0% of the participants strongly disagreed with the statement that peer groups protect each other in the school. Data shows that 29.6% of the participants indicated that they disagreed that peers shield each other in the school. The head teachers noted that peer effect in the

primary schools was limited to the use of language and the same sentiments were shared by parents. The study noted that majority of the teachers indicated that pupils in the same social group exhibit the same behaviour patterns and neither do they shield each other in the school. The study contradicts the findings in Bornstein (2002) who indicated that young children are affected by their social settings.

Bornstein noted that even very young children develop a sense of self from their perceptions of important people in their surroundings, including relatives, teachers and peers. Socio-economic status, ethnic identity and parents' occupations affect family's perception of self and this, in turn, affects their socialisation and behaviour patterns. The study established that peer pressure in primary schools, particularly at the lower primary level, does not have a significant influence on learner behaviour patterns. Learners in this class have superficial peer grouping which does not affect their behaviour unlike in higher levels of education such as high schools, colleges and other higher education institutions where peer grouping determines ones' behaviour patterns.

Teachers were asked if learners change their behaviours when they move from one peer group to another. Data shows that 35.2% of teachers indicated they disagreed that pupils change behaviour when they move from one peer group to another. Data also showed that 25.9% of the teachers strongly disagreed with the statement whereas 20.4% agreed with the statement. The study thus established that pupils do not change their behaviour when they move from one peer group to another. Data also showed that 48.15% of the teachers expressed disagreement with the statement. This was collaborated by the education official interview.

"The behaviour exhibited by pupils at lower primary does not significantly change when they move from one frinds circle to another. This is because the childs world in universally constant due to their innocent approach to issues. They genuinely view every other student as a friend and therefore seamlessly can change from one peer group to another. Chidlren generally accept each other unconditionally at lower levels" *(EOIG).*

Therefore, the study cocluded that at early stages, children do not alter their behaviour to be accepted to a particular peer group. The findings concur with Koike (2010, who argued that peer groups give the members freedom of expression, equality and information. It runs from childhood to adult life regardless of one's social-economic status. This study noted that peer movement among young learners was very much influenced by play and social activities rather than behaviour patterns. The games and activities that are more acceptable to the individual at particular times determine the peer group that one joins.

**4.6 Mass Media and Pupils' Behaviour**

The fourth objective of this study was to establish the role of the mass media in shaping pupils' behaviour. A series of statements were drafted for teachers to express their views on the role of mass media in shaping pupils behaviour and the results are summarized in Table 4.7.

**Table 4.7: Teachers Views on the the Role of Mass Media in Shaping Pupils' Behaviour**

| Statement | Strongly Agree | Agree | Non-Committal | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| At home, children are exposed to mass Media (Radio, TV, Video Games, you tube and other web-based media). | 46.30% | 40.70% | 0.00% | 13.00% | 0.00% |
| Children spend considerable time on Radio/TV /Video Games. | 20.40% | 53.70% | 0.00% | 13% | 13.00% |
| Children dance to the latest music videos. | 25.90% | 38.90% | 7.40% | 20.40% | 7.40% |
| Children's language depicts what they see on TV. | 29.60% | 46.30% | 0.00% | 14.80% | 9.30% |
| Children's interaction is similar to what they see on TV. | 22.20% | 51.90% | 9.30% | 5.60% | 11.10% |
| The Mass media has an influence on pupils' behaviour. | 57.40% | 42.60% | 0.00% | 0.00% | 0.00% |

Data in Table 4.7 shows that 46.3% of the teachers strongly agreed with the statement that pupils are exposed to mass media at home, followed by 40.7% who also agreed with the statement. Out of the sampled teachers, a paltry 13.0% indicated that they did not agree with the statement that children are exposed to mass media at home. The

teachers were asked if children spend considerable time on the mass media and 53.7% of the teachers agreed as did another 20.4% who strongly agreed with the statement.

Head teachers and pupils also agreed that mass media affects pupils' behaviour and language. Inferences drawn from the childrens interview guide showed that majority of the pupils spent an average of four to five hours watching TV or playing video games. Analysis of the head teachers interview guide showed atleast five head teachers indicated that during break time, a good number of lower class pupils could be seen teaching one another moves they had watched on television and on video games. From the childrens interview guide, it was evident that majority of the children knew the latest secular dance moves and majority were able to exhibit the moves before the interviewee.

"On a normal school break, its not uncommon to find very young children dancing to the latest dance moves. Some even take time to train their peers. Its evident that children spend considerable time on mass media particulary television" *(HTIG, 003).*

The same sentiments were echoed by the children as evidenced on children interview guide where majority of children noted they have particular programmes that they watch whenever they are at home. Infact some pupils indicated that they cannot afford to miss particular television episodes. The study established that majority of children in Thika Sub-County, Kenya, are exposed to mass media at home. The study also revealed that children spend a considerable amount of time on the radio, television and video games.

The findings concur with Giddens (2006) who noted that children have been exposed to mass media more than before. Giddens argued that the exposure level ranges from

the application of handheld devices, computers, radio and television as well as video games. Giddens further noted that this exposure could either be positive or negative depending on the content that the children are exposed to through all these media. The study concurs that more than ever, the 21$^{st}$-century children are more exposed to print, digital and electronic mass media. These media can be used to develop learners' talents and at the same time could be destructive to young children.

The teachers were also asked to comment on children's language and dance moves. Data showed that 38.9% of the participating teachers indicated they agreed to the statement that children dance to the latest dance moves with another 25.9% strongly agreeing to the statement. Data also showed that 20.4% of the teachers disagreed with the statement that their learners dance to the latest dance moves. The participants were also asked about the language used by learners. Data showed that 46.3% of the teachers expressed agreement to the statement that their learners used language that depicted programmes they watch on television. This was collaborated by the education oficials who noted that children normally identified with specific television characters particulary cartoon characters. Inferences from the pupils' interview guide showed that words such as "annihilate", "what the hell!" "Shit!" have been picked by the pupils from their favourite TV programmes/video games. Winans (2012) noted that children develop their vocabulary through mass media. Thus children were noted to use particular words that their favourite television or video character commonly use.

Analysis of the chidlrens interview guide showed that majority of children could discern atleast five words they borrowed fromtheir cartoon characters and which has become part of their daily vocabulary. The study established that pupils' language and

dance movements are borrowed from the mass media. Therefore, mass media plays a very crucial role in determining the pupil's behaviour patterns. Thus mass media should develop positive content for young children to assist in developing morally accepted standards in children. The study concurs with Okafor and Malizu (2013) who noted that socialisation by television has positive effects. They noted that some television programmes assist children in developing skills and knowledge that will help them in school.

# CHAPTER FIVE

# SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents the summary of findings, conclusion and recommendations of this study. The chapter also highlights areas for further research. This research aimed at investigating the role of socialisation agents in shaping pupils' behaviour.

## 5.2 Summary of Findings

Socialisation agents play a key role in shaping children behaviour. These agents are always interacting with children from birth and include the family, school, peers and mass media. The objectives of the study were to; establish the role of the family in shaping pupils' behaviour; determine the role of the school in shaping pupils' behaviour; evaluate the role of peers in shaping the pupils' behaviour and to role the influence of mass media in shaping the pupils' behaviour.

## 5.2.1 Family Background and Pupils' Behaviour

The study found out that majority of the participants agreed that children from a harsh and inconsistent parent develop antisocial behaviour. The study estalished that teachers agreed that domestic violence affects a child's behaviour. The study also established that parental drug abuse affects the social development of children. The study also found out that children from low-income family backgrounds have behaviour management issues which affected their social development. Finally, the study established that poor parents had no time to bring up their children as they were constantly out seeking casual and menial jobs.

### 5.2.2 The Role of School in Shaping Pupils' Behaviour

The second objective was to establish the role of school in shaping pupils' behaviour. The study found out that the school carried out background analysis of pupils prior to admission. Thus learners are admitted blindly without checking on their discipline in previous schools although cases of pupils' transfers were not common in primary education level. The study also established that teachers enquire on their pupils' family background when dealing with behaviour issues. The study revealed that school rules assist in behaviour management among learners. The school rules acted as a tool to maintain socially acceptable norms within the school. However, the school rules did not dictate the form of punishment for non-compliance. Finally, the study established that teachers did consider the learners' prior cases of indiscipline when disciplining children.

### 5.2.3 The Role of Peers in Shaping Pupils' Behaviour

The school peer-matches learners into various groups depending on their capability and that learners in the same social group exhibited the same behaviour. Analysis of head teachers' interview guide showed that children who come from abusive families use vulgar language which depicts the abusive language used at home. The study established that children who are raised by harsh parents tend to develop anti-social tendencies and those from abusive families use vulgar language. The study found out that majority disagreed that peers shield each other in the school. Finally, the study also established that most learners did not change their behaviour when they moved from one peer group to another.

### 5.2.4 Mass Media and Pupils' Behaviour

The study revealed that pupils are exposed to various mass media, and similarly, most children spent considerable time on TV, radio and video games. The study also indicated that learners use the language used in the mass media and at times this language is vulgar. Finally, the study established that children's language and dance moves were consistent with what the children watch on mass media such as the latest dance moves, video language among other notable behaviours.

### 5.3 Conclusions

Based on the findings, the study concludes that the home environment affects pupils' behaviour. Children growing up in households where parental love is missing, drug abuse is prevalent and there is domestic violence develop social and behaviour problems

The second conclusion was that the school environment affects the social development of children. Schools were found to be admitting learners without a background check. The teachers did not analyse the child's parental background before administering punishment for indiscipline.

The study further concluded that school rules played a key role in the management of pupils' behaviour in school since they maintained socially acceptable norms within the school. However, school rules did not dictate the form of punishment for non-compliance.

The study also concluded that learners in primary schools were not affected by their peers and learners in peer groups were different in behaviour. This could be based on the fact that the peers meeting was only restricted to common play time during the

school break time. Learners also constantly changed peer groups depending on the play activity that they were involved in.

Finally, the study concluded that pupils were exposed to diverse mass media at home which significantly influenced their behaviour. Children also spent considerable time on television, radio and video games. Children's language and dance moves were deeply consistent with what they watched on mass media. Language at times was vulgar, abusive and some dancing styles were obscene. Therefore, it is undeniable that it is necessary to be able to integrate the media experts in the classroom to raise awareness among the teaching staff on the educational and social importance of media viewing among children. This would make the pupils critical and be able to correctly interpret the messages that the media send continuously so that these media come to exercise a fully educational and formative function on young people.

**5.4 Recommendations**

The study makes the following recommendations;

i.     Parents should reduce the time children access mass media. There should be control on television watching and indulgence in video games. However, parents should also control the mass media content their children are exposed to. Parents should ensure educational content precedes other mass media content.

ii.    Schools should carry out background checks on learners to establish behavioural issues that are likely to arise from a particular set of learners. This would assist in discipline management in schools. The teachers should also consider prior behavioural and discipline issues to determine how to address the current pupils' indiscipline.

iii. School rules should indicate the punishment to be meted for any indiscipline case to introduce consistency in punishment.

iv. The Mministry of education, Science and Technology should raise awareness on the effect of socialization agents on behaviour of young children. This could be in form of policy guideline as well as media campaign to ensure that parents understand particulary the role of mass media in shaping childrens behaviour.

## 5.5 Areas for Further Research

This study assessed the role of socilaisation agents in shaping pupils' behaviour in primary schools. However, various facets of socilisation process were left out. Therefore, there is need for futher study on;

i. The roles of teachers in children play activity and the socio-cognitive development of young children. This was based on the fact that it was observed teachers played a key role in development and implementation of play activities.

ii. The impact of children playing violent computer games on the emotional intelligence of children. During the study, the headteachers remarked on the children exposure to computer games where the level of violence was high.

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**APPENDICES**

## Appendix I:  Teachers Questionnaire
**<u>Confidentiality</u>**

All information that is collected in this study will be treated confidentially. While

your participation is voluntary, you are guaranteed that neither you, your school nor

any of its personnel will be identified in any report of the results of the study.


## Section A: Background Information

Gender?               Male ( )               Female ( )

Age?               Below 35 ( )          36-45 ( )               Over 45 ( )

What is the highest level of formal education that you have completed?

    Diploma ( )          Undergraduate ( )     Masters ( )     Doctorate ( )

How many years' experience do you have working as a teacher?

    0-5 Yrs ( )          5-10 Yrs ( )     Over 10 Yrs

How many years' experience do you have working in this school?

    0-5 Yrs ( )          5-10 Yrs ( )     Over 10 Yrs


## <u>*Section B: Family, Behaviour Management And Social Development*</u>

A.  Does the parenting style affect behaviour management in children?

Yes ( )        No ( )

Kindly indicate your responses in the table below where 1=Strongly Agree, 2= Agree, 3= Non-Committal, 4=Disagree and 5=Strongly Disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Children from harsh and inconsistent parents have developed antisocial behaviours. | | | | | |
| Children from families that witness domestic violence suffer from behaviour management. | | | | | |
| Parental drug abuse affects social development of children from such homes. | | | | | |
| Children from poor family backgrounds have behaviour management issues and this affects their social development. | | | | | |
| Children from homes with minimal education develop social relation issues. | | | | | |
| Children from single parent backgrounds have .behavioural and social development issues | | | | | |

## Section C: School, behaviour management and social development of children.

Does the school have rules and regulations        Yes ( )        No ( )

The rules and regulations are given to individual parents/pupils on admission

Yes ( )　　　　No ( )

Kindly indicate your responses in the table below where 1=Strongly Agree, 2= Agree, 3= Non-Committal, 4=Disagree and 5=Strongly Disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| The school carries out background analysis on the pupils' background on admission. | | | | | |
| The school has included socially inclined activities in class such as study group. | | | | | |
| As a teacher I enquire on my pupils' family background when dealing with behaviour issues. | | | | | |
| The school has a guidance and counseling programmeme for dealing with delinquency. | | | | | |
| The school recognizes pupils' who have rectified their behaviour outside academic prowess. | | | | | |
| The school rules do not discriminate on learners. | | | | | |
| The rules act as a tool to maintain socially acceptable norms within the school. | | | | | |
| The rules dictate penalties if breached. | | | | | |
| The penalties for breach of school rules are issued with strict obedience. | | | | | |
| There are times when the penalties are not followed depending on the student characters. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| While disciplining a child, prior cases of indiscipline are considered. | | | | | |

## Section D: Peers, Behaviour Management and Social Development

Kindly indicate your responses in the table below where 1=Strongly Agree, 2= Agree,

3= Non-Committal, 4=Disagree and 5=Strongly Disagree

| | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| In the school learners are peer matched. | | | | | |
| Students in the same social group exhibit same social behaviour. | | | | | |
| The peer effect on individual children is great among learners. | | | | | |
| To attain behaviour change among learners some have been advised against their present /past peer groups. | | | | | |
| Group peers protect and shield each other in the school. | | | | | |
| Learners exhibit a difference in social behaviour when they change peer group. | | | | | |
| Parents cite peer group change to explain changes in their children behavior. | | | | | |

## *Mass Media, Behaviour Management and Social Development*

Kindly indicate your responses in the table below where 1=Strongly Agree, 2= Agree,

3= Non-Committal, 4=Disagree and 5=Strongly Disagree

| Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| At home children are exposed to mass Media (Radio, TV, Video Games….) | | | | | |
| The children spend considerable time on Radio/TV /Video Games. | | | | | |
| Children dance to the latest music videos. | | | | | |
| Children's language depicts what they see on TV. | | | | | |
| The pupils' behaviour pattern and language corresponds to common mass media programmes the child interacts with. | | | | | |
| The Mass media has an influence on pupils' behaviour. | | | | | |

**Appendix II: Head Teachers Interview Guide**

Age (Years)…………………………

Gender          Male ( )                    Female ( )

    i.    Do family members have any role in social development of the children?
………………………………………………………………………………
………………………………………………………………………………

    ii.    Do parents have talks with their children at this early stage and what are the effects on children's socialisation?

………………………………………………………………………………
…………………………………………………………………………….

    iii.    Do children spend considerable time with peers and what effect has this had on their overall socialisation?

………………………………………………………………………………
…………………………………………………………………………….

    iv.    Do learners exhibit new behaviour patterns they pick from their peers and how has this affected their socialisation in school?
………………………………………………………………………………
………………………………………………………………………………

    v.    Do parents discourage their children from interacting with particular peers in your area?

………………………………………………………………………………
…………………………………………………………………………….

    vi.    Do children speak in the language and slang used in most TV programmes and how has the television and radio influenced their language?
………………………………………………………………………………
………………………………………………………………………………

    vii.    Do you find some similarities between the pupils' behaviour and what they view on TV?
………………………………………………………………………………
………………………………………………………………………………

**Appendix III: Education Officials Interview Guide**

Age (Years)…………………………

Gender        Male ( )                Female ( )

    i.      Do you believe that parents have a role in social development of the child?

………………………………………………………………………………

………………………………………………………………………………

………………

    ii.     Do children spend considerable time on Radio/television /Video Games and how has this affected the way children socialize at home and in the school?

………………………………………………………………………………

………………………………………………………………………………

………………

    iii.    Do school going children dance to the latest music videos and how has this influenced their behaviour?

………………………………………………………………………………

………………………………………………………………………………

……………………

    iv.    Does children's language depict what you watch on TV?

………………………………………………………………………………

………………………………………………………………………………

……………

    v.     Do you find some similarities between pupils' behaviour and what you view on TV?

………………………………………………………………………………

………………………………………………………………………………

……………………

    vi.    Do you think the mass media has an influence on children's behaviour?

………………………………………………………………………………

………………………………………………………………………………

……………………

**Appendix VI: Pupils Interview Guide**

Age (Years)…………………………

Gender          Male ( )                    Female ( )

i.      Do you copy behaviour that you see in your parent/Parents?

        ……………………………………………………………………………

        ……………………………………………………………………………

        ………………

ii.     How many hours do you spend on the television/radio/video games in a

        day?

        ……………………………………………………………………………

        ……………………………………………………………………………

        ………………

iii.    Do you know the latest dance moves and do you practice them?

        ……………………………………………………………………………

        ……………………………………………………………………………

        …………………

iv.     Do you use language you have heard from your favourite TV programme

        and what words are these?

        ……………………………………………………………………………

        ……………………………………………………………………………

        ……………

v.      Do you find some similarities between your friends' behaviour and what

        you have watched on TV?

        ……………………………………………………………………………

        ……………………………………………………………………………

        …………………

vi.     Do you think the mass media has an influence on your behaviour and

        how?

        ……………………………………………………………………………

        ……………………………………………………………………………

        …………………

**Appendix V: Map of Kenya Showing Kiambu County**



Thika Sub County, Kiambu County, Kenya

Kiambu
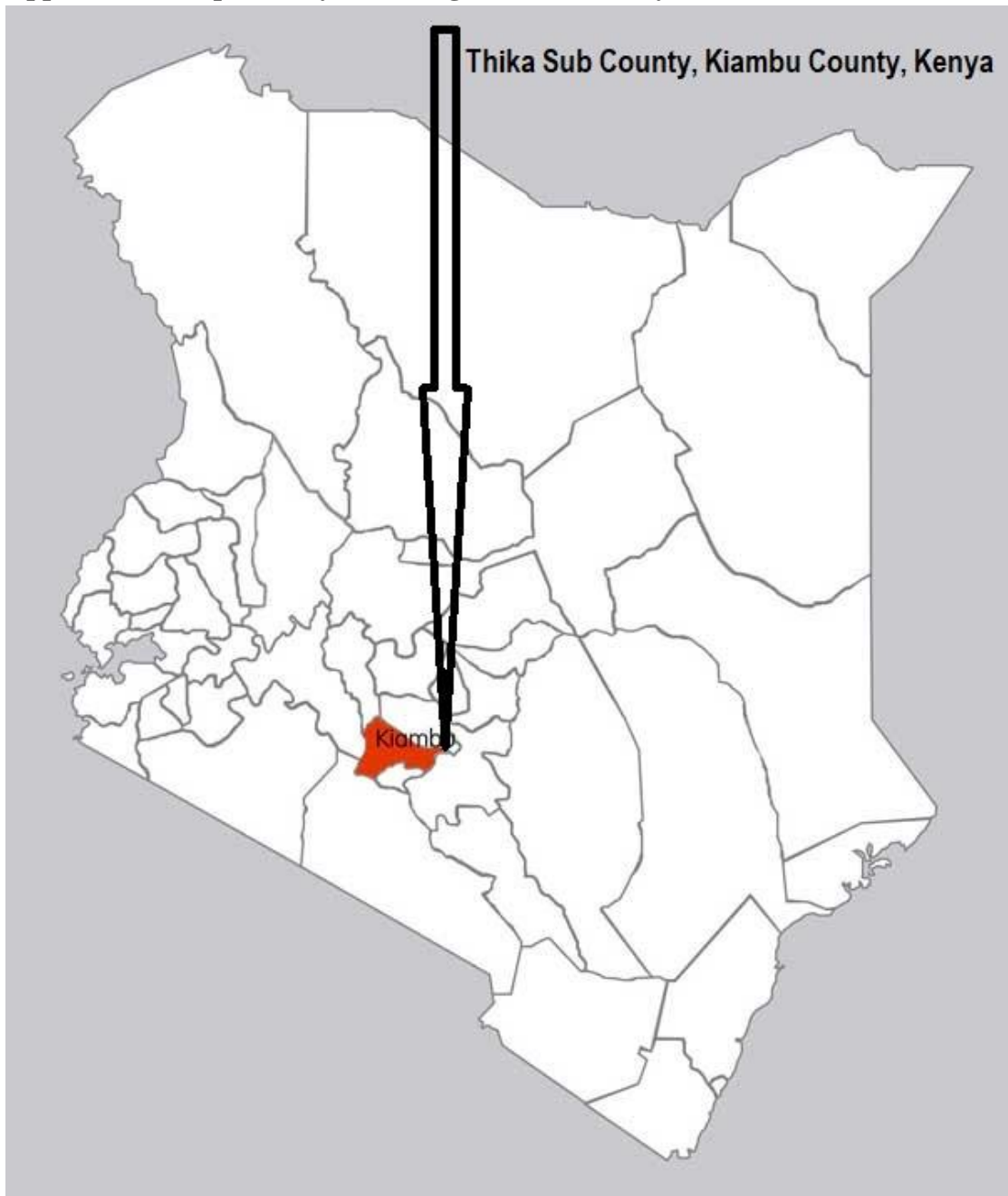
Source ( Adapted from www.learn.e-limu.org )

**Appendix VI: Research Permit**

**REPUBLIC OF KENYA**

NACOSTI

**National Commission for Science, Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

Serial No. A   9992

**CONDITIONS:** see back page

THIS IS TO CERTIFY THAT:
MS. ESTHER WANJIRU MWANGI
of KARATINA UNIVERSITY, 1957 - 10101
Karatina, has been permitted to conduct
research in Thika West District

on the topic: THE ROLE OF SOCIALISA-
TION AGENTS IN SHAPING CHILDRENS
BEHAVIOUR IN THIKA WESTDISTRICT,
KENYA

for the period ending:
30 th November, 2016

Permit No : NACOSTI/P/15/0169/2547
Date Of Issue: 16th November, 2015
Fee Received: Ksh 1,000

..............................
Applicant's
Signature

..............................
Secretary
**National Commission for Science, Technology & Innovation**

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