

**INFLUENCE OF DISCIPLINE PROCEDURES ON STUDENTS' ACADEMIC  
PERFORMANCE IN SECONDARY SCHOOLS IN KIRINYAGA COUNTY,  
KENYA**

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**A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION AND SOCIAL  
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THE CONFERMENT OF THE DEGREE OF MASTER OF EDUCATION IN  
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## **DECLARATION**

### **Declaration by the Candidate**

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

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## **DEDICATION**

This thesis is dedicated to my husband, Mr. Wamugunda Muringi Gathungu, for his support, love and encouragement and also to my parents, Zaweria Nyambura and the late Michael Muigo, for teaching me the values of education, hard work and honesty.

## **ACKNOWLEDGEMENT**

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I also wish to thank my family for their unwavering financial support and encouragement throughout the period of this study. Without your ever ready help. I wouldn't have made it.

Finally, I wish to thank all respondents in this study. Without their kind attention to my request, their sacrificing of their time, their honesty in giving information, this study would not have been possible.

May God bless you all!

## **ABSTRACT**

Maintenance of discipline in schools is fundamental in its contribution to the contribution of realization of educational goals as espoused in various policy documents. Without a disciplined atmosphere, teaching and learning cannot be effective in schools. This study sought to investigate the influence of discipline procedures on academic achievement among learners in public secondary schools in Kirinyaga County, Kenya. The objectives of the study were, to; examine the influence of guidance and counseling (GC), in-school punishments; and out-of-school punishments on academic performance. Further, the research tested three null hypotheses on the relationship between; GC services, in school punishment and out of school punishment and the learners' academic achievement. The study adopted the descriptive survey design and was guided by the B. F. Skinner's Theory of Operant Conditioning. The target population consisted of 38,063 participants comprising 37,801 students, 131 principals and 131 GC teachers. Stratified random sampling was used to select 13 (10%) secondary schools. From each of the sampled schools, purposive sampling was used to select 13 principals and 13 GC teachers. Krejcie and Morgan tables for determining the sample size were used to select 380 students out of 37,801. Data collection tools included questionnaires for the principals, teachers and students. Reliability of the tools were ascertained using test-retest method which yielded a coefficient of 0.76 for students' questionnaire, 0.77 for guidance and counseling teachers' questionnaire and 0.79 for the principals' questionnaire all at 0.05 level of significance. These indicated that the tools were reliable. Descriptive statistics, namely, frequencies, percentages, mean, and standard deviation; together with inferential statistics, namely, Pearson's Correlation Coefficient, were used to analyze quantitative data by use of SPSS Version 20.0. Qualitative data was organized into sub-topics and themes as per the research objectives and was then presented in descriptive form. The study established that GC had a strong and positive correlation with academic performance. There was a moderate and negative relationship between in-school punishment and academic performance. Out-of-school punishment negatively affected academic performance. The correlation was also significant. The three null hypotheses were rejected, thus indicated that the relationship between GC, in-school punishments and out-of-school punishments and academic achievement were significant. The study recommended the need for schools to sensitize students on the services of GC departments. Schools should also adhere to the government policy banning corporal punishment. This study would benefit school BOMs, principals and teachers to design and strengthen the discipline committees and GC departments.

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## ABBREVIATIONS AND ACRONYMS

**BOM** Board of Management

**CEB** County Education Board

**GC** Guidance and Counseling

**KCSE** Kenya Certificate of Secondary Education

**MOE** Ministry of Education

**MOEST** Ministry of Education, Science and Technology

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

**NCCK** National Council of Churches of

Kenya **SPSS** Statistical Package for Social

Sciences **UN** United Nations

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Discipline is an essential component in the growth of an individual and development of a healthy society (Khan, 2015). In a school environment, discipline promotes prosocial behaviours and orderliness which in turn generate favourable conditions for the teaching–learning process that will allow the learners attainment of academic success (Barkoukis, Taylor, Chanal & Ntoumanis, 2014). However, Gitome, Katola and Nyabwari (2013) asserts that discipline is a basic requirement for successful teaching and learning in schools and a subject of concern for education stakeholders. In support of this position Blazar and Matthew (2017) assert that appropriate behaviour by students is an essential component in attainment of success in education. Without discipline, teaching-learning processes cannot go on effectively and no school can function well towards the achievement of its goals (Ouma, Simatwa & Serem, 2013). Thus, discipline has come to be one of the primary concerns of the educational process since it's a key indicator of orderliness in the school and students' academic attainment.

Essentially, a school is expected to guide the learners in acquisition of knowledge, understanding of the physical and social implications of growth and developmental processes in humans and also socialization of children into accepted codes of behaviour as stipulated in the society (Republic of Kenya, 2014). Thus, the significance of discipline in education and the moral growth of children cannot be gainsaid (Nanyiri, 2014). The Kenya Government stated unequivocally in the Gachathi Report of 1976 that the broad educational objective is to support learners to become self-disciplined, respectful, law-upholding and creative people. Indeed, the most overriding factor in regard to disciplined behaviour in school, is perhaps an effective link between schooling

and social values (Chebukaka, 2014). Education molds the individual and prepares him to perform certain functions in the society (UNESCO, 2012). The way an individual performs these functions reflects how well he or she benefited from the education process. Ziro (2012) adds that discipline is not only key to good academic performance which all parents, learners and teachers cherish, but is also a preparation for success through life. School discipline is the system of guidelines, punishments and behavioural techniques appropriate to a school in the preservation of order (Eshetu, 2014).

Punishment focuses on three different philosophies: punishment that is intended to change the behaviour, punishment that is retributive and punishment that is restorative. According to Eshetu (2014) punishment and other forms of cruel and degrading penalty have been widely favoured methods of managing discipline in schools. Punishment as used in schools, can be categorized in two broad categories on the basis of their magnitude of misbehavior and the intended outcomes (Omari, 2011). The first type, referred to as in-school punishment is administered within the school environs and involves use of aversive stimulus or removal of pleasant stimulus when a student engages in minor violations of the school code of conduct such as tardiness, dress code infractions and minor classroom misbehaviour. In-school punishments include: verbal reprimand, kneeling down, written warnings, corporal punishments, exclusion from tuition time and manual labour (Simatwa, 2012). Because in-school punishment keeps students in school, parents, teachers, students and the community embrace it as an appropriate punishment for minor problems. However, according to Bradshaw, Mitchell and Leaf (2010) the story of in-school punishment is one of both promise and pessimism. There are limited case studies of schools that use in-school punishment effectively to dramatically change the discipline climate and in the schools. On the contrary, Lamarche (2011) asserts this approach only serves to make the school

environment hostile to learners which makes realization of academic success unattainable.

The second category of punishment that is used to address misbehaviour among students is the out-of-school punishment. According to Burke and Nishioka (2014), out-of-school punishment involves either suspension of the errant student from the school for a specified period of time or in extreme cases outright expulsion. Lamarche (2011) contends that out-of-school punishment should only be an option when there is a real and perceived immediate threat to a student's own safety or the safety of others, noting that suspension provides temporary relief to frustrated teachers and administrators and may result in more parental involvement. However, Allman and Slate (2011) challenge this argument and points that out-of-school punishment does not promote appropriate student behaviour or prosocial skills, and produces little improvement in a student's problem behaviours. More fundamentally, Perry and Morris (2014) point out that if students are suspended from school, there is a higher risk for running away from home, using drugs, delinquency, engaging in sexual activity, and eventually dropping out. Yearwood and Abdum-Muhaymin (2007) add that there is also a positive correlation between suspensions and school failure which is partly attributed to loss of tuition time and the fact that suspended students are more likely to distance themselves from teachers and staff, resulting in continued, or worsened, behaviour problems (Cameron, 2006). As a result, school administrators and teachers need to be aware of programmes that focus on the elimination of students' problematic behaviours rather than the elimination of students themselves.

The strategies of behaviour control adopted by a school must pay attention to preventing misbehaviour in addition to correcting misconduct without using to any form of punishment (Kendziora & Osher, 2009). Guidance and counselling (GC) programmes

are taken into consideration as a vital a part of the school discipline procedures and holds a central role in character development (Wambui, 2015). The contribution GC in maintaining students' discipline has been emphasized by many government circulars (Republic of Kenya, 2007). However, a study conducted by Ajowi and Simatwa (2010) found that GC services were hardly used in schools as a means of addressing indiscipline among students, rather corporal punishment has covertly remained as a method to address indiscipline among students.

The association between learner discipline and academic achievement has been widely studied, with several studies revealing that indiscipline amongst high school students is a worldwide phenomenon (Taylor, Jungert, Mageau, Schattke, Dedic & Rosenfield, 2014). The importance of discipline in learners' academic attainment is revealed in a number of preceding studies conducted in American, Europe and Asian countries (Bodovski, Nahum-Shani, & Walsh, 2013; Duckworth & Seligman, 2006; Pasternak, 2013; Whisman & Hammer, 2014; Zhao & Kuo, 2015). A study conducted in West Virginia in the United States of America (USA) found out that approximately 29.6% of high school students had at least one indictment for misbehaviours. In Ghana, Danso (2010) decried the high rates of indiscipline and lawlessness in schools and its relationship to academic underachievement. In other African countries, the situation is no different, researchers have established the seriousness of indiscipline in schools and poor academic performance. Notably, in South Africa (Marais & Meier, 2010), Botswana (Garegae, 2008), Nigeria (Okiemute, 2011; Umezinwa & Elendu, 2012), and Tanzania (Yaghambe & Tshabangu, 2013). Umezinwa and Elendu for example, found that indiscipline amongst students in Nigeria had escalated and negatively impacted on educational overall attainment. In Kenya studies by (Dawo & Simatwa, 2010; Gitome et al., 2013; Sureiman, 2010; Tikoko, Kiprop & Bomett, 2011) supported and corroborated

these studies. Further, a study by Njoroge (2014) establishes that indiscipline in schools has been one of the major impediments to students' improvement of academic achievement. A study conducted by the Kenya National Examinations Council (KNEC) established that between 90-100% of teachers in secondary schools in Kenya encountered disciplinary issues among their learners (KNEC, 2010).

In Kirinyaga County academic performance at the secondary school level has been dismal (Kirinyaga County Education Office, 2015). This view is supported by Wanyonyi and Kangangi (2019) who observed that there are concerns about the poor results posted in KCSE examination despite the same county taking a leading position in KCPE for the last seven years. This study investigated three approaches that promise on school discipline practices and their influence on students' academic performance, namely, GC, in-school and out-of-school punishments. An underlying premise of the study was that schoolwide interventions, create behavioural environments that promote both situational order, student learning and academic achievement. This study sought to establish the influence of discipline procedures on students' academic performance in secondary schools in Kirinyaga County, Kenya.

## **1.2 Statement of the Problem**

Schools are important agents of socialization of young people; they inculcate values, regulate behaviour, respect others, and instill time consciousness, sense of responsibility and national values. However, the prevailing situation in Kenya paints a gloom picture of schools plagued by escalating incidents of indiscipline among students which are characterized by student unrest, arson, destruction of property, bullying, drug and substance abuse, among others (Mpaata, 2008). The numbers of secondary school principals reporting potentially disruptive behaviours is increasing by

the day and truancy is on the rise (Ministry of Education Science and Technology, MoEST, 2001). This has actually been observed in Kirinyaga County. This has created great concern among teachers, principals and other educational stakeholders because it leads to academic failure in internal and national examinations. The discipline procedures established to address indiscipline in most cases lead to time wastage and huge financial costs since students are suspended and then made to appear before the school Boards of Management. The net effect of this indisciplined behaviour among learners has resulted in continuous decline in academic achievement and a compromise of the students' future options. This study seeks to establish the influence of discipline procedures on academic performance of secondary school students in Kirinyaga County, Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the influence of discipline procedures on academic performance of secondary school students in Kirinyaga County.

### **1.4 Research Objectives**

The objectives of this study were: -

- i. To investigate the influence of Guidance and Counseling (GC) on academic performance of secondary school students in Kirinyaga County, Kenya.
- ii. To establish the role of in-school punishments on academic performance of secondary school students in Kirinyaga County, Kenya.
- iii. To assess the extent to which out-of-school punishments influence academic performance of secondary school students in Kirinyaga County, Kenya.

### **1.5 Research Questions**

The study aimed at answering the following questions:

- i. To what extent does school GC influence academic performance of secondary school students in Kirinyaga County, Kenya?
- ii. To what extent do in-school punishments influence academic performance of secondary school students in Kirinyaga County, Kenya?
- iii. How do out-of-school punishments (expulsion and suspension) influence academic performance of secondary school students in Kirinyaga County, Kenya?

### **1.6 Hypotheses**

This study tested the following null hypotheses:

H<sub>01</sub> There is no statistically significant relationship between GC and learners' academic performance.

H<sub>02</sub> There is no statistically significant relationship between in-school punishment and students' academic performance in secondary schools in Kirinyaga County.

H<sub>03</sub> There is no statistically significant relationship between out-of-school punishments and learners' academic performance in secondary schools.

### **1.7 Significance of the Study**

This study is important because it provides empirical information on the influence of discipline procedures on students' academic performance in secondary schools in Kirinyaga County. Consequently, parents, teachers and other education stakeholders in the county can make use of the findings of this research to formulate intervention strategies to address the problem of student's indiscipline in secondary schools. The findings of this study may benefit the Ministry of Education in formulating policies related to student discipline in secondary schools. The School Boards of Management (BoMs), principals and teachers may also use the findings to design and strengthen discipline committees and the GC departments in schools. Parents can also benefit from

the findings of this study in playing a more active role on enforcing students discipline especially in relation to out-of-school punishments. The students can benefit from more effective discipline procedures in schools as it may enhance their academic achievement and this may help to secure a good future for the students and enable them to grow into responsible and productive citizens. The findings may also contribute to the literature and fill in the gaps of knowledge about the types of discipline procedures and learner's academic performance in secondary schools in Kirinyaga. Lastly, the findings of this study may lead to openings that can lead to more comprehensive research on the issue of discipline in secondary schools and educational related challenges.

### **1.8 Limitations of the Study**

The study encountered a number of limitations which may have impeded the research objectives. The main limitation of the study may be attributed to the sample size and generalization of findings. The study limited itself to only one county, Kirinyaga County; consequently, the findings of this study can only be generalized to other areas with caution because of the specific population characteristics of Kirinyaga County that could be different from other counties in the country. The study was not able to cover the opinions of parents, county administrators and the members of school boards of management. In addition, private schools were not included in the study despite the fact that they could be facing similar challenges as the public schools studied. The students may have been reluctant to provide truthful and accurate information which in their opinion amounts to infractions of school rules and regulations. The researcher assured all the respondents of confidentiality in dealing with any data collected and also ensured anonymity of all the respondents. The respondents were not expected to indicate their names in the questionnaires.

### **1.9 Delimitations of the Study**

The study focused on public secondary schools in Kirinyaga County because of existence of evidence related to the variables of interest to the study. It was also informed by serious infractions of discipline and destruction of property by students in public secondary schools and not private secondary schools in Kirinyaga County.

### **1.10 Assumption of the Study**

This study made several assumptions. Firstly, that all secondary schools in Kirinyaga County had functional GC departments that were ran by qualified and competent teacher counsellors. In addition, it was assumed that the GC departments were active in management of students' discipline and that the guidance teachers performed their counseling duties as expected. The study further made the assumption that secondary school administrators made use of GC, out-of-school punishment and in-school punishment to address cases of indiscipline. Lastly, it was assumed that the instruments could collect data that accurately measured the research constructs and that the respondents were honest in filling the instruments.

### **1.11 Theoretical Framework**

This research was informed by the B. F. Skinner's Instrumental Conditioning theory that was propounded in 1953. The Instrumental Conditioning theory which is sometimes referred to as Operant Conditioning Theory, is a method of learning that occurs through rewards and punishments for behaviour. Skinner conducted psychological experiments with animal subjects in order to study the effect of stimulus on behaviour. His studies established that a relationship occurred between a specific behaviour and the consequence for that behaviour. As an enthusiast of behaviourism, Skinner held the belief that internal thoughts and motivations could not be used to explain behaviour.

Instead, he suggested, we should look only at the external, observable causes of human behaviour. The term operant refers to any "active behaviour that operates upon the environment to generate consequences". In other words, Skinner's theory explained how we acquire the range of learned behaviours we exhibit each and every day. The Components of Operant Conditioning: A reinforcer is any event that strengthens or increases the behaviour it follows. There are two kinds of reinforcers: Positive reinforcers are favourable events or outcomes that are presented after the behaviour. In situations that reflect positive reinforcement, a response or behaviour is strengthened by the addition of something, such as praise or a direct reward. Negative reinforcers on the other hand involve the removal of unfavourable events or outcomes after the display of a behaviour. In these situations, a response is strengthened by the removal of something considered unpleasant. In both of these cases of reinforcement, the behaviour increases. Punishment, on the other hand, is the presentation of an adverse event or outcome that causes a decrease in the behaviour it follows.

This theory was found suitable for this study because the study investigates the use of in-school, and out-of school punishments and GC to control indisciplined behaviour among students in secondary school. They assume that effective control of indisciplined behaviours among students sets the ground for better academic engagement resulting in improved academic performance.

### 1.12 Conceptual Framework

The conceptual framework is a diagrammatic illustration of the relationships between variables in a study as shown in Figure 1.1

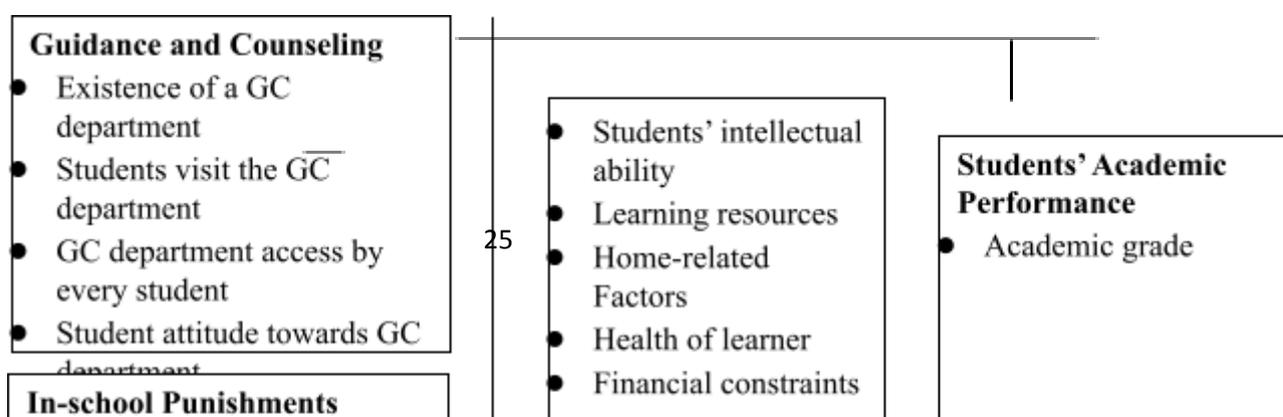




Figure 1.1 shows the variables in the study. These include guidance and counseling, in-school and out-of-school punishments (expulsion and suspension) and their influence on the dependent variable (academic performance) of the study. The relationship existing between these variables was intervened by student intellectual ability, instructional resources as well as home related factors.

### 1.13 Definition of Terms

**Academic performance:** This refers to the grades attained by students in the end of term examinations.

**Corporal punishment :** Refers to the act of inflicting pain through caning or otherwise in order to deter reoccurrence of bad behaviour

**Discipline** Adherence to the stipulated school regulations and rules

**Discipline procedures :** Refers to actions taken by school management to punish or deter students from being in-disciplined.

**Expulsion:** Refers to a situation where a student is excluded from school permanently due to indiscipline.

**Guidance and Counseling:** Refers to the procedures involving talking to students, advising, listening and giving psychological support to help and individual cope with life situations.

**In-school Punishment:** Refers to all punishments that are executed within the school to curb bad behaviour of students.

**Out-of-school Punishment:** Refers to a discipline procedure where a student is suspended or expelled from school after an indiscipline case, pending investigation and subsequent appearance before the School Board of Management and a final ratification by the C.E.B

**Suspension:** Refers to discontinuation of a student from school for a period not exceeding

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides a summary of various scholarly works sourced from journal articles, papers, thesis, books, reports, policy documents among other relevant publications that are related to the study. It comprises of the concept of discipline, status of discipline in schools, relationship between discipline and academic performance. It also covers the influence of GC, out-of-school and in-school punishment and academic performance. Lastly the chapter ends with a summary of literature review.

#### **2.2 The Concept of Discipline**

Discipline is an important component of a human behaviour, it is a product of acceptable values in the human society that one subscribes to and quite often it regulates human conduct and interpersonal relationships (Marete, 2012). In schools, discipline is a system of guiding the learners to make reasonable decisions (Otieno, 2012). He further observes that good management of discipline saves substantial resources and time for the stakeholders. Wango (2011) defines discipline as the training especially of the mind and character aimed at producing self-control, ordered behaviour and skillfulness. Koutseline (2002) defines student indiscipline as any student behaviour that deviates from school expectations. These expectations may vary from school to school and also depend on societal perceptions of ideal behaviour as understood in different cultures. Indiscipline can be a serious obstacle to learning, and this has become a major concern of the educators and the public. Olick (2012) observed that teachers, parents and students regard a school as successful when discipline prevails. Sound discipline is necessary if the school has to implement the curriculum effectively and achieve

maximum performance. Indiscipline cases include bullying, acts of disrespect for teachers, verbal abuse for teachers, racial tension, widespread disorder in classrooms, undesirable gang activities and undesirable cult or extremist activities. According to Chemhuru (2010) the modes of punishment have not changed despite the growing consensus that punishment breaks children's fundamental human rights. It is permissible to punish students through the use of the whip, labour or suspension in a way that is compatible with societal norms and values. Despite such measures, Bell and Bolam (2003) observe that there is a consensus between scholars and policy makers that there has to be education reforms that would result to substantial changes in the roles of head teachers in enhancing discipline. They further observed that school leadership and management as vested in the senior staff in the schools and especially head teachers are regarded by policy-makers and practitioners alike as a key factor in ensuring a schools' success. Kenya has faced cases of indiscipline as documented by (Mbiti, 2007). According to Too, Kimutai and Kosgei (2012) some of the discipline problems experienced by Kenya secondary schools include truancy, bullying, destruction of school property, physical violence by students on teachers and other students, alcoholism, abuse of drugs and substances, absenteeism among others. Therefore, there needs to be a very close monitoring and supervision of students' activities in schools by both administrators and teachers to curb the negative behaviours.

### **2.2.1 Status of Discipline in Schools**

According to the Idu and Ojedapo (2011) unrest among learners in schools, has become a major challenge affecting our society. The number of learning institutions which have been hit by the disturbance is large. The unrests have been manifested in strikes and other incidences of indiscipline such as class boycotts. Eugenia (2015) defined students' strikes as the last resort by which students register protest against what they

consider to be misadministration of secondary schools. It is an alert to the public and the government there exists something wrong somewhere which needs correction. This is usually a challenge to the philosophy on which our educational system is based.

Nakpodia (2010) observed that students' rebellion against established authority have occurred in practically every country with significant student communities. Nakpodia provides several examples, including the 1978 case of Ghana's University of Science and Technology in Kumasi, when students gathered at a busy traffic intersection and hurled missiles at passing motorists. He also quotes the 1980 case of a primary school's strike in one of Senegal's regions, over alleged misconduct and embezzlement of school funds. According to John (2013) in Kenya, students' disturbances a litany of ills, this is because, there was at least one reported strike each day somewhere in the school system. The author cites the following examples: Lari Secondary School, Kiambu County, where students set their school ablaze and stoned anyone in sight, causing damage to school property estimated at Kenya shillings 150,000; Mary Leaky Girls' Secondary School, Kiambu Sub-county, where the students burned down the school library and several classrooms, an estimated loss of more than 3.5 million shillings; and St. Andrew High School, Kisumu, where students damaged school property worth more than 37,000 Kenya shillings.

One can say that as in other countries, schools in Kenya have become potentially volatile. Temitayo, Nayaya and Lukman (2013) acknowledged the different categories which secondary school students' indiscipline and unrest can take, notably: absenteeism, truancy, disrespect to the school authorities, arson, insolence, bullying, vulgar language, consumption of drugs, infraction of school rules, tardiness, destruction of property and assault, among others. To date, these constitute the major

forms of indiscipline among the youth.

As early as 1974, indiscipline in schools had already become a major concern in Kenya. John (2013) wrote that the nature of hooliganism encountered in our Kenyan schools is the manifestation of growing lack of traditional respect for authority and especially authority of elders. It takes the form of throwing stones, molesting people in cars, abusing elders, among others. John (2013) observations suggest that, indiscipline among our school-going youth was and is still a major concern because it is not confined to protests in schools alone. Whenever there is a discipline problem in school, especially one resulting in riots, there are far reaching effects. The grievances may be against the school administration but the general public is never spared (Okumu, 2014). Indeed, when students express their anger, members of the public are left protecting the students directly even when lives and property are lost and indirectly, by meeting the costs of such destruction. According to Ndakwa (2013) secondary school students express their anger through unrests, which culminate in death of students and destruction of property.

### **2.3 Relationship between Discipline and Academic Performance**

Infractions of discipline in schools ranges from bad behaviour, disrespect to general arrogance. When the discipline of children becomes lax, pupils feel free to abuse their teachers, to refuse to do homework, refuse to listen carefully to lessons, and refuse to be given punishment. As a result, the teacher feels less powerful and due to pride in the minds of the ill-disciplined pupils, the latter fail when they do well in their examinations (Chukwuka, 2013).

There is no gain-saying the role discipline plays in the general education of an individual and by extension, in their performance of educational activities, including

performance in examinations. The Spartans in ancient Greece, for instance, saw this and their general Curriculum was meant to instill physical and mental discipline in the youth. Eshetu (2014) concurs with this view and adds that good discipline brings good results in every field of the school's endeavours. Good discipline should start to be instilled to the young right at the nursery school. By the time he goes to standard one, the child should be ready to respect the parents, teachers and all elders. According to Oluremi (2013) learners in secondary schools as well as those in tertiary institutions are assumed to have received instruction on appropriate code of behaviour. Eshiwani (1993) posits that school discipline must be maintained at all times because it is only when there is discipline that proper learning can be expected to take place.

Masekoameng (2010) asserts that order is godliness and that a disciplined life is an orderly life; a disciplined nation is an orderly nation. This also applies to a school setup. It is in the midst of discipline and order that a nation or an individual can make genuine progress in any desirable direction. Accordingly, students' performance and learning cannot take place in an indisciplined school environment. According to Okumu (2014) children in the 1950s and 1960s were well disciplined as a result of which they obeyed rules, did punishments given to them and also passed their examination well. In short, they adhered to the natural order of things and this helped them achieve their goals in education.

Simuforosa and Rosemary (2014) underscored the importance of discipline in schools noting that discipline is integrally related to the culture of a social system, both national and communal. Norms and morals impact heavily upon educational systems and upon their students as well. The values that determine desirable conduct are derived from cultural imperatives, as is also the case with the means for educating youth (and others)

into good behaviour. Indeed, what is desired as disciplined behaviour, are perhaps better gauges of the link between schooling and social values than any other factor in the school which has a bearing on academic performance.

Education molds the individual and prepares him to perform certain functions in the society. How he performs academically, reflects on how well he benefited from the education process, which in turn hinges on his discipline. It is in this light that we reflect upon the words of, Ehiane (2014) when he said that for a school system to function properly, the conduct of the pupils must conform to conditions that are conducive to learning. Discipline is one important area in education that helps to create a better learning environment for students in schools, which in turn, results to better performance academically.

The Gachathi Report (Republic of Kenya, 1976) included discipline in the broad educational objectives of assisting the youth to grow into self-disciplined, self-respecting, law-abiding and creative people. Turkkahrama (2015) identified the school as the social institution charged with the responsibility of preservation and transmission of culture; the inculcation of appropriate values and attitudes. This puts the school in the unenviable position of ensuring that the society has disciplined members who can contribute well to national development. Students' contribution to national development hinges on sound academic performance. For instance, only students with good academic grades can become engineers, economists, doctors, teachers among other careers considered prestigious in the society. A good summation was done by Pokhare (2014) assertion that discipline is an essential component right from the early years of schooling, through both primary school, secondary school, college and in adult life. It is indispensable if success is to be achieved.

Indiscipline leads to academic failure. Indiscipline interferes with the rights of other people Pokhare (2014). When there is indiscipline, there is a chaotic situation in which no proper learning can take place. Cope (2010) asserted that discipline in the classroom is the basis of control. According to the author, no lesson can be a success without discipline. In this respect, Pokhare (2014) added that the importance of effective management of classroom behaviour cannot be understated. Pokhare explained that one disruptive child can obstruct the learning of a classroom full of children.

Discipline has a direct relationship with academic standards. Ehiane (2014) noted that discipline is enforced as a means of creating the atmosphere of a learning situation conducive to effective teaching and learning free from unnecessary interruption and disturbance he continued to assert that discipline should lead children to develop socially desirable habits such as neatness, punctuality obedience, honesty and industry. If, therefore, we can work towards ensuring a disciplined school and classroom environment, it is almost certain that we will see improved academic performance.

#### **2.4 Academic Performance of Students**

The term academic performance has been used in this research to denote the learner's attainment in internal examination in a school. According to Nandagopal and Ericsson (2012) performance can be described as the action of a person or group from a given instructional activity. In this regard, academic performance is synonymous with academic attainment and academic achievement. Mohd, Ghazali, Kamaruddin and Kee (2013) defined academic performance as the capability and level of achievement of a learner in an academic discipline or attainment of competencies in particular skills areas. Consequently, academic performance is largely a measure of a student's scholastic capability and achievement in relation to learning experiences as measured

by administration of tests, examinations, assignment and course work.

Ampofo and Osei-Owusu (2015) hold the view that academic achievement is a positive accomplishment in a specific learning area by displaying competencies, skills, diligence and enthusiasm typically depicted in diverse marks and grades. Discipline incorporates acquisition of knowledge that natures character formation, self-restraint, order, obedience and procedures that puts in check the regulations and rules that coordinate the running of the organization (Tope, 2011). Discipline is undoubtedly a central pillar in effective running of educational institutions and in situations where discipline is lacking, institutional failure becomes an inescapable outcome (Tope, 2011). Academic success is critical to the choice of career and future endeavors as adults.

The key issues that have emerged from research in relation to learners' academic attainment in schools, include; learners, administrators, teachers, school characteristics and education policies, with the learner occupying a prime position. This is due to the fact that students' stand to be the major beneficiaries of the educational process at a personal level (Waseka & Simatwa, 2016). Nyoni, Nyoni and Bonga's (2017) results showed leadership in schools, guidance in choice of careers, teacher certification and morale, teacher-pupil ratio, learner discipline and instructional resources are central factors in influencing learners' academic achievement. Other categories of factors that emanate from outside the school include; gender of the learner, the socio-economic status of the family, community factors, the distance from home to school and the cultural environment of the school physical setting.

A study by Njoka (2015) established that teacher training and professional experience influenced learners' academic attainment. Further, the research established that teacher

motivation positively impacted on job performance which in turn had a constructive contribution to content delivery. Thus, the more contented teachers are, the more likely they are to perform well in teaching. According to Komunte (2011) socio-cultural influences such as the size of the family, the number of members of the family, parents' level of education, parental occupation, distance to school and the domestic chores that students engage in, collectively, affect academic attainment. The study findings indicated that poor involvement of parents in academic related issues of their children resulted in poor performance of the students.

Tusiime's (2011) study established that there was good attainment in studies in catholic run schools as compared to secular schools. The study observed that the administrative system adopted by the catholic run schools had superior orientation programmes for newly recruited members of staff, staff motivation and award programmes, efficient communication channels and team work. This was despite the fact that both secular and catholic run schools faced a shortage of instructional materials, accessories for information communication technology (ICT), equipment and reagents for the science laboratories and tools for vocational education curriculum. The prevailing culture in a school was singled out as a major contributing factor to academic performance of students in both categories of schools. However, the catholic schools had an intensely ingrained culture compared to secular schools. Both school categories were found to adhere to the stipulated governmental recommendations of recruitment and qualification of teachers and thus the teacher quality was largely the same in the two categories of schools.

Machibya, Nghonoli and Samson (2017) study established that learners' achievement in education was low in public secondary schools, which was attributed to humble

management of human and physical resources in schools, including poor; budgeting, planning, supervision, teaching among others which negatively impacted on instructional activities. It was further noted that public secondary schools invested little in teachers' professional development in terms of subject based seminars, workshops, resource persons, ICT, teaching resources, support staff and general infrastructure.

Findings of Sasekaran (2013) revealed that inadequate teacher preparation, low learner motivation, poor teaching methodologies, lack of individualized instruction, lack of teaching aids, insufficient practical lessons, poor evaluation procedures and inadequate textbooks significantly affected academic achievement in science-oriented disciplines. Consequently, the study resolved that the quality of instruction was a major determinant of academic attainment among learners, while student assessment procedures and motivation were important peripheral factors. Regression analysis established that assessment, the quality of instruction, assessment and student motivation accounted for 56% to academic performance. It indicates the importance of these factors in determining educational outcomes. Other unknown factors accounted for 44% and which could have had a direct influence on students' academic achievement. These three variables were established to have a critical influence on students' academic performance.

Kalagbor's (2016) study examined factors that positively influenced learners' academic achievement in private and public secondary schools in Rivers State, Nigeria. Findings indicated that inadequacy and unavailability of school infrastructural facilities negatively influenced learners' achievement. This finding requires serious discourse, because the shortage of facilities affected both private and public secondary schools in Rivers State. It was revealed that teachers' motivation/incentives in secondary schools

in Rivers State is too poor as to guarantee it positively influenced learners' academic achievement. Majority of privately owned schools were found to overwork and underpay their teachers, teachers' experienced salary delays and in some schools no payment was made during the school holidays and the teachers worked in uncertain conditions as job security was not guaranteed. In addition, promotions were not always on merit; teachers could stagnate in one job position for several years. The research established that, where friendly principal-teacher relationships exists in secondary schools, it positively influenced academic performance. It was evident that authoritative leadership style that actively embraced the opinions and participation of the staff in decision making was encouraged in public schools but discouraged in private schools. It was concluded that democratic approaches promote team work and create a conducive environment for learning and teaching.

In Kenya, Odumbe, Simatwa and Ayodo (2015) found out that truancy among learners in day secondary schools, poverty, distance from home to school, entry behaviour and students' educational aspirations influence academic attainment. Further, the education level of the parent, age and gender of the teacher had little contribution towards learners' academic achievement. The study established that academic achievement was positively influenced by early completion of the syllabus, affluent location of the school. Poor rural and urban neighborhoods were found to negatively lower academic achievement. This was attributed to absence of role models who could influence the students' aspirations in such environments. Wanjohi (2015) study revealed that a number of teacher and parent factors influenced academic performance of learners in secondary schools. Teacher characteristics included: level of professional training, length of experience, job satisfaction, and attitude towards teaching and motivation of the learners. In comparison, parental characteristics comprised of: type of occupation,

level of education, social economic status, marital status, and emotional support of the child, consumption of drugs and alcohol and parenting style.

A study by Asige (2017) established that the motivation of learners in Hamisi sub-county was low, in addition, the students failed to make adequate academic consultations with their classmates and teachers in various subject areas leading to poor academic achievement. The students had several incidents of indiscipline which disrupted learning and order in the schools; academic achievement was found to be far below the national average making the area one of the most poorly performing in the whole country. Despite the fact that some students had impressive scores in KCPE, they academically regressed in their secondary school learning that their performance in KCSE was almost always poor. Asige (2017) attributed this poor academic achievement in Hamisi sub-county to low student motivation and indiscipline.

### **2.5 Influence of Guidance and Counseling on Academic Performance**

The secondary school level is a paramount preparatory ground of the human resource in the various professional areas that are important in the growth of the nation. Thus, the relevant knowledge, skills and attitudes that make responsible adults are instilled. However, learners face various challenges emanating from family background, adolescent related problems, socio- economic and political problems. If not checked, sometimes these challenges lead to disastrous consequences including destruction of property, loss of learning time and in extreme cases, loss of life (Maingi, 2012). Guidance and Counseling was incorporated in schools as a recommendation of the Gachathi Report of 1976, with the aim of helping learners gain self- understanding and to realize their potential, strengths and limitations (Ndegwa, 2012). The Kenya Government, through the national policy on education enacted in 1992, underscored the

importance of GC services in the educational system as a way of addressing learners' lack of self-awareness and skills of dealing with the social problems they encounter in the daily living (Mboya, 2015)

Nyaga (2013) posits that GC in most Kenyan schools is not effective as denoted by existence of soaring numbers of cases of indisciplined behaviour in schools. The head teacher as the chief architect of the school is responsible for the overview of the systems, processes and resources and how they combine to produce intended student learning outcomes. Ndegwa's (2012) study found that schools had different programmes, for implementation of student services in career GC. The study revealed that though career GC teachers were available, they were not adequately empowered with career guidance competencies, skills and knowledge and lacked facilities to support effective career guidance services. The study also established that schools had career GC resources but they were inadequate. The challenges encountered in implementation of career GC in secondary schools included: inadequacy of career GC resources, overloading of career guidance and counseling teachers with academic class work and inadequate information on different careers. However, Gatune (2012) findings revealed that GC was central in assisting learners to adjust. Generally, where the service is offered, both students and teachers felt that it aided the learners to change their behaviour and it is a main tool to control students' unrest or strikes.

Kirigo's (2011) research findings revealed that ineffectiveness in GC is brought about by lack of opportunities for teachers' professional development, inadequate physical resources and, ineffective GC committees. In addition, there are students' negative perceptions of GC programmes, students mistrust of the teacher counsellors' ability to address their problems, and hence their refusal to open up. According to Njoroge (2014) whereas school administrators recognize the crucial role of GC in student

management, research revealed that GC has not been properly implemented in majority of secondary schools in Kenya. The status of GC programmes in schools suggests that the school administrators have failed to provide adequate support to the counselors. This could lower their effectiveness, whereby they feel incompetent in offering GC to students. The findings of Makokha (2011) revealed that in majority of secondary schools, counseling departments lacked competent counselors.

Nyaga (2013) found that only 24.4% of secondary school principals were acquainted with the objectives of GC services. According to Bitu (2015) majority of teacher counselors did not have professional qualifications in GC, the GC departments lacked critical resources such as counseling rooms, administrative support and approval. The learners' attitudes were negative, counseling was stigmatized and associated with personal weaknesses and the teacher counselors could not be trusted with confidential information and GC had little to offer in terms of the social emotional disturbances experienced by the adolescents. Kombo (2013) study established that despite having termly or yearly scheduled programmes in GC in most schools, challenges were evident in selecting the resource persons, peer counselors, large group guidance, content areas, needs assessment and incorporating the views of other education stakeholders. As a result, the GC programmes were marred with inconsistencies, irrelevant content, incompetent resources persons, untrained peer counselors and squabbles from stakeholders. However, despite these pitiful occurrences, the implementation of GC programmes is still a drift and there is optimism that the challenges will soon be identified and fixed. In conclusion, the study concluded that GC programmes needed a transformational approach and policy support right from allocation of hours, to training for teacher counselors.

According to Kituyi (2014) GC, as practiced, fails to address the projected threshold desired in academic attainment. This directly impacts on instructional programmes and realization of the mission and vision of the schooling process, self-efficacy and competence in developmental tasks. In addition, lack of access to GC services, impedes an individual's attainment of their full potential, self-actualization, affiliations, sense of safety and motivation. There is need to review GC practices with a view of ensuring they adhere to stipulated professional standards so as to enhance learners' academic performance.

Chepkemei (2014) investigated the role played by GC services in maintenance of discipline among learners in boarding schools in Narok Central Division, Narok North District. The study established that students could access GC services in 82.4% of the schools and that the principals deliberated that GC was important though schools lacked essential facilities for effective implementation. Kamau (2012) study revealed that most school counselors were not trained in GC and therefore, did not have the capacity to offer professional counseling. The research also revealed that the attitudes towards GC among students in Starehe District were negative. This was attributed to the learners' lack of trust that the teacher would not breach their confidential information, thus, lack of professionalism and shortage of time for GC.

Ndungu's (2012) study looked at the various types of GC services provided in secondary schools by assessing the structure and content of GC programmes in terms of methods and approaches used, personnel involved and programmer's influence and impact on the institutions' discipline and harmony. The study established that the students considered GC programmes as established and operationalized in schools to be helpful. Heads of institutions were supportive of the programme but its strength

depended, to large extent, on the caliber and commitment of the GC department personnel. Teachers carried out guidance counseling with a certain degree of proficiency. However, they were constrained by inadequate training, inadequate resources, which included print materials and formal school/official guidelines on guidance counseling. The study also revealed that lack of teachers' selection and appointment criteria affected the quality of personnel appointed to the guidance and counseling department. Selection tended to be more subjective than objective. Last but not least, the study established that time available to provide counseling influenced the quality and tempo of counseling services at the institutions.

Findings of a study conducted by Wango (2011) indicate that though GC is emphasized, the quality of the services offered differed greatly from school to school, is highly subjective and lacks consistency in scope depending with internal school factors. Wairagu (2014) study investigated the influences of school management practices on delivery of GC services to learners in secondary schools in Kahuro District in Murang'a County. Results revealed that majority of the principals felt the number of trained GC teachers was adequate. However, the teacher counselors were of the contrary opinion. The principals indicated that they were well informed of the educational policies guiding management of GC services in schools. The principals affirmed that provision of GC services was inconsistent in secondary schools, a situation that was confirmed by the responses of the teachers. Additionally, the principals concurred that schools had not put in place strategies for to bring on board parents in provision of student GC services.

Njimu's (2012) study established that the perception of teachers and principals towards GC was positive and there were no statistically significant differences between the

principals' and teachers' perception. Secondly, no significant differences were observed in gender of the principals and teachers in their perception towards GC service. The implication was that positive perception towards GC amongst secondary school principals and teachers ought to match with practical execution of GC services to the full success in schools. A study by Nyaga (2013) established that, the principals' support of GC programmes was inadequate and this coupled with and challenges facing teacher counselors such as heavy workloads, inadequate facilities, inadequate time and limited skills and competencies made GC fail to attain its intended purpose. This has impacted negatively as evidenced by the myriad challenges experienced by learners in school. Implementation of GC programmes in schools has largely relied on support provided by the principal.

Kabura's (2010) study confirmed the availability of GC services with 89.3 percent of learners indicating that services were available in the schools they were enrolled in. The learners and teachers recognized three categories of GC services that schools offered, namely: individual counseling, group counseling and peer counseling. The perceptions of teachers and learners towards GC services in secondary schools revealed that majority, 86.4%, of the learners ranked GC offered in schools as good.

Ndegwa's (2012) survey, established that GC services, though offered in the schools, was poorly understood in terms of content and mandate. The learners did not make full use of GC services since their understanding of the same was very limited. The study revealed that since its introduction, the problem of student unrest had not abated. Incidents of students contracting HIV/AIDS and STIs, pregnancies, consumption of drugs and negative peer relationships abound in schools. The findings demonstrated there is need for urgent and more effective GC services in school in order to address

the plight of the growing number of the HIV/AIDS orphans.

## **2.6 Influence of Out-of-School Punishments on Academic Performance**

Gobena (2018) states that as learners from different socio-economic status encounter each other in schools, the need to adhere to school rules becomes vital in ensuring, an orderly environment for learning and discipline are assured. Voko and Veronika (2014) add that rules are crucial to setting the stage for excellence in academic tasks as it contributes to holistic development of learners. The Kenya, Basic Education Act 2013 allows the power structure in schools to make rules to regulate learner discipline and to prescribe appropriate punishments for non-adherence to such rules. Chaplain (2013) asserts that the goal of rules in schools is to foster an enabling, safe and accommodating environment where every child can learn, play and grow. Learners and teachers are expected to familiarize themselves with the school rules so as to have a reference to guide and sanction behaviour infractions and where necessary, administer corrective measures. In some schools, ignorance about the school rules is in some cases, deemed as “misbehaviour” and can attract a punishment (Gobena, 2018).

Kochhar–Bryant and Heishman (2010) points out that whenever learners break school rules, punishment is meted out immediately, while instead, the offending student ought to be unmistakably informed of the specific rule broken, appropriate behaviour and the set penalty. Precise rules and value of obeying them and consequences of not obeying should be appropriate (MOEST, 2001). According to Simuforsa and Rosemary (2014) learners’ misbehaviour is partly precipitated by lack of clear instructions or poorly defined school rules, hazy expectations and unclear directions on appropriate behaviour. Cotton (2015) study on operative discipline enforcement practices, established that effective practices comprise of clear and enforceable instructions. They

also pointed out that in situations where teachers lack consistency in implementation of school rules or respond in ways that are not appropriate, indiscipline is aggravated. Ndeto (2013) states that effective use of rules to promote discipline in schools should also involve working with parents and guardians. Parents should know and approve of the school's behaviour code and ensure there is harmony between the homes discipline code and the school. Occasionally, schools suspend students from school in order to enforce good behaviour. In extreme cases, students are excluded from schools. This is referred to as expulsion.

Republic of Kenya (2014) argued that management involves working with people with a view of making plans for activities that fulfill the organizational goals. Rules are guidelines that communicate the conduct or activities or appropriate procedures and customs. Fekadu (2019) states that rules are standards of behaviour that provide a forum for shared expectations in situations that involve groups of people. Rules bear stronger credence with regard to social acceptance of behavioural patterns of each and every person of the group.

Generally, schools formulate the rules that govern conduct within their premises regarding the different lifestyles of learners. The rules comprise largely of dos and don'ts (Cotton, 2015). On the other hand, regulations are more imposing commands that are intended to uphold order and smooth running of the organization. In agreement with this view, Fekadu (2019) argued that well run schools reveal functional inclusive practices, that comprise of emphasis on school regulations and rules, collaboration and good ethical practice. Suspensions and exclusion from school result in the learner losing tuition time thus leading to low achievement in academics. Thus, school rules are the fore-runners of standard behaviour expectation of teachers and learners.

However, these studies failed to address adequately the effect of expulsions and suspensions on learners' academic achievement and thus presenting a gap identified by this study.

Maingi, Maithya, Mulwa and Migosi (2017) observe that regulations and rules in a school are strategies designed to inculcate adaptive behaviour among learners. This denotes self-restraint, orderliness, acceptable behaviour and adherence to the dictates of the school authority. On admission into secondary schools, students are provided with brochures spelling the school's expectations of the learner (Ndeto, 2013). The rules and regulations point out to school members the acceptable and the unacceptable behaviours. However, despite this, in majority of schools in Kirinyaga County, learners' infraction of school rules continues unabated as exemplified by spiraling incidents of learner indiscipline characterized by truancy, consumption of drugs, student unrest and academic wastage, among others.

It is now a common feature in majority of schools for learners to break rules without fear of consequences, disrespect for authority, destruction of property, strikes, rioting and fighting one another. The consequences of such undisciplined behaviours result in poor performance in studies and dropping out of school. A study by Oatsi (2018) on discipline among learners in secondary schools in Botswana, revealed that widespread aggression and misbehaviour existed in most schools. Indiscipline, interfered with instructional processes, and occurred disguised as truancy, bullying, pilferage, alcohol abuse, tardiness and failure to complete assignments. Stealing was also singled out as prevalent among students. For instance, Boko (2015) reports of an incident in which learners from a secondary school in Botswana, stole and consumed ethanol from a laboratory resulting in death of some students and others losing their eyesight while in

another school, a 19-year-old male student committed suicide following a fight with a colleague (Boko, 2015). These extreme consequences were as a result of learners disregarding school rules that were meant to provide guidance to their behaviours at school. However, most researches focus more on indiscipline without investigation. The underlying consequences of expulsion and its impact on learners' academic achievement which is central in this study.

A study by Cotton (2015) on maintenance of learner discipline in USA, provides a similar view and recommends the need for an inclusive approach in formulating rules of containing undesirable behaviour among students. Tikoko et al., (2011) assert that since majority of school rules are implemented without the participation of learners, the tendency of students rebelling against them appeals to their psychology. Cotton (2015) agrees with this view and adds that, receptiveness to regulations is partly a result of how an individual has been inducted to embrace their worth as an important tool to achieving personal and institutional goals. Arguing in the same vein, Trotman, Tucker and Martyn (2015) asserted that learner indiscipline in British schools was on the rise, standards had plummeted and hooliganism in the classrooms viral, this was happening against a background where learners perceived rules as oppressive and punitive. Trotman et al., (2015) study looked at discipline and revealed that it was on the decline among learners and did not provide alternatives of how to maintain academic attainment in the face of growing levels of indiscipline.

## **2.7 Role of In-School Punishment and Academic Performance**

Corporal punishment comprises coercive and (or) pain inflicting procedures that are not meant to cause injury, but act as a deterrent measure to control undesirable behaviours (Moyo, Khewu and Bayaga, 2014). Researchers in the field of behaviour

modification opine that corporal punishment is not discipline but abuse, and that there are no distinguishing features between corporal punishment and misapplication. Accordingly, Rumfola (2017) underscores the centrality of positive discipline and states that discipline involves the catching of the child doing right and reinforcing the behaviour. It also involves providing directions to the child on expected moral code in a warm way that incorporates the use of logic appropriate to the child's level of emotional and physical development. Discipline enables the child to take responsibility of their actions and to understand the consequences. Bernier, Simpson and Rose (2012) add that discipline involves training the child the frontiers of acceptable and unacceptable behaviours and creates awareness of societal and family values. Inculcating discipline needs to incorporate positive measures such as, recognizing adaptive behaviour, praise for deeds and discouraging inappropriate behaviour. Discipline can also take a negative dimension such as, corporal punishment, insults and ridicule when the child engages in undesirable behaviour to coerce the child to realize that certain behaviours are unacceptable. Negative discipline emphasizes on compliance to some set rules with a view of avoiding unpleasant punitive measures. Bosmans, Braet, Beyers and Van Leeuwen (2011) state that "power-assertive" discipline approaches involve tracking the child's unsuitable behaviour and meting threats, canning, withdrawal of privileges, etc. On the other hand, "inductive" disciplinary methods involve setting boundaries, logical informing the child of consequences, imputing reason and explanations to suggestions put forward.

Moyo et al., (2014) argued that corporal punishment is associated with a multitude of negative incidental outcomes. Further Moyo et al., (2014)) add that majority of guardians and parents seem to focus more on the immediate passive obedience of the child and fail to capture the moment to build a lasting repertoire for similar behaviours

in future. Research indicates that such an approach does not take into consideration the unexpected long-term concerns related to corporal punishment.

Maphosa and Shumba (2010) assert that in meting out corporal punishment, most adults just want the child to stop the undesirable behaviour with immediate effect. However, studies of learning affirm that indeed corporal punishment is effective in acquiring short-term obedience to rules. These findings are affirmed by Okumu (2014) study which established that there exists salient weaknesses in relying on corporal punishment to compel the child to conform to some set dictates, in particular, corporal punishment promotes aggression in children, does not provide alternative codes of behaviour and attenuates the child's exploration of his/her environment.

Idu and Ojedapo (2011) assessed the effects of physical penalties to a child's development of long- and short-term code of obedience. The study established that although instantaneous compliance was achieved with corporal punishment, the development of the child's internal mechanism of self-directed behaviour, development internalized controls and long-term socialization, were evidently lacking. Daniela, Claudia, Ioana, Marika and Francesca (2020) defined internalization of moral values as embracing the societal attitudes and values and as a consequence, accepting socially adaptive behaviours become intrinsically motivated and inform the child's developmental path to emotional and social and competence. A child's internalization of the society's moral code is boosted by the discipline strategies adopted by the adults in his life. According to Idu and Ojedapo (2011) parents who employ the use of punitive sanctions to discipline, promote the child's external locus of control in his approach to discipline and minimize internal motivations. In this regard, corporal punishment does not promote moral internalization and neither does it give directions

on the desirable behaviour. The relationship between use of corporal penalties and a child's aggressive behaviours is a proven scientific fact. Studies by Morris and Gibson (2011) revealed that corporal punishment promotes hostile ascriptions in children through modeling aggressive behaviours and legitimizing the use of violent acts.

## **2.8 Summary of Literature Review**

The reviewed literature underscores the centrality of discipline in schools and emphasizes the role discipline plays in the general education of an individual and by extension, in their performance of educational activities, including performance in examinations. A student's academic performance, reflects on how well he benefited from the education process, which in turn correlates with on his/her discipline. Only students with good academic grades can become engineers, economists, doctors, teachers among other careers considered prestigious in the society. It is therefore of paramount importance that schools use all means in their mandate to ensure that students maintain and adhere to the stipulated discipline procedures in order to realize the desired level of academic attainment. In their attempts to enforce discipline, schools have embarked on three major approaches, guidance and counselling, in-school punishment and out of school punishment. However, there are indications that these approaches have provided mixed results as acts of indisciplined behaviours among learners in secondary schools, particularly in Kirinyaga County continues unabated which is accompanied by dismal performance in KCSE.

GC, as practised, fails to address the projected threshold, this directly impacts on instructional programmes and realization of the mission and vision of the schooling process, self-efficacy and competence in developmental tasks. In addition, lack of access to GC services, impedes an individual's attainment of their full potential,

self-actualization, affiliations, sense of safety and motivation. There is need to review GC practices with a view of ensuring they adhere to stipulated professional standards so as to enhance learners' academic performance.

Effective enforcement of school rules to promote discipline in schools should also involve working with parents and guardians. Parents should know and approve of their children's behaviour and ensure there is harmony between the homes discipline code and the school. Occasionally, schools suspend students from school in order to compel parents enforce good behaviour in the child. In extreme cases, students are excluded from schools, this is referred to as expulsion. However, majority of studies focus more on indiscipline without a thorough investigation of the consequences of expulsion and its impact on learners' academic achievement, which is central in this study.

In-school punishments have been widely used as discipline approaches in stumping out student's unsuitable behaviour and meting threats, canning, withdrawal of privileges, among others. This approach seems to focus more on the immediate passive obedience of the child and fail to capture the moment to build a lasting repertoire for similar behaviours in future. Research indicates that such an approach does not take into consideration the unexpected long-term concerns and in particular its effect on academic performance.

In all the above instances, there hasn't been any specific research conducted in secondary schools in Kirinyaga County to relate to the impact of various types of discipline procedures, to learners' academic attainment.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides a description of research methodology. It comprises of the research design study locale, target population, sample size and sampling procedures, research instruments, validity, reliability, data collection procedures, methods of data analysis, ethical and logistical considerations.

#### **3.2 Research Design**

The research adopted a descriptive survey research design comprising of both qualitative and quantitative approaches. Creswell (2011) points out that a descriptive survey involves collection of data from a large number of respondents with a view of testing hypothesis or answering the research questions. Descriptive survey research design was the most appropriate because the study was essentially an educational fact-finding that yields a great deal of information. It also enabled the researcher to observe the respondents in their natural setting without manipulating the variables. This research design was therefore appropriate in relation to the variables under investigation since the study sought to find out the influence of discipline procedures on students' academic performance in secondary schools. This study aimed at collecting accurate information to establish the relationship between the independent variable (discipline procedures) in secondary schools and the dependent variable (academic achievement) of learners.

#### **3.3 Target Population**

The target population consisted of 38,063 participants, comprising of 37,801 students, 131 GC teachers and 131 principals in 131 public secondary schools in Kirinyaga

County. The population of students was distributed in five sub counties as follows: Mwea West (3,294) Kirinyaga East (10,802), Kirinyaga West (8,901), Mwea East (4,702), and Kirinyaga Central (10,102). Kirinyaga County was selected because of existing information of high incidents of discipline problems among secondary school student against a background of continuously declining academic performance. Table 3.1 provides a summary of the target population.

**Table 3.1: Population Distribution**

	<b>Sub-county</b>	<b>Number of Schools</b>	<b>Number of Student</b>
1.	Kirinyaga Central	35	10,102
2.	Kirinyaga East	33	10,802
3.	Kirinyaga West	29	8,901
4.	Mwea East	19	4,702
5.	Mwea West	15	3,294
	<b>Total</b>	<b>131</b>	<b>37,801</b>

**Source: Kirinyaga County Education Office (2015).**

### **3.4 Sample Size and Sampling Procedures**

Sampling is a research technique that uses a scientific approach to select a representative number of subjects from the population of a study (Sekaran & Bougie, 2010). The study employed a multistage sampling technique comprising of: stratified random sampling, simple random sampling and purposive sampling techniques. Stratified random sampling was employed to select the schools to take part in the study. Borg and Gall (1989) assert that in descriptive surveys, a sample size of 10% - 30% is adequate for a large and small population respectively. The study used the lower limit (10%) which yielded a sample 13 of the schools in the county. The large size of the universe prompted the adoption of 10% rate for sampling. Stratified random sampling was used to proportionately distribute the schools in the five sub counties in Kirinyaga County as adopted by the Ministry of Education, Kirinyaga County.

The students sample size was calculated using Krejcie and Morgan (1970) table for determination of sample size from a given population (as shown in appendix IV). From a population of 37,801, a sample size of 380 was deemed adequate which was distributed through stratified random sampling among the sampled schools. In co-educational secondary schools, the sample was evenly distributed to represent a proportionate number of each gender according to its population. Simple random sampling was used to select the students from each of the sampled schools. The principals and GC teachers from the sampled schools were purposively selected and included in the study.

The respondents of the study were principals, guidance and counseling teachers and students. The County and was therefore adequately represented. Table 3.2 provides a summary of Sample Size distribution.

<b>Sub-County</b>	<b>No. of Schools Sampled (10%)</b>	<b>No. of Principals</b>	<b>No. of GC Teachers</b>	<b>No. of Students</b>
<b>Table 3.2: Sampling Size Distribution</b>				
Kirinyaga Central	3	3	3	102
Kirinyaga East	3	3	3	109
Kirinyaga West	3	3	3	89
Mwea East	2	2	2	47
Mwea West	2	2	2	33
<b>Total</b>	<b>13</b>	<b>13</b>	<b>13</b>	<b>380</b>

### **3.5 Research Instruments**

The research employed three different questionnaires for the students, the GC heads of departments and the principals to collect data from the sampled respondents. The questionnaire had both closed and open-ended items and were designed specifically for the targeted respondents. Creswell (2011) observe that questionnaires are suitable when collecting data on opinions and attitudes from a large number of people and are also convenient in quantitative analysis as relationships can easily be done.

#### **3.5.1 Students Questionnaire**

The students' questionnaire was sub-divided into five sections, A, B, C, D and E. Section A had seven items on the respondents' bio data, section B had six items on GC, section C and D had eight items on discipline procedures and section E had two on academic performance.

### **3.5.2 Teachers' Questionnaire**

The teachers' questionnaire had four sections, A, B, C and D. Section A had one item on the respondent's bio data, section B had six (6) items on GC, section C had 4 items on corporal punishment and section D had 4 items on discipline procedures.

### **3.5.3 Principals' Questionnaire**

The teacher's questionnaire had four sections, as follows: section A had one item on the respondents' bio data, section B had six (6) items on GC, section C had 4 items on corporal punishment and section D had 4 items on discipline procedures.

## **3.6 Pilot Study**

Before proceeding to the sampled schools to collect data, the researcher conducted a pilot study in 10 public secondary schools in Mathira East Sub-county in Nyeri County. Saunders, Lewis and Thornhill (2007) state that the pilot sample should be between 1-10% of the study sample depending on the size of the sample. Accordingly, this study used a pilot sample of 10% of each of the strata in the sample, thus the instruments were administered to 2 principals, 2 HoDs GC teachers and 40 students. Mathira East Sub-county was selected as the pilot locale due to its having similar population characteristics with the study area. The pilot study enabled the researcher to improve the tools and to familiarize with their administration. The data obtained from the pilot survey was used to improve reliability and validity of the instruments.

### **3.6.1 Validity and Reliability of Instruments**

Three questionnaires were designed for students, teachers and principals in line with research objectives.

#### **3.6.1.1 Validity of Data Collection Instruments**

According to Sekaran and Bougie (2010) validity refers to the degree to which an

instrument collects data representative of the field it's measuring. In order to ascertain the validity, the researcher employed the use of expert opinion which involved consultation with the supervisors. Information gathered was cross-checked with the supervisors and underwent peer review by fellow students to ensure authenticity and accuracy. Content validity was ascertained by ensuring that the items in the instruments were set in tandem with the research objectives.

#### **3.6.1.2 Reliability of Data Collection Instruments**

In order to obtain the reliability of the instruments the researcher used the test and retest technique. The tool was amended and modified where necessary after the pilot study. According to Silverman (2011) reliability is the ability of an instrument to yield consistent results repeated trials. An instrument is reliable when it can measure a variable accurately and obtain the similar results under the same conditions over time. Test-retest involves administering the same instrument twice to the same group after a period of time (Creswell, 2011). The instruments were administered to the pilot schools and repeated after two weeks. Results were compared between the pre-test and post test results. The scores obtained on one test were correlated with the scores obtained on the other test. Reliability coefficient of the students' questionnaire was 0.76; for guidance and counseling teachers' questionnaire was 0.77 and 0.79 for the principals' questionnaire. According to Creswell (2011), a reliable research instrument should have a composite Reliability Coefficient of at least 0.7 for all items under study. The questionnaire was therefore found to be a reliable data collection tool for this research.

### **3.7 Data Collection Procedures**

After obtaining an introductory letter from the University, the researcher applied for a permit from the National Commission for Science, Technology and Innovation

(NACOSTI), the respective Deputy County Commissioners and Sub-County Education Officers. The researcher then visited the sampled schools, introduced herself and presented the authorization letters to the principals and booked a day for data collection. In addition, justification for the study was explained to the respondents before the instruments were administered. The instruments were administered through personal visits and collected within a week.

### **3.8 Data Analysis Procedures**

Analysis of the data was done by the researcher checking the collected raw data for accuracy, usefulness and completeness. The raw data was edited and cleaned to detect errors, through careful examination of the items to ensure accuracy, consistency with other facts gathered and uniformly entered. The instruments were then coded and entered in a computer for further analysis.

#### **3.8.1 Qualitative Data Analysis**

Qualitative data was analyzed by organizing it into sub - topics or themes as per the research objectives in form of description using words. According to Creswell (2011) qualitative data analysis involves giving meaning to the data collected by organizing it into groupings and themes. In this study, open - ended items in the instruments were organized into themes in line with the research objectives.

#### **3.8.2 Quantitative Data Analysis**

The quantitative analysis is grounded on arithmetic measurements of precise facets of a phenomenon (Creswell, 2011). Analysis of quantitative data was done using descriptive statistics namely mean, percentages and frequencies and inferential statistics namely Pearson Product Moment Correlation to enable conclusions to be

made. This analysis was done by aid of Statistical Package for Social Science (SPSS) version 20.0. Analyzed data was presented by use of tables followed by brief comments.

### **3.9 Ethical Considerations**

National and international codes of research have been established to ensure greater adherence to ethical research practices (Sarah, 2007). The study ensured confidentiality of the respondents by not revealing their identities. It also sought authority from NACOSTI in addition to the Sub- County Commissioner and the Sub-County Education Officers. Voluntary participation of the respondent in the study was granted and adhered to. Respect for autonomy is based on one's right to self-determination and the researcher sought informed consent of every individual respondent in the study.



## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This research investigated how discipline procedures influenced students' academic performance in public secondary schools in Kirinyaga County. The research questions were informed by guidance and counseling, in-school punishments, expulsion and suspension, which are out of school punishment, the students and how they influenced academic performance.

#### 4.2 Response Rate

The number of students who returned and completed questionnaires for students was 167 out of the expected number of 380, indicating a 43.9% response rate. This was deemed as adequate response for statistical generalization since according to Saunders et al. (2003), a 30 to 50% rate of response is reasonable enough to make generalization of the target population. As for the principals, out of 13 targeted, the study got a response of seven questionnaires which transformed to 57.0% response rate while for GC teachers; the study achieved a response of eight out of thirteen respondents translating to 62.0%. The response rate was considered adequate based on (Saunders et al, 2003). Table 4.1 presents a summary of the response rates.

**Table 4.1 Summary of Response Rates**

<b>Instrument</b>	<b>No.</b>	<b>No.</b>	<b>Response</b>
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		<b>Issued</b>	<b>Returned</b>	<b>Rate%</b>
1.	Students Questionnaire	380	167	43.9%
2.	Teachers Questionnaire	13	8	62.0%
3.	Principals Questionnaire	13	7	57.0%
<b>Total</b>		<b>406</b>	<b>182</b>	<b>44.8%</b>

### 4.3 Background Information of Respondents

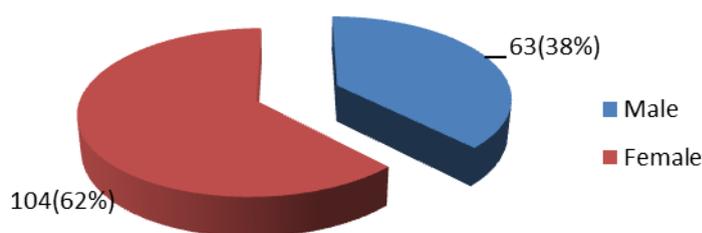
This section provides an analysis of the background information of the respondents, it covers; gender, age and class distribution of students. The findings are summarized in Figures 4.1 to 4.2.

#### 4.3.1 Gender of the Respondents

The research sought to find out the gender of the respondents involved in the study. The essence was to find out the equity considerations observed during sampling procedures as dictated by research ethics. The gender analysis of the principals, GC teachers and students were computed.

##### 4.3.1.1 The Gender of Students

The gender distribution of the respondents in the study was as presented in Figure 4.1 below.

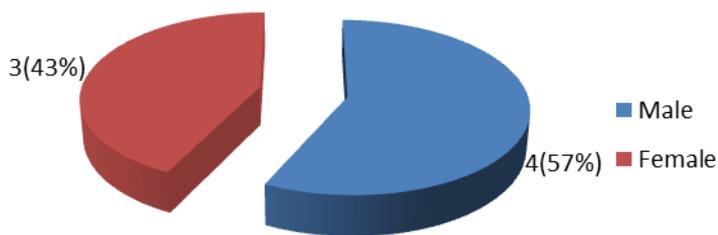


### **Figure 4.1: Gender of Students**

Figure 4.1 indicates that of the 167 respondents, 63(38%) were male and 104(62%) were female. This shows a gender disparity in the school going youths in Kirinyaga County. This concurs with UNESCO (2012) assertion that Kirinyaga County had a high percentage of girls attending schools in Kenya.

#### **4.3.1.2 The Gender of the Principals**

It was important to find out the gender distribution of the principals involved in the study. This was because an understanding of the gender distribution would provide some insights into the schools in Kirinyaga County. The gender distribution of the principals is presented in Figure 4.2.

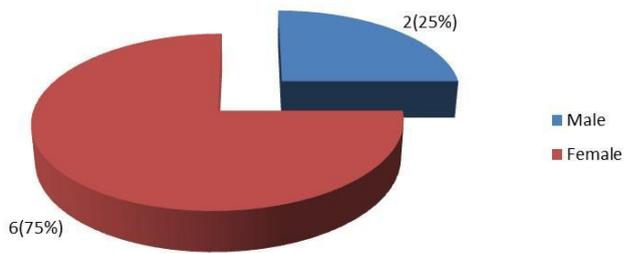


**Figure 4.2: Gender of Principals**

Figure 4.2 clearly indicates that in Kirinyaga County, majority 4(57%) of the principals were male and 3(43%) were female. This showed a contrasting trend to the students' gender analysis which showed 75% of the students was females and only 25% were male.

#### **4.3.1.3 Gender of Teachers**

The study sought to establish the gender distribution of the GC teachers in the schools in the study. The findings are provided in Figure 4.3



**Figure 4.3: Gender of GC Teachers**

Figure 4.3 on the analysis of the gender of GC teachers shows that majority 6(75%) were female and 2(25%) were male. This could also be an indication that GC is perceived as more as a woman’s job thus the notable absence of equity in the gender distribution of GC teachers.

#### 4.3.2 Age of Respondents

Analysis of the age of students was done. This was important in order to understand the age of students in secondary schools. The analysis is shown in Table 4.1.

**Table 4.1 Age of Students**

Age in years	Frequency	Percentage	Mean	Standard Deviation
13-14 years	12	7%	16 years	3.054
14-15 years	18	11%		
15-16 years	40	24%		
16-17 years	35	21%		
17-18 years	43	26%		

years

18 years            18                    11%

and

above

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<b>Total</b>	<b>166</b>	<b>100%</b>
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Table 4.1 shows that the age distribution of the students. Majority 43(26%) were aged 17-18 years, 40(24%) were aged 15-16 years, 35(21%) were 16-17 years 14-15 years and above 18 years of age were 8(11%) each. Lastly, 12(7%) were 13-14 years old.

Analysis of class distribution of the students was with a view to establish the representation of students per class in the sample. This analysis gave indication of the length of students' stay in schools. The findings established students per class was almost evenly distributed though form one had the least with 15%. This shows that discipline procedures influenced academic achievement of students in all classes.

#### 4.4 Distribution of Sampled Students by Class

The study sought to establish the class distribution of sampled students the findings are provided on Table 4.2.

**Table 4.2: Class Distribution of Sampled Students**

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean</b>	<b>Standard Deviation</b>
Form one	25	15%	<b>3.250</b>	<b>0.9918</b>
Form two	53	32%		
Form three	40	24%		

Form four	49	29%
<b>Total</b>	<b>16</b>	<b>100%</b>
	7	

From Table 4.2 most respondents 53(32%) were in form two 49(29%) in form four, 40(24%) were in form 3, while only 25(15%) were form ones. These numbers could have a bearing on the developmental stage of the learners in schools where the form ones may not have developed as much confidence in comparison to their peers in upper classes.

#### **4.5 Discipline of Students**

Discipline of students was assessed by analyzing the number of schools a student had attended, whether the student had disobeyed school rules and frequency of disobedience of school rules as shown on tables 4.6 to 4.8. These were important since higher frequency of change of school, and the disobedience of school rules were regarded as indicators of the level of a student's indiscipline.

##### **4.5.1 Number of Schools Attended**

The research investigated whether learners had attended other schools prior to joining their current school. The results are shown on Table 4.3.

**Table 4.3: Number of Other Schools Attended by Sampled Students**

<b>Schools Attended</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean</b>	<b>Standard Deviation</b>
None	126	75%	1.102	0.021
One	38	23%		
Two	3	2%		
<b>Total</b>	<b>167</b>	<b>100%</b>		

Table 4.3 indicates that, majority 126(75%) of the students had not changed schools, 38(23%) had attended two schools and only two percent had gone to three schools and 3(2%) had studied in three different schools. This indicates that a quarter of secondary school students in Kirinyaga

County had changed schools. The reasons for changing schools were indiscipline, health issues and financial problems though indiscipline constituted the major reason for the transfers. This implied relatively high prevalence of indiscipline in the study area.

#### 4.5.2 Disobedience to School Rules

In order to ascertain the level of indiscipline, the students were provided with a dichotomous yes/no item to indicate whether they had been involved disobedience of any of the school rules. The results are presented in Table 4.4.

**Table 4.4: Disobedience of School Rules by Sampled Students.**

<b>Have been disobedient</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean</b>	<b>Standard Deviation</b>
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Yes	143	86%	<b>1.105</b>	<b>0.114</b>
No	24	14%		
<b>Total</b>	<b>167</b>	<b>100%</b>		

From Table 4.4, majority of the students 143(86%) in Kirinyaga County had disobeyed school rules, a paltry 24(14%) had not. This indicates that the rate of students engaging in acts of indiscipline in school in Kirinyaga County was high.

#### 4.5.3 Frequency of Disobeying School Rules

Students were provided with an item and that sought their frequency in breaking school rules. Table 4.5 presents their responses.

**Table 4.5: Frequency of Disobeying School Rules**

<b>Have Disobeyed Rules</b>	<b>Frequen cy</b>	<b>Perce ntage</b>	<b>M ea n</b>	<b>Standard Deviation</b>
Once	63	44%	<b>2.653</b>	<b>1.005</b>
2-3 times	61	43%		
3-5 times	6	4%		
More than 5 times	13	9%		
<b>Total</b>	<b>143</b>	<b>100%</b>		

Table 4. 5 showed that, 44% of students had disobeyed once, 43% between 2-3 times, four percent between 3-5 times while over five times were nine percent. This indicates that most students were repeat offenders. This had the multiple effect of the Kirinyaga

County being identified by the researcher as suitable location for a research involving indiscipline of students.

#### 4.6 Guidance and Counseling and Students Academic Performance

GC was another independent variable in the study. Students were asked to indicate if they know about the presence of GC departments in their schools; whether they visited the department; whether they got help; and, their opinions pertaining the helpfulness of GC departments in improving discipline of students. The results are presented in Table 4.6 to 4.14.

##### 4.6.1 Presence of Guidance and Counseling Departments

Students were asked if GC departments existed in their schools. Table 4.6 presents the responses.

**Table 4.6 Presence of Guidance and Counseling Departments**

<b>GC Department is present</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean</b>	<b>Standard Deviation</b>
Yes	160	98%	<b>1.106</b>	<b>0.11</b>
No	7	2%		
<b>Total</b>	<b>167</b>	<b>100</b>		

The results in Table 4.6 indicate that majority 160(98%) of the students were aware of existence of guidance and counseling departments in their schools. This was perhaps due to the Government policy that all secondary schools operationalize GC. However, 2(7%) of the students were not aware of the existence of GC departments in their schools. This showed that principals had set up Guidance and Counseling departments

in their schools in compliance with the recommendations of both the Gachathi Report of 1976 and the Kamunge Report of 1987, which recommended all schools in Kenya establish a Guidance and Counseling Department that would be headed by a senior teacher. The findings concur with Ndungu (2012) that on the whole guidance and counseling is established and operational in schools and that students considered the programme helpful. Heads of institutions were supportive of the programme but its strength depended to large extent, on the calibre and commitment of the guidance counseling department personnel. The finding is in agreement with Kabura (2010) found that there was availability of guidance and counseling with (149(89.2% of the students indicating availability of GC services in their schools.

#### 4.6.2 Visits to Guidance and Counseling Departments

The research sought to establish whether learners visited the Guidance and Counseling Departments to receive services. They gave responses as shown in Table 4.7.

**Table 4.7: Visits to Department for Service**

Visited GC Department	Frequency	Percentage	Number	Standard Deviation
Yes	72	45%		
No	88	55%	158	0.354
<b>Total</b>	<b>160</b>	<b>100%</b>		

Table 4.7 shows that, majority of the students (55%) did not seek any service from the

Guidance and Counseling Department while 45% of students sought the services. This proposes that although the students were aware of the existence of Guidance and Counseling Departments, they rarely sought their services. This observation means that, the departments were not very aggressive in discharging their mandate, a feature that could have impacted on the prevalence of student indiscipline. These results are in support of Ndegwa (2012) survey which found that although guidance and counseling services was offered in the schools the students do not fully utilize the services and do not understand its role.

#### 4.6.3 Guidance and Counseling Department

Students were asked whether they felt GC was meant for all of them. Their responses are summarized in Table 4.8.

**Table 4.8: Presence of Guidance and Counseling Department**

<b>Presence of Departments</b>	<b>Frequency</b>	<b>Valid Percent</b>
Yes	130	81%
No	14	9%
I don't know	16	10%
<b>Total</b>	<b>160</b>	<b>100%</b>

Majority of the students 130(81%) felt that the Guidance and Counseling Department was meant for all students and 16(10%) were unaware purposes of the GC department while 14(9%) felt that it was utilized by students with problems. Since 16(10%) of the learners were not cognizant of the functions of the GC department, they were unlikely to attend sessions and if they did, they did not value them significantly. These results are in agreement with the Presidential Committee on Students' Unrest on Indiscipline

in Secondary Schools Kenya (2001) which showed that Guidance and Counseling policy had not been implemented fully in most schools. There is need, therefore, for campaigns in schools to sensitize students on the functions of Guidance and Counseling Departments and the need to seek their services. It's important to note that majority students knew that GC was predestined for all of them irrespective of whether they had problems or not. This observation indicates the important role that GC played in secondary schools as noted by MOEST (2001) which emphasized importance of GC as a substitute to use of corporal punishment in schools.

#### 4.6.4 Helpfulness of Guidance and Counseling Departments

Students were asked whether they thought the Guidance and Counseling department was helpful. Their responses were provided in Table 4.9

**Table 4.9: Helpfulness of Guidance and Counseling Departments**

Is GC Department helpful?	Freq	Percentage	Mean	Standard Deviation
Yes	137	83%	1.86	0.221
No	17	10%		
I don't know	12	7%		
<b>Total</b>	<b>165</b>	<b>100%</b>		

Most of the learners, 137(83%), felt that GC Department was helpful to them, 10% felt it was not helpful while seven percent did not know whether the department was helpful or not. These findings underscore the need for more sensitization of the functions and role of GC in schools to aid in the maintenance of discipline and

enhancement of learners' academic achievement. The results concur with Kabura (2010) whose study established that learners had positive perceptions of GC programmes in secondary schools. The ranking of GC by learners as good indicates that they valued the GC services that the teacher counsellors, peer counselors and resource persons offered. The findings concur with Ng'ang'a (2012) who found that 56.6% indicated that GC had a positive consequence on the behaviour while 71.1 % felt that GC ought to be conducted to learners from as early as form three and two. The results are in contrast with a study by Njoroge (2014) that indicated that although teacher counsellors and principals appreciate the importance of GC in learner supervision, it was evident that GC in most secondary schools in Kenya was ineffective.

#### 4.6.5 Students Views on Guidance and Counseling in Discipline

Students were asked whether GC Department had helped in reduction of cases relate to indiscipline among learners in secondary schools. The results are presented in Table 4.10.

**Table 4.10: Students Views on Guidance and Counseling in Discipline**

<b>GC Reduces indiscipline</b>	<b>Frequenc y</b>	<b>Perce ntage</b>	<b>M e a n</b>	<b>Standard Deviation</b>
Strongly Agree	92	56%	<b>4.508</b>	<b>0.977</b>
Agree	41	25%		
Neutral	20	12%		

Disagree	3	2%
Strongly disagree	8	5%
<b>Total</b>	<b>165</b>	<b>100%</b>

The results show that majority 92(56%) of the respondents strongly felt that guidance and counseling reduce indiscipline in schools (41) 25% agreed that GC reduces indiscipline while 12% did not know, while seven percent felt GC did not help reduces indiscipline. This suggests that most students were positive about the role played by GC Departments in their schools. Majority of the students in secondary schools were in their adolescence, a stage when they have identity crises as to whether they should rely on their own wisdom as young adults or they should follow the counsel of their elders. This showed there was a good amount of sensitization about the need of following the counsel of a mentor who, in this case, is the teacher counselor. The findings are in agreement with those of Gatune (2012). The findings revealed that guidance and counseling played a major role in helping students to adjust too various situations in life. Generally, where the service is offered, both students and teachers felt that it helped the students to change their behaviour and especially it is a main tool to control students' unrest or strikes. The finding is in disagreement with Nyaga (2013) that GC in majority of Kenyan schools was ineffective as indicated by the ever-increasing cases of indisciplined behaviour in schools.

#### 4.6.6 Principals' Views on Guidance and Counseling in Discipline

Principals were asked if they agreed that GC helped in the improvement of discipline. The responses are provided in Table 4.11.

**Table 4.11: Principals' opinion on that Guidance and Counseling reduces Indiscipline**

<b>GC reduces indiscipline</b>	<b>Frequency</b>	<b>Percentage</b>	<b>N</b>	<b>Standard Deviation</b>
Strongly agree	3	43%	4	0.233
			.	
			3	
			2	
Agree	4	57%		
<b>Total</b>	<b>7</b>	<b>100%</b>		

The result show that, all principals concurred that GC departments helped reduce indiscipline. Though principals were regarded to influence GC departments, students had mixed reactions since seven percent had a negative view on GC in influencing students' discipline. As such, the department was not very effective in achieving its objective of improving discipline among students. Maingi (2012) study revealed that GC had a major contribution in curbing student unrest and other forms of undesirable behaviour associated with secondary school learners. Muya (2015) study found that GC is a vital element in schools and was found to support the school administration in the management of discipline. Mboya (2015) study revealed that riots by learners' is an indication that discipline in schools is deteriorating despite schools putting more emphasis on operationalizing GC programmes.

#### 4.6.7 Activities of the Guidance and Counseling Department

The study investigated the principals, the various activities undertaken by the GC departments in the previous term and the findings are presented in Table 4.12.

**Table 4.12: Activities of the Guidance and Counseling Department in Schools**

<b>Activities of department last term</b>	<b>Frequency</b>	<b>Percent</b>
---	------------------	----------------

External motivational speakers	1	12.5%
Football match	1	12.5%
Group/individual counseling	1	12.5%
Mentorship groups	1	12.5%
Motivational speaking	1	12.5%
motivational weekend	1	12.5%
Organized family meetings	1	12.5%
<b>Total</b>	<b>8</b>	<b>100%</b>

The table shows that all schools had similar activities for GC like inviting external motivational speakers, organizing games and sports, individual and group counseling programmes, coming up with mentorship groups and organizing family meetings. These findings contrast Ngotho (2013) findings which revealed that large group counseling programmes were the more appealing approach in GC in comparison to the other types of counseling, namely: individual and peer counseling.

#### 4.6.8 Major Issues Handled by Guidance and Counseling

##### Teachers

Teachers were asked about the issues that they frequently dealt with in the Guidance and Counseling Department. The responses are summarized On Table 4.13.

**Table 4.13: Major Issues Handled by Guidance and Counseling Teachers**

Issues handled by teachers	Nil	Minimal	High	Very high
Home emanating problems	0%	0%	25	75%

			%	
Drug and substance abuse	0%	87%	0%	13%
Non adherence to school rules	0%	37%	37%	26%
Academic performance issues	0%	25%	63%	12%
Boy/Girl issues	0%	25%	50%	25%
Sickness	25%	50%	13%	12%
Lack of fees	0%	50%	25%	25%

The findings showed the major concerns handled by GC departments in secondary schools. Home emanating problems was rated very high (75%) as an issue mostly handled by GC departments, while drug abuse was rated least handled by the department since it rated minimal with 87%. Non-adherence to school rules was another issue constantly handled by guidance and counseling department. The result showed that, non-adherence to school rules rated high by 37% and very high by 26% of the respondents. Academic performance issues was rated high by 63% and very high by 12% of the respondents, which means, performance was also an important issue handled by the department. Boy/girl issues were rated high by 50% and very high by 25% of the respondents. Sickness was nil and minimal while lack of school fees was rated minimal by 50%, 25% high and 25% very high of the respondents. This indicated that issues related to academic achievement in schools and problems from home were ranked as the most rampant.

#### 4.6.9 Guidance and Counseling and Academic Achievement

The research assessed the influence of GC on academic performance. Students' responses are indicated on Table 4.14.

**Table 4.14: Guidance and Counseling and Academic Performance**

<b>GC influences Performance</b>	<b>Positively</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree		88	53%
Agree		42	25%
Neutral		18	11%
Disagree		6	4%
Strongly Disagree		11	7%
<b>Total</b>		<b>165</b>	<b>100%</b>

The findings indicate that 88(53%) of the learners strongly agreed with the proposition that GC had improved academic performance of students, 25% agreed, 11% were neutral and paltry 11 % disagreed. These responses indicated that some students did not regard GC as an issue that improved academic performance. This may be due to the GC departments being ineffective and their activities not being influential to students' academic life. These findings concur with Ngotho (2013) who posited that inadequate and ineffective GC services could not support attainment of educational goals and objectives. Learners need to be provided with effective and professional counseling on study skills in order to perform well in KCSE. This finding however differs with findings of Kituyi (2014) that GC, as practiced, does not meet the required standards of what is desired in academic performance.

#### **4.6.10 Correlation between GC on Discipline and Academic Performance**

To establish if there was a relationship between GC and their academic achievement, the researcher assessed the correlation between GC and academic attainment. The

hypothesis was that there was no statistically significant relationship between GC and academic performance. Pearson Product Correlation was performed to test this hypothesis. The findings were tabulated on Table 4.29.

**Table 4.15: Relationship between GC on Discipline and Academic Performance**

<b>Independent Variables</b>		<b>Academic Performance</b>	<b>Guidance and counseling</b>
<b>Academic</b>	Pearson Correlation	1	0.948**
	N	165	165
<b>Guidance and counseling</b>	Pearson Correlation	0.948**	1
	Sig. (2-tailed)	0.027	
	N	165	165

2.02

From Table 4.29 above, the correlation coefficient, 0.948, depicted a very strong positive correlation between effectiveness of GC in instilling discipline and academic performance.

Hypothesis one was rejected at 95% confidence level ( $\alpha=0.05$ ) since sig (p) =0.027 which was less than 0.05. Thus, there was a significant relationship between GC and academic performance. This implies that academic performance was greatly influenced by GC in secondary schools. In addition, a study conducted by (Gitome, Katola & Nyabwari, 2013) established that teachers lacked the necessary skills to implement

guidance and counseling departments. Teachers were of the opinion that the Ministry of Educations’ highlighting of GC had failed to accommodate the fact that majority of school teachers were deficient in counseling skills and resources necessary to operationalize GC departments, yet it had a strong correlation to academic performance.

#### 4.7 In-School Punishment and Students Academic Performance

In-school punishment was also one of the independent variables in this research. The study examined the aspects of punishment such as caning, school chores, kneeling down and doing manual work. The perceptions on punishment were also examined. The findings are presented on Table 4.15 to 4.22

##### 4.7.1 Prevalence of Corporal Punishment in Schools

To find out about the prevalence of corporal punishment in the schools, students were asked if they had ever been caned. Their responses are shown in Table 4.15.

**Table 4.15: Prevalence of Corporal Punishment in Schools**

Have you ever been caned in school?	Frequency	Valid Percent	N	Standard Deviation
Yes	140	98%	1	1.1
			.	
			0	
			1	
No	3	2%		
I don't know	0	0%		
<b>Total</b>	<b>143</b>	<b>100%</b>		

Students report on the prevalence of caning, as a form of punishment in their schools

are presented on Table 4:15, above.

The findings show that 98% of students had been caned when they broke school rules and only 2% had not. This shows that caning is prevalent, which is defies the policy put in place by the Ministry of Education. However, all principals and teachers said that physical forms of punishments were not practiced in their school as a discipline procedure.

#### 4.7.2 Students’ Opinions on Corporal Punishment in Schools

The study sought the learners’ opinion on use of corporal punishment in their schools and the results are presented on Table 4.16.

**Table 4.16: Students’ Opinions on Corporal Punishment in Schools**

<b>Students’ Opinion on Corporal Punishment</b>	<b>Freq uency</b>	<b>Valid Percent</b>	<b>M e a n</b>	<b>Standard Deviation</b>
It is good	71	43%	<b>2. 7 6</b>	<b>1.</b>
It is inhuman	73	44%		
Better than other punishment	21	13%		
<b>Total</b>	<b>167</b>	<b>100%</b>		

Students’ opinions on caning are summarized as shown in Table 4.15. As indicated, 71(43%) of them felt that caning is good, 73(44%) felt that it was inhuman while 21(13%) felt it was better than being given other forms of punishment. This implies that a section of students still preferred caning to other forms of punishment. Less than 50% of the students felt that it was inhuman. This signified lack of sensitization

about the Government of Kenya Legal Notice Number 56 of 2001 banning caning and the 2013 Basic Education that categorizes caning as a violation of the learners' human rights.

#### 4.7.3 Principals' Opinion on Caning

The opinion of principals on caning of students was sought, and their opinions were summarized on Table 4.17.

**Table 4.17: Principals' Opinions on Caning**

<b>Principals' Opinion on caning of students</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Mean</b>	<b>Standard Deviation</b>
It is good and instills discipline	3	60%	1.78	0.997
It is inhuman	1	20%		
Others	1	20%		
<b>Total</b>	<b>5</b>	<b>100%</b>		

The results on Table 4.17 that majority of the principals i.e. 3(60%) felt that caning was good as it instilled discipline, 20% indicated that it was inhuman and 20% felt that it saves time and enforces authority and respect. Caning was preferred probably because it was a quick way of instilling discipline. These results are in agreement with Gitome et al., (2013) on challenges faced by teachers and principals in maintaining student discipline in post-caning error in Kenya. This research established that teachers

and principals experienced difficulties in the implementation of alternative approaches to discipline in schools. This calls for a more intense sensitization of principals on the legal consequences of going against the Kenya Government's requirements of Legal Notice Number 56 of 2001 banning caning as well as the Basic Education Act of 2013 that categorizes caning as a violation of human rights.

#### **4.7.4 Students' Opinions on Whether Corporal Punishment Enhances Performance**

Students opinions on whether caning improved their academic performance were sought. The responses are shown in Table 4.18.

**Table 4.18: Students’ Opinions on Whether Corporal Punishment Enhances Performance**

<b>Corporal punishment enhances performance</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Mean</b>	<b>Standard Deviation</b>
Strongly Agree	26	16%	3.16	1.54
Agree	15	9%		
Neutral	37	23%		
Disagree	24	15%		
Strongly disagree	60	37%		
<b>Total</b>	<b>163</b>	<b>100%</b>		

The results show that 26(16%) of the learners indicated a strong agreement that corporal punishment improves discipline, nine percent agreed, 23% were neutral, 15% disagreed and 37% strongly disagreed. Majority of the students, therefore, felt that corporal punishment did not enhance academic performance. This agrees with Idu and Ojedapo (2011) who asserts that some forms of punishments ended up defeating the whole purpose of education and improvement of achievement as some students fear even going to school for fear of being caned again.

**4.7.5 Principals’ Opinions on Whether Corporal Punishment Enhances Achievement**

The research sought the opinion of principals on whether corporal punishment enhanced students’ academic performance. Their responses are shown in Table 4.19.



**Table 4.19: Principals’ Opinions on Whether Corporal Punishment Enhances Performance**

<b>Corporal punishment enhances performance</b>	<b>Frequency</b>	<b>Valid Percent</b>	<b>Mean</b>	<b>Standard Deviation</b>
Strongly agree	1	14%	<b>3.21</b>	<b>1.83</b>
Agree	2	28%		
Neutral	2	29%		
Strongly disagree	2	29%		
<b>Total</b>	<b>7</b>	<b>100%</b>		

Table 4.19 shows that 29% of the principals strongly disagreed, 14% strongly agreed, 28% agreed and 29% were neutral. These findings suggest a split opinion among the principals on whether corporal punishment influenced academic achievement of learners. This could be a result of principals’ awareness of the Government’s policy that corporal punishment is outlawed.

#### **4.8 Other Punishments for Minor**

##### **Offences**

Students were provided with an item that sought their opinions on other forms of punishment, other than being expelled from the school, administered in their schools for disobedience of school rules. The various forms of punishment included being sent out of class, kneeling down, being caned, being suspended from school, doing manual work and any other form of punishment. The results of their responses are shown in Tables 4.20 and 4.22.

#### 4.8.1 Action Taken for Students' Minor Offences

The students' opinions on the action taken against their peers who committed minor offences in the schools were sought. Their responses were tabulated on Table 4.20.

**Table 4.20: Action Taken for Students' Minor Offences**

			Action taken
<b>against</b>			
<b>Minor offenders</b>	<b>Frequency</b>	<b>Percent</b>	
Exclusion from class	20	12%	
Kneeling down	18	11%	
Caned	78	47%	
Suspended	13	8%	
Do manual work	30	18%	
Others	7	4%	
			Total
			167
			100%

Table 4.20 indicates that 20(12%) of students were sent out of classrooms when they committed minor offences in school, 18(11%) were punished by kneeling down, 47% were caned, eight percent were suspended, 18% were given manual work, and four percent were given other forms of punishment. This indicated that 53% of all punishments resulted in students missing lessons.

#### 4.8.2 Teachers' Responses on Actions Taken Against Minor Offenses

Table 4.21 shows teachers' responses on actions taken in dealing with students who committed minor offenses in schools.

**Table 4.21: Teachers' Responses on Actions taken on Minor Offenses**

<b>Minor offenders</b>	<b>Frequency</b>	<b>Percent</b>
Kneeling down	3	38%
Doing manual work	4	50%
Others	1	13%
<b>Total</b>	<b>8</b>	<b>100%</b>

The teachers' responses indicated that students committing minor offences were made to kneel down, do manual work and other unspecified forms of punishments as shown on Table 4.21. From the above findings, there is a preference of teachers giving students manual work and thus keeping them out of classes. This may have negative implications on students' academic performance.

#### 4.8.3 Principals' Responses on Actions taken against Minor Offenses

The study sought to establish the action taken against students who committed minor offenses in schools. The findings were tabulated on Table 4.22.

**Table 4.22: Principals' Responses on Actions taken against Minor Offenses**

<b>Action taken Against minor Offenses</b>	<b>Frequency</b>	<b>Percentage</b>
Do manual work	6	86%
Others	1	14%
<b>Total</b>	<b>7</b>	<b>100%</b>

According to the principals, manual work was largely, the only punishment administered for minor offences as shown in Table 4.22. Discrepancies in responses was observed

showing that principals were unaware about the modes of punishment administered on students in schools. It seems that there were differences on how secondary schools interpreted procedures of disciplining students. This may be due to cases of indiscipline that are not reported to the principals and thus causing disharmony in the disciplinary policies in schools. For example, principals did not know that for 38% of minor discipline cases, students were punished by kneeling down. There is need therefore for the schools to harmonize their discipline procedures by ensuring uniformity in modes of punishing students and setting school policies on punishment that the schools allow for maintenance of student discipline.

#### 4.8.4 Correlation Between In-School Punishments and Academic Performance

To find out how in-school punishments influenced academic achievement of learners', Pearson correlation was computed between the occurrence of minor offences and academic performance. The results are shown in Table 4.30.

**Table 4.30: Relationship Between In-School Punishments and Performance**

Variables	In-school punishments	
<b>Academic Performance</b>		
<b>Academic Performance</b>	Pearson Correlation	1
	-0.506	
<b>In school punishments</b>	Sig.	(2-tailed)
	0.0376	
	N	165
		165
	Pearson Correlation	-0.506
		1
	Sig. (2-tailed)	0.0376



As shown in Table 4.30 the correlation coefficient (-0.506) depicted a moderate and negative correlation between minor punishments of students and academic performance. This meant that academic performance deteriorates with increasing incidences of minor punishments of students. The results of the analysis led to the rejection of Hypothesis One. The relationship was also significant at 95 % significance level since (sig)  $p=0.0376$  which was less than  $\alpha=0.05$ . This shows that the relationship between in-school punishments and students' academic performance was significant. These results are in agreement with Khan (2015) whose study revealed that, in order to successfully achieve the objectives of a school, all members of the educational institutions are required to strictly adhere to the various behaviour patterns necessary for maximum performance. Lack of adherence to school rules leads to poor performance. Blazar and Matthew (2017) too, noted that appropriate behaviour by students was central to their ability to attain successful education. Without a disciplined atmosphere, teachers cannot teach effectively and learners cannot learn effectively.

#### **4.9 Out-of-School Punishment and Students Academic Performance**

The study sought to establish actions taken against students when they commit major offences such as fighting, drug abuse, stealing, and sneaking out of school. Suspension and expulsion refer to the exclusion of a student from school either on temporary or permanent basis, respectively, as a form of punishment. In this study, these are referred to as out-of-school punishments meted on students. On the other hand, kneeling down, being sent out of class and doing manual work is referred to as in-school punishments. The effects of these forms of punishments were one of the objectives of this study.

##### **4.9.1 Actions Taken for Major Offences**

Table 4.23 indicates the forms of punishments administered on student who commit major offences in school.

**Table 4.23: Actions Taken for Major Offences**

	<b>Action Taken Against Major Offences</b>	<b>Frequency</b>	<b>Percent</b>
1.	Sent out of the class	2	1%
2.	Kneel down	2	1%
3.	Suspended	115	69%
4.	Expulsion	46	28%
5.	Do manual work	2	1%
	<b>Total</b>	<b>166</b>	<b>100%</b>

The results show that 115(69%) of the students were suspended when they committed major offences like fighting and stealing. Those who were expelled were 46(28%) while three percent were either excluded from class, made to kneel down or given manual work. This suggests that 97% of students who committed major offences missed school for at least two weeks of suspension before the Board of Management met to discuss their cases. This, in effect, meant students lost learning time.

#### **4.9.1 Principals' View on Action Taken Against Students Who Commit Major Offences**

On the actions that ought to be taken when students committed major offenses, the responses of the principals are shown in Table 4.24.

**Table 4.24: Principals' Views on Action Taken against Students who Commit Major Offenses**

			<b>Action</b>
<b>against major offence</b>	<b>Frequency</b>		<b>%</b>
Suspended	4		68%
Expelled	1		16%
Do manual work	1		16%
<b>Total</b>	<b>6</b>		<b>100%</b>

Table 4.24 shows that majority 4(68%) of principals felt that learners having cases considered to be major offenses should be suspended, 1(16%) felt that expulsion should be meted while another 1(16%) recommended manual work. All these forms of punishment resulted in students losing class time which eventually affected their academic performance. Suspension and dismissal of learners negatively affected class attendance and ultimately, the academic performance of students in secondary schools.

**4.9.2 Students' Opinions on the Influence of Expulsion and Suspensions on Performance** Students' opinion was sought on the influence of expulsion and suspension on their academic performance. Their responses are as shown on Table 4.25.

**Table 4.25: Students' Opinions on the Influence of Expulsion and Suspensions on Performance**

<b>Suspension &amp; Expulsion</b>	<b>Frequency</b>	<b>Percent</b>
<b>Negatively affects performance</b>		
Strongly agreed	67	41%
Agreed	46	28%
Neutral	24	15%

Disagreed	13	8%
Strongly disagreed	13	8%

<b>Total</b>	<b>163</b>	<b>100%</b>
--------------	------------	-------------

Table

4.25 shows that 41% of students strongly agreed that expulsions and suspensions influenced academic performance negatively, 28% agreed while only 16% disagreed. Much as expulsion and suspension of students is an administrative decision aimed at correcting behaviour by excluding the badly behaved from amongst the school community, and making it a deterrent measure for other would-be offenders, it is counter-productive since it leads to students missing of lessons or losing valuable learning opportunity. Consequently, it leads to students' producing dismal academic performance in secondary schools.

#### 4.9.2 Principals' Opinions on the Influence of Expulsion and Suspension on Performance

Table 4.26 presents principals of secondary schools' opinion on the extent to which expulsion and suspensions influences academic performance of students.

**Table 4.26: Principals' Opinions on the Influence of Expulsion and Suspension on Performance**

<b>Suspension &amp; Expulsion</b>	<b>Frequency</b>	<b>Percent</b>
<b>Negatively affects performance</b>		
Strongly agreed	5	71%
Agreed	2	29%
		<b>Total</b>
		<b>7</b>
		<b>100%</b>

As shown in Table 4.26, all principals agreed that expulsion and suspension

negatively affected academic performance of students with 5(71%) strongly agreeing and 2(29%) agreeing respectively. These two forms of punishment do not only keep the students out of class, but may also have long lasting negative psychological effects on the students. This results in students performing poorly, academically.

#### 4.9.3 Teachers’ Opinions on the Influence of Expulsion and Suspension on Performance

Similar opinion that suspension and expulsion negatively affected student academic performance was also sought & the results are presented in Table 4:27 below.

**Table 4.27: Teachers’ Opinions on the Influence of Expulsion and Suspension on Performance**

<b>Suspension &amp; Expulsion Negatively affects performance</b>	<b>Frequency</b>	<b>Percent</b>
Strongly agreed	3	38%
Agreed	3	38%
Neutral	1	13%
Disagreed	1	13%
<b>Total</b>	<b>8</b>	<b>100</b>

As presented in Table 4.27, 3(38%) of the GC teachers were in strong agreement that expulsion and suspension adversely affected students’ academic performance; 3(38%) agreed while 1(13%) disagreed and 1(13%) were neutral. These opinions were similar to those of principals. They imply that when students are sent out of school due to indiscipline, they lose learning time, leading to a direct negative influence on

academic performance.

#### **4.8.5 Correlation between Out-of-School Punishment and Academic Performance**

Table 4.31 shows the results of the correlation between out-of-school punishments and academic achievement of students in Kirinyaga County.

**Table 4.31: Relationship between Out-of-School Punishment and Performance**

Independent Variables		Academic Performance	Out-of-school Punishment
<b>Academic Achievement</b>	Pearson Correlation	1	-0.765**
	Sig. (2-tailed)		0.00431
	N	165	165
<b>Out-of-school Punishment</b>	Pearson Correlation	-0.765**	1
	Sig. (2-tailed)	0.00431	
	N	165	165

From Table 4.31 above, the correlation coefficient (-0.765) depicted a strong and negative correlation between out-of-school punishment in instilling discipline and academic performance. This meant that, academic performance had an inverse relationship with out-of-school punishment, thus, increase in out-of-school punishment led to decline in performance.

On null hypothesis three, the results showed that  $p$  (sig) = 0.00431 hence significant at  $\alpha=0.05$ . The third hypothesis was rejected, that is, there was significant relationship between out-of- school punishment (suspensions and exclusion of students from school) and academic performance. These findings also concurred with those of Ndeto (2013) and Fekadu (2019) who argued that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. Suspensions and exclusion from school lead to loss of class time leading to poor academic performance.

Morris and Gibson (2011) noted that some modes of punishments were known to create fear among students and that they led to truancy and total discontinuation of schooling. They also added that punishments, for instance suspensions, could lead to psychological injury if teachers, guardians and parents were not careful in its administration. It leads to absence from schools and consequently reducing the academic performance of the injured student.

#### 4.10 Students' Academic Performance

The dependent variable in the study was students' academic performance. The students' academic performance was rated using the grades that the student had scored in the previous term in the school's internal examination. This constant was assessed by analyzing the sampled students' academic performance in the previous term. The analysis of students' performance is shown in Table 4.28.

**Table 4.28: Students' Ranking of Performance in the Last Term**

<b>Grade Achieved Last Term</b>	<b>Frequency</b>	<b>Percent</b>
A, A-	8	5%
B+, B, B-	65	39%
C+, C, C-	91	55%
D+, D, D-	2	1%
<b>Total</b>	<b>166</b>	<b>100%</b>

The results show that five percent of students attained grade A and A-, 39% attained B+, B and B-, 55% attained C+, C and C-, one percent attained D+ to D- while none attained grade E. These findings show that students in various classes were above

average. In most cases, the disparity in students' performance is brought about mainly by students' varying levels of discipline in the course of their secondary school life.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter provides the summary, conclusions, recommendations and suggestions for areas of further research based on the findings of the study.

#### **5.2 Summary of the Findings**

This study assessed the influence of discipline procedures on students' academic achievement in public secondary schools in Kirinyaga County, Kenya. The study investigated the influence of GC, in-school punishments and out-of-school punishments on academic performance of secondary school students in Kirinyaga County.

The study established that majority of the student respondents sixty-two percent, were female. On the other hand, majority of principals, fifty-seven percent, were males. Most of GC teachers were female, at seventy-five percent. This revealed that in majority of schools' GC teachers were female. The ages of the students were well distributed in all school-going age brackets and only eleven percent were over 18 years. Student distribution per class was even across classes except form one which had the least. Most of the students had not changed schools; about a quarter had attended two schools and only two percent had gone to three different schools.

In terms of discipline, majority of the students in Kirinyaga County had broken school rules, i.e. eighty-six percent while a paltry fourteen percent had not. This depicted

high incidences of indiscipline among secondary school learners in Kirinyaga County. In addition, majority of the students were repeated offenders.

On the learner's academic performance, five percent of students attained grade A and A-, thirty nine percent attained B+, B and B-, fifty five percent attained C+, C and C-, D+ to D- were one percent. None attained grade E.

Objective three assessed the influence of GC on academic achievement. The research established that, in majority of schools there were GC departments. This could be due to the Government's directive that all schools must have GC departments. The study revealed that majority fifty-five percent of the learners did not seek of the GC services and ten percent did not know the functions of the department while nine percent felt it belonged to those with problems. In terms of effectiveness of GC, majority of the students, eighty-three percent, felt that GC had helped reduce indiscipline in schools. All principals and GC teachers agreed that GC departments had helped reduce indiscipline. In addition, all schools had similar activities for guidance and counseling such as inviting external motivational speakers, organizing games and sports, group and individual counseling, coming up with mentorship groups and organizing family meetings. Major issues addressed by the GC departments included home emanating problems, drug abuse, non-adherence to school rules and academic performance issues, sickness and lack of school fees. Overall academic performance in all schools was the issue mostly handled by guidance and counseling department.

On effectiveness of GC in relation to students' discipline, fifty-six percent of students strongly agreed, twenty-five percent agreed, while only seven percent disagreed. Pearson Product Moment Correlation analysis between this opinion and academic

performance resulted to a coefficient of 0.948. This correlation coefficient depicted a very strong and positive correlation between effectiveness of guidance and counseling in instilling discipline and academic performance. This meant that GC was positively related with academic achievement. Research hypothesis one was therefore not accepted, that is, there was statistically significant relationship between GC and academic achievement.

The second research objective examined the influence of in-school punishments on academic performance. The study found out that, that twelve percent of students were excluded from classrooms when they committed minor offences in school, eleven percent were made to kneel down, forty-seven percent were caned, eight percent were suspended, eighteen percent were given manual work, and four percent were given other forms of punishment. This indicated that majority of all punishments resulted in students missing lessons.

Pearson Product Moment Correlation analysis between in school punishment and academic performance was -0.506, which indicated a moderate and negative correlation between in-school punishments and academic performance. This meant that, academic performance related inversely with in school punishments, that is, an increase in in-school punishment leads to a decline in academic performance. Hypothesis two was thus rejected, and it was concluded that, that relationship between in-school punishment and academic performance was significant.

The third research objective investigated the effects of expulsion and suspensions influenced academic performance. The study found out that twelve percent of students were sent out of class when they committed minor offences in schools. However, according to guidance and counseling teachers, students committing minor offences

knelt down or did manual work and other unspecified punishments. However, according to principals, minor offenses were punished by students doing manual work only. These showed discrepancies in responses which meant principals were not aware of how students were punished in schools.

The research established that majority, sixty-nine percent, of students were suspended when they committed major offenses such as fighting; stealing and bullying, twenty-eight percent were expelled while the other three percent were either chased out of class, knelt down or did manual work. This meant that, nearly all, ninety-seven percent, of students who committed major offenses missed at least two weeks learning time due to suspension before the Board of Management meeting was convened to discuss the students' cases. Majority of principals felt that for cases of major offenses, students should be suspended, few supported expulsion and doing manual works. All these forms of punishment resulted in students losing class time which eventually affected their academic performance.

Forty-one percent of students on the other hand, strongly agreed that expulsions and suspensions influenced academic performance negatively. Similarly, all principals agreed that expulsion and suspensions affected academic performance of students negatively. Similar opinion was also given by GC teachers. The school rules and regulations therefore prescribe the standard of behaviour expected of the teachers and the students and expulsions and suspensions assist in maintaining conducive atmosphere for learning.

Pearson Product Moment correlation analysis above resulted in a correlation coefficient of - 0.765, which depicted a strong and negative correlation between

out-of-school punishment in instilling discipline and academic performance. This meant that, academic performance had an inverse relationship with out of school punishment, that is, an increase in out-of-school punishment leads to a decline in performance. Hypothesis three was rejected, and it was concluded that the relationship between out-of-school punishment was significant (suspensions and exclusion of students from school) and academic performance.

### **5.3 Conclusions**

This research concluded that indiscipline among secondary school students in Kirinyaga County was rampant and that majority of the students were repeat offenders. There is also a very weak and negative correlation between discipline of students, that is the frequency at which students break school rules, and academic performance. This means that academic performance declines with indiscipline of students.

Majority of the schools had GC departments which was a fact attributed to the policy of the Government that all schools must have guidance and counseling departments. Additionally, most students did not seek GC service and some students didn't know the functions of guidance and counseling departments. Guidance and counseling reduces indiscipline in schools, and majority of the schools had similar activities for guidance and counseling such as inviting external motivational speakers, organizing games and sports, group and individual counseling, coming up with mentorship groups and organizing family meetings. Major issues handled by guidance and counseling departments include home emanating problems, drugs and substance abuse, non-adherence to school rules, academic performance issues, boy/girls issues and lack of fees.

On effectiveness of GC on students' discipline, the study concluded GC was effective. GC was also effective in raising academic achievement. The study concluded that caning still took place in schools against the Ministry of Education policy. In addition, corporal punishment has an inverse relationship with academic achievement, that is, an increase in corporal punishment leads to a decline in performance.

This study concludes that most forms of punishment both the in-school and out-of-school, resulted in students missing classes as they undertake their punishments. There was also a discrepancy in responses of the principals and GC teachers as to the modes of punishment schools use to instill discipline among students. This meant that principals were not aware of how students were punished in their schools. Expulsions and suspensions strongly influenced academic performance negatively.

#### **5.4 Recommendations**

From the findings of the study, the following were the recommendations: -

- i. All stakeholders in education including the Ministry of Education should sensitize teachers, principals and parents on ways to curb indiscipline among learners in secondary schools and reduce its prevalence.
- ii. Schools should sensitize students on the services of GC departments, build the GC teachers' capacity through training and providing the necessary resources.
- iii. Schools should adhere to the government's policy on ban of corporal punishment. The Ministry of Education and Teachers Service Commission (TSC) should enforce this regulation and punish those who contravene the ban on corporal punishment.
- iv. This study recommends that alternative punishments that do not result in student missing lessons be used. In addition, punishments should be done during free time in

secondary schools to avoid students missing lessons.

v. Lastly, this study recommends the streamlining of discipline procedures in schools, strengthen the discipline committees and involve the principals in all indiscipline cases within the schools.

### **5.5 Suggestions for Further Research**

The following areas the researcher were suggested for further study:

- i. Disparities in discipline between day schools and boarding schools. This research did not make a comparison between discipline among boarders and days scholars.
- ii. The relationship between qualifications of GC teachers and effectiveness of GC services, since from the study, majority of GC teachers seemed ill- prepared for provision of guidance and counseling services in schools.
- iii. The effectiveness of punishments (corporal and manual work) on management of discipline in schools. This study focused on influence of punishments on academic performance and not on discipline of students. This therefore requires an investigation.
- iv. Role of BOM on students' academic performance. This is because little has been done to bring them on board in relation to improvement of students' academic performance, yet they make decisions on out of school punishment.

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**APPENDIX I**  
**SAMPLE SIZE DETERMINATION**

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**N = Population size S = Recommended sample size**

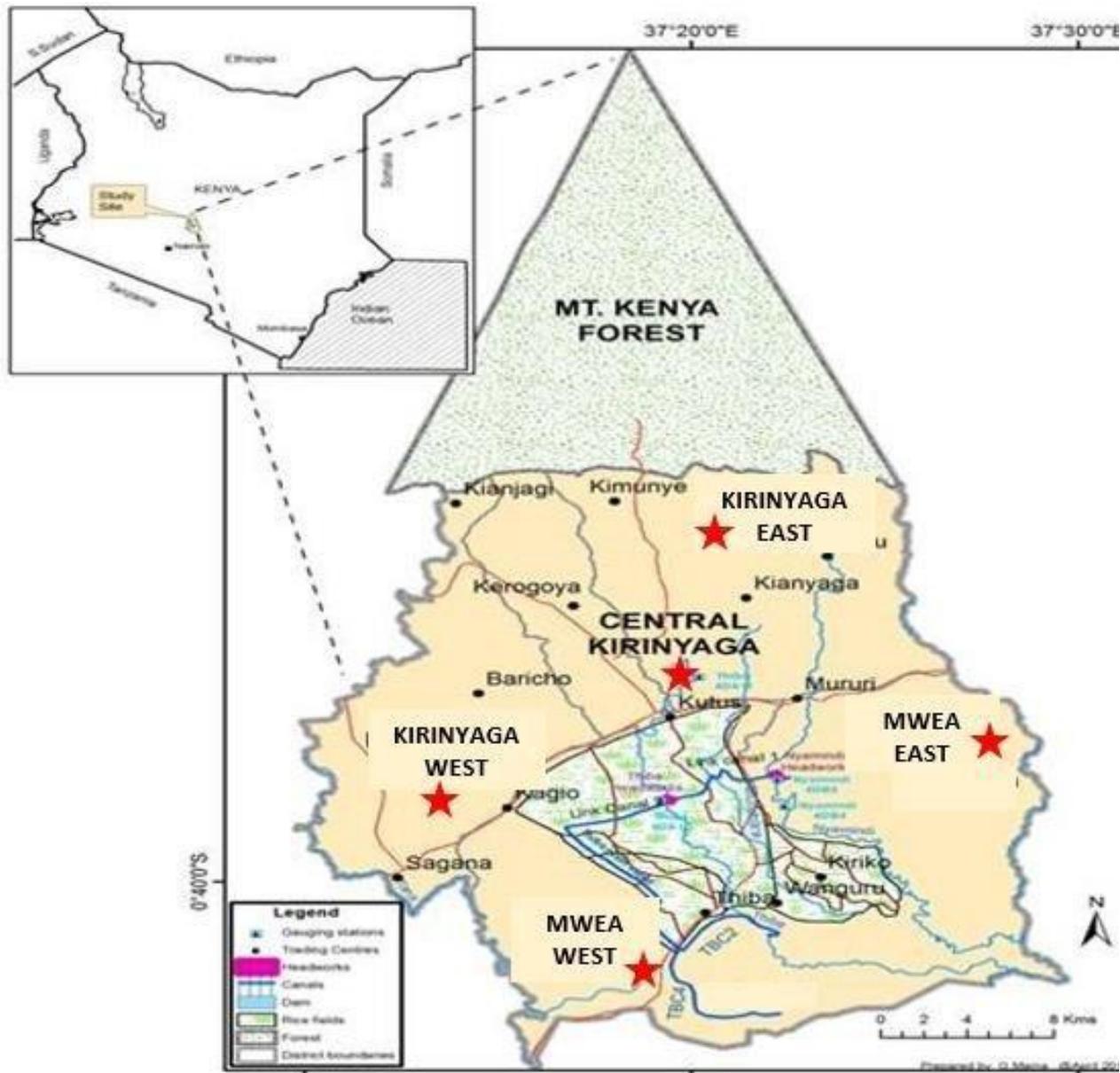
N	S	N	S	N	S
10	10	220	140	1 200	291
15	14	230	144	1 300	297
20	19	240	148	1 400	302
25	24	250	152	1 500	306
30	28	260	155	1 600	310
35	32	270	159	1 700	313
40	36	280	162	1 800	317
45	40	290	165	1 900	320
50	44	300	169	2 000	322
55	48	320	175	2 200	327
60	52	340	181	2 400	331
65	56	360	186	2 600	335
70	59	380	191	2 800	338
75	63	400	196	3 000	341
80	66	420	201	3 500	346
85	70	440	205	4 000	351
90	73	460	210	4 500	354
95	76	480	214	5 000	357
100	80	500	217	6 000	361
110	86	550	226	7 000	364
120	92	600	234	8 000	367
130	97	650	242	9 000	368
140	103	700	248	10 000	370
150	108	750	254	15 000	375
160	113	800	260	20 000	377
170	118	850	265	30 000	379
180	123	900	269	40 000	380
190	127	950	274	50 000	381
200	132	1 000	278	75 000	382
210	136	1 100	285	1 000 000	384

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Source: Krejcie & Morgan (1970)

**APPENDIX II**  
**MAP OF STUDY LOCALE**



**Map of Kirinyaga County**

**APPENDIX III**

**STUDENTS' QUESTIONNAIRE**

I am a master of education student at Karatina University and I'm conducting a study on *"Influence of Discipline procedures on Students' Academic Performance in Secondary Schools in Kirinyaga County, Kenya."* I am requesting you to provide the information requested for in this questionnaire as truthfully as possible. The information that you provide give will be used only in relation to what pertains to this study and will be treated with strict confidentiality. Don't indicate your name.

**Section A: Bio Data**

Please tick your opinion in the box given and give explanation where applicable in spaces provided.

1. Gender Male  Female

2. Age 13-14

14-15

15-16

16-17

17-18

Above 18

Others specify.....

3. Current Form 1  2  3  4

4. Number of school secondary schools attended before joining the current school?

None  one  two  three or more

5. If more than one, please give reasons for changing the school?.....

.....

6. Have you ever disobeyed any school rule/ Yes  no

7. If yes, how often have you broke the school rules in Last term?

Never

1-3 times

3-5 times

More than 5 times

**Section B: Guidance and Counseling**

8. Does your school have guidance and counseling department?

Yes  No

9. If yes, did you visit the department last term?

Yes  No

10. Is the department for every student?

Yes  ~~NO~~  I don't know

11. Do you think guidance and counseling department has helped reduce indiscipline cases among the students?

Yes  No  I don't know.

12. What are some of the activities that the Guidance and counseling department did last term?

.....

.....

13. What is your view on this statement “guidance and counseling is effective in improving discipline of students?”

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**Section C: In-School Punishment**

14. Does your school cane indisciplined students?

Yes  No  I don't know

15. IF YES, what is your opinion on caning of indisciplined students?

It is good

It is inhuman

Any other comment.....  
.....

16. Should caning be used as a way of correcting bad behaviour?

Yes  No

17. What is your opinion on this statement “Corporal punishment enhances academic performance”

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**SECTION D Discipline Procedures**

18. When a student commits a minor offence, what action is taken?

(Example of minor offence noisemaking, lateness, bad grooming etc.)

Chased out of the class

Knelt down

Caned

Suspended

Do manual work (slashing, digging, splitting wood etc)

Others please specify.....

.....

19. What do you think should be done to students who commit minor offences?

.....

.....

20. What happened to students who commit major or serious offences such as stealing, fighting, abusing teachers, being in possession of drugs etc.)?

Chased out of the class

Kneel down

Caned

Suspended

Expelled

Do manual work (slashing, digging, splitting wood etc)

Others please specify.....

.....

21. Do you think the discipline procedures employed by the school influence academic performance?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**Section E: Academic Performance**

22. How do you rank your performance in last terms exam?

Very good (A,A-)

Good (B+, B,B-)

Fair (C+,C,C-)

Poor D+,D,D-)

Very Poor (E)

23. How do you rank yourself in terms of discipline?

Very good (Never broke any school rule)

Good (commit minor offence)

Average

Poor

Very poor

**APPENDIX IV**  
**GC TEACHERS' QUESTIONNAIRE**

I am pursuing a Master programmes in Education on conducting a research on Influence of Discipline on Academic Performance in partial fulfillment of the requirements for the award of Master of Education of Karatina University. I am requesting you to fill this questionnaire as truthfully as possible and do not write your names anywhere on this questionnaire. The information you give will only be used for the purpose of this study only and will be treated with at most confidentiality.

1. Gender Male  Female

**Section B Guidance and Counseling**

2. Does your school have guidance and counseling department?  
Yes
3. If yes, is the department active?  
Yes
4. Is the department for every student?  
Yes   I don't know
5. Do you think guidance and counseling department has helped reduce indiscipline among the students?  
Yes   I don't know.
6. What are some of the activities that the Guidance and counseling department did last term? .....
- .....

7. What are some of the major issues you deal with in your practice of guidance and counseling in the school?

(Please rank the veracity of the issues: 0 being nil, 3 being very high in veracity)

Home emanating problems	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Drug and substance abuse	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Non adherence to school rules	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Academic performance issues	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Boy girl relationships	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Sickness	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>
Lack of fees	<input type="text" value="1"/>	<input type="text" value="2"/>	<input type="text" value="3"/>	<input type="text" value="4"/>

Others (please specify) .....

.....

8. What is your view on this statement “guidance and counseling is effective in improving discipline of students?”

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**Section C: In-School Punishment**

9. Does your school cane indiscipline students?

Yes  No  I don't know

10. IF YES, what is your opinion on caning of indiscipline students?

It is good

It is in human

Any other comment.....

.....

11. Should caning be used as a way of correcting bad behaviour?

Yes  No

12. What is your opinion on this statement “Corporal punishment enhances academic performance”

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**Section D Discipline procedures**

13. When a student commits a minor offence, what action is taken?

E.g. noisemaking, lateness, bad grooming etc.

Chased out of the class

Kneel down

Caned

Suspended

Do manual work (slashing, digging, splitting wood e.t.c)

Others please specify.....

.....

14. What do you think should be done to students who commit minor offences?

.....

.....

15. What happened to students who commit major or serious offences e.g. stealing, fighting, abusing teachers, being in possession of drugs etc.)

Chased out of the class

Kneel down

Caned

Suspended

Expelled

Do manual work (slashing, digging, splitting wood etc.)

Others please specify.....

.....

16. Do you think the discipline procedures employed by the school influence academic performance?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**APPENDIX V**  
**PRINCIPALS' QUESTIONNAIRE**

I am a Master of Education student conducting a research on Influence of Discipline on Academic Performance in partial fulfillment of the requirements for the award of Master of Education of Karatina University. I am requesting you to fill this questionnaire as truthfully as possible and do not write your names anywhere on this questionnaire. The information you give will only be used for the purpose of this study only and will be treated with at most confidentiality.

**Section A: Bio Data**

Please fill by marking in the box given your opinion.

1. Gender Male  Female

**Section B Guidance and Counseling**

2. Does your school have guidance and counseling department?

Yes  No

3. If yes, is the department active?

Yes  No

4. Is the department for every student?

Yes  No  I don't know

5. Do you think guidance and counseling department has helped reduce indiscipline among the students?

Yes  No  I don't know

6. What are some of the activities that the Guidance and counseling department did last term?.....

.....

7. What is your view on this statement “guidance and counseling is effective in improving discipline of students?”

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**Section C: In-School Punishment**

8. Does your school cane indiscipline students?

Yes  No  I don't know

9. IF YES, what is your opinion on caning of indiscipline students?

It is good

It is in human

Any other comment.....  
.....

10. Should caning be used as a way of correcting bad behaviour?

Yes  No

11. What is your opinion on this statement “Corporal punishment enhances academic performance”

Strongly agree

Agree

- Neutral
- Disagree
- Strongly disagree

**Section D Discipline procedures**

12. When a student commits a minor offence, what action is taken?

E.g. noisemaking, lateness, bad grooming etc.

- Chased out of the class
- Kneel down
- Caned
- Suspended
- Do manual work (slashing, digging, splitting wood etc)
- Others please specify.....  
.....

13. What do you think should be done to students who commit minor offences?

.....  
.....

14. What happened to students who commit major or serious offences e.g. stealing, fighting, abusing teachers, being in possession of drugs etc.)

- Chased out of the class
- Kneel down
- Caned
- Suspended
- Expelled

Do manual work (slashing, digging, splitting wood etc)

Others please specify.....

.....

15. Do you think the discipline procedures employed by the school influence academic performance?

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

**APPENDIX VI**  
**RESEARCH PERMIT**

**THIS IS TO CERTIFY THAT:**  
MAGICALINE WANGARI WAMUGUNDA  
of KARATINA UNIVERSITY, 1957-10101  
KARATINA, has been permitted to  
conduct research in Nyeri County

Permit No : NACOSTI/PT/15/8932/154  
Date Of Issue : 20th August, 2016  
Fee Received : Ksh 1,000

on the topic: ASSESSMENT OF DISCIPLINE  
METHODS AND ITS INFLUENCE ON ACADEMIC  
PERFORMANCE OF SECONDARY SCHOOL STU-  
DENTS IN KIRINYAGA COUNTY



For the period ending  
December, 2017

Applicant's  
Signature

  
Director General  
National Commission for Science,  
Technology & Innovation

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, fitting and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



National Commission for Science,  
Technology and Innovation

**RESEARCH CLEARANCE  
PERMIT**

Serial No. A **9875**

CONDITIONS: see back page