The Impact Of Students Discipline On Academic Performance In Secondary Schools A Case Of Masinga Sub-County, Yatta District, Kenya

BY

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BED/7156/51/DF

A Research Thesis Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Bachelor Of Education in Early Childhood and Primary Education of Kampala International University

November, 2008
DECLARATION

I, Mutiso M. Nicholas J. hereby declare that this research project entitled “The impact of students discipline on academic performance in secondary schools; a case study of Masinga sub-county Yatta District, Kenya is my original work carried out solely and has never been submitted in any academic institution for examination.

Signature.......................... Date..........................

BED/7156/51/DF

Mutiso M. Nicholas J.
APPROVAL

I, hereby declare that this research project entitled “The Impact Of Students Discipline On Academic Performance In Secondary Schools; a case study of Masinga sub-county, Yatta District, Kenya carried out by the supervisee has been submitted for examination and marking with my approval as the research project supervisor.

Signature ................................ Date ......................................

Ms Onego Roseline
ACKNOWLEDGEMENT

I return all Glory to God Almighty because he deserves all my credits and glory. I am highly indebted to the competent professional input of my supervisor, Ms. Onego Roseline, he helped make this what I hope will be a very satisfying read. I would like to thank all my lecturers at K.I.U for their valuable support and encouragement.

Special thanks to the various stakeholders of the five schools for your invaluable contribution enabled me to obtain the relevant data and information necessary for the production of this report. Special thanks also go to my classmates of K.I.U, Kampala, and my colleagues at Katolya Primary school.

For those whose names have not appeared here, always remember your contributions are engraven in my heart and you will always be close to my heart. THANK YOU and God bless you all.
DEDICATION

To my parents Mr. MUTISO and KAMENE thank you for giving me a chance in this life.

To my lovely wife, VIRGINIA, Sons Vincent and Jude and daughter Catherine for your moral support which has greatly contributed towards the successful completion of this project.
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Abstract

Discipline is the key aspect of the secondary school students for them to excel in their academic performance. Discipline varies from one school to another, although, in general, young children are expected to respect school rules, such as lining up, tidying up after lessons, and undressing and dressing themselves for physical education classes, in an attempt to promote independence and resourcefulness. The study was carried out in five (5) secondary schools in Masinga Division, Yatta District, of Kenya in the month of April, 2008. The schools visited represent 73 per cent of the schools. The overall aim of the study was to document the performances variations in different age groups of students depending on the level of the discipline, give detailed analysis of the offences committed and the punishments given.

The study collected data from many sources and used different data collection techniques both quantitative and qualitative. These included group discussions to collect qualitative data from pupils, teachers and community members. The questionnaire technique was used to collect data from students, a check list to collect observational data from schools and in-depth interviews to get data from teachers and administrators.

According to this study discipline in its various forms has diverse impacts in student's performance and consequences thereafter, both tangible and intangible, upon society, those consequences, and those entrusted with the responsibility of its detection, prevention, and treatment. The researcher reached the following conclusion; the school rules have not been fully adhered to by the majority of the students. This is as a result of less involvement of the teachers to the school activities and programs where by teachers get involved only when they are on duty. Teachers have not been vigilant on the discipline of the students and many are times when students are not aware on they are expected to do. In many of the schools, students were reported to have sneaked out of
school to the nearby shopping centers to drink alcohol, smoke cigarettes, hunt for ladies, play pool etc. The kind of punishment given to the students in the most cases does not amount to the offence committed. The students' confessed that in most cases when they were sure they were in the wrong were not punished. Finally guidance and counseling should be well defined and monitored in schools since it plays a big role in changing one's behavior.
Abbreviations

S.S- Secondary School.
H.S- High School.
KNEC-Kenya National Examination Council
Operational Definition of terms

Counseling: The process of giving advice to someone.

Discipline: The trait of being well behaved.

Guidance: Something that provides direction or advice as to a decision or course of action

Performance: Any recognized accomplishment.

Punishment: Impose a penalty on someone for doing something wrong.

Rules: A principle or condition that customarily governs behavior.

Regulations: The act of controlling or directing according to rule.
CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter covers the introductory aspects of the study. It presents the background to the study problem, statement of the research problem, study objectives and also the justification of the study.

1.1 Background of the Study
Poor performance has been reported in many schools all over the country since time immemorial. Many researchers have attributed the poor performance to various factors like poor school facilities, poverty, poor managerial skills and the like. Very little has been said about the school discipline and the impact it fosters in the academic performance which the researcher feels is the key root cause to the poor performance.

Discipline is the key aspect of the secondary school students for them to excel in their academic performance. Scientist came up with theories in order to manage human behavior and discipline in respect to the changes occurring in education sector. They came up with behavior theory, which attempted to explain how management knowledge of the psychological social process of human behavior could result in improvement in productivity and people satisfaction. This traces its roots to the Hawthorne studies of long-term behavior research.

1.2 The Conceptual Background
Due to indiscipline cases which had been reported by the Kenya National Examination Council [KNEC] from our secondary schools since the year 1998, a report stated that there was a decline in student's performance up-to-date. The
researchers felt that this might be a result of discipline where consideration should be made on how the schools carry out their rules and regulations, types of punishments and guidance and counseling.

Figure 1: Conceptual Framework of Students' Discipline and Performance

Conceptual framework of students' discipline and performance

1.3 The Contextual Background

This is also linked to the measures taken to curb indiscipline cases in schools like suspension, expulsion, fines, moral punishments and others. The whole affair is not only time consuming and disastrous but also culminates in the portrayal of a poor image of the school and surrounding society. Academic performance is a concern of all and all people in all educational circles. School heads, teachers and administration impose stiff rules and regulations in attempt to improve on discipline and academic performance but such rules have proven to be too hard
for students to conform to. Therefore, there is a need to understand the impact of discipline on academic performance.

1.2 Statement of the Study
Since deteriorated students discipline cases were reported in secondary schools, there has been a decline in performance in academics which is purportedly believed to be as a result of the indiscipline cases reported. The researcher believed that discipline had contributed to the problem and it was therefore necessary to examine the ways those measures to curb indiscipline cases were applied and why they had failed in order to cause decline in student’s performance.

1.3 Purpose of the Study
The purpose of the study is to examine the impact of discipline on the academic performance in secondary schools and to investigate the ways in which discipline can be improved for better performance.

1.4 Objective of the Study
The study intends to achieve the following objectives:

(i) To examine the role-played by school rules and regulation in promoting discipline in secondary schools.
(ii) To assess the punishments given to the students and their applicability to promoting discipline in schools.
(iii) To discuss the role played by guidance and counseling in promoting discipline.
(iv) To come up with recommendations to solve the problem.
1.5 **Scope of the Study**
The study has been done in five selected secondary schools in Masinga sub-county Yatta district. Namely Kitangani S.S, Ndithini S.S, Masinga Boys H.S, Kivaa H.S and Makivenzi Girls S.S. The study consider the academic performance of the five selected secondary schools in relation to discipline cases since the year 1998. The study had also to select some samples from senior two, three and four, teachers and administrators.

1.6 **Significance of the Study**
The study will help school teachers, parents, policy makers, stakeholders and implementers in their methods of enforcing discipline, administering discipline as well as offering guidance and counseling in order to establish a healthy and conducive learning environment.

1.7 **Hypothesis**

i. There is poor performance in schools where indiscipline cases are highly reported.

ii. The punishment given to the students has no impact on their academic performance.

iii. The school rules and regulations are not effectively monitored.

iv. The students are not well guided and counseled on matters of their academic performance.

1.8 **Limitation of the Study**

(i) Given that the researcher is a private sponsored student, he had no enough money to facilitate his work to the maximum of his wish, but he borrowed some money to cater for the shortcomings.
(ii) Also the research was denied information in some schools as some administrators did not feel secure with allowing the study to be done in their schools even after having a provision letter from the university to show that he was doing an educational study.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction
This chapter intends to review the previous literature on discipline in relation with the academic performance. It puts more emphasis on the school rules and regulations, Punishments, and Guidance and counseling.

2.1 Rules and Regulations
A lot has been said concerning discipline and the academic performance. According to Kocchar (2000), the word discipline is derived from the Latin word “discipulus” which means to learn. To some people it is simply defiant behavior, misbehavior and disruptive behavior while to others school discipline means the general conduct of the student, self control, ordered behavior and obedience to authority and yet to other people school discipline means the impulses and powers form upon chaos and bring efficiency and economy where there would be ineffectiveness and waste.

Discipline varies from one school to another, although, in general, young children are expected to respect school rules, such as lining up, tidying up after lessons, and undressing and dressing themselves for physical education classes, in an attempt to promote independence and resourcefulness.

Whatever connotation given to discipline it is the hallmark of respect for ones superior within the chain of authority and ability to obey instruction and uphold the rules and regulations lay down by schools administration.
The modern educators believed in self-discipline the sources of control to be largely within the individuals not external to him or imposed from without by force. The capacity for self-control and self-direction was developed. Discipline is positive because it should lead to individual and group to achieve self-control, self-respect and security. This is an important component in student performance and success.

Ausubbel (1978) argued that discipline and control as the imposition of external standards and control on individuals conduct which are the rules and regulations. He said that when individual controlled was internalized, and then we can speak of self-discipline.

In conclusion, kochhar (2000) and Ausubbel (1978) had argued the way rules and regulations can influence discipline but they had not given the limits in which those rules and regulations can be set to match with school objectives. Are they only for students or the whole population, which comprises the school setting?

2.2 Punishments

According to Wolwa (1997), if you ignore the discipline problems, even temporary ones in return you reinforce indiscipline and this causes a lot of waste in time and financial resources, so punishment should take its cause immediately when that offence takes place with the individual.

Clifford (1987), argues that, discipline should take precedence over the activities and must be dealt with them immediately.

According to Callahan (1975) he argued that a knowledgeable teacher should be aware of the need for consistence and specific improvement in the types of punishments according to the living standards as means of upgrading students
to achievement and this could only be achieved by streamlining the ways to achieve the highest degree of discipline in school according to changes from one generation to another but not sticking to the colonial types of punishments.

Increasing self-direction and self-dependence can be as a result of discipline. For equipping the students for adult life, student training must be geared to fulfillment for effective social living where students learns the pertinent knowledge to accept the worthy ideas and actually practices the habit necessary for successful achievements in schools and see the importance of punishment as a building block in students discipline.

2.3 Guidance and Counseling
According to Mbite(1976), Effective dialogue and communication among educational administration, teachers, and students on other hand are essential for discipline in school. Guidance and counseling can be used to enact moral character acceptable in the society by showing the best ways in which students can conduct them self in order to display their morals.

Kocchar (2000) said that, discipline must be looked at in positive perception in schools. Through guidance students should learn to see the reasons for rules and regulations and try to change their mentality of perceiving them in the opposite way. They should learn to obedience is fare more than when orders trickle down from above. A formal rigid discipline, which condition student to the “military” type of discipline, is replaced by self-discipline, which is rotational, and self impose.

According to Mbite (1976) and Kochhar (2000), they have not given a lot of emphasis on guidance and counseling which can have the best influence in changing student discipline and moral standards.
This research will be interest to come up with limits of rules and regulations which should be applied in all groups which are involved in education sector which has been the only factor unclearly stated by other researchers. Also it will emphasize on the importance of changing the types of punishments used to suit the current changes of generation where the other researchers have talked of punishment without considering the changes of living standards and also the curriculum of education system to suit the generation today.

Due to rapid changes in society, young people require counseling more than ever before to enable them make proper education and career choices and to acquire the right skills for a successfully adjustment to their environment.

It is now widely recognized that teachers alone cannot easily, in addition to their duties, transmit the required values, attitudes and skills. Some of the students facing difficulties and who are educationally disadvantaged may also need tutoring and /or mentoring to assist them with homework assignments, provide them instruction, and foster good study habits.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
In this chapter the researcher brings out how he carried out the research, how he collected the data and how he analyzed it.

3.1 Research Design
The research was carried out using a cross-sectional method by collecting data from senior two, three and four students, teachers and administrators. Taking representative samples from the students, teachers and administrators of the five selected schools.

3.2 Study Population
The study population was selected from the five secondary schools. The sample size of the student was 80 students from each school. They were selected from senior two, three and four at random while the teachers and administrators had an open number which was done using purposive sampling method.

The reasons for using senior two, three and four together with their teachers was because they have experience of indiscipline cases from their former colleagues and the results of their academic performance. Teachers have records of the discipline status of their schools.

3.3 Sample Selection and Size
The five secondary schools in Masinga-sub County were chosen on the basis of their foundation bodies some being government schools and others private schools, state of being day, boarding, single sex, mixed and their environmental location (some are in remote areas while others are around the towns).
3.4 Research Instruments

The researcher used questionnaires (closed and open) and interviews in collecting the primarily data. Introductory letter from the university was used to obtain responses from the teachers, students and administrators.

The open-ended questions allows freedom for the responded to express their feelings while the closed questions generates information of influence and kept the responded focused and on subject. Both structured and unstructured interviews enable the researcher to dig in depth information through probing and individuals opinion.

3.5 Procedure of Data Analysis

The data collected from the field was analyzed using statistical and descriptive methods of data analysis. This caters for both qualitative and quantitative type of data. The data was in form of numerical and statements which helped this methods of data analysis. Qualitative analysis was done according to the set objectives of the research questions in the study.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction
Discipline and academic performance goes hand in hand as many researchers have discovered from the ground of learning and teaching in many institution all over the world. The research problem addresses the impact of discipline on academic performance in secondary schools. The researcher grouped the data collected in different sections, according to the variables illustrated on the conceptual background.

The data collected concerning the profile of the respondents was as illustrated in table 1 below.

4.1 Age Distribution
The researcher found out that the students in this category of studies lies in the age bracket of 14-22 years. The age of the 400 students both boys and girls who participated in the study is as illustrated in table 1
The researcher found out that, the biggest population of students lies in the age between 14 and 17 years as illustrated in table 1. This is one of the delicate age where students are more extravagant to explore what the nature has for them, in other wards it’s the adolescent stage, as kachhor (2000) argues. That is 53.3% of student lie between the age of 16 to 17 years, 23.3% between 14 to 15 years, 17.6% between 18 to 19 years and finally 5.8% between ages of 20 to 22 years.

Teachers and school administration should be vigilant towards students' discipline for it is believed that this is one of the delicate ages where young people are more active towards matters concerning social life. If they are not well monitored they are likely to miss the required expectation in academic issues in schools.
Figure 2: Percentage Age from Table 1

Source: primary data
4.2 School Rules and Regulations

4.2.1 Methods of Sensitizing Rules and Regulations
The responses given for the question involving methods of enlightening the students on the school rules and regulations were as illustrated on table 3 below.

Table 3: Methods of sensitizing rules and regulations

<table>
<thead>
<tr>
<th>Methods</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission letters</td>
<td>60</td>
</tr>
<tr>
<td>Teachers</td>
<td>56</td>
</tr>
<tr>
<td>Fellow students</td>
<td>23</td>
</tr>
<tr>
<td>Notice board</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: primary data

From the selected schools school administrators were found to have devised some methods through which students can familiarize themselves with the school rules and regulation. These are; through admission letters, teachers, notice board and other methods used to serve the purpose. Admission letters and teachers are the mostly used methods which administrators use to make sure that, their rules and regulations are well know by their students according to the report of table 3.

Other methods like using notice boards and fellow students to enlighten students towards knowing school rules and regulations are not efficient according to the research done and the administrators should improvise other effective methods to subsidize the two effective methods, which are through teachers and
admission letters. According to the research findings those two methods have worked effectively so it revealed that school rules and regulations are known well in secondary schools.

**Figure 3:** Frequency and methods of sensitizing rules and regulations

![Graph showing frequency and methods of sensitizing rules and regulations]

*Source: primary data*

### 4.2.1 Considerations of School Rules and Regulations

Students response on how they considered the school rules and regulations was as illustrated in table 4 below.
Table 4: Considerations of rules and regulations

<table>
<thead>
<tr>
<th>Levels</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>152</td>
<td>38</td>
</tr>
<tr>
<td>Moderate</td>
<td>248</td>
<td>62</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Very low</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Source: primary data

According to Kachhor (1970), sentiments of law and order to obtain effective discipline in schools is extremely important and should be developed in students. They should be helped to set the goals of efficient self-discipline and make serious attempt to achieve it. This can only be achieved if they know what they are supposed to do and allowed to do in school in order to create good atmosphere of learning.

This research shows that schools rules and regulations are moderately considered by the students.

4.2.2 The Role Of Prefects

In addition to responses involving the role of prefect in making sure that the school rules and regulations are followed by their fellow students, the researcher found the following data as per table 5 below where the students showed the levels of prefects' effects towards the rules and regulations.
Table 5: Showing Prefect’s Role in Maintaining Rules and Regulations

<table>
<thead>
<tr>
<th>Levels</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>344</td>
<td>86</td>
</tr>
<tr>
<td>High</td>
<td>44</td>
<td>11</td>
</tr>
<tr>
<td>Moderate</td>
<td>8</td>
<td>02</td>
</tr>
<tr>
<td>Low</td>
<td>4</td>
<td>01</td>
</tr>
</tbody>
</table>

Source: primary data

The research also revealed that prefects play a big role to make sure that school rules and regulations are followed according to table 4. The biggest population of the chosen sample admitted the fact that the prefect body is very essential in schools and plays a big role in promoting rules and regulation as shown in table 5. In a sample of 400 students, 344 supported this very highly. These shows that schools administrators should make sure that their prefect’s bodies are strong to enforce rules and regulations for better discipline in the schools.

4.3. Teachers Concerns on Students Discipline

Teachers involvement towards student’s discipline, was illustrated in the table 6 below where the students responded according to the levels of teachers concern in their schools.

Table 6: Teachers’ Levels of Concern on Students Discipline

<table>
<thead>
<tr>
<th>Level of teachers concern</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>132</td>
<td>33</td>
</tr>
<tr>
<td>High</td>
<td>104</td>
<td>26</td>
</tr>
<tr>
<td>Moderate</td>
<td>140</td>
<td>35</td>
</tr>
<tr>
<td>Low</td>
<td>24</td>
<td>06</td>
</tr>
</tbody>
</table>

Source: primary data
Ausubel (1978) and kachhor (2000) have argued that discipline and academic performance go hand in order to achieve best results in any academic institution, in this connection teachers play the biggest role to ensure that discipline is instilled in the school for better performance and learning atmosphere. They sensitize students by being role models to them and making sure that all what they expose to them is of help to them and of high quality. This is an important component in students’ performance and success in their academic life. For students have the notion that the teacher is always right and whatever he gives they take. The research revealed that discipline is moderately considered in those schools by teachers meaning that they do not pay high attention according to the table 6.

According to the response given by students on how teachers are concerned with their discipline, 33% said that the discipline is very highly considered, 26% high, 35% moderately and 06% low. This has shown that the schools administration and teachers have not given discipline the maximum attention to make sure students are highly disciplined in their schools. So discipline has to be improved in the school to enhance academic performance and the achievement of goals of teaching and learning in all institutions.
4.3.1 The Level of Discipline in Schools

The data on the level of discipline was as illustrated in table 7 below where the respondents were interviewed and grouped in one category those from both remote and modern.

Table 7: Levels of discipline in studied schools

<table>
<thead>
<tr>
<th>Levels of discipline</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>42</td>
<td>10.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>180</td>
<td>45</td>
</tr>
<tr>
<td>Low</td>
<td>108</td>
<td>27</td>
</tr>
<tr>
<td>Very low</td>
<td>70</td>
<td>17.5</td>
</tr>
</tbody>
</table>

Source: primary data

From table 7 above the level of the discipline of many schools seems to be below the standard. Majority of the students, teachers, and administrators admitted
their discipline in their schools was not to the level stated by the ministry of education and the KNEC. Several indiscipline cases were quoted as illustrated in table 13.

4.4. Teachers Supervision

The information on the teacher’s supervision on students during prep time, the following was reviewed according to table 8 below.

Table 8: Supervision on failure to attend preps

<table>
<thead>
<tr>
<th>Supervision</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>148</td>
<td>37</td>
</tr>
<tr>
<td>No</td>
<td>252</td>
<td>63</td>
</tr>
</tbody>
</table>

Source: primary data

The students and teachers agreed that, supervision of preps was occasional and mostly the morning preps were not well supervised though majority of the students seemed to like them very much and attended them without any pressure from the teachers.

4.4.1 Students Promotion

The survey also considered whether academic performance is considered highly in promoting students in the next class. The data collected concerning the students performance during promotion to the next class was as illustrated in table 9 below.
Table 9: Academic performance and promotion

<table>
<thead>
<tr>
<th>Academic performance</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>192</td>
<td>48</td>
</tr>
<tr>
<td>No</td>
<td>200</td>
<td>50</td>
</tr>
<tr>
<td>Not sure</td>
<td>8</td>
<td>02</td>
</tr>
<tr>
<td>None of the above</td>
<td>0</td>
<td>00</td>
</tr>
</tbody>
</table>

Source: primary data

In most of the secondary schools in Kenya, promotion to the next class is not based on the students academic performance and the reselected schools were found not be an exception to this.

4.4.2. Dedication to Studies

Regarding students dedication to their studies, the researchers finding are illustrated in table 10 below that, they responses varied in three major levels.

Table 10: Dedication of Students to Studies

<table>
<thead>
<tr>
<th>Students dedication</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>140</td>
</tr>
<tr>
<td>Moderate</td>
<td>200</td>
</tr>
<tr>
<td>Low</td>
<td>50</td>
</tr>
<tr>
<td>Very low</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Primary Data

Student's dedication to studies in majority of the schools is above average, except a few cases which were really alarming on the students who spend most of their
time in the wrong activities. These students' performance was quite different compared to that of the other students.

4.5. Teachers Motivation

As pertains the teacher's motivation, which includes their comments to the students' performance in their mid-term and end-term exams, the following results were obtained as illustrated in Table 11 below.

Table 11: Levels of Teacher's Motivation

<table>
<thead>
<tr>
<th>Comments</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>124</td>
<td>31</td>
</tr>
<tr>
<td>Good</td>
<td>164</td>
<td>41</td>
</tr>
<tr>
<td>Fair</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>Poor</td>
<td>32</td>
<td>08</td>
</tr>
</tbody>
</table>

Source: primary data

Teachers' motivation and encouragement plays a big role in promoting students' interest in studies, which improves their academic performance. This may be in the form of rewards, comments, gifts which are geared to change the motive towards studies and feel the sense of being in a position to achieve academic excellence. The research also found that teacher motivations towards students academic performance is highly appreciated in the schools where the research was carried out according to the data shown in Table 10. This shows that motivation is valued in those schools in order to achieve academic goals and aims of teaching and learning in schools.
4.6. Punishments in Schools

The researcher categorized the 260 students who were conscious of the offences they have ever committed in school and teachers were aware of them in to two; (1) Those who were given punishment as “GIVEN” and (2) those not punished as “NOT GIVEN”. The findings were as shown in table 12 below.

Table 12: Showing given and not given punishments

<table>
<thead>
<tr>
<th>Students punished</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given</td>
<td>110</td>
<td>42</td>
</tr>
<tr>
<td>Not given</td>
<td>150</td>
<td>58</td>
</tr>
</tbody>
</table>

Source: primary data

According to Clifford (1987), discipline should take precedence over the activities and must be dealt with immediately. Wolwa (1997) argues that if you ignore the discipline problem, even temporary ones, in return you reinforce indiscipline and this cause a lot of time wastage and financial resources to rectify the
problem. So punishment should take its cause immediately when that offence takes place with the individual and should not go unpunished.

Punishment that follows any misconduct is a painfully or annoying experience and tends to weaken the bond of connection between stimulus and responses kachhor (2000). It reduces the chances of recurrence of that form of misbehavior. The research discovered that, many students commit offences but many of them go unpunished. This is shown clearly in the table 12. Where the number of students who committed offences and went unpunished out weighed those committed and where punished.

The research shows that 58% of students commit offences but they go unpunished, while 42% committed and were punished. The research findings show that teachers and school administration have failed in this part of punishment in school and this may be the cause of indiscipline cases in schools. They should make sure that all what students have done contrary to school rules and regulations should suffer the consequence of it. This will help, eliminate and reduce the number of students in committing the same type of offence since they have learned from the punishment given to their members who fell victims of certain offence.

**Figure9:** Showing Percentage of Punishments Given

![Pie chart showing percentage of students who were given and not given punishment.](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given</td>
<td>42%</td>
</tr>
<tr>
<td>Not Given</td>
<td>58%</td>
</tr>
</tbody>
</table>
4.6.1. Types of Offences Committed

The researcher wanted to know the kind of offences committed by students; he found out from the students experience that the following offences are often as table 13 indicates.

Table 13: Showing Types of Offences Committed

<table>
<thead>
<tr>
<th>Types of offence</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late coming</td>
<td>56</td>
<td>14</td>
</tr>
<tr>
<td>smoking</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>Sneaking from school</td>
<td>52</td>
<td>13</td>
</tr>
<tr>
<td>Making noise in class room</td>
<td>128</td>
<td>32</td>
</tr>
<tr>
<td>Stealing</td>
<td>8</td>
<td>02</td>
</tr>
<tr>
<td>Uncompleted homework</td>
<td>92</td>
<td>23</td>
</tr>
</tbody>
</table>

Source: primary data

Below are some of the offences committed by the students as reflected in table 13. They include:

- Late coming
- Smoking
- Sneaking from school
- Making noise in class room
- Stealing other students property
- Uncompleted homework.

The research shows that most students are involved in indiscipline cases, which unfortunately interferes with their study time and affects their academic
performance in schools. This can be emphasized by the fact that there are cases of
in completed homework and making noise classrooms.

**Figure 9:** Types of Offences Committed In Schools

<table>
<thead>
<tr>
<th>Types of offences</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late coming</td>
<td>6</td>
</tr>
<tr>
<td>Smoking</td>
<td>50</td>
</tr>
<tr>
<td>Noise making</td>
<td>100</td>
</tr>
<tr>
<td>Stealing</td>
<td>150</td>
</tr>
<tr>
<td>Homework</td>
<td>200</td>
</tr>
</tbody>
</table>

**Source:** primary data

4.6.2. **Types of Punishments**

The research was also interested on types of punishment given to student found
guilty of an offence. Out of the 340 responses given from the participants who
had committed offences and were punished, the following findings were
tabulated on table 14 below.
Table 14: Punishments given to students

<table>
<thead>
<tr>
<th>Types of punishment</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slashing grass</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>Digging traces</td>
<td>80</td>
<td>24</td>
</tr>
<tr>
<td>Sending out of class</td>
<td>20</td>
<td>06</td>
</tr>
<tr>
<td>Washing class room</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>Suspension</td>
<td>30</td>
<td>09</td>
</tr>
<tr>
<td>Caning</td>
<td>100</td>
<td>29</td>
</tr>
</tbody>
</table>

Source: primary data

In schools teachers and administration have been using different types of punishments to curb indiscipline. This is shown clearly by table 14 according to the data of the research done. The following types of punishments are applied:

- Slashing grass in school compound
- Digging traces
- Sending out of class
- Washing class rooms
- Suspension
- Caning.

It is clearly shows that the punishments named above are not effective towards conforming students discipline according to table 14. This is because as much as students are punished the number of culprits is still high and also academic performance is low as reported by the national examination board of Kenya.
4.7. GUIDANCE AND COUNSELLING

In relation to the number of students who attended guidance and counseling session in different schools, the data was tabulated as table 15 shown below.

Table 15: Schools and Frequency as In Indiscipline Is Concerned

<table>
<thead>
<tr>
<th>School</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitangani</td>
<td>21</td>
<td>22</td>
</tr>
<tr>
<td>Kivaa</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Masinga</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>Makivenzi</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Ndithini</td>
<td>16</td>
<td>18</td>
</tr>
</tbody>
</table>

Source: primary data

Matheson (1980) believes that "guidance is the systematic profession process of helping the individual through education and interpretative procedures to gain a better understanding of his own characteristic and potentialities and to
relate him more satisfying to social requirements and opportunities in accord with social and moral values. Kachhor (2000) argues that guidance and counseling have in all places been a vital aspect of higher education good teachers have always been interested in providing understanding assistance to students to help them overcome problems of learning and adjustment so as to ensure optimum achievement and profitable placement.

The research findings show that guidance and counseling have not yet take course in secondary schools and many students do not have any idea towards the importance of guidance and counseling in their schools. This is shown in table 15.

Figure12: Guidance and counseling service

Source: primary data
4.7.1. Reasons for Attending Guidance and Counseling

The researcher evaluated the reasons to why the students attended guidance and counseling sessions conducted in their schools, the following data comprising 781 reasons was tabulated on table 16 was revealed.

Table 16: Reasons For Attending

<table>
<thead>
<tr>
<th>Reasons for attending guidance and counseling</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic guidance</td>
<td>200</td>
<td>26</td>
</tr>
<tr>
<td>Career guidance</td>
<td>80</td>
<td>10</td>
</tr>
<tr>
<td>Discipline cases</td>
<td>210</td>
<td>27</td>
</tr>
<tr>
<td>HIV/AIDS awareness</td>
<td>40</td>
<td>05</td>
</tr>
<tr>
<td>Family abuse</td>
<td>100</td>
<td>13</td>
</tr>
<tr>
<td>Relationship</td>
<td>151</td>
<td>19</td>
</tr>
</tbody>
</table>

Source: primary data

Though many schools have guidance and counseling clubs, their functions have not been fully reinforced. The research findings shows that there is less concern for guidance and counseling has shown clearly by the results in table 16 where students were responding towards the reasons which made them to attend guidance and counseling sessions in their schools. Many of them had little concern with academic issues addressed in guidance and counseling session according to table 16. This is to show that many schools have not incorporated guidance and counseling in their school programs for the welfare of students towards academic issues.
Source: primary data

The figure above shows that 200 students went for academic guidance and counseling, 210 for discipline cases, 151 for relationship related issues and 100 for family related issues. These were the major problems that led students to seek for counseling. The smallest percentage that is
CHAPTER FIVE
SUMMARY CONCLUSION AND RECOMMENDATION

5.0 Introduction
This chapter gives in brief the researchers perception of the findings an analysis made from the data obtained from the respondents. He gives his conclusion, summary and recommends on the measures to be taken.

5.1 CONCLUSION
According to the research report, it shows that discipline and academic performance plays a key role in any leaning institution to achieve its goals and objectives. This can only be improved if all parties involved have a common interest of achieving the best they can to promote the standards and norms of the society. The research report shows that, discipline has a bearing in academic performance in secondary schools and the students should be geared to achieve the highest degree of discipline in order to achieve academic excellence.

The school rules have not been fully adhered to by the majority of the students. This is as a result of less involvement of the teachers to the school activities and programs where by teachers get involved only when they are on duty. Many of the students disclosed that, majority of the teachers residents in the nearby towns and markets and could only appear when they had lessons or on the weeks of their duty allotments. They hardly take part in the morning and night preps and the students are at liberty either to attend or not.

Teachers have not been vigilant on the discipline of the students and many are times when students are not aware on they are expected to do. In many of the schools, students were reported to have sneaked out of school to the nearby
shopping centers to drink alcohol, smoke cigarettes, hunt for ladies, play pool etc. this becomes the trend and only the local authorities are concerned when the students become a bother to the society.

The kind of punishment given to the students in the most cases does not amount to the offence committed. The students' confessed that in most cases when they were sure they were in the wrong were not punished. This makes them reluctant in following the school rules and regulations. In some of the schools, students disclosed that the punishment given to them was overly and they feared attempting thing in fear of falling victims to the disciplinary committee, punishment should be posted towards changing positively the attitude of students to achieve self-discipline.

Finally guidance and counseling should be well defined and monitored in schools since it plays a big role in changing one's behavior. Students freely confined to the researcher that they only attended these sessions on those topics they preferred. Some schools didn't have a calendar of the activities to be done in guidance and counseling and the students opted not to attend

5.2 SUMMARY
According to Kochhar (2000), the modern educators believe in self-discipline the sources of control to be largely within the individuals not external to him or imposed from without by force. The capacity for self-control and self-direction is developed. Discipline is positive because it should be lead to individual and group to achieve self-control, self-respect and security. This is an important component in student performance and success.
In accordance with the report, Age of students was found to be one of the most delicate aspects of students in secondary schools. The biggest population of student range between 14 and 17 years, the teenage stage kochhar (2000). This is the age where students are more adventurers to matters concerning social life, which if they are not well monitored; they may end up to be useless people in the society. Most of students’ discipline is determined by this stage, how well the students are guided and monitored to make sure he/ she does the right thing at the right time.

Concerning school rules and regulation, the report revealed that though all schools have well stipulated methods used in order to make sure their students are well conversant with them. The research reviewed that, teachers and administrators are less concerned about how students follow them. The new students fall victims of the established culture in these schools and follow suite.

All the schools have employed student bodies (prefects) to make sure that their fellow-students, follows all school rules and regulation. The research also reviewed that prefects play a big role and they are well established and to a greater extend firmly supported by the administration in secondary schools thus does the dog work.

The research reviewed that teachers rarely supervise students more so during the prep time, promotion and academic dedication of the students is moderately considered in secondary schools. This shown that there is still a lot to be desired to ensure that the schools embrace discipline in all the aspects of learning so as to promote academic excellence and come up with responsible, hardworking members in the community.
Teachers need to fully motivate and reward the learners to ensure that they really give their best in both the academic spheres and co-curricular activities. According to the research there has been a minimal motivation and rewarding of the learners in both the academic issues and the co-curricular activities. The students are not fully encouraged in doing their best indifferent spheres of life though there seems to be a greater aspect in their poor performance than it can be attributed to their little motivation.

The punishment in the schools has been implemented to curb the problem of indiscipline cases. According to the research findings it shows that, most students go unpunished after committing an offence and also some of the methods used are not geared towards changing students' academic perspective other than causing physical torture to them.

Guidance and counseling in schools was found to have not taken its course according to the research findings. This shown that most schools have not established guidance and counseling services to their students and the administration has not taken its initiative to sensitize students on the importance of guidance and counseling in schools.

Finally the research reviewed that discipline has not been to its maximum capacity according to the research findings. It has shown that discipline is moderately valued in the schools; that is, it's not given the highest attention possible. Ausubbel and Kochhar (2000), argued that discipline and academic performance go hand in hand in order to achieve academic excellence. According to research findings it shown that teachers' supervision, students promotion, teachers motivation and academic dedication towards student are moderately catered for in most of the secondary schools. But very little is done on the area of the rules and regulations, punishment, and guidance and counseling.
According to the research findings it shown that there is a great impact of the students' discipline and academic performance in secondary schools.

5.3 RECOMMENDATIONS

According to research report, it shows that, though teachers and school administration have played a big role to make sure that they achieve academic excellence, they have failed to establish a good base to curb and promote students discipline which has lead to poor performance in secondary schools.

Good policy should be established to monitor how the students follow the school rules and regulations in order to promote the students discipline and the well being of the institutions, and the student's performance will improve by far. A lot of time and resources are wasted on things (solving cases and repairing damages) which don't facilitate learning, which otherwise would have been used on academic grounds.

Guidance and counseling services should be established in those schools where it has not taken roots and reinforced in the schools where it's not well utilized. Students should be made aware of their potential and well guided in exploiting them. They should be guided on the careers they wish to pursue in future in order to work out the disciplines necessary for those careers.

The administration should come up with methods of punishments, which will enhance academic performance other than physical torture to the students. The punishment administered should be equivalent to the offence committed and relevant to the well being of the student's academic sphere. They should be made aware of the lesson the teacher wanted them to learn from the punishment. Punishment should be objective and well stated for the students to appreciate the standards and principles of the institutions.
In order to establish good discipline background, the teachers and administration should be role model to the students. They should do the right thing at the right time and at the right place. They should make sure that no offence goes unpunished like what the research has reviewed in the study. They should improvise methods through which punishment should be given and geared to change students' academic perspective but not to physically torture students as per the report of the research done.

The administration and teachers should attend workshops and seminars for matters concerning guidance and counseling in order to give effective services to the students. They should also sensitize students to know the importance of guidance and counseling towards shaping one's discipline to march with norms and standard values of the society.

This will assist in improving the discipline of students, which the research report has outlined as the cause of poor academic performance in secondary schools.

In conclusion the research has shown that discipline greater impact in the academic performance in secondary schools.
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APPENDICES

APPENDIX A: QUESTIONNAIRES FOR STUDENTS

TOPIC: The impact of discipline on academic performance.

The questions are seeking information about the impact of student discipline on academic performance. The information given will be treated in the strictest confidentiality. The written letters corresponded to the gaps provided.

1. Name of the school:

2. Class:

3. Age:

4. Sex:

5. Religious affiliation:

1. As a student of this school do you know all rules and regulations? □ Yes ( ) □ No ( )

   (a) If yes how did you come to know them and if No why?

2. How are the school rules?

   (a) Very strict
   (b) Moderate
   (c) Low
3. Do you think prefects play a role in making sure school rules and regulations are followed?
(a) Yes
(b) No
(c) Not sure
(d) None of the above.
4. Are teachers concerned in student’s discipline in your school?
   Yes ( )     No ( )
5. How do they take part?

6. Is Student’s academic performance considered highly when promoting students to the next class in your school?
(a) Yes
(b) No
(c) Not sure
(d) None.
7. How are Students dedicated to studies in your school?
(a) Very highly
(b) Moderate
(c) Low
(d) Very low
8. What were the comments on your report form last term regarding your performance?
(a) Very good
(b) Good
(c) FAIR
9. What is the level of discipline in your school?
   (a) Low
   (b) Highly
   (c) Moderate
   (d) Very low

10. Have you ever been given a punishment?
    (a) Yes
    (b) No.
    (a) What was the offence?
        .................................................................
        ................................................................
    (b) What of punishment were you given? List a few
        ........................................................................
        ........................................................................
        ........................................................................

11. Do you have guidance and counseling sessions in your school?
    (a). Yes
    (b). No
    (a) Then if its there, how many times have you attended since last year?
        1-2    □    3-4 □    5-6 □
        7-8 □    9-10 □ above 10 □
    (b) What made you to go for counseling?
        ........................................................................
        ........................................................................
        ........................................................................
## APPENDIX B: WORK PLAN: (TIME SCHEDULE)

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PERIOD</th>
<th>OUTPUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of proposal</td>
<td>Nov-Dec 2007</td>
<td>Proposal topic selected and submitted for approval by supervisor</td>
</tr>
<tr>
<td>Collection of cover letter</td>
<td>Dec 2007</td>
<td>Cover letter collected from the university</td>
</tr>
<tr>
<td>Developing research instruments</td>
<td>Jan 2008</td>
<td>Research instrument collected</td>
</tr>
<tr>
<td>Collection of data</td>
<td>Jan-Feb 2008</td>
<td>Data collected and entered</td>
</tr>
<tr>
<td>Analyzing data collected</td>
<td>Feb 2008</td>
<td>Data analyzed</td>
</tr>
</tbody>
</table>
APPENDIX C: TABLE OF ANALYSING DATA.

<table>
<thead>
<tr>
<th>No. of Responded</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>