

**STUDENTS' INDISCIPLINE AND ITS INFLUENCE ON ACADEMIC
PERFORMANCE IN KENYA CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION IN PUBLIC BOARDING
SECONDARY SCHOOLS IN MAKUENI COUNTY, KENYA**

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DECLARATION

I declare that this research project is my original work and has not been presented to any other university/ institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti- plagiarism regulations.

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DEDICATION

I dedicate this project to my family and my parents for their immense support and encouragement.

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I appreciate the Almighty God for the grace and good health given to me to go through and successfully complete this academic journey. Secondly, I acknowledge my supervisor, Dr. Madanji Gabriel, who has given me wise counsel and guided me through every stage of this project.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
CDE	County Director of Education
FDSE	Free Day Secondary Education
FPE	Free Primary Education
H.O.D	Head of Department
KCSE	Kenya Certificate of Secondary Education
MoE	Ministry of Education
NCRC	National Crime Research Centre
SFU	School Family Units

ABSTRACT

Indiscipline among learners has been and continues to be a major concern among education stakeholders across all levels of learning in Kenya and globally. Studies have shown a strong correlation between students' discipline levels and their performance in national examinations among other aspects of their living. However, relevant scientific literature is hardly available on indiscipline and its influence on academic performance among learners in public boarding secondary schools, especially within Makueni County. Therefore, this study sought to statistically assess students' indiscipline and its influence on their academic performance in public boarding secondary schools in Makueni County, Kenya. It was guided by the following objectives: to establish the forms of indiscipline among boarding secondary school students in Makueni County, to determine the influence of indiscipline on students' academic performance in KCSE in public secondary schools, to find out the trends in KCSE performance in the past six years, and to assess the strategies employed by school administrators in the management of indiscipline among students in public secondary schools in Makueni County. The study is significant as its findings will help education stakeholders to understand the influence of indiscipline on academic performance and form a comprehensive programme to curb indiscipline in order to improve academic performance in the county. The study targeted a population of 73,836 education stakeholders in Makueni County including 293 deputy principals, 293 guidance and counseling teachers and 73,250 students. Multistage and simple random sampling techniques was used to select 498 respondents, which included 29 Deputy Principals, 29 teachers in charge of Guidance and Counselling, and 435 students from 29 public boarding secondary schools in Makueni County. Data were collected through Questionnaires. Piloting was done in three public boarding schools that were not included in the final study. Subject experts such as the supervisor and lecturers from the department of educational management, policy and curriculum studies were consulted to ascertain validity of the data collection instruments through objective review of the same while test-retest approach was used to ascertain the reliability. The study applied frequencies, mean, percentages and correlational analyses in the exploration of data for each of the four objectives in which insightful findings were established. Indiscipline among students were established to have negative and statistically significant influence ($r = - 0.388$; p value = 0.010) on their academic performance. Additionally, noise making was established as the most common form of indiscipline behavior among the secondary school students and a number of strategies are being employed by the schools to manage indiscipline behavior among their students. The study concludes by recommending that all education stakeholders in Makueni County should jointly and individually help the students in cultivating self-discipline. Such efforts will not only improve the students' academic performance but also shape them into more responsible citizens.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter presents the background to the study, statement of the problem and the purpose of the study. The objectives of the study, research questions and significance of the study are also covered. The study's limitations and the delimitations were discussed together with the assumptions. The theoretical and conceptual framework also looked into and the operational definition of terms highlighted too.

1.2 Background to the Study

Discipline is a foundational pillar in the administration and success of any educational institution. It defines the standards of behavior expected from students and provides a framework through which academic, social, and emotional development can flourish. Globally, educational research continues to emphasize the integral role of student discipline in the promotion of academic excellence, student safety, and the maintenance of a conducive learning environment. In Kenya, one of the important pillars set to achieve vision 2030 is education. However, the education sector cannot achieve the objectives of vision 2030 unless the stakeholders strictly adhere to the set behaviour patterns. This study's objectives highlight the forms of indiscipline that influence performance of public boarding secondary school students in Makueni County. Such forms include truancy, unrests, examination malpractices etc. the study also sought to determine the influence of indiscipline on academic performance. This was informed by the trends in academic performance in KCSE for the past six years from 2017-2022.

The last objective was to find out the strategies that are employed in the management of indiscipline in these schools such as engagement of guidance and counselling and the formation of strong student councils. Kaluku (2023) observed that a certain level of discipline must be enforced for a school to have a conducive academic environment. The author pointed out that this kind of environment is a key ingredient for better academic performance and achievement of general objectives of an education system. It is for this reason that education has historically been conducted within the confines of disciplinary framework. Proponents of the formal and even informal education settings are convinced that an education system should be free from any form of disruptive behavior for the academic excellence to be realized (Stone, 2020). This narrative forms the great emphasis on discipline among all categories of schools across the globe.

Discipline involves shaping a child's identity, mainly through setting example, putting emphasis on a given action or some moral codes of conduct that should be adhered to and sometimes admonishing a child in order to inculcate the right behaviour in them (Fang, 2021). School discipline is regulation of students and maintenance of order or observance of school rules in schools. The rules stipulate the expected standards of dressing, time management and how the learners relate to one another and other stakeholders within the school environment (Drake, 2024). Conversely, indiscipline causes a lot of damage of property, learning and teaching resources and loss of life as the indiscipline learners disregard the set rules (Waryold & Lancaster, 2023).

Globally, policies on discipline are in place in many learning institutions for example, on the international scene, The United Nations Committee on the Rights of the Child called

on all countries to ban corporal punishment of children by 2009 (UN Committee on the Rights of the Child, 2006). In addition, article 37 of the United Nations Convention on the Rights of the Child (CRC) gives children a right of protection from torture and other cruel inhuman or degrading treatment and punishment (Whalen, 2022). Being a signatory of the Convention on the Rights of the Child, the Kenya has adopted discipline that does not involve violence (Katzman, 2018).

In 2001, the Kenyan government banned the application of corporal punishment in schools. To deal with the effects of corporal punishment, the Children's Act was enacted by the Government of Kenya in 2001 (Odongo, 2022). The Children's Act gives protection to children from all forms of violence and abuse. In support, MoE advises the school heads to embrace the counselling method to curb indiscipline in secondary schools and for extreme cases; the principal is required to involve parents, guardians and BOMs to solve the issues (Mwoma, 2017). Special cases are to be handled by the Sub-County Directors of Education (SCDE) or the County Directors of Education (CDE) (Kuria et al., 2015). According to Salaudeen et al. (2021), schools have realized great increase in staff turnover where cases of indiscipline are very high. This suggests that indiscipline has become a problem not only to the education sector but also to other organizations associated to education and the society at large. Inatovna and Bahoyirovna (2020) notes that schools as organizations can rarely achieve their pre-determined objectives or optimum performance unless the members strictly adhere to the set behaviour patterns. For this reason, the school administration has a duty to put in place the correct measures of discipline in order to create the appropriate standards to maximize the attainment of educational goals in the schools. According to Musa and Martha (2020), maintaining discipline enhances proper learning in

a school. This is supported by Nyambe (2022) who notes that discipline is very crucial and any huge investment in education is worthless without it, therefore, adequate discipline is necessary for formal education. Students' discipline is very crucial in majority of the activities within the school environment.

However, in the recent years there have been increasing numbers of indiscipline issues including the cases of unrests especially at the secondary school level (Kariithi, 2024). The year 2016 reported very many incidents of arson where over 130 schools were burnt and infrastructure destroyed within the months of May and August. Mwoma (2017) confirms that indiscipline in schools lead to dismal performance and rampant transfers of students. Indiscipline is caused by student behavior that deviates from the expectations of the school. Being a worldwide problem, it spreads from political, social, geographical, and economical to gender boundaries (Atama Alioma, 2021). In many cases poor school administrative methods, ethics of both teaching staff, students' behaviours and laxity in school rules have resulted in indiscipline leading to crimes in schools as reported in many countries e.g., England, India, Africa, etc. (Nwokoji, 2024).

In Botswana for instance, some students lost their lives while others became blind after breaking into a science laboratory and drinking poisonous chemicals such as ethanol and methanol. According to surveys carried out in Botswana, indiscipline had caused low performance in the academics of the students involved (Nadunga, 2019). The Kenyan government has since independence implemented a number of recommendations geared towards dealing with the cases of indiscipline in the schools. For instance, in 2005, the Guidance and Counselling Unit was instituted (Kabutiei, et al., 2022).

These cases revolving around students' unrests have been in existence from the 20th century when Maseno School reported the first incident in 1908 (Oburu, 2020). There were few cases of unrests reported in the 1960s and 1970s and those that were reported only appeared in forms of boycott of classes and mass walkouts as reported in schools like Kericho High School in 1961 as noted in the Sagini Report of 1991. From the 1990s to 2000s, the unrest cases took a very unique turn where students vandalized property in schools, set their schools ablaze and this brought about loss of human lives. By the year 2001, the number of unrests had increased to 250 (Republic of Kenya, 2001). According to Oburu (2020), an incident in Nyeri High school in 1991 was reported and four prefects were locked up in a cubicle at night and set ablaze by the other students (Republic of Kenya, 2001). The male students at St. Kizito Mixed Secondary School went to the dormitory of the girls at night and raped more than seventy of them leaving more than nineteen dead.

These two cases forced the stakeholders to appoint a committee to look into the issues. This was contrary to the previous report tabled by Gachathi in 1976 which had recommended that discipline must be dealt with by the teachers in schools and other education stakeholders. The Committee was chaired by Dr. Sagini to investigate the unrest issues in schools but the students changed their tactics and even linked the unrest cases to devil worship in schools. This led to the Kirima Commission appointed by the then President Daniel Arap Moi. It was led by Archbishop Nicodemus Kirima but the findings were not published as the president considered it to contain some very sensitive information. At Bombolulu Girls' Secondary School in Mombasa, 57 students were burnt by a fire set by their colleagues in 1997.

According to the report of the Institute for Security Studies, 2008, fire that started at Kyanguli Secondary School on 25th March, 2001 claimed the lives of more than sixty five students. Also, a rampage ensued at Kabuyefwe Secondary School and a lot of property lost since they set the administration block on fire because they had not performed well in KCSE results of 2004 (Omonso, 2005). They blamed the teachers for irregular attendance of classes. Due to increased unrests, the Provincial Education Boards (PEB) for the nine provinces were established through the Legal Notice No. 17 of 1996 via the Education Act Cap 211 (1980). This legislative step was aimed at addressing the issues of indiscipline in the provinces and come up with solutions.

In 2008, there was post-election violence in Kenya, which also spread into secondary schools where about three hundred schools were closed down between July and September 2008. The incidences were spread out in such a pattern that there were about 70 schools affected in central, 55 in Rift valley, 53 in Eastern, 27 in Nyanza and 24 in Coast. Northeastern was the only unaffected region (Jerono, 2021). In Makueni County for instance, in the past years the cases have been rampant as table 1.1 shows.

Table 1.1: Makueni County KCSE Mean Scores and Riots from 2017—2022

Year	2017	2018	2019	2020	2021	2022	Average
Indiscipline cases	43	29	14	17	59	31	32
KCSE mean score	3.915	3.005	3.119	3.625	3.003	3.175	3.307

Source: Adopted from Makueni County Education Office, 2021.

In Table 1.1 the highest number of unrests is 59 (2021) while the lowest 14 (2019). There is also an indication of a steady decline in the unrest cases in secondary schools within Makueni County from the year 2017 to 2019 as was also noted by Mwangangi and Kagombe (2022). However, there was a sharp rise in the number of the said cases from 14 to 59 cases in 2019 and 2021 respectively. The sharp rise and subsequent decline may be explained by a number of factors such as changes in schools' administration policies, change in the ministry of Education policies, and depression from effects of Covid-19 lockdown, and the students' leadership patterns.

The highest possible mean score for KCSE is always a mean of 12.00 points and the average is 6.00 points. According to Table 1.1, the highest score for the County was 3.915 (2017) while the lowest 3.003 (2021). The average mean score for the six years is 3.307, which is far below average of (6.00 points). Academically, this is a worrying trend in KCSE performance in the County given that it is barely above half of the average score of 6.00 points. It confirms a study by Mwikali (2024) indicating that there has been fluctuations in academic performance among public secondary schools in Makueni County from the year 2017 through 2022. There is a slight improvement in the schools' mean score from 3.119 to 3.625 in the year 2019 and 2020 respectively.

A comparison of the indiscipline cases and the schools' KCSE mean score suggests existence of some correlation between the two variables. For instance, a decline in the number of unrests from 2021 to 2022 corresponds to an increase in the schools' mean score in the same period. However, the situation is quite complex when considered within the six years because there is an uneven trend in the schools' mean score in comparison with trend in indiscipline cases.

1.3 Statement of the Problem

The focus of many studies done in Kenya has been on the forms of indiscipline and the causes of the same. The education stakeholders are constantly being faced with the challenge of managing indiscipline in secondary schools especially in the 21st Century. Cases of indiscipline in schools have brought a lot of financial and social losses. These effects also affect learners as they waste valuable time meant for studies thus making them perform dismally in their KCSE as shown in table 1.1.

In Makeni County, the number of indiscipline cases has been increasing despite strategies employed by the education stakeholders to curb the same. Similarly, the county's academic performance has not been impressive in terms of the KCSE results posted in the last six years. However, no study had been carried out to establish whether there is any significant influence of indiscipline cases and academic performance within the said county. The current study was undertaken so as to statistically assess the influence of indiscipline on academic performance in KCSE among public secondary schools within Makeni County. It is necessary for this gap of knowledge to be filled by a study that statistically determined the extent to which indiscipline has influenced academic performance in public secondary schools in the County.

1.4 Purpose of the Study

The study sought to statistically assess the extent to which indiscipline influences academic performance in KCSE in public secondary schools in Makeni County, Kenya. It highlights the challenges and recommend measures to improve in both discipline and performance.

1.5 Objectives of the Study

This study guided by the following objectives:

- i) To establish the forms of indiscipline that influence academic performance among public boarding secondary school students in Makueni County.
- ii) To determine the influence of indiscipline on students' academic performance in KCSE in public boarding secondary schools in Makueni County.
- iii) To assess the trends in KCSE performance in the last six years in Makueni County.
- iv) To find out the strategies employed by school administrators in management of indiscipline among public boarding secondary schools in Makueni County.

1.6 Research Questions

The study sought to answer the following questions:

- i) What are the forms of indiscipline among boarding secondary school students in Makueni County?
- ii) How does indiscipline influence students' academic performance in Makueni County?
- iii) How have the public boarding secondary schools in Makueni County been performing in KCSE for the last six years?
- iv) What are the strategies employed by school administrators to manage indiscipline among public secondary schools in Makueni County?

1.7 Significance of the Study

This study provide valuable information upon which the County can build on while developing a comprehensive programme for curbing unrests and indiscipline cases among

students in Makueni schools. This can help reduce the cases of indiscipline and violence thus enhancing performance in schools.

Through examining this relationship between indiscipline and performance of students, the stakeholders will understand deeply the effects of indiscipline on the performance in KCSE. This study informs teachers on the importance of discipline through the identification of measures that may be adopted to improve it in schools and in the County. Other researchers who may be interested in studying the influence of indiscipline on academic performance may refer to its findings and recommendations too.

1.8 Limitations and Delimitations

1.8.1 Limitations of the Study

Geographical scope of the study presents the primary limitation as it was based in Makueni County, from which the data was collected. This presents a potential geographical limitation to the cultural, economic, and social background of the respondents. As such, the respondents may not be entirely representative of the general population in Kenya to permit generalization of the study findings in the whole country. However, this limitation is taken care of by the fact that education issues across the country are governed by uniform policies and guidelines from the Ministry of Education and Teachers' Service Commission. Therefore, the study of indiscipline among students is done in the context of the established guideline rather than geographical location of the schools.

The respondents involved only the deputy head teachers, heads of guidance and counseling departments, and the students. This may have led to exclusion of views from other stakeholders like parents and other teachers. However, the exclusion was taken care of by

the fact that the first two categories of the respondents are mostly parents as well as teachers.

1.8.2 Delimitation of the Study

The study narrowed down its focus to students' indiscipline and performance. The analysis of the two components provided a clear view into the influence of indiscipline on the students' academic achievement. This study only focused on the public secondary schools in Makueni County. Therefore, the findings may not be fully generalized to all the schools because the private schools were not included in the study.

1.9 Assumptions of the Study

- i. This research worked under the assumption that indiscipline exists in all the schools.
- ii. Students' indiscipline directly influences performance while all other factors remain constant.
- iii. The respondents gave honest opinions without any bias.

1.10 Theoretical Framework

Talcott Parsons and Niklas Luhmann's Social Systems Theory pioneered in the 19th century between 1820 and 1903 as quoted by Akahori (2021) and Vanderstraeten (2021) was used to lay sound theoretical framework for the study. The theory provides a robust theoretical foundation for understanding complex social phenomena such as student indiscipline in educational institutions. At its core, the theory conceptualizes society as a system composed of interrelated and interdependent parts that function cohesively to maintain order, stability, and continuity (Akahori, 2021). In the context of education, Social Systems

Theory posits that schools operate as social systems comprised of structured relationships, roles, norms, and values that collectively shape the behavior and outcomes of learners.

The theory describes organizations such as schools as a combination of multiple interdependent components working interdependently to achieve a common goal. Therefore, school in the current study is considered as an organic system that is living as well as a dynamic organization. School as a system consists of inter-dependent and constantly interacting smaller social institutions such as students, teachers, BOM, Government Education Officers, and parents who are working together to achieve the common goal of transforming students into responsible and productive members of society. The theorist contend that a social system operates within some formal or informal regulations that are meant to guide the process of achieving its desired common goal. As such, sustainability of the social system depends on unhindered flow of its norms, activities, and synergized operations of each subsystem. A failure by any subsystem to follow the system's norms would create disharmony and prevent the system from achieving the common goal (Muhammad et al., 2021).

Similarly, a school system is expected to run in a seamless manner, uncompromised synergy, and fidelity to the set rules. The social systems analogy and the norms guiding cooperation among the subsystems point to the critical role of school rules and professional standards of teachers in facilitating the realization of a successful school system. The theory suggests that failure by a school subsystem, like students, to adhere to the set rules is likely to affect general success of the school system. Contextually, this success is often measured in terms of academic performance or mean scores in the National examinations.

Therefore, it is theoretically viable to link breaking of school rules (indiscipline) and academic performance.

1.11 Conceptual Framework of the Study

The relationships among independent, dependent, and the intervening variables were conceptualized diagrammatically as presented in figure 1.1 below;

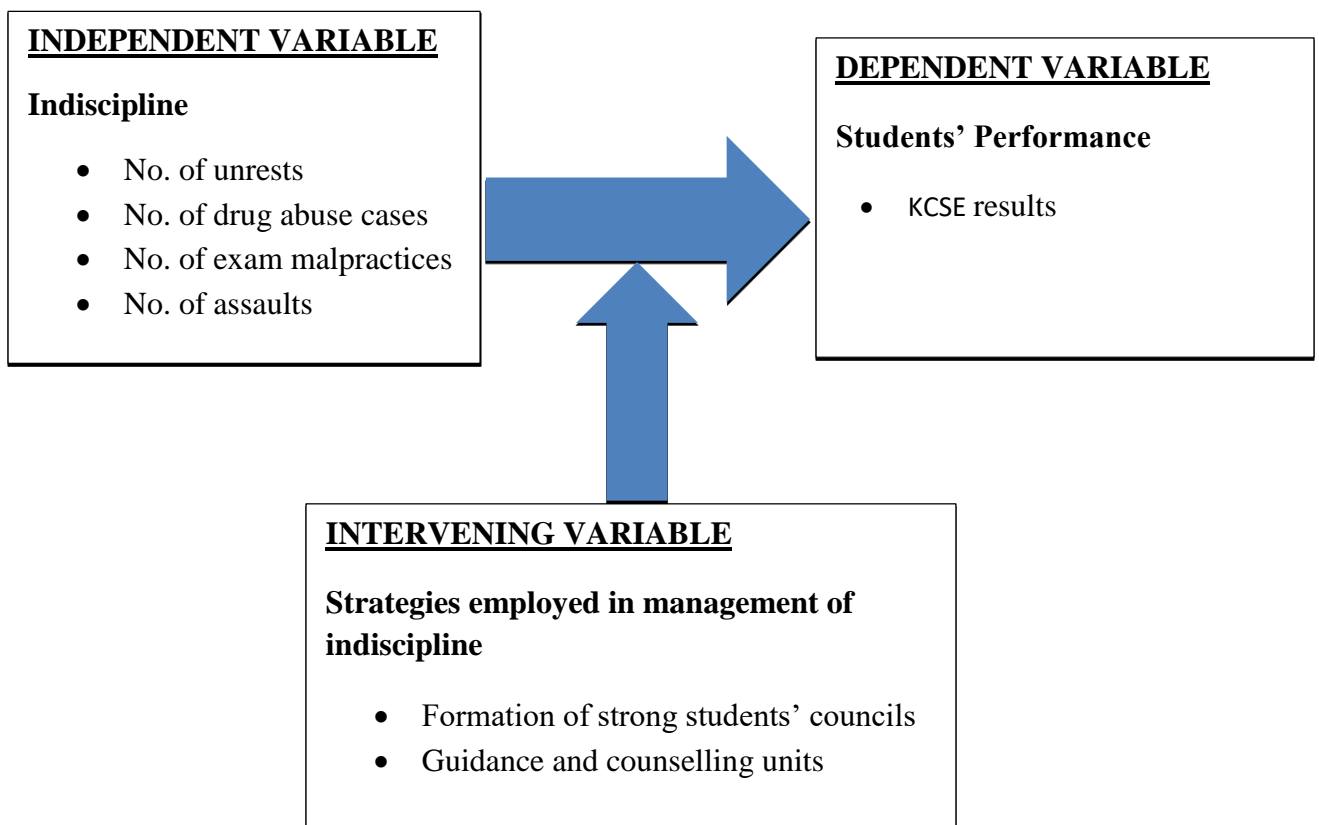


Figure 1.1: Conceptual Framework on Student Discipline and Performance
Source: Researcher (2025).

The study hypothesized that the higher the level of indiscipline characterized by a high number of student unrests, drug abuse, exam malpractices and inter-student physical assaults, the lower their performance level in academics. As such, students with frequent engagement in indiscipline behaviors are expected to score lower marks in KCSE

compared to their colleagues with minimal or zero engagements in such behaviors. However, the level of academic performance of a learner can also be determined by other factors such as their level of intelligence as well as the quality of instruction.

The quality of instruction is reflected by factors such as the ratio of teachers to students and the level of learners' intelligence. Schools that have a higher teacher-student ratio are more likely to perform better than those with lower ratios. Furthermore, the level of learners' intelligence, reflected by their entry behaviour has an effect on their academic performance. Schools with higher entry behavior tend to perform better than schools with lower entry behaviour. These constitute intervening variables that should be controlled while determining how discipline of students affect their academic performance in KCSE.

1.12 Operational Definition of Terms

Entry behaviour- Relevant skills, knowledge and attitudes that students possess or demonstrate before beginning the secondary school syllabus.

Family-a small group of students assigned to a teacher for mentorship in a school

Indiscipline - Student behavior that deviates from the set school rules and policies of a school.

Performance- Level of learning and achievement in KCSE in secondary schools.

Student discipline-The level in which the students are adhering to set school rules and policies within a school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of related literature on indiscipline and performance in public boarding secondary schools. It focuses on sub-headings emanating from the four objectives of this study. It looked into the forms of indiscipline of students in public secondary schools with the aim of establishing the influence of the same on students' academic performance. The research also focused on the challenges facing school administrators in managing discipline of students and the strategies employed by education officials in the counties in managing students' indiscipline.

2.2 Forms of Indiscipline that influence academic performance among boarding

Secondary School students

Indiscipline and cases of unrest in schools can take different forms like chronic absenteeism, verbal expressions that are not acceptable, how learners express their dissatisfaction, truancy cases, rudeness and disrespect, drug and substance abuse, not complying with rules and regulations, bullying, boycott, riots, destruction of property, arson, assaults and sexual immorality such as rape. According to Uguana (2021), almost half of the instruction time is usually wasted by activities that are not part of the class instruction where indiscipline is one major cause of the loss of teaching time. The use of drugs especially cannabis has been associated with unconventional lifestyles, thus leading to lots of indiscipline in the Kenyan schools (Morris, 2016). The cases can be categorized into three.

First, there are cases related to negative peer influence which entails mass protests, vandalism and destruction of school property and joining of cults. Students seem to adopt eating habits, dressing styles, fashion and values from their peers because they seem to identify with them more than the adults. To them, the most valuable thing is the peer group especially at the adolescent stage. The groups demand blind conformity to norms to create sense of belonging. The ultimate goal is to do what the peers are doing whether it is good or bad and this ends up bringing conflicts between them and their teachers. On a study on the causes of unrest among students in public schools, Karanja (2018) attributed most of school unrests to peer influence among the students. Waithaka, (2017) also reported a similar finding in a study where 54.7% of the respondents strongly cited that many indiscipline cases in public secondary schools are caused by peer pressure. The contribution of peer pressure was closely followed by alcohol and substance abuse. The abuse of drugs among secondary school accounted for 20.7% influence on unrest cases (Karanja, 2018).

Second are the cases relating to poor habits which entail examination malpractices, wearing dirty or wrong uniform and even altering it, fighting and drug and substance abuse. Karanja (2018) reported that the most common form of indiscipline among the secondary school students was arson or vandalism. In their study, arson accounted for 24.1% of indiscipline cases while students' strike against school management accounted for 17.2 of the cases (Karanja, 2018). Bullying and drug abuse were ranked as third (6.9) and fourth common forms of indiscipline within public secondary schools in Kenya. Additionally, 38.7% of respondents in a study by Waithaka, (2017) strongly agreed that drug abuse is a common form of indiscipline within secondary schools in Kenya

Third are the cases that are related to disobedience to school authority and they include insult on the teachers and the non-teaching staff and assault on the student council because they do not acknowledge their seniority. According to a research done in Cameroon, it was realized that discipline can be caused by a number of factors. These factors can be student based, school based or based on the society. Student based factors may include the abuse of the seniority of the students' council, low self-esteem due to negative labels, poor study habits, restlessness and lack of attention in class.

School based factors include among others: poor management by some administrators, school rules and regulations that are harsh, not being involved in co-curricular activities, unconducive school environment, overcrowded classrooms and wrong methods of teaching applied by some teachers. On the other hand, Societal based factors may take the form of poor role models, vices such as corruption and favoritism, negative mass media influence, parental overprotection, negligence and rejection by parents and guardians. Statistics on these factors are overwhelming as reported by Waithaka (2017). Whereas fewer students (20%) attribute indiscipline to tough rules and regulations within their schools, majority of them (60%) strongly associate indiscipline cases to frequent ignoring of their complaints by the school administration. Inadequate measures to curb indiscipline and meals of poor quality were other causes of indiscipline as strongly supported by 29.3% and 37.3% of the students respectively.

These studies reviewed focused majorly on the forms of indiscipline. The current study will seek insight into the forms of indiscipline with the aim of establishing how these forms influence students' academic performance in KCSE. Also, the study by Uguana (2021) is

carried out in a primary school setting while the current study will take place in a secondary school setting.

2.3 The influence of indiscipline on academic performance of students in KCSE

Indiscipline among students is often held as a central determinant of academic achievement in secondary education across the globe. The link between discipline and academic performance has been widely examined, particularly in developing countries where school environments often struggle with limited resources and social challenges (Ahmad et al., 2024; Del Toro & Wang, 2022; Obadire & Sinthumule, 2021). There is a global and longstanding acceptance of indiscipline in schools as a potential barrier to effective teaching and learning. According to the OECD (2025), a well-disciplined classroom enhances concentration, teacher-student interaction, and time-on-task, all of which are critical to academic success. Elems-Ikwegbu (2023) observed that discipline is hardly enforced through punitive measures in high-performing education systems such as those in Finland and Singapore but through well-structured behavioral expectations and strong student support systems. Studies from the United States and the UK like those of Ramey and Freelin, (2023) and Williams (2024) further show that student misbehavior, including absenteeism, classroom disruptions, and defiance, correlates negatively with test scores and graduation rates.

The situation in African is that indiscipline among learners remains a persistent challenge due to socio-economic instability, overcrowded classrooms, under-trained teachers, and weak policy enforcement (Moody, 2025). In a comparative study across Ghana, Nigeria, and South Africa, Yelewonah (2024) reported that indiscipline in the form of bullying, lateness, drug abuse, and disobedience often leads to a decline in student motivation and

cognitive engagement. Consequently, these factors lead to diminished capacity of students to perform in high-stakes national examinations like the KCSE in Kenya. Additionally, ineffective intervention measures such as school guidance and counseling services, poor school management, and ineffective enforcement of rules have been cited as major contributors to behavioral problems and poor academic outcomes (Williams, 2024).

Locally, some studies have established that there is a relationship between discipline and good academic performance. According to a study undertaken by Karanja (2018), 86.2% of the respondents linked students' poor academic performance to unrests in their respective schools. The researchers analyzed academic performance of students from ten schools within Nairobi and Nyeri Counties in which cases of students' unrests had been reported in the eight previous years. The analysis revealed that KCSE mean grade of nine schools out of ten were negatively correlated with the number of students' unrests reported in the eight years. The implication is that, keeping all factors constant, schools that experience higher cases of students' unrest are likely to score lower KCSE mean grades.

There is 80% agreement on the statement that discipline is a critical requirement for good learning in secondary schools (Innocent & Andala, 2021). Besides interfering with learning programs in the entire school, indiscipline cases often lead to loss of learning time for the individual students. This statement was confirmed by 37.3% of students who reported that they had been deterred from attending some lessons as result of their indiscipline behaviors (Livumbaze, 2017). Karanja (2018) reported that 65.5% of students who lead unrests in secondary schools are often suspended or expelled. Therefore, the ring leaders of school unrests perform poorly in their final examinations as was confirmed by 37.9% of respondents in the study by Karanja (2018).

The literature reviewed provides valuable insight upon which the current study can be built like the revealed relationship between academic performance and students unrests in Nyeri and Nairobi Counties. However, there are other forms of indiscipline like absenteeism which have not been included in the said studies. It is such gaps that the current study intends to assess to determine the holistic effects of indiscipline on performance in KCSE.

2.4 The trends in KCSE performance in Makueni County for the past six years

Academic achievements continues to be a major concern among all stakeholders including students, parents, and teachers (Ndemo & Kwaba, 2023). The authors undertook a study among selected public secondary schools in Nyamira County to assess possible impact of instructional resources on the learners' academic achievement. They noted that the sampled schools had been reporting consistent decline in the learners' academic performance. By highlighting the increased enrollment in the primary and secondary schools in Kenya since 2003 when the government introduced free primary and secondary education, Ndemo and Kwaba (2023) observed a significant stagnation of academic performance among learners in public schools across the country.

With reference to table 2.1, the performance trends have not been so encouraging in Makueni County.

Table 2.1: Makueni County KCSE Mean Scores and Riots from 2017—2022

Year	2017	2018	2019	2020	2021	2022	Average
Indiscipline cases	43	29	14	17	59	31	32
KCSE mean score	3.915	3.005	3.119	3.625	3.003	3.175	3.307

Source: Adopted from Makueni County Education Office, 2023

The normal threshold for KCSE is always a mean score of 12.00 points and the mean score is half is 6.00 points. According to Table 2.1, the highest score for the County is 3.915 (2017) while the lowest 3.003 (2021). The average mean score for the six years is 3.307, which is far below average of (6.00 points). Academically, this is a worrying trend in KCSE performance in the County. It is apparent that the County has been declining in academic performance of public secondary schools from the year 2017 through 2022. There is a slight improvement in the schools' mean score from 3.119 to 3.625 in the year 2019 and 2020 respectively.

A comparison of the indiscipline cases and the schools' KCSE mean score suggests existence of some relationship between the two variables. For instance, a decline in the number of unrests from 2021 to 2022 corresponds to an increase in the schools' means core in the same period. However, the situation is quite complex when considered within the six years because there is an uneven trend in the schools' mean score in comparison with trend in indiscipline cases.

While supporting his study on how utilization of resources by teachers in public secondary schools within Makueni County influence students' academic performance, Agnetta et al.

(2022) computed the mean score in the Kenya Secondary Schools Examination (KCSE) of the county secondary schools between 2016 and 2020 averaged at 4.420 (D+). This illustrates an inadequate performance trend among the schools, especially when considered against the university entry point of 7.00 (C+) as currently set by the Kenya Universities and Colleges Placement Service. The study established notable improvement in the schools' academic performance between 2016 and 2020, as measured by their mean scores of 3.97, 4.00, 4.34, 4.79, and 5.00 in the KCSE undertaken in 2016, 2017, 2018, 2019, and 2020 respectively. The implication is an upward trend the schools' academic performance whose association with the students' indiscipline is worth examining.

Therefore, the literature under review provides this study with invaluable insights with regard to the academic performance of schools within Makueni County. However, the literature's scope was limited to one category of schools (county secondary schools) thus excluding other categories of public boarding secondary schools such as Sub-county, Extra county, and National secondary schools in Makueni County. This creates some knowledge gap since academic performance of schools in these categories may vary from those of County Schools due to possible variation in the entry behavior of their students and resource availability among other factors. The variations highlight the need for the current study for the purpose of establishing bridging the knowledge gap.

Mulinge (2021) undertook a study among public secondary schools in Makueni County to establish possible school-related factors that influence academic performance of the students in Wote Sub-county. The study began by noting general improvement in the KSCE results nationally, especially comparing the national KCSE results recorded in 2018 and those of 2019. The number of students who scored mean grades of A- and C+ were

observed to have increased from 3318 to 5796 and 96377 to 125746 respectively in the mentioned years. However, the study lacked substantial information on the specific academic performance of public secondary schools in Makueni County or Sub-county. It was majorly qualitative without any indication of the schools' mean score in KCSE. Therefore, its findings need further reinforcement by examining the relevant figures to bring out the academic trends of schools within Makueni County as intended in the current study.

2.5 Strategies employed to manage indiscipline of students in public boarding secondary schools

In 2001, the government of Kenya banned corporal punishment and replaced it with the Children's Act that was enacted in the same year. The Act protects every child from any form of violence and abuse. However, on the international scene, all countries were expected to ban corporal punishment of the children by 2009 as reported by the UN Committee on the Rights of the Child, (2006). In addition, according to article 37 of the United Nations Convention on the Rights of the Child (CRC), every child is protected from any degrading, inhuman, or cruel treatments, punishment, and torture (Whitman, 2019). Being a member of the Convention on the Rights of the Child, Kenya supports this Act that states that disciplining should not involve violence though corporal punishment has continued to be used in Kenyan schools (Routledge et al., 2019).

The Basic Education Act of 2013 states that;

“...pupils should not be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological and

any person convicted of having contravened that section shall be liable to a fine not exceeding Ksh.100, 000 or to imprisonment not exceeding six months or both.”

In 2015, the Act on Protection against Domestic Violence was incepted. It is meant to protect children from violence and the threat of it, from direct violence and witnessing violence between adults, and from single as well as repeated acts.

After caning was banned by the government, alternative methods of discipline were to be adopted by teachers to ensure discipline in schools is instilled and maintained (Onyango et al., 2018). Among them are involvement of guardians in their children’s issues, pastoral programmes, peer counselling and the use of the Guidance and Counseling (G & C) departments and ensuring all stakeholders are involved in decision making.

The MoE has always advised the school heads to embrace the counselling method to curb indiscipline in secondary schools. Where the cases seem to be extreme, the principal is required to summon the parents or the guardians of the student to solve the issue (Onyango et al., 2018). The school BOM is also mandated to handle difficult indiscipline cases that may require a lot of input. There are also special cases that may require suspensions and these should be referred to the Sub County Directors of Education (SCDE) or the County Directors of Education (CDE). They may either advise the principals or execute their mandate of issuing the suspension letters.

It is worth noting that the secondary school stage is the adolescent stage where the learners are believed to be growing. According to Côté (2018), the adolescents are faced with identity crisis, where they are not sure whether they are adults or children. They should therefore identify with the right adults that are responsible. Many adults influence the way

the young generation behaves. The school administrators are basically teachers and therefore their duty in maintenance of discipline is not very different from that of teachers. According to a study done by Welsh and Little (2018), teachers and the administrators have the following strategies that can help manage discipline;

First, they organize for in-service training of the administrators and teachers on discipline management. According to Omote et al. (2015), the school principals have a duty to train the deputy principals and senior teachers. This will help them to cultivate mutual love and respect between the teachers and the students. They should also change their tactics on teaching methods mastery of subject matter and lesson presentation in an interesting matter to captivate the learners. The school principals are also advised to teach at least a subject of their specialization so that they can be in contact with their students as they monitor their behavior. The in-service also trains the teachers on proper behavior including proper dressing and punctuality thus there is no gap created for indiscipline to take place in a class or the school environment at large. However, Ndotu (2015) noted that there could be a challenge of principals in newly established schools to come up with this coping strategy because of financial constraints and poor staffing.

Second is that the use of rewards and punishment which can also help curb the challenges. The school administration may reward the students who perform well in terms of embracing discipline to motivate them (Livumbaze, 2017). This may make the undisciplined students to change since each time they see their friends being recognized or rewarded yet they on the other hand receive negative reinforcement each time they do a mistake, may want to change. According to Losen and Martinez (2020) negative

reinforcement such as denying students an opportunity to board the school bus can make them reconsider their actions and want to embrace discipline.

The third strategy is that schools have instituted the Guidance and Counseling Departments. In the 21st Century where corporal punishment has been replaced by Guidance and Counselling in schools, the school administrators must equip and empower these departments to make them attractive to the students. This will make them to open up and share their issues to the teachers they are free with thus promoting discipline. They also have to ensure that there are strongly established Peer Counselling Clubs in their institutions. It is through these that the students can interact and know each other's problems and solve them before they escalate. According to Ibrahim and Zaatari (2020), noted that some students suffer psychological problems, and this affects their discipline in schools. They will exhibit some defiance since they can't contain their emotions. This is where behaviour modification comes in as a universal strategy to cope with indiscipline, anxiety, stress and other undesirables in schools. When students are adequately guided or counselled, they may embrace their studies again, thus helping them improve their performance.

The Guidance and Counselling Departments have also organized the School Family Units (SFU). Many schools have established small family units where students in the school are shared among the teachers in the school. According to Livumbaze (2017), few students are assigned to teachers thus making it easier to monitor students' discipline and their academic performance. This promotes competition among the families making the students to want to do the right thing and avoid disappointing their 'parents' in those family units. The

'parents' are also able to monitor the academic performance of those students assigned to them and encouraging them to work harder.

Fourth is the inception of Religious Institutions in schools to teach the students to pray and instill moral values into the students. Freedom of worship is necessary for any learning institution as it is one way of instilling values into its students as they connect with their creator and also break the monotonous school routine. Omote et al. (2015) noted that schools with well-established religious institutions tend to perform well in terms of discipline and this may affect their overall results in KCSE. The school administrators should ensure that they have organized societies such as the Young Christian Students (YCS), the Christian Unions (CU), the Seventh Day Adventists (SDA) and even the Muslim Communities and give them freedom of worship. However, they should be monitored and assigned patrons to oversee their activities so that their existence brings cohesion and peace in the school environment. It is also important that the administration supports their activities because these institutions inculcate moral values in the students.

According to Shakil et al. (2024), elaborate school programmes and organized co-curricular activities play a big role in motivating the learners and helping in school management. Games, Sports and Drama and other elaborate co-curricular activities are some of the areas that students love so much (Rotich et al., 2025). When well organized they can promote discipline and improve performance of a school. However, if they are not well managed, they can be a hiding place for the drug addicts and undisciplined students who want to waste time and just be out of schools. These are areas that also bring the students together, refreshing them from the busy school schedules and make them relax.

This promotes discipline, unclogs their minds thus making them to embark on serious classwork thus improving their performance in KCSE.

There was establishment of BOMs and PAs to enforce a culture of discipline in Kenyan schools. According to the study carried out by Madaraka, (2020), it was concluded that students can overcome indiscipline by observing the school rules and regulations. There should be a partnership between the teachers and the parents in order to enhance effective discipline. Because the society is deteriorating, the school is required to set clear codes and school rules that can be adhered to by all the students.

According to Karlsson et al. (2020), the administrators have a role to inform students of the school rules and regulations and its consequences when broken. The administration should provide enough copies of the rules to the students and make them available on the noticeboards to act as a reminder. Provide them with a full academic and co-curricular programme, which ensures that students are kept busy for the greater part of the school day. The deputy principal must ensure that this is done and on time.

The school administrations need to hold constant communication and consultation sessions with stakeholders to help come up with solutions. According to Ibrahim and Zaatari (2020), good management require good skills of communication. The process in which information is exchanged and made meaningful is referred to as communication (Karlsson et al. (2020). The way communication is exchanged in a school influences how its stakeholders also behave. The head of the school is mandated to communicate the rules and all the expectations to the learners and the consequences of indiscipline cases to the students. Students and the teachers are constantly reminded of their responsibilities through

avenues such as the suggestion box, notice boards, assemblies, staff briefs, admission letters and other channels that may be available based on the type of the school. Feedback for exams and any other issue touching the students must be well communicated so that the students feel part and parcel of the school community. Allow the students to explain themselves especially where they feel they are falsely accused of infringing on the school rules so that they can bear the consequences of their actions without feeling sidelined.

The administrators who take part in the formation and implementation of school rules and regulations with the students should also cite the consequences when those rules are broken. This will make the students to own them especially when they are involved in the formulation process together with their teachers and when they cannot evade the consequences. If they know the school rules and own them, they are more likely to observe discipline in class and out of class thus they get time to concentrate on their studied. Schools can also adopt the Choice Theory as suggested by Sen (2018). They did a research in South African schools and realized that when students are given an opportunity and are made to know their responsibilities and the consequences of not doing them, they bear the consequences of their behavior. Students should be made to recognize their capabilities and responsibilities in order to make good choices and be accountable for their behaviour. Once they know this, they will strive to be likeable and respect the school rules and regulations.

The other important strategy is the formation and the empowerment of the Students' Councils. Padayachee (2021) opined that schools need to have well established Students' Councils. There has been a decline in the influence that was formerly instilled by other institutions such as a churches and families. This has posed a challenge to the schools to

ensure that they nurture the students alone. Students' councils are instituted therefore to help play some of the disciplinary roles. Meyer and Norman(2020) noted that the drive to remain disciplined and pursue academic excellence among students are likely to be compromised by complex social problems, changing moral ethics as well as deteriorating coherent social values.

The Kenyan education system has had various types of leaders governing the students' bodies in primary schools, secondary schools and even colleges. Throughout the teaching and learning process, the history presents various names that have been used to refer to this representative body of students though their titles have kept changing over time until the inception of the students' council in 2009. The students' governing bodies have had a number of titles such as prefects, ministers, governing councils in higher institutions such as universities, captains, and councilors before inception of the Students' Councils in 2009 (Ndwiga et al., 2022). In high schools and primary schools, the students' leaders were called monitors, prefects or captains, or monitors. Most schools have been selecting the leaders based on their academic abilities and this has been the roles of the teachers. The prefect system is one where students are chosen by the teachers and the administrators and is hierarchical in nature (Kennedy, 2018). The students' council is different because the students elect the leaders amongst themselves to represent their issues within the school.

The students' councils are also expected to play the supervision roles. These are the roles that help the school to run normally from morning to evening. They include activities such as ensuring the school compound was clean, dining hall, dormitories, classes and labs. They also must ensure that other students remain quiet in their classes and maintain a conducive study environment as well as reporting to the administration those other students who

disobeyed rules. The study noted that when supervisory roles are well done, there is improved discipline adherence to the school rules and do their duties indiscipline cases reduce.

Their representational roles link the students to the teachers and the school administration. They lead other students by providing information and help solve problems that affect the fellow students. The chairperson of the council also represents the students in BOM meetings which is the highest organ of the school. In case of any issues, they are handled well. According to the research done in Baringo Central sub-county by Rotich and Makori (2018), the Council had a role of enhancing democratic governance, conflict resolution and help to solve school issues. In order to realize the school goals and improve the performance in KCSE.

2.6 Research gaps

Table 2.2 A Summary of gaps

AUTHOR	STUDY	FINDINGS	GAP(S)
Uguana (2021)	Classroom Indiscipline and Academic Performance of Primary School Pupils in Social Studies in Calabar South Local	Classroom indiscipline play a vital role in inhibiting negative aspects in the performance of primary school	The study is carried out in a primary school setting while the current study focuses in secondary school.

	Government Area of Cross River State.	pupils in the study area.	
Karanja (2018).	Resilience and Dispositions for Deviant Behaviour among High School Students in Kisumu County.	Most of the learners lacked peer support thus they engaged in deviant behaviour	Research focused only on the forms of indiscipline among the secondary school students. The current study will look into the forms of indiscipline and how they influence academic performance. Location of study was Kisumu county while the current study is going to take place in Makueni county.
Livumbaze (2017).	Impact of students' motivation and discipline on academic achievement in public secondary	The wrong disciplinary procedures were used to address issues of students' indiscipline.	Other forms of indiscipline that were not covered in the study will be covered in this study. Small target population- Hamisi Sub county. The

	schools in Hamisi Sub-county, Kenya.		current study will cover a large population.
Onyango et al. (2018).	Effectiveness of guidance and counseling in the management of student behaviour in public secondary schools in Kenya.	statistically significant relationship existed between guidance and counseling and student behaviour management	The study only focused on Guidance and counselling as a strategy to deal with indiscipline. The current study will look into other ways employed by administrators and other officers managing students' indiscipline apart from guidance and counselling

2.7 Summary of Study Gaps

An impressive amount of literature has been published in the area of managing indiscipline in different levels of the education system. However, minimal studies have focused on establishing the link between indiscipline and academic performance especially in Makueni County. Different forms of indiscipline have been investigated and reported across diverse levels of education system with major focus on students' unrest. Other facets

of managing indiscipline such as challenges inhibiting its successful outcome in schools have also been reviewed in local and global context without substantial focus on Makueni County. The same inadequacy is also observed in terms of studies addressing strategies of managing indiscipline among boarding secondary schools. Therefore, the current study's holistic approach to the assessment of indiscipline and its influence on academic performance is a necessary endeavor.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter deals with the fundamental procedures including the techniques which are useful in the study. Its focus is on the research design, location of the study, target population, sampling techniques and sample size, instruments for data collection, pilot study, validity and reliability of instruments, procedure for data collection, and methods of analyzing data and finally the logistical and ethical considerations.

3.2 Research design

This study used descriptive survey research design in which quantitative approach was employed to examine the influence of indiscipline on academic performance in public boarding secondary schools in Makueni County. This means that quantitative method was used in the collection and analysis of relevant data on the study topic. Quantitative approach involved collection and analysis of structured data for statistical interrogation of the relationships between the dependent and independent variables.

3.2.1 Variables of the Study

In this study, indiscipline is the independent variable whereas students' performance serves as the dependent variable. The study sought to identify the influence of students' indiscipline on their performance in KCSE. The study explored the factors provided by indiscipline that directly influence the academic performance of students in the sampled schools.

3.2.2 Location of the Study

The study was located within Makueni County which is currently having 396 secondary schools, of which 293 are boarding. The County borders four Counties namely; Machakos County on the North, Kajiado County on the West, on the South is Taita Taveta County then Kitui County on the East (Kenya National Bureau of Statistics, 2015). Economically Makueni County practices crop farming, livestock rearing, horticulture, cotton and fruit production. Makueni County is about 338 kilometers from Mombasa City and about 106 Kilometers from Nairobi City the capital city of Kenya. The selection of this location was informed by the researcher's deep interest in promoting the County's academic excellence as her long-time work place. Currently, the average performance has been below par as indicated by the previous years' KCSE means scores of 3.307 in table 1.1. Additionally, the County was convenient because of its accessibility in terms of data collection.

3.3 Target Population

This research targeted Makueni County's Deputy Principals, teachers in charge of Guidance and Counselling, and students in public boarding secondary schools categorized into three i.e. Boys Boarding, Girls boarding and Mixed boarding schools. However, the students in Form one were not included in the study because they are relatively new to the environment and may not have been in a position to provide the required data. The details are provided in Table 3.1.

Table 3.1: Target Population

Category	Population
Deputy Principals	293
Guidance & Counseling	293
Students	73,250
TOTAL	73,836

Source: Adopted from Makueni County Education Office, 2021.

The table indicates that the current study targeted a total population of 73,836 people. The Deputy Principals were chosen because they deal with indiscipline of students and are part of the overall school administration. The Guidance and Counselling teachers were chosen because they are part of the discipline committees in schools and also handle most of the students' issues in the school environment. The students are the major stakeholders when it comes to indiscipline and they interact with each other on a day to day basis.

3.4 Sampling of the Respondents

3.4.1 Sampling Techniques

The study adopted multistage and simple random sampling methods to select suitable number of respondents from the four categories listed in Tables 3.1 and 3.2. The first stage of the sampling process involved selection of one school in each of the four categories from each of the seven sub-counties. In a sub-county where there was no school in any of the categories, a school with closest characteristics was selected to ensure equal representation for each sub-county. This led to selection of 28 schools which translates to 10% of the 293 boarding secondary schools from Makueni County. The decision to select 10% of the 293

boarding secondary schools was informed by 10% to 20% recommendation by Mills and Gay (2019). The next step entailed purposive sampling technique to select one Deputy Principal and one teacher in charge of Guidance and Counselling. Simple random Sampling was used to select fifteen (15) students from each of the 28 schools that were sampled. The 15 students included three groups of 5 students from forms 2, 3, and 4 in each of the sampled schools.

3.4.2 Sample Size

The study sample consisted of 498 respondents as shown in table 3.2.

Table 3.2: Sample Size

s/n	Category	Population targeted (n)	Sample Size (n)	%
1.	Deputy Principals	293	29	10%
2.	Guidance & Counselling	293	29	10%
3.	Students	73,250	435	0.59%
TOTAL		73,836	483	0.67%

Source: Researcher, 2022.

The computation of the sample size above was based on the sampling recommendations by Mills and Gay (2019) as discussed in the sampling section of this paper. It is worthy to note that sampling of 435 students from an estimated population of 73,250 students in Makueni County was also informed by another recommendation by Mills and Gay (2019). They said that a sample size of 400 students is adequate to represent any population that is

larger than 5000 people in a survey research. The rationale is that the issue of sample size becomes irrelevant once the population size get above the mentioned figure.

3.5 Research Instruments

The study used a combination of questionnaires and document analysis as instruments of data collection. Whereas questionnaires were employed to gather primary data from the sampled students and teachers, the research adopted document analysis approach to gain secondary data relating to academic performance of the students as recorded in different reports within the schools and at the County level.

The questionnaires included open and closed-ended questions to ensure that the closed-ended questions identify trends whereas the open-ended questions provide additional information essential to the study from respondents. Data was collected from the respondents using the following types of questionnaires;

a) Questionnaire for the teachers

This questionnaire, labelled appendix A, was structured to seek information from Deputy Principals and teachers in charge of Guidance and Counselling on common forms of indiscipline, influence of indiscipline on performance, trends in academic performance for the past five years, and the strategies they employed to curb indiscipline in public Secondary schools in Makueni County.

b) Questionnaire for Students

This questionnaire, labelled as appendix B, sought information from Students on the forms of indiscipline, the influence of indiscipline on their performance, trends in their performance and strategies employed to improve in their performance in public secondary schools in Makueni County.

c) Document analysis

This process involved systematic review and interpretation of existing documents to gain insights and identify patterns in the students' behavior and academic performance to enrich data gathered through the questionnaires. It was quite useful in evaluating the students' performance in KCSE over the six years that were studied. The documents included official schools reports, student records, disciplinary logs and examination results.

3.6 Pilot Study

Piloting of the data was done in three public boarding secondary schools in Makueni County. Piloting ensured that the instruments are suitable and clear. It helped to establish possible weaknesses of the instruments and determine their reliability and validity. It also helped to ensure that the instruments were able to collect enough range of data required, test for any ambiguous statements and help to improve the instruments accordingly.

3.6.1 Validity of the Instruments

The questionnaires was subjected to objective review by subject experts including the researcher's University Supervisor to ascertain their content validity. Kombo and Tromp (2006) defined validity as the degree to which the instrument measures the intended variables. Every item included in the two data collection instruments was reviewed to assess whether they were relevant in measurement of learners' indiscipline and their academic performance. Feedback from the reviews was used to adjust the data collection tools to ensure that they actually measured the intended variables of the study.

3.6.2 Reliability of the Instruments

Reliability refers to the extent to which the research instruments used produces same results when tried out repeatedly (Kennedy, 2022). The study used data that collected during the piloting phase to test the reliability for each of the items included in the two questionnaires. Since the questions are mainly formulated in Likert scale format, Cronbach alpha was deemed as the suitable reliability test for the study. The Cronbach's alpha approach was preferred because it permits analysis of dichotomous and non-dichotomous type of data to compute the internal consistency of the data collection instrument. According to the recommendation by Taber (2018), the study considered the two instruments to be adequately reliable since the tests yielded Cronbach's Alpha of 0.770 that is greater than the 0.7 minimum threshold.

3.7 Data Collection

3.7.1 Data Collection Techniques

Kombo and Tromp (2006) describe data collection as the process of gathering or collecting the required information for interrogation and testing thoughts or theories. It entails making an actual trip to the location of the study to collect the necessary information from the selected population.

The researcher ensured that the instruments of research were completed and readily available before the data collection process. The questionnaires were availed without error and copies of the same adequately supplied to each of the sampled schools to be completed within two weeks after which they were collected by the researcher. To ensure order and

organization, the researcher designed a schedule which guided in the research process. This entailed the actual dates, time and activity of the study.

Prior to the arrangements with the sampled schools, permission was sought by the researcher from the Department of Educational Management, Policy and Curriculum Studies, Graduate School in Kenyatta University and the National Council for Science, Technology and Innovation (NACOSTI). The researcher made appointments in advance with the relevant offices before distributing the data collection tools.

3.7.2 Logistical and Ethical Considerations

3.7.2.1 Logistical Considerations

The researcher sought permission from the Department of Educational Management, Policy and Curriculum Studies, Graduate School in Kenyatta University and the National Council for Science, Technology and Innovation (NACOSTI). The researcher also made prior arrangements with the relevant schools before distributing the data collection tools to their relevant respondents to ensure a smooth flow of the research process. This ensured that study was of good quality and dependable findings (Guetterman, 2015).

3.7.2.2 Ethical Considerations

Explaining the nature of the research to the key informants was done by the researcher to make them aware of the study and know that the information they were sharing was to be treated confidentially. The researcher also ensured that the study findings and information thereof was to be used for academic purposes only. The researcher collected the data adequately without being biased by financial constraints, time or other situations that would

have compromised the collection of data. The researcher upheld integrity and avoided any form of plagiarism.

3.8 Data Analysis

Analysis of data refers to the examination of the information collected during a research and making a decision or conclusion. The process, as noted by Chang et al. (2024), uncovers underlying relationships among different variables of a study besides testing its foundational assumptions to detect possible anomalies of the same. A combined approach of quantitative analyses such as means, standard deviations, percentages, and correlations were applied in the study based on the objectives as explained below:

i) Objective One: To establish the forms of indiscipline among secondary school students in public schools in Makueni County.

This objective used frequencies and percentages to assess the prevalence of different forms of indiscipline as shall be stated by the respondents through the questionnaires. Quantitative data collected was analyzed by calculating the percentages and the statistical data presented in form of graphs, pie-charts, and frequency tables.

ii) Objective Two: To examine how indiscipline among students in public boarding secondary schools in Makueni County influences their academic performance.

Cases of students' indiscipline behaviours as independent variable in the second objective of the study was measured in terms of the frequency with which the students engaged in different indiscipline behaviors as per the sampled students' and teachers' ratings. Academic performance, on the other hand, was measured on the basis of the previous candidates' mean scores in KCSE from 2017 through 2027. The respondents' ratings of

the students' academic performance was also examined as measure of the dependable variables. Therefore, questionnaire items measuring different aspects of the dependent and independent variables were subjected to cross tabulation and comparison of their means to determine possible relationships between them and significance level of the relationships.

iii) Objective Three: To find out the trends in academic performance of students in Makueni County.

On this objective, data was analyzed quantitatively. Data on objective three was collected and analyzed on the issues including computation of the County's overall mean scores and the comparative analysis of the Sub Counties' mean scores over the six years period from 2017 through 2022. The KCSE mean scores for both County and Sub counties were computed and presented in form of line graphs for better simulation of the academic performance trends.

iv) Objective Four: To assess the strategies employed to manage indiscipline among students in Makueni County

In this objective, quantitative approaches such as frequencies and percentages were adopted to analyze the relevant data. Data was collected and analyzed from objective four the respondents' identification of different strategies such as school rules and regulations, professional development for teachers, guidance and counselling departments, use of Students' Councils and deployment of staff to manage indiscipline behaviors among the students. Comparative graphs, and frequency tables were used to present the collected data. The research instruments distributed to the respondents will be used to collect information for analysis.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the statistical examination of the collected data for the purpose of achieving each of the stipulated objectives. It includes all the statistical analyses, findings as well as discussion of the same with reference to existing literature.

As per the objectives listed in the first chapter of this report, the study sought to;

- i. Establish the forms of indiscipline that influence academic performance among public boarding secondary school students in Makueni County.
- ii. Determine the influence of indiscipline on students' academic performance in KCSE in public boarding secondary schools in Makueni County.
- iii. Assess the trends in KCSE performance in the last six years in Makueni County.
- iv. Find out the strategies employed by school administrators in management of indiscipline among public boarding secondary schools in Makueni County.

4.2 Response rate

It was important to establish the rate of response from the sampled teachers and students since this would illustrate the study's level of representativeness across the targeted population. Therefore, the analysis presented in table 4.1 shows the proportion of the sampled respondents who successfully participated in the study through provision of the data.

Table 4.1: Rate of Response

s/n	Respondents Category	Distributed Questionnaires	Completed and Returned Questionnaires	Response Rate (%)
1.	Deputy Principals	29	24	82.76
2.	Guidance & Counselling	29	18	62.07
3.	Students	435	385	88.51
TOTAL		483	427	88.41

The study realized an impressive rate of response both at the overall level 385 (88.41%) and from all categories of the sampled respondents. It is notable that students recorded the highest level of response (88.51%) followed by Deputy Principals at 24 (82.76%) while the sampled teachers in the department of Guidance and counselling recorded the lowest but acceptable rate of response at 18 (62.07%) according to Rahal and Adorjan (2024) who stated that a response rate of at least 50% is acceptable for a social science survey and the general range is 50% to 80% of the sampled respondents.

4.3 Demographic Characteristics of the Respondents

Further representativeness of the study as the targeted population was explored in terms of the participants' demographic distributions. The distributions of the respondents was analyzed with respect to their Sub County, category and type of school with which they affiliate as shown in table 4.2 below;

Table 4.2: Demographic distribution of the respondents

		Students		Teachers		Total	
		Coun t	%	Coun t	%	Coun t	%
Sub County	Makueni	67	17.44	6	14.63	73	17.10
	Mbooni East	47	12.31	5	10.78	52	12.18
	Mbooni West	40	10.51	5	11.33	45	10.54
	Kibwezi	55	14.36	6	15.65	61	14.29
	Nzaui	45	11.54	6	13.44	51	11.94
	Makindu	28	7.18	4	7.29	32	7.49
	Mukaa	41	10.77	4	10.25	45	10.54
	Kilungu	24	6.15	2	6.34	26	6.09
	Kathonzweni	38	9.74	4	10.29	42	9.84
	Total	385	100.00	42	14.63	427	100.00
School category	Sub County School	170	44.28	20	47.13	190	44.50
	County School	128	33.30	14	32.91	142	33.26
	Extra County School	67	17.32	6	15.20	73	17.10
	National School	20	5.10	2	4.76	22	5.15
	Total	385	100.00	42	100.00	427	100.00
Type of the school	Boys' School	56	14.49	8	17.18	64	14.99
	Girls' School	82	21.30	9	22.43	91	21.31
	Mixed School	247	64.21	25	60.39	272	63.70
	Total	385	100.00	42	100.00	427	100.00

From the above table, majority 73 (17.10%) of the respondents including sampled students and teachers were drawn from Makueni Sub County in which 67 (17.44%) and 6 (14.63%) of students and teachers respectively were sampled. The relatively higher turn up of the respondents from Makueni Sub County can be attributed to its central location within the County and accessibility of its schools around the County Headquarter. Respondents drawn from Kibwezi Sub County were the second largest portion of the study participants, contributing 55 (14.36%) of the students and 6 (15.65%) of the teachers who successfully took part in the study. This is attributable to the reality that Kibwezi Sub County has 68 public secondary schools, which is the highest among the nine (9) sub counties as per the data from Makueni County Statistical Abstract of 2023.

With regard to respondents' representation by category of schools, majority 190 (44.5%) of the respondents were drawn from sub county schools. The same trend is displayed in the distribution of the sampled students and teachers who were represented by 170 students and 20 teachers from the same category of schools. Respondents from County schools made up 142 (33.26%) of the respondents while those from Extra County schools were 73 (17.1%) of the 427 respondents who successfully took part in the study. Schools in the National schools category had the least 22 (5.15%) of the respondents. This representation pattern is attributable to the actual the actual distribution of the public secondary schools in Makueni County. For instance, the county is currently having only two secondary schools in the category of National Schools according to Musyimi et al. (2024).

In terms types of schools, most 272 (63.70%) of the respondents were drawn from mixed schools while respondents from girls' and boys' school made up 91 (21.31%) and 64 (14.99%) of the respondents respectively. The implication is that majority of secondary

schools in Makueni County have students of both male and female gender as was also pointed out by Ndivo et al. (2021). Additionally, most 82 (21.30%) of the students who took part in the study were from purely girls' schools and 56 (14.49%) of them were from boys' secondary schools. This disparity is attributable to the growing number of girls who are being enrolled in secondary schools compared to the boys' enrollment as depicted in the Makueni County Statistical Abstract by Kenya National Bureau of Statistics (2023).

4.4 Forms of indiscipline and their influence on students' academic performance

To measure the study's first objective, various aspects of indiscipline among the students were examined including the overall frequency of students' involvement in indiscipline behavior and the common forms of indiscipline behaviors among the sampled schools.

4.4.1 Frequency of engaging in indiscipline

The students were asked to indicate the frequency with which they engage in indiscipline behaviors. The response is presented in figure 4.1 below;

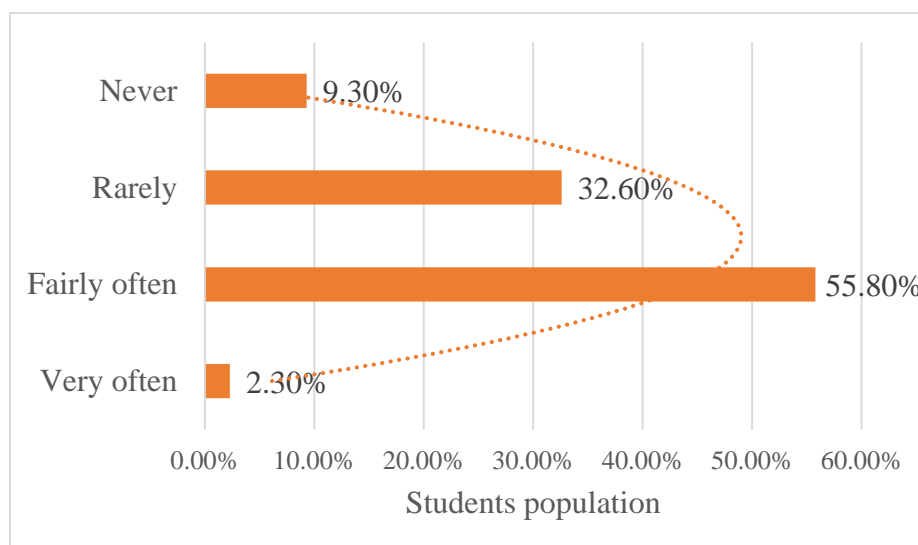


Figure 4.1: Frequency of engaging in indiscipline behavior

The data presented in the above figure indicates that indiscipline behaviors are fairly rampant in the sampled schools as per the student’s perception. Majority 215 (55.8%) of the students indicated that they take part in indiscipline fairly often while 126 (32.6%) of them indicated that they rarely engage in such behaviors. However, 36 (9.3%) of the students who took part in the study reported that they had never engaged in indiscipline behavior while 8 (2.3%) of the students reported to have been engaging in indiscipline behavior very often. Overall, the results implies that most of the students from Makueni County are moderately disciplined and the indiscipline curve is normally distributed among the students population as can be seen from the dotted distribution curve. The students falling on the extreme end of the indiscipline scale are significantly fewer than the disciplined ones as was also reported in study by Muthusi (2019).

The above findings were also reinforced by survey from the sampled teachers whose responses on the level of their students ‘indiscipline are contained in table 4.3 below;

Table 4.3: Teachers' Responses on the Students' Indiscipline

	Very Indiscipline		Fairly Indiscipline		Fairly Disciplined		Very Disciplined		Not aware		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
	Overall	6	14.3	36	85.7	0	0.0	0	0.0	0		
Form 4	0	0.0	6	14.3	36	85.7	0	0.0	0	0.0	2.86	0.38
Form 3	0	0.0	18	42.9	24	57.1	0	0.0	0	0.0	2.57	0.53
Form 2	0	0.0	24	57.1	18	42.9	0	0.0	0	0.0	2.43	0.53

Response from the deputy principals and teachers in charge of guidance and counselling departments confirm that students in the sampled schools are fairly indiscipline according

to 36 (85.7%) of the teachers while 6 (14.3%) of them indicated their students are very indisciplined. The general picture from the findings is that just a few students are frequently involved in indisciplined behavior while majority of them are occasional participants in such behaviors. Additionally, the level of indisciplined among the students tend to decrease as they progress to higher classes. For instance, the proportion of the teachers who perceived their students to be fairly indisciplined decreased from 24 (57.1%) to 18 (42.9%) and then to 6 (14.3%) for students in forms 2, 3 and 4 respectively. This was also evidenced in the mean rating of the students' indisciplined level from 2.43 to 2.57 and then to 2.86 in a scale of 1 to 5 (1 representing Very indisciplined and 5 representing very disciplined levels). The findings mirrors those of Nthama et al. (2022) in which 68.4% of teachers indicated that their students engage in substance abuse on a regular basis.

4.4.2 Forms of indisciplined behaviours among the students

The study also sought to some the most common forms of indisciplined behaviors among students from the sampled schools. Therefore, both the students and teachers were asked to indicate the frequency with which the students take part in behaviors listed in figures 4.2 and 4.3. The responses are presented as displayed in the said figures. Both categories of the respondents indicated the prevalence of each forms of indisciplined in terms of the frequencies with which the students engage in indisciplined behaviors.

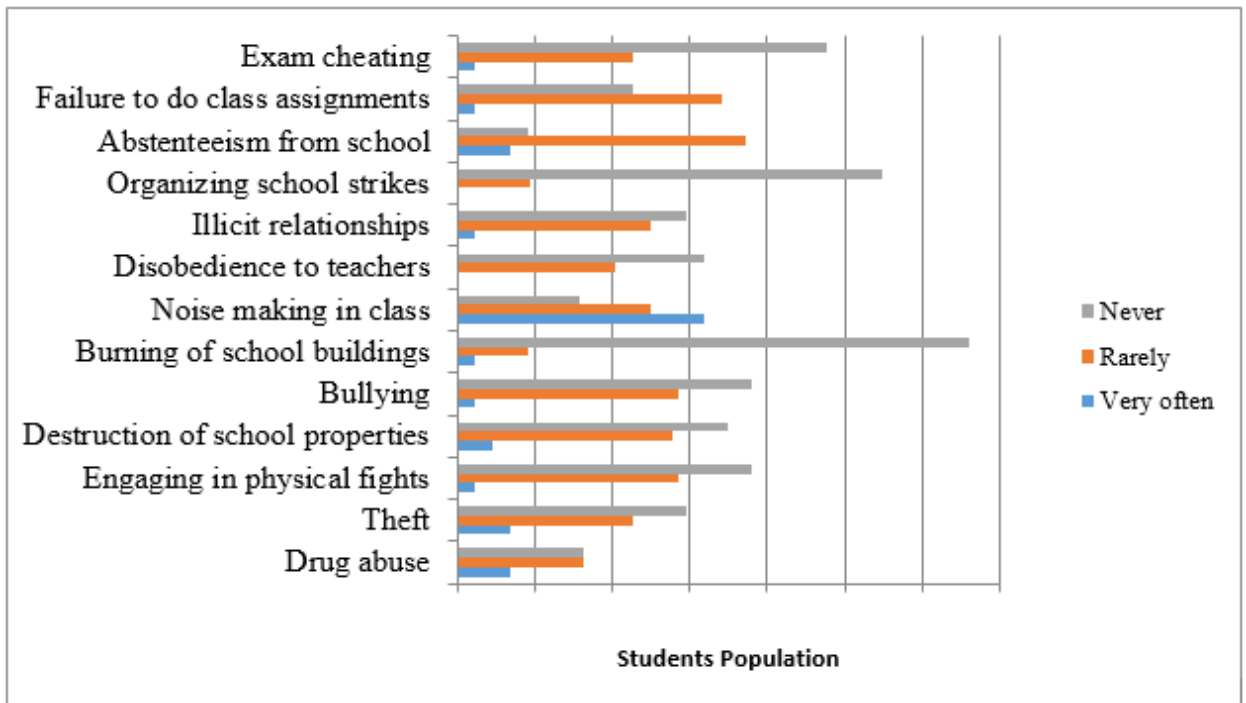


Figure 4.2: Students' perception on their engagement on different indiscipline behaviors

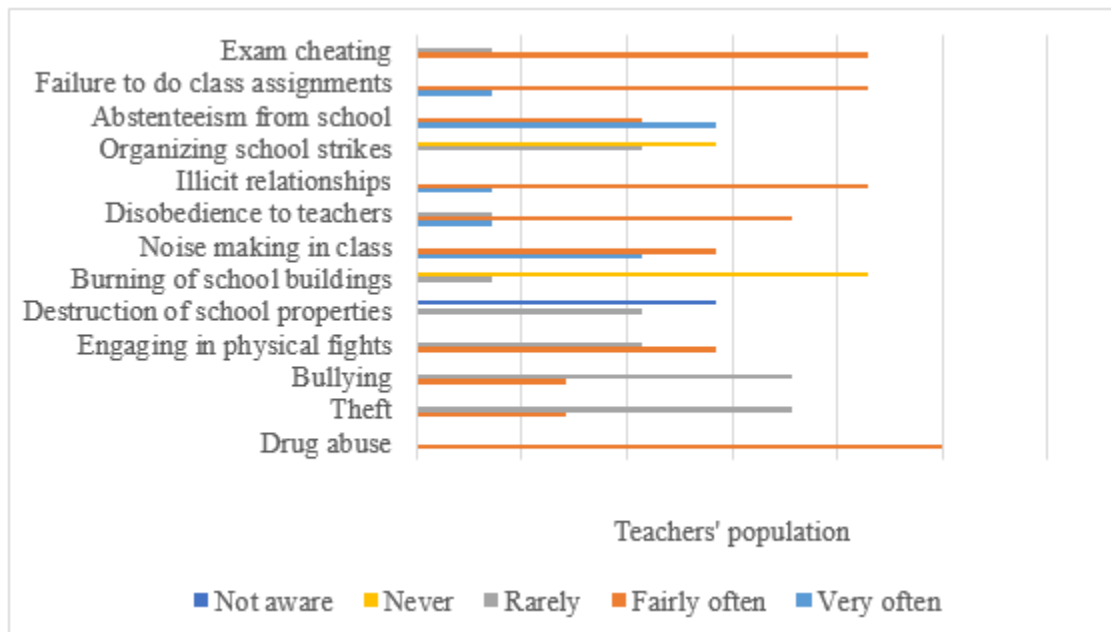


Figure 4.3: Teachers' perception on students' engagement on different indiscipline behaviors

According to the data presented in figure 4.2, majority of the students indicated to have never engaged in all the 13 listed forms of indiscipline behaviors apart from noise making. As such, noise making by students while in classroom is the most common form of indiscipline in the sampled schools. This was illustrated by 122 (31.8%) of the students who indicated that they engage in noise making very often. However, behaviors such as taking part in burning of schools and organizing strikes were very rare among most of the students with 254 (65.9%) and 211 (54.8%) of the sampled students indicating that they have never engaged in burning of schools and organizing strikes respectively. The students' sentiments were also confirmed by 34 (80%) and 23 (55%) of the teachers who reported that burning of schools and organizing strikes respectively had never been witnessed in their schools (Figure 4.3). Additionally, close to 25 (60%) of the teachers were not aware of students' involvement in the destruction of schools' properties. The findings closely agree with Kosgei (2020) who reported vandalism as the least prevalent form of indiscipline among secondary schools students according to the study done in Vihiga Sub-County.

Another 24 (57.1%) of the sampled teachers pointed out at absenteeism from schools as one of the common forms indiscipline among their students. Data from the students also confirms this perspective with 126 (32.7%) indicating that they occasionally fail to attend school. Such reports also mirrors Kosgei (2020) whose study highlighted truancy as the most common form of indiscipline among this category of students.

Notably, the rest of the listed indiscipline behaviors including exam cheating, failure to do class assignments, engaging in illicit relationships, and disobedience to teachers, physical

fights and drug abuse were fairly often among students from the sampled schools. The finding conforms to the views by Onyeawuna and Ufuoma (2022) on the contemporary issues in education with regard to indiscipline behaviors both in schools and in society at large. The authors observed that such behavioral issues are key setbacks in the education system and their prevalence robs students of adequate time for meaningful study.

4.5 The influence of indiscipline on students' academic performance in KCSE

The influence of indiscipline on students' academic performance was examined by first evaluating the academic performance before undertaking correlational analyses involving the academic performance against the trends of the indiscipline behavior among the students.

4.5.1 Students' academic performance

Students' academic performance was examined from the perspectives of the students, teachers and the existing records of the schools' performance in the previous national examinations (KCSE).

Figure 4.4 shows analysis of students' rating of their academic performance while figure 4.5 shows the teachers' rating of academic performance among the same students. The general outlook of the students' academic performance is quite average according to both the students and the sampled teachers. For instance, more than half (210; 54.5%) of the students indicated that their academic performance is average while 131 (34.1%) of them were convinced that they had good academic performance. Similar trend is also observable in the response from the teachers of whom 36 (85.7%), 24 (57.1%) and another 24 (57.1%) indicated that their students in forms two, three and four respectively had average academic performance. The findings are conforming to Agnetta et al. (2022)

in their observations that academic performance of secondary schools within Makueni County were quite average, without very high or very low performance across the county.

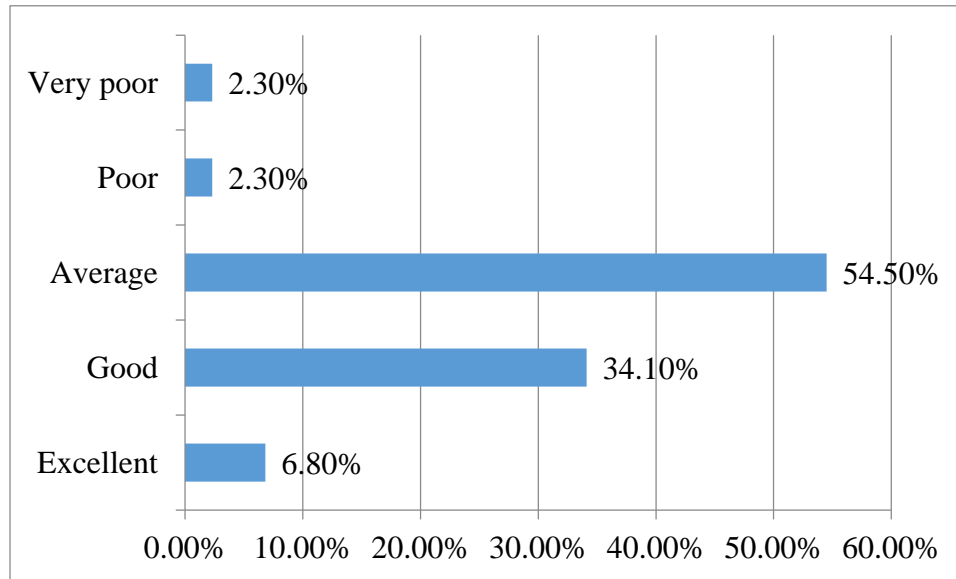


Figure 4.4: Students' perception on their academic performance

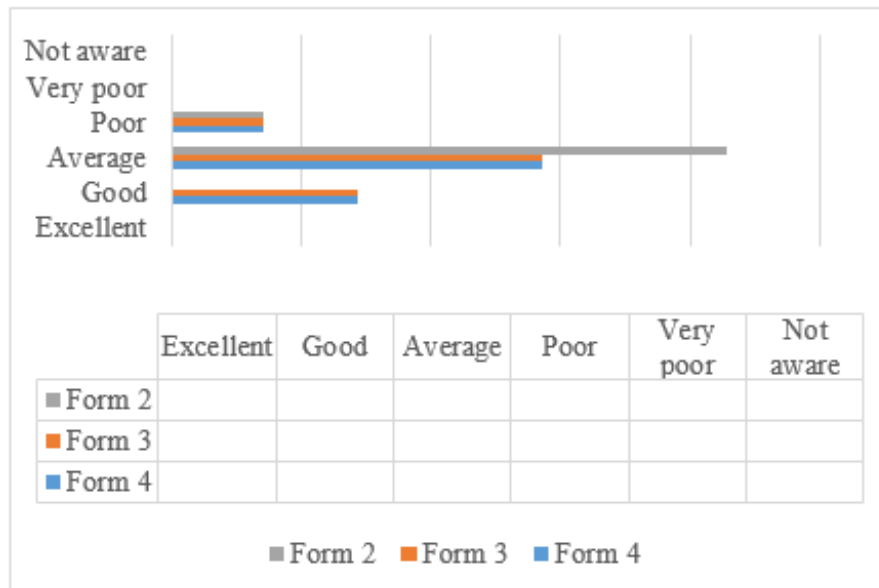


Figure 4.5: Teachers' perception on students' academic performance

However, the two categories of the respondents showed different perceptions in terms of poor or excellent academic performance of the students. The results in figure 4.4 indicates that 26 (6.8%) of the students perceive their performance to be excellent while none of the teachers acknowledged excellence in the performance of their students. The trend reveals some of form of satisfaction among some of the students while none of the teachers is satisfied with the academic performance of their current students (Muriuki, Nzinga & Chiroma, 2022).

It is also important to note that none of the sampled teachers observed good or excellent academic performance among their form 2 students. Performance of the students in form 2 were either average or poor according to 36 (85.7%) and 6 (14.3%) of the sampled teachers. The two categories of students, those in forms 3 and 4 had displayed some good academic performance according to 12 (28.6%) of the sampled teachers. Therefore, the performance of form 2 students is relatively lower than those of the students in higher classes. Comparing this performance trend against that of indiscipline behavior as portrayed by table 4.3 in section 4.4.1 of this report reveals some inverse relationship between students' academic performance and level of indiscipline. To recall, findings in table 4.6 indicate that more teachers (24; 57.1%) reported that their form 2 students were fairly indiscipline. Therefore, rate of indiscipline is higher among this group of students while their performance is relatively low. The findings aligns with Aswani et al. (2020) who revealed that academic achievement is negatively and strongly linked indiscipline levels among students. However, an objective examination of the possible association between the two variables was done through correlation analysis presented in the following section of the report.

4.5.2 Correlation of Indiscipline and academic performance

To understand the influence of indiscipline behavior among students on their academic performance, the students' and teachers' responses on the two variables were subjected to correlation analyses whose results in terms of Pearson correlation index (r) and P-values are presented in table 4.4 below;

Table 4.4: Frequency of Indiscipline behavior Versus Academic performance

		How frequent do students engage in indiscipline behaviors?
How do you rate your academic performance?	Pearson	
	Correlation	-.388*
	Sig. (2-tailed)	.010
	N	385

*. Correlation is significant at the 0.05 level (2-tailed).

The statistical values reveal a negative association between the frequency with which students engage in indiscipline behaviors and their academic performance. The correlation index of $-.388$ suggest that academic performance of a students is likely to drop by 38.8% if the student increases the frequency of engaging in indiscipline activities. This statistical link between the two variables were established to be significant by a p- value of 0.010, at 95% Confidence Interval (CI). Qualitative study undertaken by Kariithi (2024) among students and teachers in Kiambu County also agrees with these findings on the negative association between indiscipline and academic performance among secondary school students. The author reported that behavioral problems among students often leads to poor performance as indiscipline behaviors may even result in students being expelled or suspended from school (Kariithi, 2024).

Further analysis on the possible relationship between the two variables was done by asking the sampled teachers and students to indicate the extent to which they would attribute inadequate academic performance to indiscipline behaviors among the students. The responses to this inquiry was analyzed and presented in figure 4.6 below;

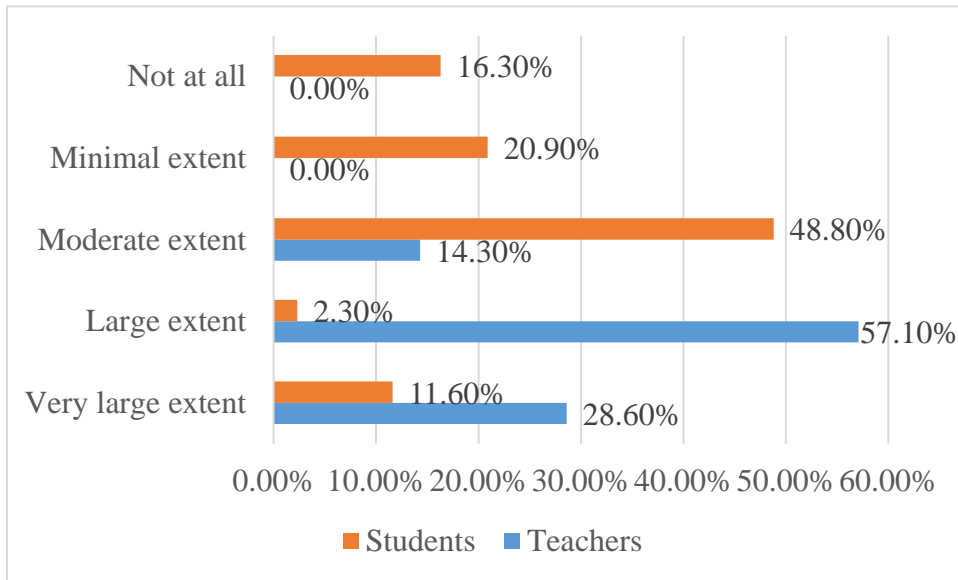


Figure 4.6: Opinion on Indiscipline and academic performance

Findings presented in the above figure provide additional confirmation of the association of inadequate academic performance and indiscipline levels among students. For instance, majority (24; 57.1%) of the teachers indicated that they largely attribute inadequate performance among their students to indiscipline behaviors while 189 (48.8%) of the sampled students acknowledged that indiscipline behaviors affects their academic performance to a moderate extent. As such, more than half of the teachers directly associate behavioral misconduct with poor academic outcomes in tandem with the findings of Martinsone et al. (2022). Teachers, being closely involved in the teaching and learning process tend to observe first-hand how students' behaviors like absenteeism, disrespect,

disobedience, and lack of attention disrupt learning. The unanimous attribution by all teachers to some degree of influence by indiscipline on academic performance reinforces the strong professional consensus with regard to the negative implications of indiscipline on the learners' academic achievement.

It is also notable that all of the sampled teachers attributed inadequate performance to indiscipline behaviors while only 63 (16.3%) of the students perceived that indiscipline behaviors had no contributions to their academic performance. However, 45 (11.6%) of the students and 12 (28.6%) of the teachers indicated that indiscipline behavior contributes to inadequate academic performance among the students to a very large extent. The sentiments reinforce previous findings by Aswani et al. (2020) and Kariithi (2024) indicating that most secondary schools have recorded poor academic performance due to indiscipline behaviors among their students.

4.6 Trends in KCSE performance in the last six years

The objective on determining the trends in KCSE performance of the sampled schools between 2017 and 2022 was pursued by looking at the overall performance of the County as well as the comparative analysis of the Sub Counties' performance.

4.6.1 Overall KCSE performance of Makueni County

Trend in the overall performance of Makueni County in the KCSE for the years 2017 through 2022 was established by computing the mean score for the county for each of the six years and results presented in figure 4.7;

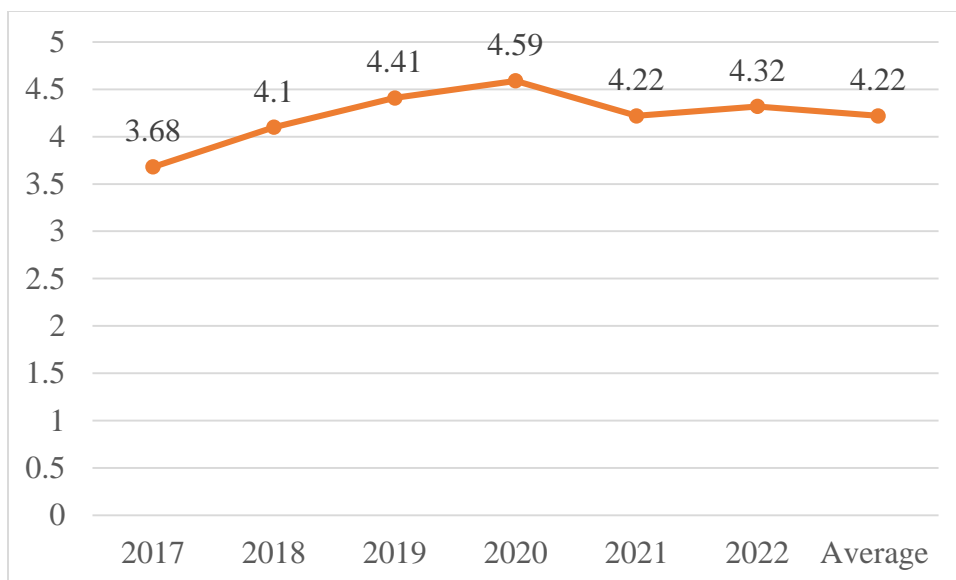


Figure 4.7: Trend in KCSE performance for Makueni County

Results presented in figure 4.7 indicates a progressive trend in the Makueni County's performance in the national examination over the six years with a slight deviation in the year 2021. It is notable that the County posted an average mean score of 4.22 (Mean Grade = D+) for the six years reviewed while the highest score was recorded in year 2020 in which the mean score was 4.59 (Mean Grade = D+) and year 2017 show the lowest performance for County with a mean score of 3.68 (Mean Grade = D plain). The trend reflects the overall performance across the country where the mean KCSE performance have been ranging between 4.50 and 4.54 according to the essential statistics of 2023 (Kenya National Examination Council, 2023).

Notably, the drop in performance among the KCSE class of 2021 may be attributed to the effects of disruptions in the education calendar due to Covid-19 lockdowns and also increased cases of indiscipline among the students. The measures to contain the pandemic show the schools being closed for almost ten months beginning mid-March 2020 to January

of 2021. The implication is the candidates who actually sat for their final examination in March 2022 lost almost the whole of their final year and the technological interventions such as online learning could not have been effective in rural areas like most areas of Makueni County (Jepkemei & Munyao, 2022). Additionally, the cases of indiscipline among the 2021 KCSE candidates was notable with examples such as the Makueni boys high school where 250 form four students had to be suspended for two weeks for refusing to shave and assaulting the principal. Several other cases including burning of school dormitories were reported both within Makueni County and across the country within the year 2021 (Nation Africa, 2021; Nyakundi, 2021). Therefore, the negative association between academic performance and indiscipline behavior among students can be observed from the above trend.

4.6.2 Comparative analysis of the Sub Counties' KCSE performance

The study also sought to examine KCSE performance of the sampled schools for each of the nine (9) Sub Counties with a view of understanding the comparative performance over the years under study. The analysis was performed through computation of the means scores for schools under the sub counties and outcome presented in a line graph as shown in figure 4.8.

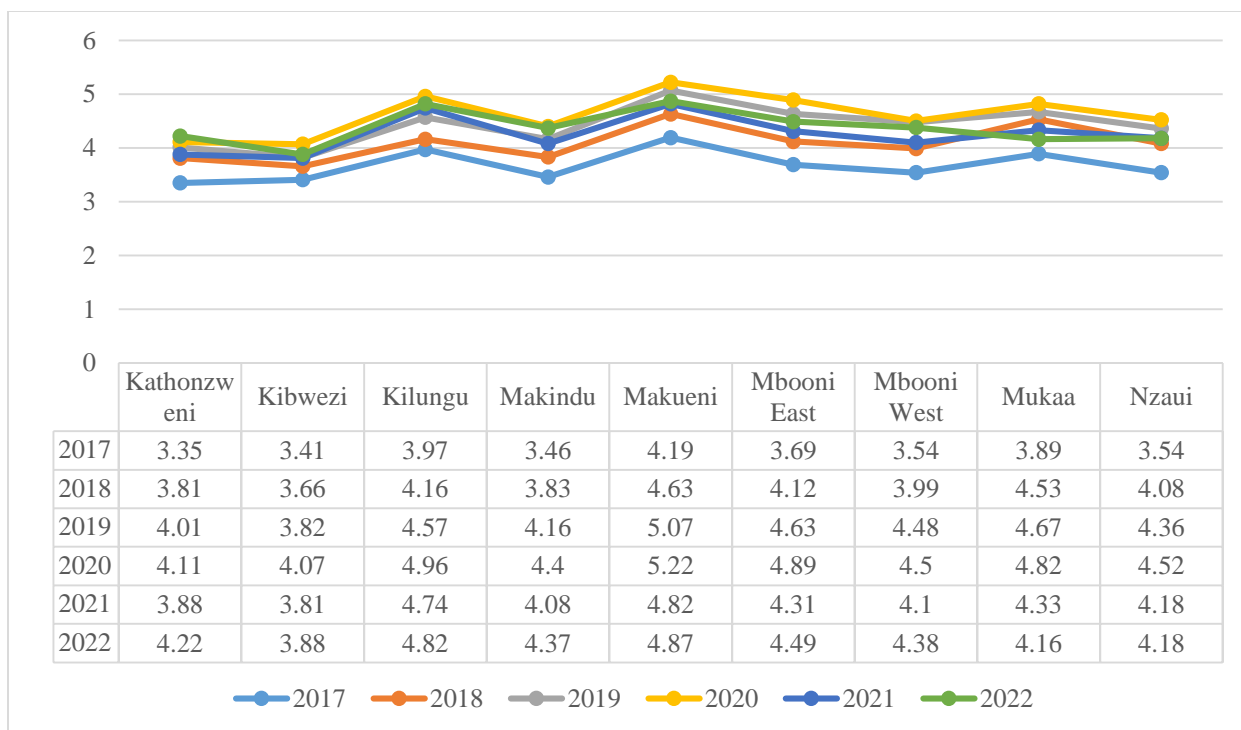


Figure 4.8: Comparative Performance of Sub Counties' KCSE performance

The trends presented above mirrors the overall county academic performance in terms of general progress across the six years with 2017 recoding the lowest mean scores for all the sub counties. Similarly, all the sub counties recorded their highest performance in the 2020 examination except Kathonzweni sub county whose highest mean score (4.22) was recorded in 2022. Additionally, Makueni Sub County stands out as the highest performer among its peers with highest mean score of 5.22 and lowest mean score of 4.19 in the years 2020 and 2017 respectively. This performance is followed closely by Kilungu Sub County whose highest and lowest mean scores are 4.96 (2020) and 3.97 (2017) respectively. Such outstanding performances from the two sub counties can be attributed to the fact they each hosts one of the two national secondary schools in the entire Makueni County (Mulatya et al., 2024). Therefore, the entry behavior of students in such schools and availability of learning resources as well as infrastructure may explain the variations in academic

performance across the sub counties (Otieno & Ochieng, 2020). This contrasts sharply with sub-counties that lack national schools and whose public boarding schools may admit students of more varied academic and behavioral profiles. The disparities could also result in greater challenges in managing indiscipline, which in turn negatively influences academic performance (M'muyuri, 2021). From this perspective, differences in mean scores across sub-counties may not just reflect academic aptitude or teacher effectiveness, but also varying degrees of student discipline, administrative control, and support systems.

4.7 Strategies in the management of indiscipline

Having examined the possible effects of indiscipline behaviors among the students on their academic performance, it was important to ascertain some of the strategies that the sampled schools have been using to manage such behaviors. The respondents were asked to indicate some of the common strategies in their schools and the analyzed results provided in figure 4.9.

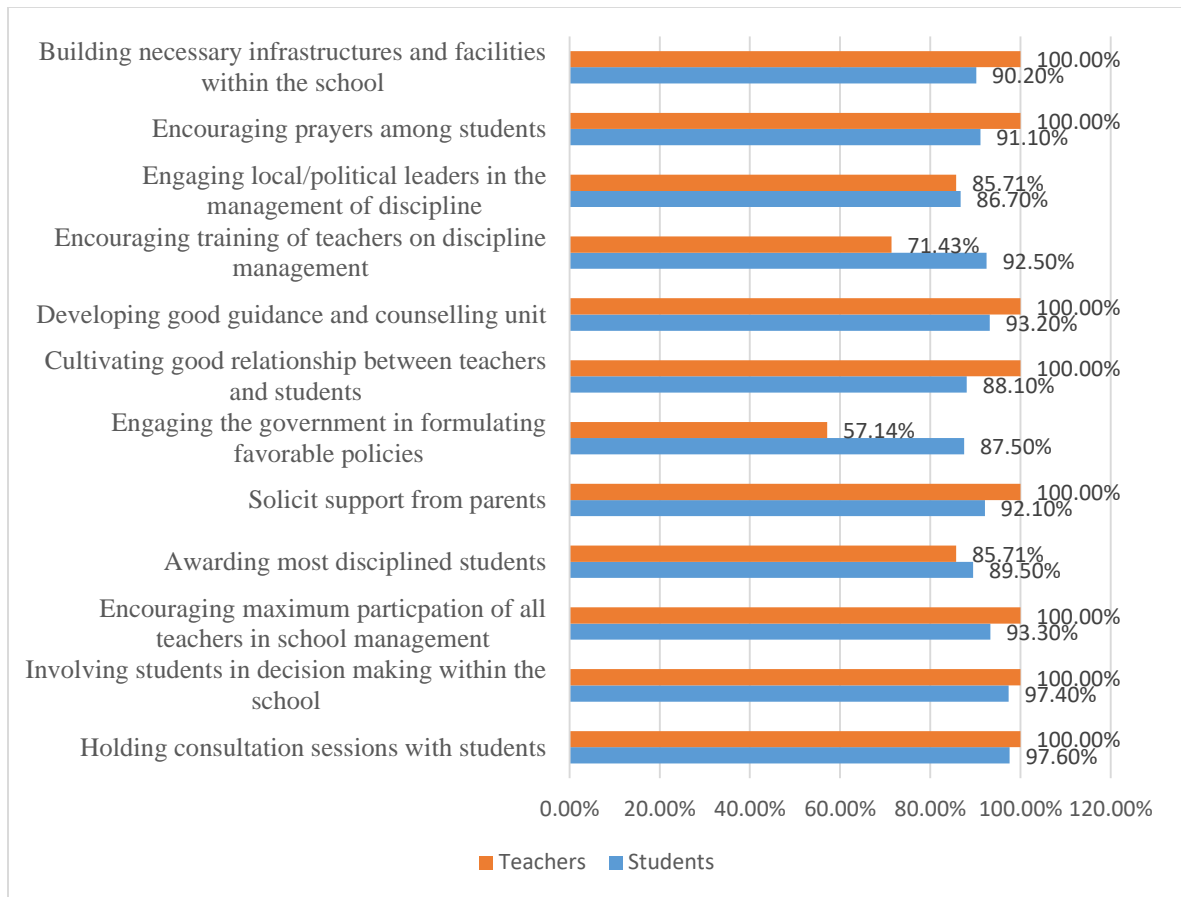


Figure 4.9: Strategies in managing indiscipline

The findings presented in figure 4.9 indicate that 42 (100%) of the sampled teachers acknowledged that most of the strategies listed above are used in their schools while the sampled students were less unanimous on the use of such strategies in their schools. Holding of consultation sessions with students stands out as the most common strategy in use by majority of the schools according to all 42 (100%) of the sampled teachers and 376 (97.6%) of the students. This was followed closely by the strategy of involving students in the making of decisions within the schools as was highlighted by all the sampled teachers and 375 (97.4%) of the students. Therefore, it notable that all the surveyed schools prioritize and consider students as major stakeholders in the management of indiscipline

behaviors within the schools. Mulwa et al. (2020) reported a similar finding in which 83.7% of school principals who took in their study acknowledged that they involve their students in collaborative making of decisions through avenues like class meetings to address discipline and academic matters.

In addition to involvement of students, the study also established that the sampled schools encourage all of their teachers to maximally participate in the school management according to 42 (100%) of the teachers and 359 (93.3%) of the students. As such, the schools endeavor to ensure proper management of indiscipline among the students by instilling a sense of responsibility among all the teachers. This strategy also came out in Birhasani et al. (2022) that principals' leadership of their schools towards quality education is often based the direct and maximum involvement of every teacher in the school management activities.

The study also revealed that the sampled schools recognize and solicit support of the parents as strategy in the management of indiscipline behaviors among the students. All of the teachers who took part in the study and 355 (92.1%) of the students indicated that their schools solicit support from parents in the matters of managing indiscipline. This finding aligns with the report by Kamara et al. (2024) indicating that absence of active engagement and support from parents to reinforce positive behaviors and guidance for students at home may bring about indiscipline behaviors among such students even while in a school environment. Therefore, such a strategy to involve parent provide a holistic measure in the management of negative behaviors among students.

Additionally, the place of necessary infrastructure was noted among the strategies in which 42 (100%) of the teachers and 347 (90.2%) of the students indicated that their schools build

such infrastructures and facilities like guidance and counselling departments as well as religious organizations. Such facilities are instrumental in helping the school managers and students to manage indiscipline behaviors as was also reported by Liu et al. (2023). They observed that guidance and counselling facilities play notable role in the handling of negative behaviors among secondary school students.

As such, the research findings revealed that the establishment of necessary infrastructure is a key strategy in addressing student indiscipline. Specifically, all the teachers surveyed (100%, n=42) and a significant majority of students (90.2%, n=347) reported that their schools had invested in facilities such as guidance and counselling departments, alongside religious organizations. These institutions serve as critical support systems within the school environment, contributing to the management and mitigation of indiscipline. The presence of such facilities underscores the schools' commitment to fostering a structured and supportive learning atmosphere. These findings align with those of Liu et al. (2023), who emphasized the pivotal role that guidance and counselling units play in addressing behavioral issues among secondary school learners. According to their study, such structures offer students a safe space for emotional and psychological support, enabling them to reflect on and rectify negative behaviors. Thus, the integration of moral and psychosocial support systems through infrastructure development emerges as a strategic and effective response to the challenge of student indiscipline in public boarding secondary schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter concludes the study by providing insightful summaries of the findings for each of the four objectives. For better and concise understanding of the study outcomes conclusions for each of the objectives are also provided as well as considered recommendations.

5.2 Summary of the findings

To start with, indiscipline behaviors among students were noted to be fairly rampant as 215 (55.80%) of the students indicated that they engage in such behaviors fairly often. Majority (36; 85.7%) of the teachers also indicated that students in their respective schools were fairly indiscipline. Students in form two were pointed out by majority (24; 57.1%) of the teachers to be fairly indiscipline than those in forms three and four. On specific indiscipline behaviors, the study established thirteen common forms of indiscipline behaviors among students in the sampled public secondary boarding schools. Noise making was the most common form of indiscipline behavior, with 122 (31.8%) of the students indicating that they frequently engage in such behavior. Burning of school buildings and organization of strikes were the least occurring indiscipline behaviors among the students according to 36 (85.7%) and 24 (57.1%) of the teachers respectively.

On possible influence of indiscipline behaviors on students' academic performance, the study established a negative and statistically significant influence of 0.388 Pearson Correlation (r) and p value = 0.010. Therefore, there is 38.8% chances that academic

performance of a student is likely to decline if the students increases his or her frequency of engaging in indiscipline behaviors. This was supported by 24 (57.1%) and 12 (28.6%) of the sampled teachers who largely attributed inadequate academic performance of their students to indicated that indiscipline behaviors of the students. It was also observed that students from the sampled schools had average academic performance, with form two students posting the lowest academic performance.

Results from analysis of KCSE performance trend among the schools in Makueni County revealed an upward progress in the County's mean score albeit slight decline in the year 2021 examinations. The county recorded the lowest mean score of 3.68 (D plain) in the KCSE of 2017 and the highest mean score of 4.59 (D+) in 2020 within the six years reviewed in this study. The overall trend reveals gradual improvement in the County's mean score for each subsequent. In terms of the Sub Counties' performances, Makuni Sub County emerged the highest performer in KCSE throughout the six years, with trends that simulates the overall trend of the County.

On the final objective, the study established that the sampled schools adopt several strategies in the management of indiscipline behaviors among their students. Holding of consultation sessions with students stood out as the most strategy according to all of the teachers who took part in the study and 376 (97.6%) of the students. Other common strategies included involving students in making of school decisions, encouraging all teachers to take maximum participation in the activities of school management, encouraging students to take part in regular prayers, and building necessary infrastructures and facilities within the school alongside other strategies which were identified by more than 244 (57.14%) of the study participants.

5.3 Conclusions

Based on the comprehensive findings presented in the previous sections of this report, the study concludes as follows;

- i) Public boarding secondary schools in Makueni County experience different forms of indiscipline among their students. However, such behaviors are manifested at different levels where noise making by students while in class is the most common form of indiscipline. The students are fairly indiscipline and those in form two are recognized as relatively notorious.
- ii) Indiscipline behaviors among students pose negative and significant influence on the students' academic performance. Students with frequent engagement in indiscipline behaviors tend to record lower academic performance than their peers who rarely take part in such behaviors.
- iii) There has been gradual improvement in academic performance according to KCSE results of the County from 2017 to 2022. The County recorded an average mean score of 4.22 (D+) for the six years reviewed. The performance trends for the individual nine (9) sub counties simulates the County's performance of progressive improvement.
- iv) Public boarding secondary schools in Makueni County endeavor to curb indiscipline behaviors among the students through adoption of multiple strategies. The most common strategies adopted by the sampled schools include holding consultation sessions with the students as well as incorporating students and all teachers in making of decisions within the schools.

5.4 Recommendations

The outstanding influence of indiscipline behavior among students on the academic performance as has been established in this study persuades the researcher to recommend as follows;

- i) Both parents and teachers need to sensitize the students against all forms of indiscipline behaviors, including noise making while in class. The students as well as other education stakeholders may consider noisemaking as a negligible misbehavior but the study has established that it is very common among students and should be discouraged for better academic performance.
- ii) All stakeholders in the Kenyan education system should encourage all students to cultivate self-discipline. This stands out as a possible means of ensuring that students' academic programs are not interrupted through indiscipline behaviors and disciplinary measures that may keep them out of school.
- iii) Education officers and Governments at the County and National levels should prioritize equitable allocation of resources to all schools and Sub counties within Makueni County. It is notable that KCSE performance by the two sub counties that are hosting national schools was much better than those without schools in that category.
- iv) Principals and members of schools management board should increase their efforts in the management of indiscipline behavior schools. They can do this by adding more emphasis on other strategies such as engaging the government policy-making institutions such as Ministry of Education, Parliament and Teachers Service

Commission to formulate favorable policies for managing indiscipline among the students.

5.5 Suggestion for future research

Given that this research generally focused on indiscipline behaviors and their influence of students' academic performance, it recommends that a follow up should be done to examine how specific forms of indiscipline behaviors influence students' academic performance.

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APPENDICES

Appendix I: Questionnaire for the Teachers

This instrument is aimed at obtaining information from Deputy Principals and teachers in-charge of Guidance and Counselling, on common forms of indiscipline, effects of indiscipline on performance, trends in performance in the county and the strategies they employ to curb indiscipline in public Secondary schools in Makueni County.

Section A: Personal Information

1. Role

- i) Deputy Principal []
- ii) Guidance and Counselling Teacher []

2. Sub-county:

- i) Makueni []
- ii) Mbooni East []
- iii) Mbooni West []
- iv) Kibwezi []
- v) Nzaui []
- vi) Makindu []
- vii) Mukaa []
- viii) Kilungu []
- ix) Kathonzweni []

3. The school category;

i) Sub-County School []

ii) County School []

iii) Extra County School []

iv) National School []

4. Type of school:

a. Boys' []

b. Girls' []

c. Mixed []

Section C: Forms of Indiscipline among Secondary School Students

5. How frequent do you experience indiscipline cases from your students?

d. Very often []

e. Fairly often []

f. Rarely []

g. Never []

6. How prevalent are the following indiscipline behaviors in your school? (Please tick (√) appropriate section in the table below).

		Very Often	Fairly Often	Rarely	Never	Not Aware
i)	Drug abuse					
ii)	Theft					
iii)	Bullying					
iv)	Engaging in physical fights					

v)	Destruction of school properties					
vi)	Burning of school buildings					
vii)	Noise making in class					
viii)	Disobedience					
ix)	Illicit relationships					
x)	Organizing school strikes					
xi)	Absenteeism from school					
xii)	Failure to do class assignments					
xiii)	Exam cheating					
xvi)	Others (Specify).....					

Section D: Indiscipline and students' academic performance

7. Rate indiscipline cases of your current students in forms 2 to 4 by ticking (√)

appropriate section in the table below;

		Very indisciplined	Fairly indisciplined	Fairly disciplined	Very disciplined	Not Aware
a)	Form 4					
b)	Form 3					
c)	Form 2					

8. Rate academic performance of your current students in forms 2 to 4 by ticking (√) appropriate section in the table below;

		Excellent	Good	Average	Poor	Very Poor	Not Aware
a)	Form 4						
b)	Form 3						
c)	Form 2						

9. What were the mean scores of your previous candidates in KCSE? Please tick (√) appropriate section in the table below;

		12-8	7	6	5	4	3	2	1
i)	Class of 2022								
ii)	Class of 2021								
iii)	Class of 2020								
iv)	Class of 2019								
v)	Class of 2018								
vi)	Class of 2017								

10. To what extent can you attribute poor academic performance to indiscipline among students?

- a. Very large extent []
- b. Large extent []
- c. Moderate extent []
- d. Minimal extent []
- e. Not at all []

Section E: Strategies Employed to Manage Indiscipline among Students

11. Indicate some of the strategies employed by school administration to manage indiscipline among your students (Please tick (√) appropriate section in the table below).

		Yes	No	Not Aware
i)	Holding consultation sessions with students			
ii)	Involving students in decision making within the school			
iii)	Encouraging maximum participation of all teachers in school management			
iv)	Awarding most disciplined students			
v)	Solicit support from parents			
vi)	Engaging the government in formulating favorable policies			
vii)	Cultivating good relationship between teachers and students			
viii)	Developing good guidance and counseling unit			
ix)	Encouraging training of teachers on discipline management			
x)	Engaging local and political leaders in the management of discipline			
xi)	Encouraging prayers among students			
xii)	Building necessary infrastructures and facilities within the school			
xiii)	Others (Specify).....			

12. Any other comments

- a.
- ...
- b.
- c.

Thanks for your participation

****The End****

Appendix II: Questionnaire for Students

This instrument will be used to seek information from Students on the causes of indiscipline, the effects of indiscipline on their performance, trends in their performance and the strategies they employ to improve in their academic.

Section A: Personal Information

1. Gender: i) Male [] ii) Female []

2. Class
 - a. Form 2 []
 - b. Form 3 []
 - c. Form 4 []

Section B: School Information

3. Sub-county:
 - a. Makueni []
 - b. Mbooni East []
 - c. Mbooni West []
 - d. Kibwezi []
 - e. Nzaui []
 - f. Makindu []
 - g. Mukaa []
 - h. Kilungu []
 - i. Kathonzweni []

4. The school category;
- a. Sub-County School []
 - b. County School []
 - c. Extra County School []
 - d. National School []

5. Type of school:
- a. Boys' []
 - b. Girls' []
 - c. Mixed []

Section C: Forms of Indiscipline among Secondary School Students

6. How frequent do students engage in indiscipline behaviors?
- a. Very often []
 - b. Fairly often []
 - c. Rarely []
 - d. Never []

7. Which forms of indiscipline are common in your school? (Please tick (√) appropriate section in the table below).

		Very Often	Fairly Often	Rarely	Never	Not Aware
i)	Drug abuse					
ii)	Theft					
iii)	Bullying					
iv)	Engaging in physical fights					
v)	Destruction of school properties					

vi)	Burning of school buildings					
vii)	Noise making in class					
viii)	Disobedience to teachers					
ix)	Illicit relationships					
x)	Organizing school strikes					
xi)	Absenteeism from school					
xii)	Failure to do class assignments					
xiii)	Exam cheating					
xvi)	Others (Specify).....					

Section D: Indiscipline and students' academic performance

8. How do you rate your academic performance? Tick (√) appropriate section in the table below;

- a. Excellent []
- b. Good []
- c. Average []
- d. Poor []
- e. Very Poor []

9. To what extent can you attribute your academic performance to indiscipline behaviors?

- a. Very large extent []
- b. Large extent []
- c. Moderate extent []
- d. Minimal extent []
- e. Not at all []

10. To what extent can you attribute your inadequate academic performance to the factors in the table below? Tick (✓) appropriate section

		Very large extent	Large extent	Moderate extent	Minimal extent	Not at all
i)	Your indiscipline					
ii)	Students' strike					
iii)	Incomplete syllabus coverage					
iv)	Laxity among teachers					
v)	Laziness					
vi)	Lack of enough teachers					
vii)	Low KCPE grades					
viii)	Unfavorable exam policies in school					
ix)	Poor school leadership					
x)	Inadequate learning facilities					
xi)	Lack of support from parents					
xii)	Others (Specify).....					

Section E: Strategies Employed to Manage Discipline among Students

11. Indicate some of the strategies employed by school administration to manage discipline among the students (Please tick (√) appropriate section in the table below).

		Yes	No
i)	Holding consultation sessions with students		
ii)	Involving students in decision making within the school		
iii)	Encouraging maximum participation of all teachers in school management		
iv)	Awarding most disciplined students		
v)	Solicit support from parents		
vi)	Engaging the government in formulating favorable policies		
vii)	Cultivating good relationship between teachers and students		
viii)	Developing good guidance and counseling unit		
ix)	Encouraging training of teachers on discipline management		
x)	Engaging local/political leaders in the management of discipline		
xi)	Encouraging prayers among students		
xii)	Building necessary infrastructures and facilities within the school		
xiii)	Others (Specify).....		


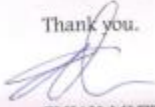
12. Any other comments

- a.
- b.
- c.

Thanks for your participation

****The End****

Appendix IV: Approval of Research Project

 KENYATTA UNIVERSITY GRADUATE SCHOOL	
E-mail: dean-graduate@ku.ac.ke	P.O. Box 43844, 00100 NAIROBI, KENYA Tel. 810901 Ext. 4150
Website: www.ku.ac.ke	
<hr/> Internal Memo <hr/>	
FROM: Executive Dean, Graduate School	DATE: 19 th April, 2024
TO: Josphine Omwaka C/o Ed. Mgt. Pol & Curriculum Studies Dept.	REF: E55/CE/34254/2017
<hr/> SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL <hr/>	
<p>This is to inform you that Graduate School Board at its meeting 11th April, 2024 approved your Research Project Proposal for the M.Ed Degree Entitled, "Students' Indiscipline and Its Influence on Academic Performance in KCSE in Public Boarding Secondary Schools in Makueni County, Kenya".</p> <p>You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.</p> <p>As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.</p> <p>Also, please ensure that you publish article(s) from your project before submitting it to Graduate School for examination as per the Commission for University Education and Kenyatta University guidelines.</p> <p>Thank you.</p> <p> ELIJAH MUTUA FOR: EXECUTIVE DEAN, GRADUATE SCHOOL</p> <p>c.c. Chairman, Education Management Policy and Curriculum Studies Department.</p> <p>Supervisors:</p> <p>1. Dr. Madanji Gabriel C/o Department of Edu. Mgt Policy & Curriculum Studies <u>Kenyatta University</u></p>	