

IMPACTS OF STUDENTS' INDISCIPLINE ON  
CURRICULUM IMPLEMENTATION IN KITUI COUNTY  
SECONDARY SCHOOLS:

A STUDY OF THITANI GIRLS' HIGH SCHOOL

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## ABSTRACT

Many schools in Kenya and especially boarding secondary schools grapple with the issue of student indiscipline almost always, schools that are dogged by rampant indiscipline perform dismally in exams. This is partly because indiscipline impacts negatively on curriculum implementation. This study set out to look into the impact of student indiscipline in Thitani girls' Migwani district in Kitui county. It aimed to establish the contribution of teachers and other stakeholders to student unrest as well as to determine the effect of drugs and substance abuse on student discipline. The study was modeled on Eric Erickson's psychological theory. A school curriculum means the total effort of the school and out-of-school situations. Research has shown that teacher and substance abuse are the top most contributors to student's indiscipline. The study forms of research because it was focused on one institution among many others. The sample was drawn from a population of 500 students of Thitani girls' secondary school, 30 teachers and about 450 members of the surrounding community. The sampling technique for the students and the teachers was stratification sampling technique. The community members were sampled through convenience sampling technique. Data from secondary sources was used as data and was collected through questionnaires. Both quantitative and qualitative techniques were used to analyse the collected data. Using a computer, the collected data was edited, coded and entered into Excel sheet where analyzed the data, frequency tables and charts were used to present the results for easier understanding and interpretation. The findings of the study show that school unrest is caused by poor school management, drugs and substance abuse, the pirated environment, the teachers and the other stakeholders. The study recommends guiding and counseling students to curb indiscipline which impacts negatively on curriculum implementation.