

**THE ROLE OF SOCIALISATION AGENTS IN SHAPING PUPILS BEHAVIOUR IN
PRIMARY SCHOOLS IN THIKA REGION, KENYA**

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ABSTRACT

Socialization agents shape pupils' behavior. Pupils' behaviour have deteriorated over time in primary schools in Kenya. The purpose of the study was to assess the role of socialization agents in shaping pupils' behaviour. The objectives of the study were to; establish the role of family factors in shaping pupils' behavior; determine the role of school variables in shaping pupils' behavior; evaluate the role of peers and establish the role of media in shaping pupils' behavior. The study adopted the descriptive research design. The target population was 570 teachers, 3256pupils, 69 head teachers and 3 County Directors of Education Officers. A sample of 57 teachers, 35 class seven pupils comprising of 10% of the respective target populations drawn from 7 schools and 7 head teachers participated in the study. The research instruments used consisted of the teachers and pupils questionnaire while an interview guide will be used for head teachers and county directors of education. The research instruments were piloted and a correlation coefficient of < 0.7 was acceptable. Data was analyzed using both descriptive and inferential statistics with the aid of the Scientific Package for Social Sciences (SPSS). The study found out that majority (74.1%) of the participants agreed that children from harsh and inconsistent parent have developed antisocial behaviours. The findings were consistent with Scott (2008) that parenting style influenced a child's behaviour patterns. The study found that 92.6% of the respondents agreed that domestic violence affects a child's behaviour. Analysis of head teachers interview guide showed that children who come from abusive families have 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 also showed that learners use the language used in the mass media and at times this language is vulgar. The study also found out that children's language and dance moves were consistent with what the children watch on mass media. This was noted by 64.8% of the teachers who noted that children dance to the latest dance moves seen on TV. The school rules played a key role in management of children's behaviour in school since they maintained socially acceptable norms within the school. However the school rules did not dictated the form of punishment for non-compliance. The school should carry out background checks on learners in order to establish behavioural issues that are likely to face from a particular set of learners. This would assist in discipline management in schools. The teachers should also consider prior behavioural and discipline issues in order to determine how to address the current pupils' indiscipline. The study recommends that parents should control what their children watch on TV and other mass media in order to reduce incidences of children adopting vulgar and obscene language.

Background of the study

Socially acceptable behavior 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 a pupil's behavior. Behaviour is therefore a consciously learned. Sociologists thus argued that to reinforce children behavior, the children should be offered reinforcements. Anckle (2011) holds that children behavior is dependent of age, personality types as well as emotional intelligence. The complexity of children behavior was also argued to depend on parenting, child's environment among other innate components that affect ones behavior.

Scaligion, Salvioni and Galimberti (2008) noted that during the early years, parents are key in developing the child's growth and development. This affects the children perception and behavior patterns. To mold good society acceptable behavior, the children are discouraged from adopting negative behavior and at the same time reinforced to adopt positive behavior. Unesco (2001) noted that teachers in the US 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 aimed at helping learners choose behaviour that is self-fulfilling, productive and socially acceptable. In this regard, behaviour management refers to teacher's activities that are designed to promote positive behaviour in children. It aims at decreasing anti-social and disruptive behaviours and increasing appropriate social behaviour.

Research Objectives

This study was guided by the following objectives;

- (i) To establish the role of the family in shaping children's behaviour in primary schools in Thika Region.
- (ii) To determine the role of the school in shaping children's behaviour in primary schools in Thika Region.
- (iii) To establish the role of the peers in shaping children's behaviour in primary schools in Thika Region.
- (iv) To establish the role of the mass media in shaping children's behaviour in primary schools in Thika Region.

Theoretical Framework

This study was guided by Social Learning Theory by Albert Bandura (1977) which was developed further by Boeree (2008). Boeree noted that the Social Learning Theory as developed by Bandura, a person's behaviour is shaped by the experiences in one's environment. According to Boeree (2008), Social Learning Theory revolves around the notion that learning correlated to the observation of role models. In a child's environment, the interaction between the other members in the family, the school and peers as well as the mass media assists in behaviour development in children (Anckle, 2011). Boeree (2008) noted that Bandura's Social learning Theory's process works through attention, retention, reproduction and motivation.

Children's Behaviour in Social Development

Koike (2010) noted that a child's behaviour is a culmination of social interactions in her environment. Koike (2010) indicated that the behaviour patterns are a replica of lessons learnt 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 at one time. These are meant to develop the child socially. A child develops into two stages identification and internalization. At the beginning, socially approved behaviours

are imposed on the child while the child gradually absorbs them so that they become part of the personality. Community approaches have much in common with developmental approaches in dealing with disciplining children. They focus on child's long term development especially through guidance (Koike, 2010).

Bhagyadhar and Jagannath (2007) posited that in every society there is a norm of behaviour for its members and they have to obey it in order to be called social beings. Bhagyadhar and Jagannath argued that there are three processes involving socialization which are; proper performance behavior, the play approved social roles and the development of social attitudes.

The Family and Children's Behaviour

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 (2000) in a study of college students found that the more positive the family experience, the more likely the students were to have a positive

Scott (2008) noted that one of the major risk factor is parenting style, in particular 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 family 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.

Reid, Monsen and Rivers (2004) also suggests that a lack of involvement, as well as poor monitoring and supervision of children's activities, strongly predict antisocial behaviour. Parents of children with antisocial behaviour are likely to be less positive, more permissive and inconsistent, and use more violent and critical discipline.

The School and Children's Behaviour

Thungu et al (2010) defines a school as a society within a society. They noted that each school has a specific effect on its learners which is different from that of learners in other schools even if they are going through the same curriculum. A school serves to regularize the behaviour of the children and the standard way to treat all members. The school becomes the first large institution the child associates with. Members in this institution are from diverse backgrounds. Cases of indiscipline may occur at two levels that is the school and the classroom. Bartkowski, Xu and Levin (2008) also agree that the school provides opportunities for skill development throughout the program, such as resilience, social, coping and communication skills and protective behaviours. They added that schools explicitly teach appropriate behaviours and play skills, building on children's strengths and prior knowledge and also provide opportunities for children to practise appropriate behaviours. In Kenya, the education cycle is 3years in pre-school, 8years in primary and 4 years in secondary. Class activities are planned for 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 children behaviour through personal interactions with teachers and administrators.

The literature has also shown the potential of school rules and regulations in shaping a child's behaviour.

Peers and Children's Behaviour

The peer group becomes an agency of enculturation and learning. Tate (2006) noted that 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 play groups, gossip groups or those they school together. A peer group protects and shelters its members. It gives them psychological sustenance by meeting 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 certain roles, social expectations such as attitudes and sentiments of its members (Smith & Denton, 2005). 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 socialize their children. Later, as children leave the home setting, their self-perception and socializing skills become influenced by how their peers view them.

Mass Media and Children's Behaviour

Media is one of the main four agents of socialization that affects youth the most. This is because the media covers the radio, television, and print. There is also electronic media, which includes the use of computers, cell phones, Ipads, etc. 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 children's behaviour since inception. A society in which satellite television plays an important part is obviously different from the one that relies on the printed word carried aboard on ocean liner. People from different parts of the World are able to receive the same popular music, news films and television programmes, twenty- four-hours news channels report on stories as they occur, and broadcast coverage of the unfolding events for the rest of the world to see. 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. Saleem and Anderson (2012) argues that mass media campaigns can directly and indirectly produce positive changes or prevent negative changes. Their careful reading of topic-specific individual studies and more-general mass media reviews and collective experience in campaign research and evaluation across health behaviours has led us to the following conclusions about the conditions under which media campaigns work. Sharif and Sergant (2006) found that both content exposure and screen time had independent detrimental associations with school performance. These findings support parental enforcement of American Academy of Pediatrics guidelines for media time (particularly weekdays) and content limits to enhance school success.

Research Design

The study adopted a qualitative and quantitative research design. Triangulation allowed the researcher to generate both qualitative and quantitative data to measure the relationship between the study variables. 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 (2003) in a survey design provided a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population.

Population of the Study

The study population consisted of all primary schools within the Sub County. There were 43 public schools and 26 private schools within Thika Region. According to the information at the Sub County Education Office, the teachers' population was estimated at 570 teachers, 3256 pupils, 69 head teachers and 3 County Directors of Education Officers.

Sample Size and Sampling Procedure

The study adopted Gay (1992) principle which denotes that a sampling of 10% to 20% of the population is acceptable in social sciences research. Simple random sampling method was used to identify the teachers in primary schools in Thika Region. Simple random sampling was used to select 57 teachers. Purposeful sampling was used to select the first five pupils in each sampled school to arrive at 35 pupils.

Family and Children's Behaviour

Table 4.1: Family Background and Children's Behaviour

Statement	Strongly agree	Agree	Non-committal	Disagree	Strongly disagree
Children from Harsh and inconsistent parent have developed antisocial behaviour	18.5%	55.6%	25.9%	0.0%	0.0%
Children from families that witness domestic violence suffer from behaviour management	46.3%	46.3%	7.4%	0.0%	0.0%
Parental drug abuse affects social development of children from such homes	27.8%	72.2%	0.0%	0.0%	0.0%
Children from poor family backgrounds have behaviour management issues and this affects their social development	25.9%	42.6%	16.7%	7.4%	7.4%
Children from homes with minimal education develop social relation issues	0.0%	16.7%	13.0%	29.6%	40.7%
Children from single parents background have behavioural and social development issues	35.2%	44.4%	1.9%	11.1%	7.4%

Data in Table 4.1 shows that majority (55.6%) of the participants agreed with the statement that children from harsh and inconsistent parents have developed antisocial behaviour whereas 25.9% were non-committal. Data also shows that 18.5% of the participants strongly agreed with the statement that children from harsh parents develop anti-social behaviour. Analysis of head teachers interview guide showed that children who come from abusive families have 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. These findings concur with Scott (2008) who argued that among the greatest risk factors was the parenting style. Scott (2008) noted that majority of parents were harsh towards their children. He noted that children raised by particularly harsh parents developed behavioural problems. This study agrees with Scott (2008) since majority of the teachers agreed with the statement that children raised by harsh parents develop behavioural issues.

The Role of School in Shaping Children's Behaviour

Table 4.1: The Role of School in Shaping Children's 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 behaviour 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 acceptable norms within 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 analysed shows that majority (50%) of the teachers strongly disagreed with the statement that the school carried out background analysis of pupils prior to admission with another significant percentage (35.2%) disagreeing with the statement. Data also shows that a significantly low proportion (14.8%) of the participants agreed that their schools carry put background analysis on learners prior to 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 student transfers were not many at primary education level. The study also established from the data that 48.1% and 13.0% of the teachers indicated that they disagreed with the statement that teachers enquire on their pupils' family background when dealing with behaviour 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 discern the cause of indiscipline and thereby reach a better way of assisting children to reform their behaviour. This blanket condemnation denied teachers an opportunity to find a long lasting solution to children's behavioural issues.

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 in order to address the cause of indiscipline. By identifying causal factors teachers are able to devise appropriate rewards or punishment to assist learners readjust and be socially in line with the societal values. This study agrees with the Bartkowski, Xu and Levin (2008) that teachers stand a chance to alter learners' behavioural maladjustments through understanding the causal factors of children's behavioural issues.

The participants 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 participants strongly agreed and agreed respectively to the statement whereas 13.0% of the participants disagreed with the statement. Data also shows that 48.1% and 46.3% of the participants strongly agreed and agreed respectively that the school rules act as a tool to maintain socially acceptable norms within the school. The study finds that the teachers agreed that school rules assist in behaviour management among pupils in primary schools. These findings concur with Osterman (2000) that the core purpose of school rules in educational institutions is to influence the 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 participants 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 that school rules indicated the form of punishment. The majority of participants (37% and 16.7%) 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 opens the primary school punishment to abuse by teachers and might not address the pupils' discipline management. Watson (2003) noted that good school rules that are 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 in order to avoid punishment being dependent on the teachers' personality. This would assist to shape learners behaviour since the form and type of punishment will be known before issues of non-compliance to school rules arise.

The participants were also asked if in pupil discipline management, the teachers considered the learners prior cases of indiscipline and the data showed that 46.3% and 31.5% of the respondents strongly agreed and agreed that the school considers learners past discipline cases when dealing with current indiscipline. Data also showed that minority (18.5%) of the participants disagreed that schools considers a 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) that the school should assess the learners' prior records in order to determine the rewards or punishment to render to particular issues. This is because once a trend is observed mitigating environments can be created to avoid pupil negative behaviour. The study concurs with Bosworth that schools should emphasise to their teachers the need to have a punishment book where the negative behaviour is recorded and the form of punishment necessitated. This would assist teachers in addressing discipline issues and also standardizing the punishment.

The Role of Peers in Shaping Children's Behaviour

The third objective of this study was to establish the roles played by peers in shaping children's behaviour in primary schools in Thika Region. A series of statements were put forward to the participants and their responses are summarized in Table 4.2.

Table 4.2: The Roles of Peers in Shaping Learners Behaviour

Statement	Strongly agree	Agree	Un-decided	Disagree	Strongly disagree
In the school, learners are peer matched	18.50%	13.00%	0.00%	24.10%	44.40%
Students in the same social group exhibit same social behavior	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 children's behaviour	3.70%	18.52%	0.00%	48.15%	29.63%

Data in Table 4.2 shows that 44.40% of the participants strongly disagreed with the statement that the school peer-matches learners with another 24.10% disagreeing with the statement. Data shows that a significantly low percentage (18.50%) of the participants strongly agreed that their school peer-matches learners and another 13.00% agreeing. Analysis of head teachers' interview guide showed that children who associate with peers who use abusive language also acquire such abusive language. The study noted that majority of the schools do not peer-match learners. The study findings are divergent from the observations made by Koike (2008) that peer matching assists schools maintain favourable behaviour patterns among learners. By grouping learners the schools adjudicates the role of peer groups and identification and are able to identify favourable peer patterns and use them to propagate positive behaviour patterns among learners.

Analysis shows that 37% of the study participants indicated they did not agree with the statement that learners in the same social group exhibit the same behaviour. Data also shows that 35.20% of participants 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% of the participants strongly disagreed with the statement that group peers protect each other in the school. Data shows that 29.6% of the participants indicated that they disagreed that peer shield each other in the school. The head teachers noted that the peer effect in primary school is limited to use of language and the same sentiments were shared by parents. The study noted that majority of the participants indicated that pupils in the same social group exhibit 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 (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 affects families perception of self and this in turn affect their socialization and behaviour patterns. The study has shown that the peer pressure in primary schools particularly at the lower primary level does not have a major influence on the learner behaviour patterns. The study has shown that learners in this class have a superficial peer grouping which does not affect their behaviour patterns unlike in higher levels of education such as high school, colleges and other higher education institutions where peer grouping determines ones' behaviour patterns.

The participants were asked if the learners change their behaviour when they move from one peer group to another. Data shows that 35.2% of the participants 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 another 20.4% agreeing to the statement. The study thus established that pupils do not change their behaviour when they move from one peer

group to another. The data also shows that 48.15% of the teachers expressed disagreement with the statement. The findings concur with Koike (2008) who argued that peer groups give the members freedom of expression, equality and information. It runs from children to adult life regardless of one's social economic status. This study noted that peer movement among the young learners was very much influenced by play and social activities rather than based on behaviour patterns. The games and activities that are more acceptable to the individual at particular times determine the peer group that one joins.

Mass Media and Children's Behaviour

The forth objective of this study was to establish the role of the mass media in shaping children's behaviour. A series of statements were given to the participants and their responses are summarized in Table 4.3.

Table 4.3: Mass Media and Children's Behaviour

Statement	Strongly Agree	Agree	Non-Committal	Disagree	Strongly Disagree
At home children are exposed to mass Media (Radio, TV, Video Games....)	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 children's behaviour	57.40%	42.60%	0.00%	0.00%	0.00%

Data in Table 4.3 shows that 46.3% of the teachers strongly agreed to 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% indicated they did not agree with the statement that children are exposed to mass media at home. The participants were asked if children spend considerable time on the mass media and 53.7% of the participants agreed as did another 20.4% who strongly agreed with the statement. The head teachers and pupils agreed that mass media affects children's behaviour and language. The study established that majority of children in Thika Region are exposed to mass media at home. The study also determined that children spend considerable amount of time on radio, television and video games.

The findings concur with Giddens (2006) that children have been exposed to mass media more than ever. He argued that the exposure level ranges from application of hand held devices, computers, radio and television as well as video games. He noted that this exposure could either be positive or negative depending on the content that the children are exposed to through all these mediums. The study concurs that more than ever, the 21st century children are more exposed to print, digital and electronic mass media. These mediums can be used to develop learners' talents and at the same time, could be destructive to young children.

The participants were also asked to comment on children's language and dance moves. Data showed that 38.9% of the participating teachers indicated 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. The study established that pupils language and dance movement are borrowed from the mass media. Therefore mass media plays a very key role in determining the pupil's behaviour patterns. This is positive if the content of language is within the morally accepted standards since it will be beneficial to the learners. The study concurs with Malizu (2013) who noted that socialization by television has positive effects. They noted that some television programmes assists children develop skills and knowledge that will help them in school.

Summary of Findings

The objectives of the study were to; establish the influence of the family in shaping child's behaviour; determine the influence of the school in shaping child's behaviour; establish the influence of peers in shaping the child's behaviour and to establish the influence of mass media in shaping the child's behaviour.

Family Background and Childrens Behaviour

The study found out that majority of the participants agreed that children from harsh and inconsistent parent have developed antisocial behaviours. The study found that ma teachers agreed that domestic violence affects a child's behaviour. The study also found out that parental drug abuse affects social development of children. The study also found out that children from poor 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 for casual and menial jobs.

The Role of School in Shaping Children's 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 found out that teachers enquire on their pupils' family background when dealing with behaviour issues. The study found out 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.

The Role of Peers in Shaping Children's 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 have 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 peer shield each other in the school. Finally, the study also demonstrated that most learners did not change their behaviour when they moved from one peer group to another.

Mass Media and Children's Behaviour

The study found out that pupils are exposed to various mass media and similarly most children spent considerable time on TV, radio and video games. The study also showed 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 latest dance moves, video language among other notable behaviour.

Conclusions

Based on the findings, the study concludes that;

- i. The home environment affects children's behaviour. The children growing up in households where parental love is missing, drug abuse is prevalent and there is domestic violence develop social and behaviour problems
- ii. The school environment affects social development of children. The 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.
- iii. The school rules played a key role in management of children's behaviour in school since they maintained socially acceptable norms within the school. However the school rules did not dictate the form of punishment for non-compliance.
- iv. The learners in primary school were not affected by their peers and learners in peer groups did not exhibit same behaviour patterns since the peer effect was only common during play time. The learners also swiftly changed peer groups depending on the play activity that they were involved in.
- v. The pupils are exposed to mass media at home and similarly children spend considerable time on television, radio and video games. The children's' language and these dance moves were deeply consistent with what the children watched on mass media. The language at times is vulgar and abusive and some dancing styles obscene.

Recommendations

The study makes the following recommendations;

- i. Parents should reduce the amount of time children access the 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. School should carry out background checks on learners in order 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 in order to determine how to address the current pupils' indiscipline.

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

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