

**STUDENTS' DISCIPLINE AND ACADEMIC PERFORMANCE AMONG  
SELECTED SECONDARY SCHOOLS IN CENTRAL DIVISION  
OF MARSABIT DISTRICT KENYA**

A thesis

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In Partial Fulfillment of the requirements for the Degree  
Master of Arts in Education Administration  
and Management

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## DECLARATION A

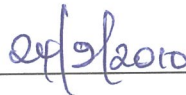
I Solomon Gubo Riwe, declare that this thesis is my original work and has not been presented for a degree or any other academic award in any university or institution of learning”.



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Date



## DECLARATION B

"I confirm that the work reported in this thesis was carried out by the candidate under my supervision".



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**DR. BOSIRE JOSEPHAT**



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Date

## APPROVAL SHEET

This Thesis entitled **students' discipline and academic performance** was prepared and submitted by **Solomon Gubo Riwe** in partial fulfillment of the requirements for the award of **Master of education management degree** has been examined and approved by the panel on oral examination with a grade of \_\_\_\_\_

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## **DEDICATION**

I dedicate this work to my dear wife Gume, my son Riwe parents and all friends who have supported me though my struggle to accomplish the Degree of Masters in Education Management and Administration. Thank you very much for your moral and financial support.

## **ACKNOWLEDGEMENT**

First and foremost, I specially thank God for his protection, wisdom and knowledge to me and having granted me the energies, favour and joy to accomplish this tedious and memorable event in my life.

I would like to thank my supervisors for being there for me whenever I needed them.

Special thanks to my family members for their support encouragement and sacrifices they made for me to study. I also thank my lecturers for acquitting me with all the skills that helped me during the study and research period.

Finally, I thank the respondents who returned the questionnaires and for their cooperation with me. May Almighty bless you all.

## **ABSTRACT**

The topic of this study is student discipline and academic performance in selected secondary schools in central division of Marsabit district. This study was guided by a number of objectives. Particularly, to determine the relationship between different aspects of discipline (time management, proper dressing, obedience and relation) and academic performance (attendance, doing corrections, making revision, participation and score). The study was based on the theory of achievement motivation advanced by Atkinson which postulates that there are different drivers of the strength of motivation to achieve for different individuals. Using descriptive correlational survey design, the researcher followed systematic random sampling to select 127 students out of the five secondary schools found in central division. Using the researcher made questionnaire and Pearson's linear correlation coefficient through study found significant relationships between time management and attendance; doing corrections; b) positive significant relationships between dressing and students' performance in terms of; attendance; doing revisions; and students' participation in class; c) positive significant relationships between obedience and students' performance in terms of; attendance; doing revisions; corrections. Finally, the researcher concluded that discipline is significantly correlated with students' performance in Marsabit. The researcher recommended that to improve students' attendance, examination scores and doing of corrections, time management. However, to improve students' revision and participation

school managers need to use other measures other than the ones mentioned, such as group discussion and varying of methods of teaching.



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## **LIST OF ABBREVIATIONS**

NGO	Non Governmental Organizations.
I.Q	intellectual Quotient
CGPA	Cumulative Grade Point Average
DQASO	District Quality Assurance and Standard Officer
SS	Secondary School

## **CHAPTER ONE**

### **THE PROBLEM AND ITS SCOPE**

#### **Introduction**

This chapter presents the background, problem statement, purpose, specific objectives, questions, scope, and the significance of the study.

#### **Background of the study**

Poor performance in secondary schools through out the country is a major concern of many parent, teachers, leaders and employers, who are interested in the future of secondary school students, this is because secondary education is the basis for higher education for if a student has no firm secondary education base, the country's formal education is likely to be weak and yet is on education that a country relies for supply of quality manpower to develop.

In Kenya, secondary school leavers are of the age range between 15 -22 years. The present education policy in Kenya, as inherited from colonial masters prepares students to be job seekers, it does not impart technical skills necessary to create jobs. So in such circumstances, students are expected to pass with good grades and exhibit high moral integrity. Petra, L. & Bobbie, M 2007



Despite the many measures put in place to improve students performance, poor grades at National Exams are still dominating the good ones. Parents blame the teachers for the poor grades and teachers blame the parents for the same; others blame the school management, while concerned individuals put the blame on the government Asikhia O.A (2010). So the problem of poor students performance seem to be affecting everybody in society.

Among the factors that have been pinpointed to be majorly responsible is discipline. Which is defined as a system of arranging conditions for healthy learning and living Mbiti (1967). This shifts the problem of poor performance from other people to the students themselves. In recent years discipline has become a major concern of people in all education circles globally. As a result school headteachers, teachers and administrators impose stiff rules and regulations as well as punishment in attempts to improve students discipline believing that, with improved discipline students performance will also improve Nakpodia, E.D (2010).

In this study, academic performance (dependent variable) is conceptualized as the degree to which a student accomplishes assignments and score to the expectation of the teacher or an evaluator. Performance according to Robbins & Coulter (2004) is defined as the accumulated results as a product of students' work process and activities. According to Leslie & Lloyd (2000) performance reflects how well a person fulfills the requirements of a task and although often confused with efforts

which refer to energy expended, performance is measured in terms of results. For example, a student may exert a great deal of efforts in preparing for an examination and still make a poor grade. In such case the efforts expended is high and the performance is low. Academic performance is the net effect of students' efforts as modified by their ability; this means that performance in a given situation can be viewed as resulting from the relationship between efforts and abilities.

There has been a persistent poor performance of students in Marsabit at all levels due to a number of factors. For instance, the Kenya Certificate of Secondary Education (KCSE) results for academic year 2007 indicated that students' performance was still generally poor. Some of the reasons given for increased failure rate are lack of enough teaching/learning resources, poor remuneration for teachers, students' negative attitude towards studies, the increased number of students compared to the number of teachers and declining students' discipline among other factors. However the declining students discipline seems to take a lion's share and that is why this study set out to investigate its impact on students' academic performance. The low performance of students in this area is exhibited in form of poor quality grades, student irregularity lessons, students' failure to actively participate in lessons, failure to make corrections and adequate revisions. It is against this background that the researcher is prompted to carry out a research on student discipline and academic performance in central division of Marsabit District.

### Statement of the Problem

Students in various institutions come from different backgrounds. i.e some have both parents, single parents, no parents at all e.t.c. these are circumstances that can lead to children developing acceptable habits or unacceptable ones.

Once such are admitted in secondary schools, they are likely to come with these diverse and unique character traits, habits and behaviours, which could eventually build up into an influential group behaviour. School overall performance, academic or otherwise is measured by the students individual performance. Their individual behaviour influence the way they relate, who they associate with and what they learn and from whom they learn while in school which eventually contribute to their academic performance.

There has been persistent poor performance of student in central division of Marsabit district.

**Table 1: KCSE: Performance in Marsabit 2008 and 2009**

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	total
2008	2	3	5	9	7	8	10	27	63	48	10	2	184
2009	1	3	7	8	11	13	7	19	58	42	16	4	189
Total	3	6	12	17	18	21	17	46	121	90	26	6	373

As per the record of the District Quality Assurance and Standard Officer (DQASO) one of the reasons for these poor performance is the discipline of the student.

This study therefore endeavours to determine the relationship between students discipline and students' academic performance in central division of Marsabit District.

### **Purpose of the Study**

The purpose of this study was to establish whether there is a relationship between students' discipline at school and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya.

### **Research Objectives**

- i) To determine the relationship between proper time management and students' academic performance in selected secondary schools in Central Division of Marsabit district Kenya.
- ii) To determine the relationship between proper school dressing and students' academic performance in selected secondary schools in Central Division of Marsabit district Kenya.
- iii) To determine the relationship between obedience and students' academic performance in selected secondary schools in Central Division of Marsabit district Kenya.

- iv) To determine the relationship between school relations and students' academic performance in selected secondary schools in Central Division of Marsabit district Kenya.

### **Research Questions**

- i) Is there a relationship between proper time management by students and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya?
- ii) Is there a relationship between proper school dressing by students and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya?
- iii) Is there a relationship between students' obedience and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya?
- iv) Is there a relationship between students' school relations and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya?

### **Hypotheses**

- i) There is a significant relationship between proper time management by students and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya.
- ii) There is a significant relationship between proper school dressing by students and their academic performance in

selected secondary schools in Central Division of Marsabit district Kenya.

- iii) There is a significant relationship between students' obedience and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya
- iv) There is a significant relationship between students' school relations and their academic performance in selected secondary schools in Central Division of Marsabit district Kenya.

### **Scope**

This study covered the five secondary schools in Central division of Marsabit district (namely Marsabit boys SS, Moi girls SS, St. Paul's SS, Dakabaricha Mixed day SS and Sasura girls SS), where students' academic performance has been reported to be consistently poor.

Marsabit District is situated in Eastern Province of Kenya. It shares a border with Ethiopia to the north, Turkana and Samburu Districts to the west, Wajir District to the east and Isiolo District to the south. The district boundary is about 1200 km long, enclosing an area of about 78,078km<sup>2</sup>. Marsabit District accounts for about 13% of the country's area. The district is largely illiterate with most adult having no formal education.

The whole district has only eight secondary schools with a record of poor performance in national examinations, high dropout rates and low transition rates to higher levels (Republic of Kenya, 2008). Out of the

eight schools in the district, five are found in the central division and that is where this study was carried out.

Content wise, the study examined the relationship between student discipline factors (time management, school dressing, students' obedience and students' school relations) and their academic performance (measured in terms of scores, attendance, doing corrections, making revision and participation in lessons). The performance in question was of form four students for the year 2010.

### **Significance of the Study**

The findings of this study are useful to head teachers, administrators and teachers on how to set rules and regulations that are specific and well defined so as to reduce indiscipline cases and improve academic performance.

The results of this study are also important in improving the relation ship between school administrators and students so as to create a conducive atmosphere for learning.

The study is important to future researchers in education by providing a source of literature on a field which has been scantly investigated upon for the case of Marsabit District.

It also helped the researcher in upgrading his research expertise and in accomplishing the course requirements.

### **Operation definitions of key terms**

Academic performance	How children do in school either good or bad. These can be in terms of attendance, doing corrections, making revisions participation and relation.
Poor performance	When students perform below the wanted grade/ quality grade that is C+
Discipline	Training of minds and characters to produce self control and obedience. It includes how they manage their time, proper dressing, obedience and how they relate with others in school environment
Students	This refers to the school learners at the level of secondary
Time management	This refers to the process of taking control of time to maximize efficiency and effectiveness
Proper dressing	is the form of dressing that complies with the customs of a given school community or society community or society



Obedience	Is the desire and ability of student to comply with the values, rules regulations, commands and attitudes of the school
Student relations	Is a way in which student deal with their teaches, administrators and fellow students.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

This chapter dealt with the review of literature related to the study objectives. This review helped the researcher to identify gaps upon which the study was based. The chapter shows the theoretical review, conceptual frame work and review of related literature as per the study objectives.

#### **Theoretical Perspective**

This research was based on the theory of achievement motivation advanced by Atkinson in 1964. The theory postulates that there are different drivers of the strength of motivation to achieve for different individuals. In relation to this study the probability of students' academic success are specific situational influences on a particular activity. The tendency to achieve success in academic work under this theoretical model is taken to be a correlate of the degree to which success is seen possible and the value attached to educational success. Students' discipline is a determinant of academic achievement success. A student who is disciplined is valued both at home and at school and so is likely to be motivated to do well in school.

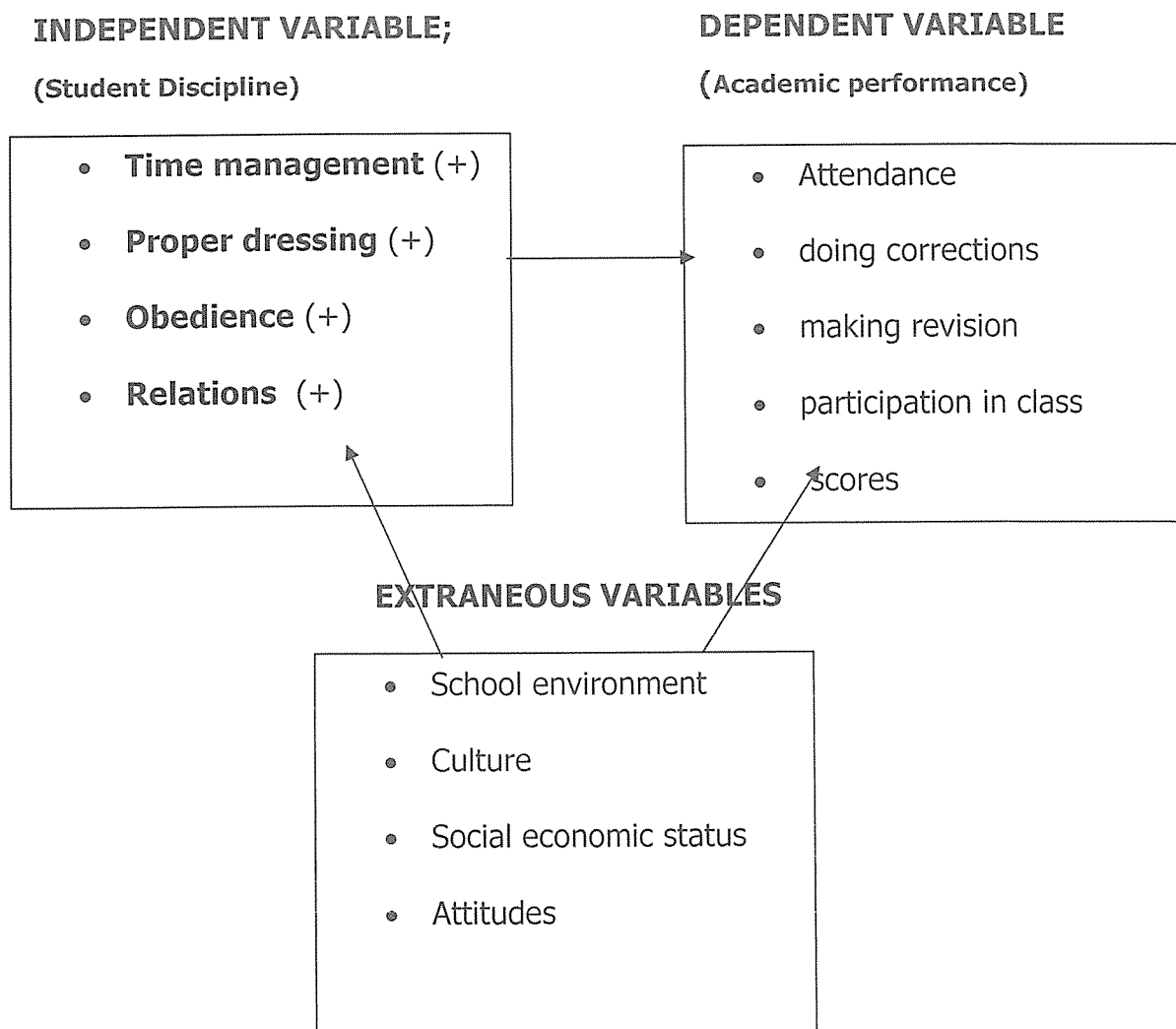
According to Atkinson (1966) the need for achievement in children whose discipline is cherished in school, home and society, is likely to

stimulate students' learning and so their performance will be high. The value attached to discipline by a student and the way school administrators and parents perceive the level of discipline a student is at, will all interact as motivating factors to make this student learn better and achieve success. This is because, such a student is likely to get a lot of support from both the teachers and parents, will have more time for books and always concentrates in class, will not face challenges of missing school due to suspension and the like and so has higher chances of performing better than other counterparts who are otherwise.

Although personality factors like teacher quality and intellectual quotient (IQ) have a strong influence on academic achievement, students with acceptable discipline will outweigh those with unacceptable discipline in academic achievements irrespective of the specific situational influences.

### **Conceptual Framework**

In this section, the concepts and variables to be operationalised to achieve study objectives are extracted from theory (section 2.1) and other relevant sources of literature. A conceptual model (fig. 2.1) is derived from theoretical suggestions of which indicate that several discipline factors influence students motivation to learn and the effort they put in, which eventually determines the end results (academic achievement). This conceptual model is presented in figure 2.1;



Source: Conceptual framework adopted from Atkinson 1964, Coulter, Leslie and Lloyd 2000.

**Fig. 2.1: Conceptual model relating students' discipline to academic performance**

The conceptual model (fig. 2.1) shows four factors of students' discipline (namely, time management, proper dressing, obedience and

students' relations), all conceptualized to have an influence on student's academic performance. All the four aspects of students' discipline are conceptualized have a positive relationship with students' performance.

### **Related Studies**

This section reviews literature related to the four measures of students' discipline (Time management, Proper dressing, Obedience and students' relations) and their relationship with students' performance.

### **Students' Time Management and Academic Performance**

Time management refers to the process of taking control of time to maximize efficiency and effectiveness (Citibank, not dated). Time management thus takes into account the ability to know what to do, when (Raftorpoulos et al., 2009 & Lyndsay, not dated) and actually do it. Time management is theorized to have a positive effect on academic success (Pareto, in Kjetil & Bertil, 2009; Raftorpoulos et al., 2009; Center for good governance, not dated).

Time management also concerns management of our own activities, to make sure that they are accomplished within the available or allocated time, which is an unmanageable continuous resource. As regards to students, time management as an aspect of discipline concerns doing the right school activity at the right time and being in the right place at the right time depending on the school program or rules and regulations.

According to Caruba (2007) time management involves setting goals and taking actions to achieve them. In view of students discipline, it is required that a disciplined student will make his or her time table basing on the school time table to ensure that he or she is not caught late on some activities. On the other hand an indisciplined student may not do this and will always appear to be late on school activities. In such a case, such a student is likely to miss important aspects of schooling and his or her academic performance may be negatively affected.

Few studies have tried to examine the relationship between time management and students' academic performance in Literature, raising the need for this study. Among those few studies, Carl & Amy (1999) found a positive significant relationship between time management and students' academic scores at a university level. Their study that focused on 96 university students of Agricultural economics course at Ohio State University revealed that students who gave in more of their time to go for lectures had a higher CGPA compared to those who gave in less. They emphasize that there is a positive link between time input and academic output. So the time spent in class is considered to be an important input on the side of students that will determine the output in terms of grades.

A student who manages time properly is more efficient and effective in studying and so will achieve better results (Devadoss & Foltz, 1996). For example, class room attendance is taken to be a key input that reflects ones' participation in class, which is a measure of performance as per this study (see Fig. 2.1). Frisbee (1984), Pappalardo (1986) and

Schmidt (1983), also found a positive significant relationship between time management and students' academic performance, while Kember et al (1995) and Schuman et al (1985) found little or no relationship at all.

Voss (2004) found that time management is a significant correlate of academic performance. However, his study was on the amount of time teachers spent teaching in class but not the way students utilize time at school. Their study however was on time management, implying that the way school time is managed whether by teachers or students, will affect the way students perform.

Enamiroro (2010) also found a significant relationship between time spent attending class and students academic performance. However, his study was on student attendance not directly on time management. But this study is useful in that the time a student uses for school involved in the days one attends the school. In this case time management variables include time use and punctuality, which impact positively on performance and are taken to be aspects of discipline. In other words, a student who is punctual is taken to be disciplined and the one who is not is undisciplined.

Although all these studies were on time management, none of them was on the relationship between time management as an aspect of discipline on students' academic performance in Marsabit district central division, which gap this study set out to fill.

## **Students' Proper Dressing and Academic Performance**

Proper dressing is defined as the form of dressing that complies with the customs of a given community or society (Darlene, 2000). Throughout the world, numerous school boards have attempted to standardize the clothing that students wear. Almost all schools have regulations on how students dress (Barbara, 2006). The intent is to keep students safe and focused on academics, which eventually leads to better results (Barbara, 2006). It is an aspect of good discipline if a student dresses as per the school regulations.

Barbara (2006) mentions a number of dresses that are not acceptable in many schools; for example, Baggy pants and bandanas could be interpreted as gang dress; dressing as a gang member intimidates other students and spreads fear instead of focusing on academics; Pants with large pockets are often restricted because a weapon or drugs could be carried in them; certain colors are often banned if gang colors; coats and book bags are often only permitted in lockers.

The most common way considered to be a form of dressing for disciplined students is putting on school uniforms (Darlene, 2000). However there is inadequate literature on the relationship between students' proper dressing and their academic performance. What exist in literature are the importances of dressing, with theoretical arguments of scholars but have minimal empiricism. In this study, the researcher tried to quote a few of these and develop some measures of proper dressing in schools.



Barbara (2006) showed that there is a positive relationship between proper dressing and students' performance; when students wear uniforms to school, no one can tell who has more money; the results will be better attendance because students always have something acceptable to wear. Barbara shows that there are studies that have uncovered the fact that some students miss school because they do not have "cool" clothes to wear or the one pair of jeans that was "cool" was too wet to wear to school. And, since students are not distracted by who is wearing what, students focus better on academics and their own business.

Darlene (2000) disagrees with the position that school dressing positively influences students' performance. He showed that the use of uniforms strip identity, stifle creativity, and unnecessarily burden the families that cannot afford them. He argues that in such cases, individual identity is stripped away and the subject is forced to conform to the same outward appearance as every other subject. Another problem that will surface due to the implementation of school uniforms is the suppression of the individual's creativity and expression; many students' express who they are through the way they dress.

Mancini (1998) is in support of the idea that school uniforms positively contribute to students' performance. He argues that having a school full of students wearing the same clothes and hairstyles helps build integration within the class; where students wearing many different styles of clothes come together wearing similar pants, shirts, ties, and shoes, they identify themselves with the school environment and eventually their concentration increases; through a dress code restriction, every student is

helped to be made more comfortable by wearing similar clothes, otherwise, people may feel alienated with less trendy or "cool" clothes. For example, uniform hairstyles help ease this integration as well by giving each person similar styles making everyone feel more at ease.

Atkins (1996) supports this idea when he postulates that school uniforms can drastically reduce school violence and help a student to focus on school work. Uniforms will put the students' emphasis on schoolwork instead of dressing coolly, and they will help to lower school violence. Mancini (1998) adds that when Long Beach elementary school instituted a mandatory uniform policy, the school saw a 51% drop in physical fights, a 34% drop in assaults and batteries, a 50% drop in weapons offenses, and a 32% drop in school suspensions. Although improvement in academic performance was not reported in particular case, it is implied that there is increased concentration on academics and so results must be better than before. In support of this view, Darlene (2000) adds that uniforms eliminate gang clothing like baggy pants, belts with initials on the buckles, halter tops, or certain gang colored clothing items, help identify outsiders within a school, help to erase lines between the social classes, since it gives all students a chance to fit in the school regardless of their social standing and help parents save money. While all these studies are on school dressing, they do not empirically document the relationship it has with academic performance. This study described empirically how proper dressing is correlated with students' performance using their own (students') perceptions.

## **Students' Obedience and Academic Performance**

Obedience according to Thesaurus English dictionary (U.S version, 2009) is defined as the desire and ability of the student to comply with the values, rules, regulations commands and attitudes of the school. In all schools it is a requirement that students must obey their teachers, administrators and prefects. In many instances, schools are expected to instill into students the behaviour of obeying parents, leaders and other relevant authorities in society. Obedience is an important aspect of discipline that is expected to have a positive relationship with students' performance. Several researchers have had interest in this aspect of discipline; for example, Nakpodia (2010) showed that obedience to teachers influences students' performance in Nigeria.

Awujo (2000) showed that formation of good study habit which result into academic success, does not come easily, rather a lot of effort backed by determination and self-discipline are required to achieve the desired academic success. He shows that parenting or child rearing patterns have a lot to offer in the way a child carries out responsibilities or tasks in life. Fontana cited in Okwubunka (1993) stated that basic values are likely acquired by children in their early years. Some of the virtues identified were obedience, honesty, problem solving, hard work among others. Since study habits have been acknowledged as part of the factors that determine good academic performances, a child's attitude towards his/her studies, success or hard work could be linked to the level of obedience to the teachers and other relevant authorities.

Due to forces of globalization and increased transformation of society, obedience to authority has become a big issue, due to the fact that people (in this case students) do not simply follow or obey authorities. This raises a question of whether authorities like teachers can still remain devoted to their work without authority to command. Despite this question educationists, educators and students will remain, hence the need to harmonize the situation. One way to do this is to try, through to describe the relationship between obedience and performance, which is the major aim of all stakeholders in the education system.

Miller & Plant (1999) found a significant relationship between obedience and academic success. Their study was on truancy and perceived school performance among UK teenagers. They found that students who are obedient to their superiors are likely to perform better than those who disobey them and the relationship was significant. Students who transgress are likely not only to perform poorly but also to drop out of school, they lack guidance and are always misguided by their peers or their own thinking. To Roline, obedience brings blessings and disobedience brings curses. In view of this idea, students' obedience brings good teacher-student relations, a combination of which will result into better results. If students well listen to their teachers, they (teachers) also struggle to make them pass.

On the other hand if students fail to listen to their teachers, they will not put in the required effort to make them pass and on several occasions, such students will be sent out of class, suspended from school

or given other forms of punishments which reduce their level of concentration on academics and eventually their performance will be lowered. Where as these studies focused on obedience as an indicator of students' discipline, none of them presented empirical results on the relationship between obedience and discipline, a gap this study came in to fill.

### **Students' Relations and Academic Performance**

Student relations in this study was conceptualized as the way students deal with their teachers, administrators and fellow students (Thesaurus English dictionary U.S version, 2009). Good students' relations are expected to positively relate with students' performance in schools. Studies evidencing this theoretical assertion are scanty hence the need for a study like this one.

In Hofstede (2002)'s cultural dimensions the importance of relations is indicated. Under this theoretical postulation, relations with in-group (for example among students) can affect the perception of the teacher as an insider or outsider, and determine attitudes toward assisting other students. Success in academic is seen as a joint effort which requires assistance from many people such as parents, teachers and fellow students. Students with loose relationship are said by Hofstede theory to have a culture of individualism and their success in education can be limited, while those with tight relations have a culture of collectivism and have high chances of academic success (Romie, 2005). In this view, students are expected to approach their fellow students for

assistance, to relate well with their teachers for example by showing their obedience to their orders, greeting them, doing exercises in time, asking for what they have not understood and so on.

Students who are often quiet, shy and reticent in classrooms dislike public touch and overt expressions of opinions or displays of emotions, indicating a reserved behaviour, are likely to find many problems in their academic endeavors (Romie, 2005). Even when they have problems they cannot address it well or will incorrectly represent it. This is likely to damage their relations with teachers and so their performance will be affected.

A study by Petra & Bobbie (2006), found a significant relationship between good student relations and academic performance. However their study examined university students, leaving a gap for this study to examine secondary school students.

The importance of student relations has been even extended to the relationship between a student and his or her parents. Students who relate well with their parents/guardians have higher chances of academic success than those who do not (AbdulRaheem et al, 2009). The relationship between a student and his or her parents has been noted to have an influential impact on not only the student performance in school but also in his/her life generally.

This issue of relations seems to be an issue of discipline; students who are disciplined are expected to maintain a cordial relationship with many people who matter in their education so that they can get out from them what can help them succeed. All these studies are not implicating the relationship between student school relations and academic performance, a gap this study wanted to fill.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This chapter describes the methods and approaches that were used in the study. It describes the research design, the research instruments used to collect data, the research procedure and data analysis techniques. It also mentions limitations of the study and ethical considerations.

#### **Research Design**

This research study used a correlational and survey design which was cross-sectional in nature. The use of cross-sectional design was used because the researcher wanted to collect the data at once across the selected sample. Correlational design was used because the study was interested in relating students' discipline at school and their academic performance. It was a survey because it involved relatively a big sample.

#### **Research Population**

There are five secondary schools in central division of Marsabit district and each school has four classes (form 1 to 4). The target population of this study comprised of all students from form four in all the five secondary schools in central division of Marsabit district. All the five secondary schools have at least 750 students, with each class having an average of about 38 students.



### Sample and Sampling Procedure

The researcher purposively selected one class from each of the five schools and that was form four. The total population of each form four class was approximately 38 students, and the total population of all the form four students in the five schools was 195 students (see table 3.1). Using suggestions of Krejcie & Morgan as cited in Amin (2005), a sample of 127 students was selected and involved in the study. The 127 were selected evenly from the five schools such that at least 25 students were selected from each school and the remaining two students were selected from school that had the biggest number of form four students. Random sampling was used to select the 25 form four students from each school. Table 3.1 shows the population and sample size selection.

**Table 3.1: Population and Sample size selection**

<b>School</b>	<b>Form four population</b>	<b>Sample</b>
Marsabit boys SS	42	26
Moi girls SS	37	25
St. Paul's SS	43	26
Dakabaricha Mixed day SS	36	25
Sasura girls SS	37	25
<b>Total</b>	<b>195</b>	<b>127</b>

### Research Instrument

There was one set of a researcher made questionnaire directed to form four students in the five schools of Central division Marsabit District.

The questionnaire consisted of the main title, an introductory letter, then questions on dependent variables (students' performance), operationalised into questions on student scores, attendance, doing corrections, making revision and participation in lessons. There were also questions on the independent variable, discipline (operationalised into questions on time management, proper dressing, obedience and students' relations) as indicated in the conceptual model (Fig. 2.1). Most questions in the questionnaire are closed-ended, based on the five point Likert Scale.

### **Validity and Reliability of the Instrument**

Content validity of the SAQ was ensured through use of valid concepts and/or words which measured the study variables as cited in literature and as indicated in Fig. 2.1. Fellow masters students in the department of education management; School of Post Graduate Studies and Research (SPGS) were also used to evaluate the relevance, wording and clarity of questions or items in the instrument. A content validity index of 0.7 was used to determine content validity, as per Amin (2005).

### **Data Analysis**

Data on completed questionnaires was edited, categorized or coded and entered into the computer package known as Statistical Package for Social Scientists (SPSS) to summarize them, using simple and complex frequency tables or cross-tabulations. The same package was used to analyze data further, by computing means, standard deviations and other

relevant statistics at the univariate level. At a bivariate level, students' performance was correlated with the respective discipline factors using Pearson's Linear Correlation Coefficient (PLCC), as deemed appropriate. At multivariate level, students' performance correlated with all discipline factors using Linear Regression Analysis.

### **Ethical Consideration**

Ethics relating to respondents was enhanced by keeping information given confidential. Self esteem and dignity were maintained to eliminate fear and anxiety among respondents. Students were told the truth about the research in order to give reliable information. Letters seeking approval to carry out research were obtained from each of the five schools and consent of respondents was acknowledged.

### **Limitations of the Study**

The question items were enormous in the questionnaire owing to the numerous aspects in the variables under study. This called for ample time to be given to the respondents to enable them fill the questionnaires. To overcome this limitation, the researcher distributed the questionnaires and left them with the respondents to allow them get time to fill and be collected at a later agreed date.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

#### Introduction

This chapter shows descriptions of students in Marsabit, description of the dependent variable (students' performance), description of independent variable (discipline) and testing of the relationships between the two variables. The pertinent research hypotheses are also tested here.

#### Description of Respondents

Respondents in this study included secondary school students of Marsabit central division. The study sample involved form four students of different categories (sex, religion and parental status) as described in this section.

#### Description of Students in Marsabit Central Division by Sex

Secondary school students in Marsabit involved in this study included both girls and boys as indicated in figure 4.1;

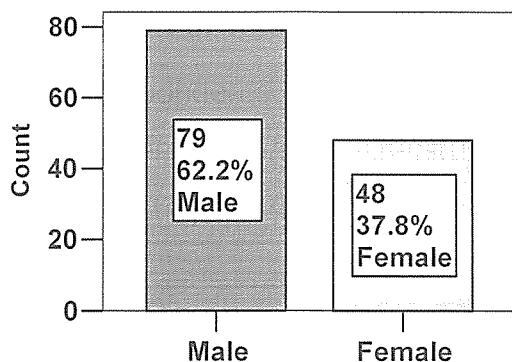


Fig. 4.1: Student category by sex

Fig. 4.1 indicates that the sample at hand was dominated by male students (62%), while female students lagged behind with only 38% share. In Marsabit central division, there are fewer girls in secondary schools compared to boys.

#### Description of Students in Marsabit Central Division by Religion

Figure 4.2 shows the description of students by religion. Their religion was categorized into two groups, namely, Islam and Christian religions;

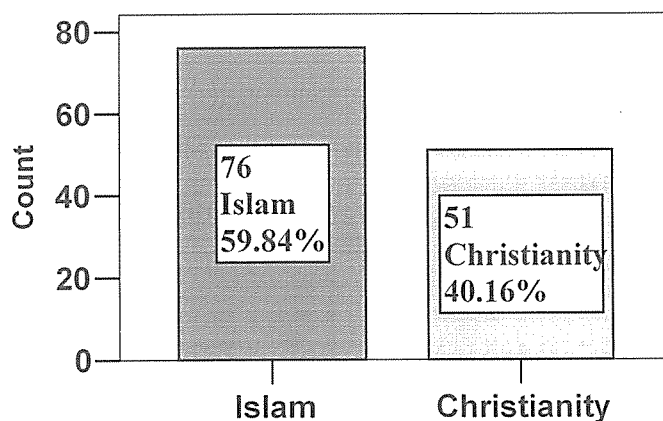


Fig. 4.2: Student category by religion

Fig. 4.2 suggest that students in Marsabit central division are dominated by Muslims (over 60%) while Christians were a little bit fewer (40%).

## Description of Students in Marsabit Central Division by Parental Status

The major interest here was that existence of parents influences children's discipline, and so their academic performance. Fig. 4.3 shows this description.

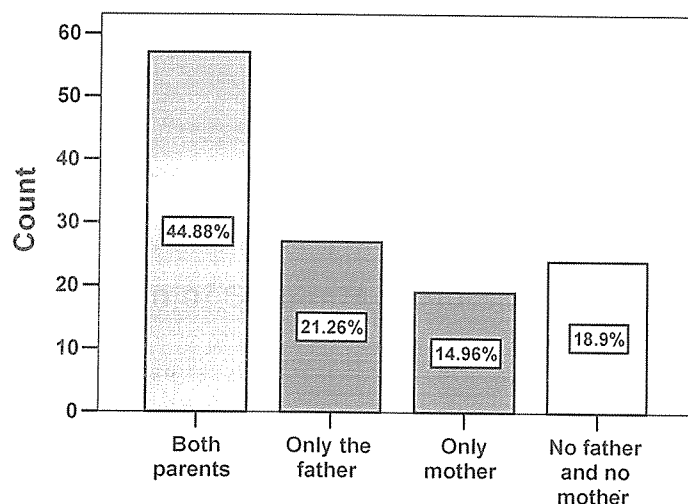


Fig. 4.3: Student category by parental status

Fig. 4.3 shows that majority of the students (over 49%) in the sample had both parents, followed by those with only the father (21%). Those without both parents (orphans) were also a significant number (over 19%).

## Description of the Dependent Variable

The dependent variable (DV) in this study was secondary school students' performance among in Marsabit central division. Students' performance was broken into students' attendance, corrections, revision

made by student, participation in class, scores in examinations or tests. Each of these aspects of the DV was measured qualitatively using several items or questions in the questionnaire, with each Likert scaled between one to five where 1=Very poor; 2 = Poor; 3 = Neither poor nor good; 4 = good; 5 = Very good. Students responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table 4.1;

**Table 4.1: Means and standard deviations for students' performance**

<b>Measures of students performance</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>students attendance</b>	<b>127</b>	<b>1.89</b>	<b>0.648</b>
Attending all lessons	127	1.38	.487
Punctuality in all lessons you study	127	2.22	1.098
Your completion of lessons (start and finish class)	127	2.08	1.166
<b>corrections</b>	<b>127</b>	<b>2.32</b>	<b>0.484</b>
Taking books for marking	127	1.40	.492
Making corrections after marking	127	2.64	1.044
Asking for correct answers for questions you have failed	126	2.92	1.078
<b>Revision</b>	<b>127</b>	<b>3.31</b>	<b>0.558</b>
Revising books in the library	127	2.92	1.131
Revising your exercise books in class	125	3.46	1.074
Completing home work you are given	124	3.38	1.025

Asking questions from teachers during your free time	125	3.46	1.074
<b>Participation in class</b>	<b>127</b>	<b>3.11</b>	<b>0.528</b>
Answering questions asked	125	3.32	1.126
Asking questions where you have not understood	126	3.43	1.015
Your own contribution of ideas	125	3.63	1.028
Completion of exercises and home work given	125	2.68	1.395
Correcting the teacher in case of any error	127	2.50	1.023
Your scores in the exams of term was....	124	3.22	.549
Your performance in exams of previous year was....	127	2.78	.712
Your performance in the last mock exams you did was...	125	2.86	.656
Your scores in the class test you last did was...	125	2.98	.803

*Figures in bold are the mean indices of the variable in question*

The means in Table 4.1 suggest that students rated their performance in terms of attendance as poor (mean index  $\approx 2$ ), indicating that students attendance in this region is poor (most means = 2), but on the item general attendance, students rated them selves very poor (Attending all lessons, mean = 1.38). These means also indicate that students performance in terms of corrections was also poor (mean index  $\approx 2$ ). However in terms of doing corrections and revision, students rated



their performance as fair (mean indices  $\approx 3$ ). To get a summary picture on how students rated their overall performance, an average index was computed from all the four indices in table 4.1, which turned out to have a mean index of 2.72, confirming that students performance in Marsabit is just fair (mean index  $\approx 3$ ).

### Description of the Independent Variable

The independent variable (IV) in this study was students' discipline in Marsabit central division. Students' discipline was broken into students' time management, dressing, obedience and relations. Each of these aspects of the IV was measured qualitatively using several items or questions in the questionnaire, with each Likert scaled between one to five where 1=Very poor; 2 = Poor; 3 = Neither poor nor good; 4 = good; 5 = Very good. Students responses were analyzed using SPSS's summary statistics showing the means and standard deviations, as indicated in table 4.1;

**Table 4.2: Means and standard deviations for students' discipline**

<b>Indicator of students Indiscipline</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Time management</b>	<b>127</b>	<b>2.84</b>	<b>0.476</b>
Your punctuality in class is...	125	3.03	.842
Your punctuality at school is...	126	3.00	.820
Your level of finishing tests, exams and	126	2.68	.797

exercises in time			
Your level of time tabling your school activities is...	127	2.89	.779
Your level of attending all school activities in time	126	2.93	.771
Your level of using school time on academic matters is...	127	2.53	.700
<b>Dressing</b>	<b>127</b>	<b>3.84</b>	<b>0.565</b>
You always put on a full school uniform (both shirt and trouser/skirt)	127	2.98	.968
You put on a school uniform but partially	127	3.98	.781
You always dress according to school rules	126	3.75	.669
You some times come to school without a school uniform	127	3.88	.708
You have more than one pair of the school uniform	127	4.08	.878
Your hair is trimmed as you want	127	3.88	.708
You always trim your hair according to school rules	127	3.76	1.132
Your finger nails are grown	127	3.76	1.132
You have never been suspended due to poor dressing	127	3.56	.940
You have never been punished due to poor dressing	127	4.82	.541
<b>Obedience</b>	<b>127</b>	<b>3.84</b>	<b>0.609</b>
You always obey school rules and	127	3.09	1.123

regulations			
You always obey all teachers	127	3.98	.781
you always obey all prefects	126	3.54	.786
You always obey your parents	127	3.70	.885
you always do what teachers tell you without question	127	3.87	1.039
Teachers always punish you without good reason	127	3.69	.868
many students disobey teachers in your school	127	4.29	1.001
many students disobey prefects in your school	127	4.02	1.091
You have ever been suspended due to disobedience	127	3.75	.917
On many occasions you are punished without reasons	127	4.46	.974
<b>Relations</b>	<b>127</b>	<b>3.45</b>	<b>0.549</b>
Your relations with teachers	125	3.85	.871
Your relations with administrators	121	3.26	.834
Your relations with prefects	127	4.18	1.080
Your relations with other students	127	3.62	.844
Your relations with your parents	127	2.76	.870
Your way of talking to teachers is..	126	3.43	1.274
Your way of talking to prefects is....	127	3.63	1.463
Your way of talking to fellow students is...	127	2.90	1.181
Your way of asking questions from teachers	127	4.02	1.094

in free time			
Your way of asking questions from fellow students	127	3.73	.904
The way teachers talk about you is...	126	2.95	1.094
The way students talk about you is...	127	3.62	.854
The way you assist fellow students is...	127	2.84	.955

*figures in bold are the mean indices of the variable in question*

The means in table 4.2 indicate that respondents rated their discipline in terms of time management as fair (mean index  $\approx 3$ ). Students rated their dressing as good (mean index  $\approx 4$ ), which falls under agree on the Likert scale. In the same way, students rated their discipline in terms of obedience as generally good (mean index  $\approx 4$ ), which falls under agree on the Likert scale. In terms of students' relations, students rated the selves as fair (mean index  $\approx 3$ ). To get a summary picture on how students rated their discipline, an average index (DISCIPLINE) was computed for all the four mean indices in table 4.2, which turned out to have a mean index of 3.49, implying that responding students rated their discipline as fair (mean index  $\approx 3$ ), which falls under neither agree nor disagree on the Likert scale.

### **The Relationship between Students' Discipline and Academic Performance in Marsabit**

The main purpose of this study was to establish whether there is a relationship between students' discipline and academic performance in Marsabit central division. This purpose was broken into four aspects of

discipline, namely time management, proper dressing, obedience and students relations. Mean indices for all the four aspects of discipline as well as those for the four aspects of performance (section 4.2) were computed using SPSS's 'transform<compute' procedure after which the Pearson' Linear Correlation Coefficient (PLCC) was used to correlate these variables in order to test the pertinent research hypotheses, as indicated in the subsequent subsections.

### **The Relationship between Time Management and Students, Performance in Marsabit District Central Division**

The first objective of this study was to describe the relationship between proper time management and students' academic performance in secondary schools of Central Division, Marsabit district Kenya, for which it was hypothesized that time management and students' academic performance in Marsabit are significantly correlated. To test this hypothesis, the PLCC was used to correlate these variables following the said computed numerical indices (see subsections under 4.2 and 4.3). Results of this test are indicated in table 4.3;

**Table 4.3: Pearson's Linear Correlation Coefficient results correlating time management and students' performance in Marsabit**

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
ATTENDANCE	127	1.89	0.648	0.220	0.013
CORRECTIONS	127	2.32	0.484	0.192	0.030
REVISION	127	3.31	0.558	0.137	0.124
PARTICIPATION	127	3.11	0.528	0.024	0.786
SCORE	127	2.96	0.298	0.358	0.000
TIME MANAGEMENT	127	2.84	0.476		

The r values in table 4.3 indicated a positive significant relationship between students' discipline in terms of time management and students performance in terms of; i) attendance ( $r=0.220$ , sig. = 0.013); ii) doing corrections ( $r=0.192$ , sig. = 0.030); and iii) students' examination/test scores ( $r=0.358$ , sig. 0.000). However, there was a positive insignificant relationship between students' discipline in terms of time management and students performance in terms of i) revision ( $r=0.137$ , sig. = 0.124); and ii) students participation ( $r=0.024$ , sig. = 0.786). To get a summary picture on the relationship between time management and students performance, an average sig. value was computed for all the five sig. values in table 4.3, which turned out to have a sig. value of 0.1906, confirming that students' discipline in terms of time management and students performance are not significantly correlated. Basing on these results, the stated research hypothesis is rejected and the corresponding null hypothesis is accepted at 0.05 level of significance.

### **The Relationship between Students' Dressing and Students, Performance in Marsabit District Central Division**

The second objective of this study was to describe the relationship between students' dressing and academic performance in secondary schools of Central Division, Marsabit district Kenya, for which it was hypothesized that students' dressing and academic performance in Marsabit are significantly correlated. To test this hypothesis, the PLCC was used to correlate these variables following the said computed numerical indices (see subsections under 4.2 and 4.3). Results of this test are indicated in table 4.4;

**Table 4.4: Pearson's Linear Correlation Coefficient results correlating students' dressing and students, performance in Marsabit district**

<b>Variable (indices)</b>	<b>Sample</b>	<b>Mean</b>	<b>Std.Deviation</b>	<b>r value</b>	<b>Sig.</b>
ATTENDANCE	127	1.89	0.648	0.560	0.000
CORRECTIONS	127	2.32	0.484	0.030	0.737
REVISION	127	3.31	0.558	0.331	0.000
PARTICIPATION	127	3.11	0.528	0.254	0.004
SCORE	127	2.96	0.298	0.084	0.346
DRESSING	127	3.84	.565		

The r values in table 4.4 indicated positive significant relationships between students' discipline in terms of proper dressing and students performance in terms of; i) attendance ( $r=0.560$ , sig. = 0.000); ii) doing

revisions ( $r=0.331$ , sig.  $=0.000$ ); and iii) students' participation in class ( $r=0.254$ , sig.  $=0.004$ ). However, there was a positive insignificant relationship between students' discipline in terms of proper dressing and students performance in terms of i) doing corrections ( $r=0.030$ , sig.  $=0.737$ ); and ii) students' examination/test scores ( $r=0.084$ , sig.  $0.346$ ). To get a summary picture on the relationship between students' discipline in terms of proper dressing and students performance, an average sig. value was computed for all the five sig. values in table 4.4, which turned out to have a sig. value of  $0.2174$ , indicating that students' discipline in terms of proper dressing and students performance are not significantly correlated. Basing on these results, the stated research hypothesis is rejected and the corresponding null hypothesis is accepted at  $0.05$  level of significance.

### **The Relationship between Students' Obedience and Students, Performance in Marsabit District Central Division**

The third objective of this study was to describe the relationship between students' obedience and academic performance in secondary schools of Central Division, Marsabit district Kenya, for which it was hypothesized that students' obedience and academic performance in Marsabit are significantly correlated. To test this hypothesis, the PLCC was used to correlate these variables following the said computed numerical indices (see subsections under 4.2 and 4.3). Results of this test are indicated in table 4.5;



**Table 4.5: Pearson's Linear Correlation Coefficient results correlating students' obedience and students, performance in Marsabit district**

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
ATTENDANCE	127	1.89	0.648	0.420	0.000
CORRECTIONS	127	2.32	0.484	0.075	0.399
REVISION	127	3.31	0.558	0.398	0.000
PARTICIPATION	127	3.11	0.528	0.115	0.197
SCORE	127	2.96	0.298	0.045	0.612
OBEDIENCE	127	3.84	0.609		

The r values in table 4.5 indicated positive significant relationships between students' discipline in terms of obedience and students performance in terms of; i) attendance (0.420, sig. = 0.000); and ii) doing revisions (0.398, sig. =0.000). However, there was a positive insignificant relationship between students' discipline in terms of obedience and students performance in terms of i) doing corrections (0.075, sig. 0.399); ii) students' participation in class (0.115, sig. =0.197) and iii) students' examination/test scores ( $r=0.045$ , sig. 0.612). To get a summary picture on the relationship between students' discipline in terms of obedience and students' performance, an average sig. value was computed for all the five sig. values in table 4.5, which turned out to have a sig. value of 0.2416, indicating that students' discipline in terms of obedience and students performance are not significantly correlated. Basing on these results, the stated research hypothesis is rejected and the corresponding null hypothesis is accepted at 0.05 level of significance.

### **The relationship between students' relations and students, performance in Marsabit district central division**

The fourth objective of this study was to describe the relationship between students' relations and academic performance in secondary schools of Central Division, Marsabit district Kenya, for which it was hypothesized that students' relations and academic performance in Marsabit are significantly correlated. To test this hypothesis, the PLCC was used to correlate these variables following the said computed numerical indices (see subsections under 4.2 and 4.3). Results of this test are indicated in table 4.5;

**Table 4.6: Pearson's Linear Correlation Coefficient results correlating students' relations and performance in Marsabit district**

<b>Variable (indices)</b>	<b>Sample</b>	<b>Mean</b>	<b>Std.Deviation</b>	<b>r value</b>	<b>Sig.</b>
ATTEND	127	1.89	0.648	0.079	0.377
CORRECTIONS	127	2.32	0.484	0.258	0.003
REVISION	127	3.31	0.558	0.381	0.000
PARTICIPATE	127	3.11	0.528	0.199	0.025
SCORE	127	2.96	0.298	0.372	0.000
<b>RELATIONS</b>	127	3.45	0.549		

The r values in table 4.6 indicated positive significant relationships between students' discipline in terms of relations and students performance in terms of; i) corrections ( $r = 0.258$ ,  $\text{sig.} = 0.003$ ); ii) doing

revisions ( $r=0.381$ , sig.  $=0.000$ ); iii) participation ( $r=0.199$ , sig. $=0.025$ ); and iv) test/examination scores ( $r=0.372$ , sig.  $0.000$ ). However, there was a positive insignificant relationship between students' discipline in terms of relations and students performance in terms of attendance ( $r=0.079$ , sig.  $0.377$ ). To get a summary picture on the relationship between students' discipline in terms of relations and students' performance, an average sig. value was computed for all the five sig. values in table 4.6, which turned out to have a sig. value of  $0.081$ , indicating that students' discipline in terms of relations and students performance are not significantly correlated. Basing on these results, the stated research hypothesis is rejected and the corresponding null hypothesis is accepted at  $0.05$  level of significance.

To get a general picture on the nature and magnitude of the correlation between the four aspects of students' discipline and students' performance, the researcher computed a general performance index (PERFORMANCE), which index was now correlated with the four numerical indices of students, discipline. Results of this test are indicated in table 4.6;

**Table 4.7: Pearson's Linear Correlation Coefficient relating four forms of students' discipline and performance in Marsabit central division**

Variable (indices)	Sample	Mean	Std.Deviation	r value	Sig.
PERFORMANCE	127	2.72	0.276	0.047	0.597
TIME MANAGEMENT	127	2.84	0.476		
DRESSING	127	3.84	0.565	0.465	0.000
OBEIDENCE	127	3.84	0.609	0.438	0.000
RELATIONS	127	3.45	0.549	0.212	0.017

The r values in table 4.6 suggest that students performance in Marsabit central division is positively and significantly correlated with three aspects of students' discipline namely; dressing ( $r=0.465$ ,  $\text{sig.} = 0.000$ ), obedience ( $r=0.438$ ,  $\text{sig.} = 0.000$ ) and students' relations ( $r=0.212$ ,  $\text{sig.} = 0.017$ ). However there was an insignificant positive relationship between time management and student performance. To generate a general picture on how the four aspects of discipline (all together) are correlated with performance, an average index (DISCIPLINE) was computed for all the four forms of discipline in table 4.6, which turned out to have a sig. value of 0.000 ( $r=0.438$ ), generating a general conclusion that student discipline significantly influences performance in Marsabit central division

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **Introduction**

This chapter presents the findings, conclusions and recommendations following the study objectives and pertinent hypotheses. The areas for further research are also suggested here.

#### **Findings**

This study set to establish whether there is a relationship between student discipline and performance in secondary schools of Marsabit central division. It was guided by four specific objectives, that included establishing the relationship between students' discipline in terms of i) time management; ii) proper dressing; iii) obedience; and iv) relations and performance in secondary schools of Marsabit central division. Data analysis using SPSS's descriptive statistics showing means and standard deviations showed that; a) students' performance in terms of attendance and corrections was poor (mean indices $\approx$ 2) and fair in terms of revision and participation (mean indices $\approx$ 3); b) students' discipline was fair in terms of time management and students' relations (mean indices $\approx$ 3) while it was good in terms of dressing and obedience (mean indices $\approx$ 4).

Results using Pearson's Linear Correlation Coefficient found a positive significant relationship between students' discipline in terms of; a)

time management and students performance in terms of; i) attendance ( $r=0.220$ , sig. = 0.013); ii) doing corrections ( $r=0.192$ , sig. = 0.030); iii) students' examination/test scores ( $r=0.358$ , sig. 0.000) and a positive insignificant relationship between students' time management and students performance in terms of i) revision ( $r=0.137$ , sig. = 0.124); and ii) participation ( $r=0.024$ , sig. = 0.786);

Positive significant relationships between dressing and students performance in terms of; i) attendance ( $r=0.560$ , sig. = 0.000); ii) doing revisions ( $r=0.331$ , sig. =0.000); and iii) students' participation in class ( $r=0.254$ , sig. =0.004) and positive insignificant relationships between dressing and students performance in terms of i) doing corrections ( $r=0.030$ , sig. = 0.737); and ii) students' examination/test scores ( $r=0.084$ , sig. 0.346);

Positive significant relationships between obedience and students performance in terms of; i) attendance (0.420, sig. = 0.000); and ii) doing revisions (0.398, sig. =0.000) and positive insignificant relationships between obedience and students' performance in terms of i) doing corrections (0.075, sig. 0.399); ii) students' participation in class (0.115, sig. =0.197) and iii) examination/test scores ( $r=0.045$ , sig. 0.612);

Positive significant relationships between student relations and students performance in terms of; i) students' participation in class ( $r=0.258$ , sig. =0.003); ii) doing revisions (0.381, sig. =0.000); iii) students' participation in class ( $r=0.258$ , sig. =0.003); and iv) examination/test scores ( $r=0.372$ , sig. 0.000) and a positive insignificant

relationship between student relations and students performance in terms of attendance ( $r=0.079$ , sig.  $=0.377$ ). Results also indicated that students' performance (PERFORMANCE INDEX) is positively and significantly correlated with three aspects of students' discipline namely; dressing ( $r=0.465$ , sign.  $=0.000$ ), obedience ( $r=0.438$ , sig.  $=0.000$ ) and students' relations ( $r=0.212$ , sig.  $= 0.017$ ). Finally, discipline was found to significantly correlate with students' performance ( $r=0.438$ ,  $0.000$ ).

## **Conclusions**

In this section, the researcher gives conclusion to the study findings in relation to the study objectives.

The first objective of this study was to establish whether there is a relationship between time management and students' performance in Marsabit district central division, for which it was hypothesized that time management and students' performance in Marsabit district central division are significantly correlated. Basing on PLCC results, this hypothesis was rejected. Based on these findings, the researcher generated the following conclusions;

a) Time management as a measure of discipline is not a significant indicator of students' performance for the case of Marsabit central division. For example attending lessons, finishing lessons and completing lessons are not significant indicators of discipline and so they do not influence students' performance.

The second objective of this study was to establish whether there is a relationship between dressing and students' performance in Marsabit district central division, for which it was hypothesized that dressing and students' performance in Marsabit district central division are significantly correlated. Basing on PLCC results, this hypothesis was rejected. Based on these findings, the researcher generated the following conclusions; Putting on a school uniform is not a significant indicator of students' discipline and so it is not significantly correlated with performance. For example, whether students put on a uniform or not, they can grasp the same way as those who put on uniforms.

The third objective of this study was to establish whether there is a relationship between obedience and students' performance in Marsabit district central division, for which it was hypothesized that obedience and students' performance in Marsabit district central division are significantly correlated. Basing on PLCC results, this hypothesis was rejected. Based on these findings, the researcher generated the following conclusions; Student obedience in Marsabit is not a significant predictor of performance. Where as it is highly expected that obedience is a key to student academic success, in this particular study it was not the case. The reason for this may be that there are no problems of disobedience cases in this region, possibly because of religion but there are no other conducive factors to facilitate education so as to enhance performance, that is why performance is poor, despite the fact that discipline may be good.



The fourth objective of this study was to establish whether there is a relationship between students' relations and performance in Marsabit district central division, for which it was hypothesized that students' relations and performance in Marsabit district central division are significantly correlated. Basing on PLCC results, this hypothesis was rejected. Based on these findings, the researcher generated the following conclusions;

Student relations in Marsabit are not a significant predictor of performance, if taken as a whole. However, relations significantly improve students' ability and willingness to do corrections, revision, participate in class and examination/test scores.

## **Recommendations**

This section deals with recommendations arising from the pertinent findings and conclusions of this study, question by question;

### **Question one**

Basing on the findings of the first question, the researcher recommends that if students' performance is to improve in Marsabit, the following should be done;

To improve students' attendance, examination scores and doing of corrections, time management aspects like punctuality need to be emphasized. However to improve students' revision and participation school managers need to use other measures other than time

management. Such as providing revision materials and putting students in groups where they can participate in group discussions.

### **Question two**

Basing on the findings of the second question, the researcher recommends that if students' performance is to improve in Marsabit, the following should be done;

a) To improve students' attendance, revision and participation, students' proper dressing need to be emphasized. However to improve students' doing of corrections and examination/test scores, school managers need to use other measures other than dressing. Such as subject teachers to supervise students to do corrections and have spot check and have remedial lessons for those lagging behind in performance.

### **Question three**

Basing on the findings of the third question, the researcher recommends that if students' performance is to improve in Marsabit, the following should be done;

To improve students' attendance and revision, students' obedience should be emphasized. However to improve students' ability to do corrections, improve on their classroom participation and examination/test scores, school managers need to use other measures other than obedience. Such as teachers to carry out spot checks on whether students do corrections of the work given, putting student in groups, changing methods of teaching and awarding those who do well in exams.

#### **Question four**

Basing on the findings of fourth question, the researcher recommends, that if students' performance is to improve in Marsabit, the following should be done:-

To improve students participation in class, doing revisions, examination/ test scores, students relation should be emphasized. However to improve students attendance, school managers need to use other measures other than relations. Such as sensitizing parents on their role so that they may check on how students attend school. Class teachers to carry out their role and guidance and counseling teacher to play his/her role of guiding and counseling

#### **Recommendations for Further Research**

The researcher recommends that further research can be done in the following fields to test the relationship between parental impact on students discipline; school management impact and students' discipline; and how the school environment affects students' discipline and performance.

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## APPENDICES

### APPENDIX A

#### TRANSMITTAL LETTER

 **KAMPALA INTERNATIONAL UNIVERSITY**

Kigali Road, Kampala P.O. Box 20057 Kampala, Uganda  
Tel: +256 (0) 11-2668153 Fax: +256 (0) 11-2668154  
E-mail: [admission@kiu.ac.ug](mailto:admission@kiu.ac.ug) <http://www.kiu.ac.ug>

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**INSTITUTE OF OPEN AND DISTANCE LEARNING  
OFFICE OF THE DIRECTOR**

23<sup>rd</sup> April 2010

The Area Education Officer  
Central Division  
P.O. Box 2, Marsabit

Dear Sir/Madam:

**INTRODUCTION LETTER FOR RESEARCH**

I have the pleasure to introduce Solomon Gubo Riwe Reg.No. MED/21957/81/DF to you. He is a student of Masters Degree of Educational Management and Administration at Kampala International University. He is carrying out his research on "Students' Discipline and Academic Performance Among Selected Secondary School in Central Division of Marsabit District". He is at the data collection stage and your Institution / Organization has been identified as his area of study. It will therefore be appreciated if you can give the best assistance to him for a dependable research work.

The University will be counting on your kind cooperation.

Thank you  
23 APR 2010  
Instit. Continuing & Open Distance Studies  
Director-IODL  
DIRECTOR

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*"Exploring the Heights"*

## **APPENDIX B**

### **RESEARCH INSTRUMENTS**

SELF ADMINISTERED QUESTIONNAIRE FOR SECONDARY SCHOOL  
STUDENTS ON STUDENTS' DISCIPLINE AND ACADEMIC PERFORMANCE  
IN SECONDARY SCHOOLS, CENTRAL DIVISION MARSABIT DISTRICT,  
KENYA

SCHOOL OF POST GRADUATE STUDIES AND RESEARCH  
KAMPALA INTERNATIONAL UNIVERSITY

JUNE, 2010

**Dear student;**

I am carrying out a survey in Marsabit district, with a purpose of identifying the students' discipline factors that affect secondary school students' performance, which is necessary if students' performance is to be improved. As students you expect to perform well academically that is why you have been selected to participate in this research by completing this questionnaire. It will be helpful if you assist me by answering the attached questions as per the general instructions provided at the beginning of each section. Please provide the most appropriate answer in your own opinion by ticking or writing in the given space, as the case may be. The success of this research will entirely depend on your positive cooperation by giving the most right answers. Your answers will be kept with much confidentiality and privacy.

Thank you very much!

Yours faithfully,

Solomon Gubo Riwe (Researcher)

## SECTION A: BACKGROUND INFORMATION

To help us classify your responses, please supply us with the following facts about you.

A1. Your sex; Male ☐ Female ☐

A2. Your religion Islam ☐ Christian ☐ Others

specify....

A3. You have; Both parents ☐ Only the father ☐ Only mother ☐  
No father and no mother ☐

## SECTION B: DEPENDENT VARIABLE: STUDENT PERFORMANCE

### B1 Students' school/class attendance

Please rate your performance in terms of school/class attendance, on each of the following items. Your respective answers should range between 1=Very poor; 2 = Poor; 3 = Neither poor nor good; 4 = good; 5 = Very good

B1.1 Attending all lessons	1	2	3	4	5
B1.2 Punctuality in all lessons you study	1	2	3	4	5
B1.3 Your completion of lessons (start and finish class)	1	2	3	4	5

### B2 Doing corrections

Please rate your level of performance in terms of doing corrections, on each of the following items. Your respective answers should range between 1=Very poor; 2 = Poor; 3 = Neither poor nor good; 4 = good; 5 = Very good

B2.1 Taking books for marking	1	2	3	4	5
B2.2 Making corrections after marking	1	2	3	4	5
B2.3 Asking for correct answers for questions you have failed	1	2	3	4	5

**B3 Making revision**

Please rate your level of performance in terms of making revision, on each of the following items. Your respective answers should range between 1=Very poor; 2 = Poor; 3 = Neither poor nor good; 4 = good; 5 = Very good

B3.1 Revising books in the library	1	2	3	4	5
B3.2 Revising your exercise books in class	1	2	3	4	5
B3.3 Completing home work you are given	1	2	3	4	5
B3.4 Asking questions from teachers during your free time	1	2	3	4	5

**B4 Participation in class**

Please rate your level of participation in class, on each of the following items. Your respective answers should range between 1=Very poor; 2 = Poor; 3 = Neither poor nor good; 4 = good; 5 = Very good

B4.1 Answering questions asked	1	2	3	4	5
B4.2 Asking questions where you have not understood	1	2	3	4	5
B4.3 Your own contribution of ideas	1	2	3	4	5
B4.4 Completion of exercises and home work given	1	2	3	4	5
B4.5 Correcting the teacher in case of any error	1	2	3	4	5

**B5 Scores in exams and tests (e.g. on average how did you perform in exams or tests)**

B5.1 Your scores in the exams of term was....	1	2	3	4	5
B5.2 Your performance in exams of previous year was....	1	2	3	4	5
B5.3 Your performance in the last mock exams you did was...	1	2	3	4	5

B5.4 Your scores in the class test you last did was...	1	2	3	4	5
B5.5 You expect your scores in the final National exams to be...	1	2	3	4	5

## SECTION C: INDEPENDENT VARIABLE: STUDENT DISCIPLINE

### C1 TIME MANAGEMENT

Please rate your self on each of the following items. Your answers should range between 1=Very poor; 2=Poor; 3=Neither poor nor good; 4=good; 5=Very good

<b>C1.1</b> Your punctuality in class is...	1	2	3	4	5
<b>C1.2</b> Your punctuality at school is...	1	2	3	4	5
<b>C1.3</b> Your level of finishing tests, exams and exercises in time	1	2	3	4	5
<b>C1.4</b> Your level of time tabling your school activities is...	1	2	3	4	5
<b>C1.5</b> Your level of attending all school activities in time is...	1	2	3	4	5
<b>C1.6</b> your level of using school time on academic matters is...	1	2	3	4	5

### C2 PROPER DRESSING

Please indicate the extent to which you agree or disagree with the following aspects. Your answers should range between 1 = strongly agree; 2 = Agree; 3 = Not sure; 4 = Disagree; 5 = strongly disagree

<b>C2.1</b> You always put on a full school uniform (both shirt and trouser/skirt)	1	2	3	4	5
<b>C2.2</b> You put on a school uniform but partially	1	2	3	4	5

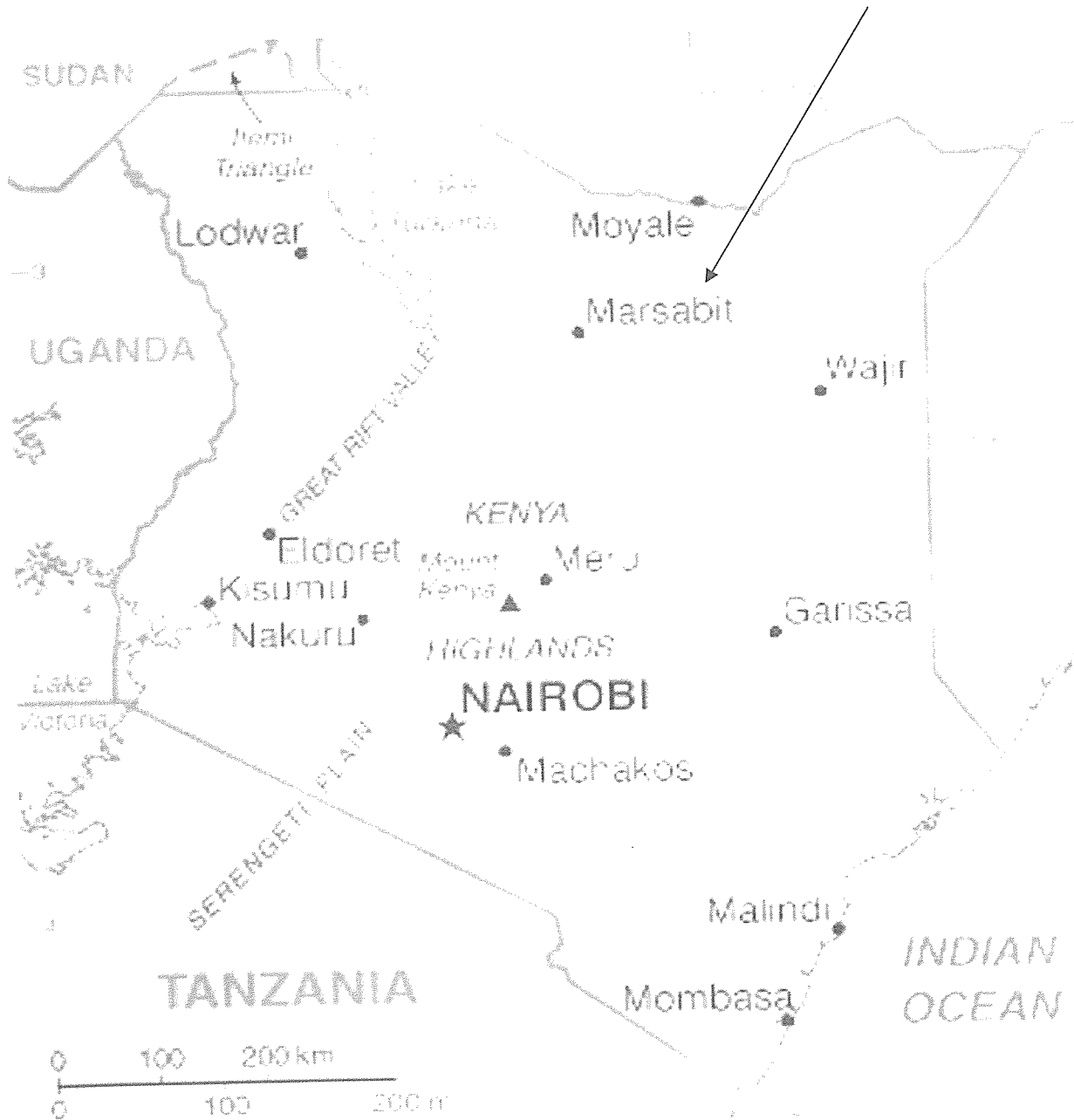
<b>C2.3</b> You always dress according to school rules	1	2	3	4	5
<b>C2.4</b> You some times come to school without a school uniform	1	2	3	4	5
<b>C2.5</b> You have more than one pair of the school uniform	1	2	3	4	5
<b>C2.6</b> Your hair is trimmed as you want	1	2	3	4	5
<b>C2.7</b> You always trim your hair according to school rules	1	2	3	4	5
<b>C2.8</b> Your finger nails are grown	1	2	3	4	5
<b>C2.9</b> You have never been suspended due to poor dressing	1	2	3	4	5
<b>C2.10</b> You have ever been punished due to poor dressing	1	2	3	4	5
<b>C3 OBEDIENCE</b> Please indicate the extent to which you agree or disagree with the following aspects. Your answers should range between 1 = strongly agree; 2 = Agree; 3 = Not sure; 4 = Disagree; 5 = strongly disagree					
<b>C3.1</b> You always obey school rules and regulations	1	2	3	4	5
<b>C3.2</b> You always obey all teachers	1	2	3	4	5
<b>C3.3</b> you always obey all prefects	1	2	3	4	5
<b>C3.4</b> You always obey your parents	1	2	3	4	5
<b>C3.5</b> you always do what teachers tell you without question	1	2	3	4	5
<b>C3.6</b> Teachers always punish you without good reason	1	2	3	4	5
<b>C3.7</b> many students disobey teachers in your school	1	2	3	4	5
<b>C3.8</b> many students disobey prefects in your school	1	2	3	4	5

<b>C3.9</b> You have ever been suspended due to disobedience	1	2	3	4	5
<b>C3.10</b> On many occasions you are punished without reasons	1	2	3	4	5
<b>C4 RELATIONS</b> Please rate your relations at school on each of the following items. Your answers should range between 1=Very poor; 2=Poor; 3=Neither poor nor good; 4=good; 5=Very good					
<b>C4.1</b> Your relations with teachers	1	2	3	4	5
<b>C4.2</b> Your relations with administrators	1	2	3	4	5
<b>C4.3</b> Your relations with prefects	1	2	3	4	5
<b>C4.4</b> Your relations with other students	1	2	3	4	5
<b>C4.5</b> Your relations with your parents	1	2	3	4	5
<b>C4.6</b> Your way of talking to teachers is..	1	2	3	4	5
<b>C4.7</b> Your way of talking to prefects is....	1	2	3	4	5
<b>C4.8</b> Your way of talking to fellow students is...	1	2	3	4	5
<b>C4.9</b> Your way of asking questions from teachers in free time	1	2	3	4	5
<b>C4.10</b> Your way of asking questions from fellow students	1	2	3	4	5
<b>C4.11</b> the way teachers talk about you is...	1	2	3	4	5
<b>C4.12</b> the way students talk about you is...	1	2	3	4	5
<b>C4.13</b> the way you assist fellow students is...	1	2	3	4	5



## APPENDIX C

### MAP OF THE RESEARCH AREA



## **RESEARCHER'S CURRICULUM VITAE**

### **Personal Profile**

Name : Solomon Gubo Riwe  
Sex : Male  
ID No. : 13729299  
Nationality : Kenyan  
Religion : Christian  
Telephone : 0721305321  
Address : P.o Box 17 Marsabit

### **Educational Background**

M.A Education Administration and Management- Kampala International University (2010) (ongoing)

Bachelors of Education (Hons) - University of Nairobi (2006)  
KCSE - Marsabit Boys Secondary (1994)  
KCPE - Marsabit Primary School (1990)

### **Working Experience**

Teaching- Marsabit Boys Secondary School (2007-2010)  
Teaching- Marsabit parimary School (2007)  
Teaching- Deputy Headteacher St. Peters Primary (2005-2007)  
Teaching- Assistant teacher St. Peters Primary (2000-2005)  
Teaching- Assistant teacher Elmolo Boy Primary School (1997-1999)

### **Other Relevant Data**

Diploma in Business Administration- Cambridge Tutorial College 2002-2003

Certificate in Human Resource Management- African Population Consult  
Makarere University (2010)

