

**EFFECTS OF STUDENT DISCIPLINE MANAGEMENT PRACTICES ON  
ACADEMIC PERFORMANCE AMONG MIXED DAY SECONDARY SCHOOLS IN  
BUNGOMA CENTRAL SUB COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### Declaration by the Student.

This research project is my original work and has not been presented for a degree in any University or for any other award.

Signature:...



.....Date...3<sup>rd</sup> OCTOBER, 2024.....

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### Approval by the Supervisor

I confirm that the work reported on this project was carried out by the student under my supervision.

Signature:.....



.....Date.....4<sup>TH</sup> OCTOBER 2024.....

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## DEDICATION

Dedication of this work goes to my father Aineah Wakasala Wekesa who I owe the virtue of hard work.



## ACKNOWLEDGMENTS

Many thanks to the living Father in Heaven for the love he has for me so far in my academics. Special thanks to my lecturers, school of post-graduate studies for their earliest motivation and encouragement towards my research work. Much gratitude to my supervisor, Dr. Stephen Tomno Cheboi, for the wise counsel, advice and guidance while I wrote this research project. Without forgetting my classmates whose expertise shaped my work. I acknowledge the respondents for giving me timely feedback during data collection. Heartfelt gratitude to my wife and daughters for their moral prayers and social understanding during my studies.



## ABSTRACT

The focus of the study was to the many stakeholders involved in the management of student discipline among mixed day secondary schools in Bungoma Central Sub-County. The academic performance of candidates at K.C.S.E level in Bungoma Central Sub-County for the last four years has been low at a mean grade of D+. This low performance at KCSE level has denied students an opportunity to further their studies and realize their dreams. It is for this reason that this study aimed at investigating the effect of managing student discipline on academic performance among mixed -day secondary schools in Bungoma Central Sub-County, Kenya. Specifically, it sought to investigate the influence of stakeholders' involvement in the management of student discipline, decentralized system of managing student discipline, Principal's leadership style in the management of student discipline and Principal's decision-making techniques in managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya. The study was informed by the Assertive descriptive theory by Lee and Marlene (1976) and employed mixed method approach technique and descriptive survey design. A total of 3584 respondents that is 3300 students, 220 teachers, 22 principals, 22 deputy principals and 20 parents were targeted for the study. The sample population was obtained and questionnaires and interview schedule were the main research instruments for collecting data for the study. Krecjie and Morgan (1970) table was used for determining the sample size from a certain given population hence 489 respondents whereby 285 questionnaires were issued to students, 140 to teachers and 22 principals and deputies. However, 20 parents were interviewed using the interview guide during the study. The instrument reliability was determined by piloting at St Marys Mukhuma and St Peters secondary schools and the data obtained during piloting was analyzed and Cronbachs coefficient alpha of 0.77 was realized and therefore since it was above 0.7, it was deemed reliable. The expert opinion of the supervisor was sought to establish the validity of the research instruments. Quantitative data collected was analyzed using Statistical Program for Social Science version 23 (SPSS 23) while qualitative data was analyzed and presented thematically. The analyzed quantitative data was presented in form of pie-charts, bar graphs while qualitative data was presented thematically. The study found out that stakeholders' involvement in the management of student discipline affects academic performance in that teachers ensure students have copies of school rules and regulations and prefects assist in enforcing school rules and prefects report suspecting cases of indiscipline. Furthermore, decentralized system of managing student discipline influences academic performance in that teachers' authority on discipline matters is minimal. Moreover, principals' leadership style in the management of student discipline influences academic performance in that the administration is a team player and approachable and uses participatory approach. Also, the administration was found out to meeting teachers regularly and is firm/decisive. Lastly, principal's decision-making techniques in managing student discipline affects academic performance in that rules and regulations are integrated in school policy. The results of the study will benefit the government in formulating policies for effective administration in mixed day secondary schools. Similarly, it will enlighten parents, school management, students and stakeholders on how to approach and improve student discipline in mixed day secondary schools.

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## LIST OF ABBREVIATIONS AND ACRONYMS

FSE	:	Free Secondary education
KCSE	:	Kenya certificate of secondary education
KNEC	:	Kenya National Examination Council
MOEST	:	Ministry of Education Science and Technology
NACADA:		National Campaign against drugs abuse
NASCOTI:		National Science Commission on Technology and Innovation
TSC	:	Teachers Service Commission



Mount Kenya University

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter highlights the following; Background to the study, Statement of the problem, Purpose, Research Objectives, Research Questions, Significance, Scope, Limitations and Delimitations of the study and Operational definitions of key terms.

#### **1.1 Background to the Study**

Discipline is a practice where people obey certain rules which are set to govern an institution, organization or society. Research on student discipline in the United States underscores the importance of well-structured discipline policies in fostering academic success. One prominent area of focus has been on zero-tolerance policies, which became widely implemented in the 1990s but have since been criticized for their punitive nature and disproportionate impact on minority students. These strict policies, often involving suspensions and expulsions, have been shown to negatively affect academic performance, with students facing these punishments more likely to fall behind academically and drop out of school. In response to the shortcomings of zero-tolerance approaches, schools have increasingly adopted restorative justice practices, which emphasize conflict resolution, relationship building, and community cohesion. Research suggests that restorative approaches not only reduce suspension rates but also foster a more positive school climate, contributing to improved academic outcomes. For example, a study by the American Psychological Association found that schools which focus on addressing underlying behavioral issues and building supportive relationships tend to see better academic engagement and achievement among students (APA, 2008).

In India, research on student discipline has often highlighted the relationship between disciplinary practices and socio-economic contexts, particularly in government-run schools.

Historically, corporal punishment was a common method used to manage student behavior, but it has since been outlawed due to its negative psychological effects on students. Studies have revealed that punitive disciplinary measures, such as corporal punishment, often lead to increased anxiety and lower academic achievement. More recently, Indian schools have begun to adopt positive discipline approaches, which emphasize self-regulation, emotional support, and motivation. According to a study by the National Council of Educational Research and Training (NCERT), schools that prioritize emotional and psychological support for students, alongside positive behavioral interventions, report higher levels of academic performance (NCERT, 2014). This shift mirrors global trends toward more student-centered approaches to discipline, recognizing the strong link between a positive school environment and improved learning outcomes.

Obedying teachers and abiding by the school rules is a must for a student. As stated by Ali dada, Isiaka & salmon (2014) a student who is disciplined is one whose behaviors, characters, actions conform to the already set rules and regulations. If the set rules and regulations are violated, then punishment follows. Behaviors such as disobedience, lateness negative attitudes towards learning, truancy or rudeness are seen as indiscipline. Also very important is self-discipline. Ugly impulses and unruly desires are restrained meaning to a student discipline is quiet essential. Every learning institution has put measures in place to ensure discipline of a student. It is in the assumption of the school that discipline of a student is key in realization of priority objectives of the school that is impart knowledge, skills and attitudes to learners. Discipline of students creates serene atmosphere for good instructional process in school's situations (Marzano & Marzano, 2003). Mentors are able to prepare well for instructions and maximize the available use of instructional resources for the benefit of the learners. In the process the student acquires best practices and attitudes for the school as well as for self and for future life as a disciplined person. It is therefore the responsibility of the learner to follow the expected

orders or instructions to attain high performance in academics. According to Dunham (2015) high level discipline leads to realization of the expectations, objectives and responsible behaviors of the student.

Apart from the prescribed codes of conducts by schools as well as management of student discipline in schools, the government through the enactment of children's rights Acts 211 provided a policy framework on student punishment in case of indiscipline (Republic of Kenya, 2001). The policy abolished corporal punishment that is canning of students. These fixed the management and gave liberty to the learner on student self- discipline management in schools. Students are seen as future leaders and human resource assets of any developing nation and education is an essential pillar in achieving this notion. It is imperative that these students are disciplined so as to remain focused and hone their potential skills and talents for exposure. Similarly, a country, community, society or village which is not well educated remains poor hence has a bearing on the living standards. According to Njoroge & Nyabuto (2014) academic performance requires a disciplined student. The major objective of any learning institution is imparting knowledge and skills in which acquisition of these is measured through academic performance. The academic performance is measured by the achievement of the learners during evaluation in exams. Exemplary academic performance is as a result of high scores in an exam and the opposite for poor academic performance.

Future successful leaders and human resource assets are as result of good academic performance in secondary school examination which is a pathway to further learning or training in higher institutions. It is the desire of every school, parent and student to have their schools performing exemplary academically. The school management enforces certain organization standards in order to realize excellence like student discipline. Benefits of the learner performing well in academics are immense as it opens very many opportunities in life for example assured of living a successful life by securing a well- paying job opportunity, pride

and respect for family, community and society and also prospects of leadership positions. A school which does exemplary in academics is marketable that is attracts interest from many stakeholders, high student enrolment hence more financial resources. The status of the school will be above board since every person will want to be associated with excellence. Ouma, Simatwa & Serem (2014) and Gitome, katola & Nyabwari (2014) both stated that the behavior of a human being is as a result of discipline which is about the ability of a student to avoid wrought characters, as discipline eventually leads to quality achievement.

The problem of managing student is a global issue. Hamalengo, (2016) indicated that managing student discipline was becoming a major challenge with parents raising concern over their sons and daughters' discipline which was affecting their academic performance. An amicable solution was immediately required on how to manage student discipline so that their academic work was productive to them. In England the BBC UK version of 8<sup>th</sup> Nov. 2014 said the government as stated by the minister for education Hon. Charles Chake planned a random police search as a way of dealing with student discipline. Similarly, in 2015 the National Association of Schoolmasters/ Union of women Teachers (NASUWT) of UK highlighted areas where management of student discipline is required as adolescence, drug abuse, disobedience and irresponsible behaviors and characters. Other reports by UNESCO 2018 quoted general student discipline management challenges in USA, Japan, Germany, Italy, Spain, Mexico and Comoros. In Botswana one of the surveys carried out by BOPA on 6<sup>th</sup> July 2016 revealed that poor management of students had led to the deteriorating academic scores in secondary schools in the country.

In Kenya, Kenya Certificate of Secondary School Education (KCSE) result is a measure of the academic performance of a student and the school (Catherine, 2017). KCSE examinations are the cornerstone and foundation for further training and future employment. For example, TSC banks on qualification for employment into the teaching profession on academic aggregate and

subject grades in KCSE exams (Catherine, 2011). Similarly, qualification to pursue a certain career course at universities depends on academic performance at O' level. KCSE exam is the yardstick for future endeavors. KCSE exam is administered by KNEC as a summative exam after four years of study in secondary schools without favor or discrimination so that all students are rated and ranked equally. This is because the curriculum offered in schools in the country is uniform. The assessment assumes that the conditions for learning in schools are the same and what differs maybe are the nature of the learners, their capability, potential and discipline. The teacher and the school infrastructure are given little or no attention during evaluation. The focus is on the learner. After marking exercise is done, the KNEC releases KCSE results with pomp and colour. This signifies the importance and value attached on the KCSE exams. Top achievers normally celebrate with joy their victory by attributing their success to hard work and discipline mostly while the under performers are never recognized anywhere. Similarly, schools which excel are mentioned and congratulations, the common denominator attributed to good academic performance is student discipline. Arising from these therefore, the quality in the student associated with the ability to follow instructions to reach certain behavior standards is manifested by the student effort to work hard without supervision (Nyonyani, 2013).

The MOEST recognizes various categories of secondary schools in Kenya that is boarding schools for same gender and mixed sex as well as day schools for girls or boys only and mixed schools. Mixed- day secondary institutions are those with both boys and girl's attending for instructional process during the day only that is between 7.00am and 5.00pm from Monday to Friday and return to their homes. It therefore means that the students are under the supervision and watch of the teacher and the school for 10 hours in a day while their counterparts in boarding schools are monitored 24 hours. The sustained contact duration for the student with the teacher in day schools is minimal compared to those in boarding schools. This translates to

variation in content, acquisition of knowledge and skills. The choice to regular school attendance for learning by students in mixed day secondary schools is dependent or dictated by several factors among them student discipline, influence of parents or both intrinsic and extrinsic motivating factors. Students in mixed -day secondary schools are susceptible to truancy, laziness, lateness, irresponsible behaviors, carelessness etc. Underlying to all these characteristics the students are subjected to the same summative evaluation at the end of the course.

A myriad of challenges faced by mixed -day secondary schools are not experienced in boarding schools whether single sex or mixed boarding for example unhealthy relationships, truancy, laziness or lateness are minimal in boarding schools. However, student unrest, riots in these mixed -day schools may be minimal but those emergent situations. Education stakeholders are normally keen and particular on known established boarding schools when KCSE results are released as well as student discipline when emergent situations occur such as riots. No attention has ever been given to mixed -day secondary schools which forms 70 % category of O level education in the country.

The MOEST normally provides capitation funds under FSE to provide accessibility to equal opportunities to all students to learn in secondary schools. Similarly, with the government new policy of 100% transition from primary to secondary schools, it implies that majority of standard eight pupils who did not merit to transit to the boarding secondary schools will be admitted to the otherwise mixed- day secondary schools which are the majority. As the government provides both human and financial resources for these categories of schools in the context of quality and equality in education, managing their discipline remains the critical aspect in order to realize academic performance. Failure in academic performance in these schools implies a large population of the country becomes uneducated which escalates the

poverty index. Top managerial job positions may lack skilled manpower whereas the society will be filled with semi -skilled and unskilled labour force.

In conclusion therefore some commissions have been established to look at what ignites secondary school's student to riot, much concentration has been to boarding schools leaving out day schools more importantly mixed -day secondary schools. Similarly, when KCSE results are released the government reacts to an outcry in case of poor academic performance, with sharp focus on certain caliber schools for inspection. No stakeholder has been interested to raise the same alarm in mixed day secondary schools. This is also witnessed when the list of top 100 performers is released nothing is done when no top student comes from the mixed - day schools.

As Njoroge & Nyabuto (2014) clearly indicated academic performance in KCSE exams is always tied to the student discipline. Success is only realized where there is discipline (Gitome,katola &Nyabwari, 2014). It is the expectation of everybody that is parents and teachers that students perform well academically. The society is ever changing and becoming competitive and that those students who perform well in KCSE exams are assured of scholarships by corporate organizations as interns or university fees either locally or abroad. All students whether in day or boarding schools have equal chances to pass the KCSE exams. What is demanded out of them is their discipline.

## **1.2 Statement of the Problem**

Schools are critical in the discipline process of the learners. Head teachers have the responsibility of ensuring that students have the desired discipline. In Bungoma Central Sub-County, there is a general outcry due to rise of students' indiscipline cases and dismal performance in academics. Some of the reasons for indiscipline in secondary schools in Bungoma Central Sub-County have also been criticized, including drug abuse, violence, and

student damage of school property. Despite various efforts by school administrations and the government to enhance student discipline, academic performance in mixed day secondary schools in Bungoma Central Sub County remains relatively low. Indiscipline issues such as absenteeism, lateness, disobedience, and peer influence are prevalent, undermining the learning process and contributing to poor academic outcomes. While schools have instituted codes of conduct and disciplinary measures, the effectiveness of these strategies in improving student behavior and boosting academic achievement is still questionable. Additionally, students in mixed day schools face unique challenges as they spend considerable time outside the controlled school environment, often exposed to external negative influences. This study sought to explore how the management of student discipline impacts academic performance in these schools, with a view to identifying more effective strategies for improving both behavior and academic results. Therefore, this necessitated the researcher to investigate the influence of management of discipline on academic performance among mixed day secondary schools in Bungoma Central Sub-County, Kenya

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

The purpose of this study was to investigate the influence of managing student discipline on academic performance among mixed -day secondary schools in Bungoma Central Sub-County, Kenya.

### **1.4 Objectives of the Study**

The study sought to achieve the following;

- i) To establish the influence of stakeholders' involvement in the management of student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County.

- ii) To establish the influence of decentralized system of managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya.
- iii) To establish the influence of principals' leadership style in the management of student discipline on academic performance in mixed day secondary schools for good results in KCSE in Bungoma Central Sub-County, Kenya.
- iv) To determine the influence of the principals' decision-making techniques in managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya.

### **1.5 Research Questions**

- i) What is the influence of stakeholders' involvement in management of student discipline on academic performance in mixed day Secondary schools in Bungoma Central Sub-County Kenya?
- ii) What is the influence of decentralized system of managing student discipline in mixed day secondary schools have on students' academic performance in Bungoma Central Sub-County, Kenya?
- iii) What is the influence of the principals' leadership style in managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya?
- iv) What is the influence of the principals' decision making techniques in managing student discipline have on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya?

### **1.6 Significance of the Study**

Results obtained from this study may greatly benefit academicians of the entire Bungoma Central Sub-County. Both theoretical and practical approaches will be applied when handling student discipline in mixed -day secondary schools. The findings of this study will contribute to the enrichment of knowledge about student discipline management, the challenges both the students and the management face in non-boarding secondary schools. Practically the findings and recommendations will lead to the improvement and implementation of effective and

efficient management strategies of discipline in schools. Also results of the study will benefit the government in formulating policies for effective administration in mixed day secondary schools. Similarly, it will enlighten parents, school management, students and stakeholders on how to approach and improve student discipline in mixed day secondary schools. Other researchers can also build on the foundation for more related research work to correlate and develop a more comprehensive knowledge of leadership skills in mixed -day secondary schools.

### **1.7 Justification of the Study**

The socio-economic development of a country is dependent on Education. Kenya's vision 2030 cannot be achieved when students record poor performance in academics. These hinders those aspiring to venture into career prospects. Having the public outcry on the rise of indiscipline cases and having the cases affecting the academic performance in Bungoma Central Sub-County, it was of essence that the study looked into this. In Bungoma Central Sub County poor academic performance has hindered many students from qualifying to join marketable courses both in Universities and Tertiary Institutions. These has been blamed on the discipline of students especially among mixed day secondary schools. Despite some research having been done on effect of discipline on academic performance, no research has ever been done on mixed day school institutions especially in Bungoma Central Sub-County. It is expected to improve approaches in containing behavioral challenges of students in daily secondary schools. Going by the critical analysis of the recent reports by government agencies on both student and management challenges, this work will improve the academic performance of students in KCSE examinations as it provides the insights and way forward in managing emerging indiscipline situations. As most researchers may have dwelt on discipline management in general, this study is more specific as it narrows on mixed- day secondary schools hence a clearly comprehensive approach to managing discipline in other schools is discussed.

Therefore, it establishes effective skills and strategies for maintaining good characters of scholars for 10 hours they are in school.

### **1.8 Scope of the Study**

My research was confined as follows; the area of study is Bungoma Central Sub County in government mixed- day secondary which will have been sampled. Bungoma Central was selected because it has the highest number of Mixed -day schools, has a lower poverty index with a rural setting and has cases of student drop out as a result of pregnancies and truancy according to statistics of the county education office. The participants were students, teachers, deputy principal, principals, parents and other stakeholders. The scope of the content included student management strategies in areas such as lateness, truancy, laziness, unhealthy relationships, drug abuse, language use and respect for parents and teachers. The key respondents were the principals, deputies, students, parents and stakeholders in Bungoma Central sub -county. Research was done from January to May 2024. Both qualitative and quantitative research methods were applied.

### **1.9 Limitations of the Study**

Based on Best and Khan 2018, limitations are circumstances beyond the researcher's control.

This study was faced with some few limitations as follows:

- First, some questionnaires were not returned on time. This necessitated follow ups in order to obtain enough data for analysis.
- Secondly, some respondents provided inaccurate information to questionnaires due to fear or cultural and social barriers regardless of giving them an assurance of confidentiality is paramount.
- The study was faced with lack of adequate facilities e.g. documents for data collection, computers for data analysis and documents for data collections.

### 1.10 Delimitations of the Study

During the study, the following delimitations were experienced: First, this study area was geographically delimited to Bungoma Central Sub-County leaving out other regions and hence the study generalization was done with caution.

Second, the study was delimited to how the management of discipline influences students' academic performance. Other factors that influenced student academic performance were left out.

Third, the study focused on how discipline management by school head teachers influence how students perform academically in mixed day schools in Bungoma Central Sub-County. This means that some boarding schools and other mixed schools were left out.

### 1.11 Assumptions of the Study

Assumptions which this research made were:

- i) Selected schools were assumed to experience similar student discipline challenges.
- ii) Within Bungoma Central Sub-County all schools were assumed to have policies, rules and regulations guiding student discipline.
- iii) Management of student discipline affects academic performance
- iv) It was assumed that the participants of the study answered the questions with utmost honesty

### 1.12 Operational Definitions of Terms

**Academic performance** : Performance outcome in evaluation process

**Student Indiscipline** : Disorder brought by people becoming unwilling to obey orders, regulation or rules

**Management** : Process of ensuring things work towards set goals and objectives

**Academic Performance** : Standard of doing in exams

**Discipline** : refers to the system of guiding individuals to follow established rules or codes of conduct through corrective measures when necessary. It involves training people to develop self-control, responsibility, and respect for authority. In an educational setting, discipline ensures that students adhere to acceptable standards of behavior, which in turn helps maintain order and fosters a conducive environment for learning. Proper discipline helps minimize disruptions, allowing teachers to focus on delivering lessons and students to engage more effectively in academic activities.

**Strategies** : They are carefully planned actions or approaches designed to achieve a specific goal or solve a particular problem. They involve setting objectives, analyzing available resources, and deciding on the best methods to accomplish desired outcomes. In various contexts, such as business, education, or personal development, strategies guide decision-making and help ensure that efforts are focused and effective in reaching a predetermined goal.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

The section represents review on other studies and discussions relating to containment measures on student misbehavior against their classwork in terms of empirical, theoretical and conceptual framework. It is a summary of challenges of discipline experienced and the principles of leadership applied in the management of student discipline to realize academic excellence.

#### 2.1 Empirical Literature Review

##### 2.1.1 Global Perspective of Student Discipline Management and Academic Performance

In Scotland the department of education conducted a study with secondary school teachers in three years to compare discipline in the same schools using same research tools such as questionnaires. Statistical findings proved that student discipline was a serious concern which increased from 36% to 59% in the three years (Munn et. al., 2014)

In USA a study conducted in West Virginia revealed that approximately 30% of the over 160000 learners from the age of between 12-17 years in grade 3-11 were punished for inappropriate conduct. Similarly, in European countries, media coverage reported complaints about student discipline in school as being a major catastrophe which needed to be solved. Though world leaders have come out to condemn the behaviors of students, still most developed countries and developing nations experience the challenge as an emerging issue as quoted by James and Prout (2015).

In Africa and in particular Nigeria where most of the population is educated Eendu and Uzyenzinwa (2015) observed that indiscipline was high among school going learners. The

three areas of learning that is cognitive, psychomotor and affection skills are key for a learned student. Again Rwamba (2014) observed that it is the cognitive skill that is very vital for success in academic performance since cognitive skills enables learners to remember, recall, analyze, comprehend and evaluate questions in examinations.

Lack of student discipline is also a major challenge experienced by schools, parents and stakeholders in Kenya as said by Njoroge and Nyabuto (2014). It is always all over in the media especially in the second term of the school's academic calendar. For example, records from the KNEC 2015 show that over 90 % of the teachers experienced disciplinary problems with their learners. It means most of the valuable teaching time was wasted in managing the discipline of the student at the expense of instructional process. Ouma et al, (2014) agreed that there exist various disciplinary problems such as truancy, absenteeism, noise making or failure to complete assignments. Most of these issues are prone to students in mixed -day schools. Mumo, (2014) emphasized the theory and role of student discipline in academic performance. That without discipline the student is useless and cannot expect good academic performance in school. Hinkcox & Jacobson (2016) said that student academic performance is affected as a result of changing moral ethics, lack of coherent social values and complex social problems as well as the nature of their culture. Mixed- day secondary school's students are more exposed to the societal vices frequently than those in boarding schools

A study by college of alcohol study (CAS) conducted by lee Kuo and Lee (2017) at Harvard public school of health revealed that students use drugs for example alcohol, cigarettes or bhang. Kenya is not exceptional to students using drugs in schools. A drug according to WHO (2015) is a substance taken into the body to modify the functioning of the person. In a survey carried out by Chesile (2016), about 20 students were punished from Lumakanda secondary school in Lugari sub county for using drugs in the school specifically bhang and alcohol. Drug use by the student according to others and researchers is contributed by the family, peer groups

or even school academic performance. Accessibility of the family to alcohol, bhang increases the risk of the student getting involved as advanced by Lutomia & Sikolia, (2016).

School attendance by the student has a bearing on academic performance. It increases the contact hours between teaching and learning materials because of the frequency the learner has with teachers, reading materials and interaction with fellow students in class and school. According to Kurgat (2017), on attendance dilemma and consequences of performance in mixed day institutions in the County of Kisii, statistics in the report showed that 35% of the students are always absent from school and 64.3% miss school without permission or reasons. This means that the challenge is the student, parent or government policy that gives students liberty to attend school at will. It was discovered that 40% of absenteeism leads to poor performance.

Similarly, a study carried out by Bett, Charo & Korir (2014), on investigation of student attendance patterns and measures to curb in Njoro Sub-County indicated that at least 30 days of the year are missed out by the student, an equivalent of 15% though less than that of USA which stands at 30%. As much as the figure may be half, the situation needs to be addressed. 86% of the respondents agreed that student absenteeism affects academic performance negatively. An analyses of the effect and remedies of child truancy in these second level of education in Meru-sub county by Kanga (2014) showed that 86.6% of the student's respondents agreed to school attendance being linked to academics, while 100% of the teachers confirming the theory. Reid (2016) stated that absenteeism is great factor of unworthy behavior. He concluded with a true positive correlation between school attendance vis-a-vis academic performance.

Completion of home- work, record keeping of notes, storage of learning materials and failure to do assignments and even their behaviors along the way to school are some of the issues to be discussed. Two important quotes characterize this indiscipline. Wan Rusyaini says 'low

academic performance group demonstrated high level of laziness compared to good academic performance”. Secondly Kalvim alardinamalar said ‘if one is lazy to read the lesson notes it is highly impossible to do well in academics’. A similar study by Nickamaec, Ramos (2015) on the effect of laziness on academic performance showed strong correlation between the two variables.

Another aspect of student discipline management is the relationship between opposite sex in these academies. Considering that these are teenagers who are growing up and are influenced emotionally and cognitively. According to Cheamuka Eze-Joy (2015) affirmed that a boy –girl relationship has a negative impact on performance in academics. In her assessment of the impact of boy – girl relationship on learner achievement in the sub-county of Meru – North she noted that boy – girl relationship affects emotional and cognitive skill development which had an adverse effect on student performance. Statistical analysis indicated that 33.7 % negatively affects test scores, 35.7 % affects completion of assignments and 33.5 % affects personal studies. In general, therefore that 66.4% of student respondents agreed that mismanagement of student’s emotions on the issue of boy – girl relationship affects academic performance. These research tends to arrest these alarming situations cognizant that students here interact mostly in class, school, outside school most of their time. A study by Hall & Lynskey (2018) on the effects of Boy- girl relationship in educational attainment found that emotional concentration on this aspect of adolescent resulted into a poor student academic performance as it led a lower Grade Point Average (GPA).

Lateness is failure to arrive on time schedule. Lateness may be because of distance, waking up time in the morning’s or due to home engagements taken by the student before going to school. Some findings on effect of lateness in high school on academic results by Rawal2017, revealed that at least a student reports to school twice or thrice per week late translating to over 80% times in a year. This according to the study affects student’s academic performance 26%.

How can students, parents and others manage this scenario for the benefit of the learner in academics. In summary, the findings according to Mumo, (2014) concluded high achievement is positively related with self-discipline since a disciplined student performs better academically. However other studies by Gakure et. al. (2015) and Zimmerman and Kitsantas, (2014) suggested that student discipline had minimal, non –significant effect on student’s academic excellence in KCSE exams. This inconsistency’s therefore prompts the researcher to carry out more study on the student’s excellence is related to discipline management. To address these gaps also the study will focus on mixed -day secondary schools by adopting a narrow perspective of looking at discipline as a personal attribute rather than a school affair. In addressing this pertinent issue, the researcher will be seeking specific responses to research questions stated in this proposal.

### **2.1.2 Influence of Stakeholders Involvement in Management of Students’ Discipline on Academic Performance**

According to Macmillan English dictionary teamwork is work done together with others. It involves a set of interdependent activities performed by individuals who collaborate towards a common goal (Boundles Management, 2017). Elements within the school must work together to accomplish the mission by supporting mutually one another for one core purpose. For example, departments, groups or individuals within the system must depend on each other and know who depends on them. Any deviations to these such that they operate differently then the results are catastrophic to the general performance of the team. Alkeir Red (2019) highlighted some of the importance of teamwork such as greater productivity, better employee relations and shared accountability.

Henry Watson (2020) complemented the same by adding that it enhances conflict resolution and improves communication. Although in any school there are divisions that arise i.e teams

may start to compete if some smaller teams get focused on their immediate tasks and forget about what others are doing or how they depend on them. These may bring animosity, blame games or obstacles which creates friction that inhibits overall performance. In a school each member is critical to its success though the main efforts must be clearly defined. In general, if the overall school fails everyone has failed even if a particular department or individual accomplished the job successfully. According to Goodman, (2017), communication fosters better teamwork in a school. Therefore, there is need to work together, communicate and support where the focus must be how to accomplish the mission successfully. Similarly, when the school succeeds everyone within succeeds. The success is shared in the larger school, department or team members since accomplishing a strategy is the highest priority. This was emphasized by Chris Leich (2020) in his powerful benefits of teamwork in a workplace saying it builds a strong relationship and improves morale. Blame games, finger pointing on others contributes to divisions among teams and persons therefore it should be avoided as propagated by Hans, M (2016)

### **2.1.3 Influence of Decentralized System in Management of Student Discipline on Academic Performance**

Refers to where top manager delegates decision making responsibilities and daily operation to middle and lower subordinates. Prachi (2016) defined decentralization as assignment of authority along with the responsibility at each level of the organization. It's not possible for human beings to manage over 10 persons at once especially when contingencies arise. Hence no principal can manage individuals of over hundreds people. Therefore, there is need to break down teams into sizeable and manageable numbers with a designated head. According to Kallia (2019) decentralization occurs because of the emerging new corporate structures, organizations evolving and because of the technological advancements. The heads must understand their roles, goals, mission. Such leaders must be empowered to make decisions for the mission to be

accomplished effectively and efficiently. The HOD must understand what to do with delineated responsibilities. Others have to ask their bosses for clarification in case they don't understand. Decentralization is not in isolation instead the team leaders must understand limits in decision making as an authority. They must seek consultation with their seniors for recommendation of decision outside their authority hence the chain of command is well followed and respected. Delegated authority needs to be proactive not reactive. This is as per decentralization and innovative behavior by Cismas, et.al., (2016). They should know what needs to be done and do it and tell their seniors what they have to do. For this to happen effectively the principal must have confidence and understands the schools' mission. The more trust that their bosses have, they will support their decision. To build trust, constant communication and push for information by the seniors to the juniors is crucial. Similarly, the juniors must push situational awareness up to the seniors for crucial decision making that affects the strategic plan. In a dynamic changing, chaotic environment leaders must be empowered to make decisions which is key component to success and victory. Factors which influence decentralization include willingness of subordinates, employee efficiency and competence and management philosophy. According to Joanis (2014), benefits of decentralization are many and include error mitigation, ability to pinpoint strength and weaknesses, reliance on local insights and finally ability to process information in a system. However, their challenges are few and among them are coordination between teams and implementation change is tiresome.

#### **2.1.4 Influence of Principals Leadership Style in Student Discipline Management on Academic Performance**

Being ahead of others in an organization. Leadership is the process of inspiring others to work together to achieve a common goal. Leadership is taught in universities and business schools as well as in seminars and trainings etc. Leadership leads to achievements of results in

organizations. For example, the famous legendary Jack Welch of General Electric CEO managed to increase capitalization from 14 to over 400 billion USD because of leadership. Another famous scholar, publisher and Author of theories of management Peter Ducker stressed that only three things ie friction, confusion and underperformance happen naturally in an organization otherwise the rest require leadership. It therefore in unison that leadership provides unheard-of level to realize brave objectives. According to by Alekperov (2016), basic principles of leadership are goal determination, innovations, people, choice of worthy successor and effectiveness. Routine communication with staff helps to understand their role in mission development. This enables therefore to connect between what that perform and how it impacts to the school's strategic goals. Once the members understand the goals they will prioritize their efforts in a rapidly dynamic changing environment.

According to Gogo and Oyugi (2019), the success of leader requires the leader to regularly step out of the office, engage personally with team members to receive direct reports and through observation the member's inaction to understand emerging challenges for action. Similarly, for juniors they should not blame their bosses. Examine what they can do better by conveying critical information for better decision making. Juniors must use the influence, knowledge, experience and maintain professionalism of the highest order. Hence junior's member's important jobs are to support their immediate leadership. There must be a united team in a school. Any public display of disagreements among staff members undermines the authority of leadership. This is a catastrophe to the organization performance and success.

### **2.1.5 Influence of Principals Decision Making Techniques in Management of Student Discipline on Academic Performance**

A decision is an act of selection or choice of action from several alternatives. According to Peter Ducker all principles of management that is PLOSDCORBE are settled by managers

through decisions by tackling a problem or maximizing advantage of opportunities available. George Terry defines decision making as selection of one behavior alternatives from more possible alternatives. In psychology it is regarded as the cognitive process resulting in the selection of a belief or cause of action among several possible alternative options. According to Matt (2020), decision making techniques for managers include taking a process approach, involving members, fostering collaborative mindset, creating psychological safety and finally reiterating the goals and purpose of the decision.

Leadership as a principle of management requires exceptional decision-making skills as outlined by Kathy Winterhalter (2020). These skills include intelligence, design, choice and implementation. However, lapses in leadership and decision-making skills undermines trust in schools and organization. This was advanced by Kayode, et.al., (2014). But what prevents effective decision making include too much information and people. Vested interest, emotional and non-emotional attachments and finally lack of information. Decision making is very important as provides unity of action, determines whether the person is in management and its key to a successful managerial performance. An approach to decision making in an organization by Nick Obioma (2015) narrated the best practices in decision making by leaders such as knowing the problem to solve, leading by example, focusing on outcomes not activities and communication among others.

## **2.2 Theoretical Literature**

According to Macmillan dictionary a theory is an assumption, accepted fact, proposition that gives an explanation of an observed phenomenon. Theories of discipline may be categorized as behavioral, cognitivist or constructivist. However, the researcher will focus mainly on behavioral since this is what defines the outward character of a student. According to Tuckman, the study of human behavior is meant to understand the process that induces change in behavior. The main proponents of the behavioral theories were Pavlov and Thorndike. As per

Pavlov, behavior is about stimulus conditioning. Repeated conditioning causes a certain stimulus in human beings, While Thorndike explained behavior using the 'law of effect'. It says that specific behaviors otherwise called responses are achieved if the resultant effect is satisfying.

Another pioneer of behavioral theory is BF Skinner who argues that behavior is in fact in nature. He believed that consequences shape the behavior of a student. Skinner assumes that the behavior of a student is learnt from peers, mentors, teachers and the environment itself. Reinforcement is therefore used to shape the learner in a particular direction. Maintaining discipline or change in behavior of a learner is not by punishment unless the punishment is so frequent or so intense that can cause harm to the student. Similarly, Kounin (2017) theory argues that individuals will eliminate bad behaviors to avoid punishment by adopting good behavior. Kounin stresses the behavior of the teacher and more importantly the management influences the behavior of the learner.

In canter and canter (2019) Assertive behavioral theory mandates the teacher to be assertive to students in order to achieve the teaching objectives. Since learners have their rights to be educated, the teacher needs to communicate to the learner when bad behaviors emerge or are observed and the learner is to be corrected as fashioned by Duke and Meckel (2018). The attitude of the teacher influences the behavior of the learner. Canter and canter also emphasize the use of code of regulation and the consequences that follow when violated. Again, this was made clear by Steer (2013) who said that rules must be specific, visible so as to avoid excuses by the students when found on the wrong. Finally, in Jones management model theory (2015) insists that good discipline is found in making rules that are quickly enforced to shape the misbehavior. Without rules, every individual will be free to do anything carelessly, without limits, infringes others or becomes a nuisance to the society.

### 2.3 Theoretical Framework

The study was informed by two theories namely Assertive descriptive theory by Lee and Marlene (1976) and Mc Gregory X/Y (1960). The concept stresses that for good academic performance both the teacher and the student must interact in a classroom where teaching and learning process takes place. It implies that without accessibility to instructional process by the student no meaningful learning takes place hence no academic performance can be realized. The learner has to be in class, be taught by the teacher, read learning materials and interact with others. A student who misses school, lessons, late, whose minds are not emotionally within learning environment because the student is under influence of drugs or love relationship acquires little learning. Embracing assertiveness in class enhances improvement in academic performance.

The second theory is the Mc Gregory X/Y (1960) which states that some human beings are generally lazy and need to be followed up in order to work effectively as others are self – disciplined and need not to be supervised to perform their duties. Theory X postulates that punishment is a way of instilling discipline while Theory Y opposes it by looking at discipline as a management tool of motivation to behave in a prescribed manner to achieve their academic performance.

These two theories apply to the area of focus on how discipline is related to academic performance in a mixed -day schools. Various student indiscipline issues require some application of punishment or actions by relevant authorities and policies for the student to acquire relevant behavioral characteristics for example lateness, laziness while other areas require and mandates the student to manage own discipline without influence. This was reinforced by Ovell (2017) who stipulated that a student discipline is essential for teacher – student rapport for effective learning hence discipline and academic performance go hand in

hand in Mc Gregory Theories X and Y and the Assertive descriptive theory by Lee and Marlene Canter.

## **2.4 Conceptual Framework**

A matrix which shows how student discipline and academic performance relate. According to the framework student truancy, drug abuse, lateness, laziness and boy – girl relationships are independent variables which influence student’s achievements in KCSE exams. Those factors which moderate dependent and independent variables are called intervening variable

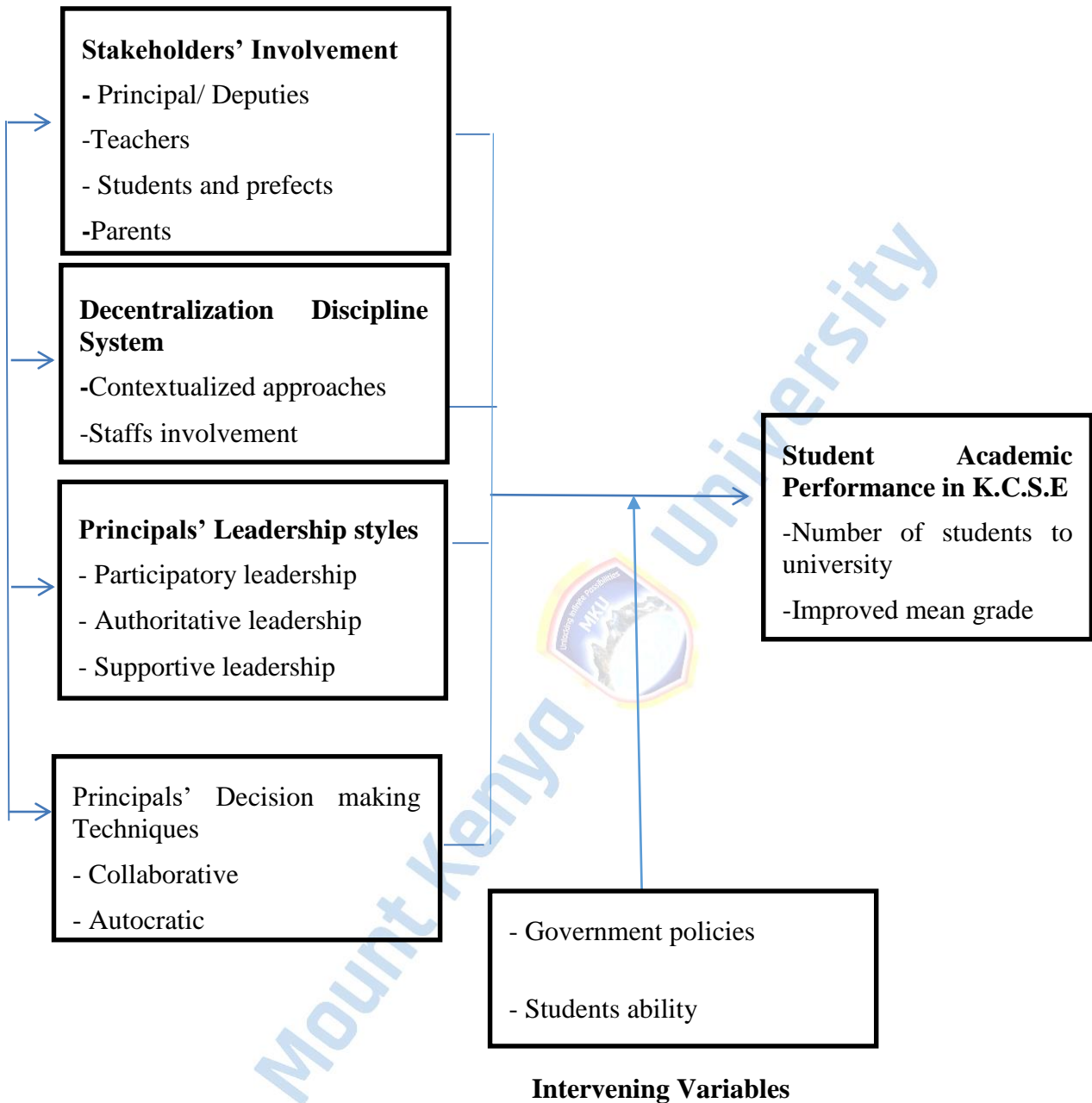


**Independent Variables**

**Dependent Variable**

Management of student discipline

Academic performance in KCSE level



**Figure 1: Conceptual Framework**

**2.5 Research Gaps**

From the whole chapter, it is observed that some research has been done on some aspects of student discipline vis-a-vis academic performance for example drug and substance abuse and student truancy by Chesile, (2016). Similarly, Mumo et (2014) looked at the overall role of

student discipline on academic performance whereas Hinkcox & Jacobson (2016) was so general that student academic performance is affected as a result of changing moral ethics, lack of coherent social values and complex social problems as well as the nature of their culture. However, it is evident that no research has been carried out specifically in mixed-day secondary schools and how to manage the same challenges. According to Oyugi and Gogo (2019), the success of leader requires the leader to regularly step out of the office, engage personally with team members to receive direct reports and through observation the member's inaction to understand emerging challenges for action. According to Matt (2020), decision making techniques for managers include taking a process approach, involving members, fostering collaborative mindset, creating psychological safety and finally reiterating the goals and purpose of the decision. In Kenya majority of the secondary schools are mixed -day schools whose students are vulnerable to many of the mentioned discipline issues among others. Despite various efforts by school administrations and the government to enhance student discipline, academic performance in mixed day secondary schools in Bungoma Central Sub County remains relatively low.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY AND DESIGN**

#### **3.0 Introduction**

This chapter highlights description of the research methodology, study area, approach and design, study population and sampling procedure, tools and procedures for data collection, analysis and presentation of results, finally ethical considerations.

#### **3.1 Research Methodology**

This study used a mixed methods approach. According to John and Turner (2013) multiple techniques and methodologies are applied in data collection to avoid bias and as a way of complementing one another. This was emphasized by Wisker (2017) who said that it enables the researcher to make backups of outcomes collected in the study. Quantitative approach provided the data needed while qualitative methodology gives explanations in details to meet the research objectives and therefore to achieve these both questionnaires and oral interview were employed.

#### **3.2 Research Design**

Research design was defined as the procedure of gathering, examining and providing feedback of the work carried out (Creswell, 2013). In this study descriptive design as defined by Gay (1981) as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables, was used. This design enables the researcher to identify and assess the views, opinions, attitudes, beliefs and perceptions held by various stakeholders responsible for students' discipline much regard to school manager's ability to mobilize other stakeholders. Descriptive design is very analytical, conceptual and inferential method which compares respondents' side of the story as advanced by (Omari, 2016). Correlational designs according Hanson, Plano, Gutmann (2015) says when

collecting both qualitative and quantitative forms of data at the same time, one can make comparison between the outcomes to come up with statistical results reliable and valid for the research study. Its main purpose is to predict one variable from the other. These was appropriate to this research as it determined whether and to what degree a relationship exists between quantifiable variables. Both designs are useful because the outcomes of the research involve comparison with other secondary information available as discipline and academics is dynamic.

### **3.3 Location of the Study**

The study was conducted in Bungoma Central Sub-County of Bungoma County in Western Kenya Region. The choice of this locale is based on the justification that Bungoma Central Sub-County is one of the sub-counties in Kenya that have many mixed day secondary schools. Furthermore, the problem under the study is faced by most of the Sub-County in Kenya.

### **3.4 Target Population**

Are people whom the researcher uses to infer results (Bory and Gall, 2016). Bungoma Central Sub-County has 22 mixed day secondary schools, 200 teachers with a population of 3300 students. Kothari (2014) says a sample is a small group of habitants selected by the researcher whose results are used for making generalizations and drawing conclusions. Bungoma Central Sub-County has two divisions each with around 11 schools. A small group in each category was picked as a representative of the whole group using sampling procedures and techniques available.

**Table 1: Target Population**

<b>Group</b>	<b>Target Population</b>
Principals	22
Deputy Principals	22
Teachers	200
Students	3300
Parents	20
<b>Total</b>	<b>3564</b>

**Source:** Bungoma County Education office (2023)

### **3.5 Sample Design**

#### **3.5.1 Sample Size and Sampling Procedure**

Based on Gay (2017) a section of a total population under the study is a sample. Using a sample population saves time and expenditure during the study as affirmed by Robson (2014). Orodho (2018) recommended in his study that at least 30% of the target population should be. In this study, stratified simple sampling was used to sample 22 schools for the study. Based on Mugenda and Mugenda (2019), stratified random sampling is a technique that is used to affirm that all the sub sets in a set of population are captured in the study. Different groups were made during the sampling and this gave a surety of the consideration of all characteristics of the target population in the study. Krecjie and Morgan (2017) (Appendix VI) came up with a table that is used frequently to make a determination of sample size from a certain given population as shown in Table 2 from the respective groups of respondents.

**Table 2: Population and Sample Size**

<b>Group</b>	<b>Target population</b>	<b>Sample size</b>
Principals	22	20
Deputies	22	20
Teachers	220	140
Students	3300	285
Parents	20	19
<b>TOTAL</b>	<b>3564</b>	<b>484</b>

**Source:** Researcher, 2023

### **3.6 Data Collection Methods and Procedure**

According to (Mugenda and Mugenda 2015) describes how data will be collected, identification of instruments, definition and relevant discussion of data. Permission was obtained from MKU School of Post graduate studies, followed by NASCOTI to facilitate data collection. As that process went on questionnaires were distributed to the respondents through permission from the school managers. Where necessary briefing of the respondents was done which increased the rate of return of the questionnaires. To ensure confidentiality enough envelopes were provided for them to enclose and seal their responses to reduce biasness or fear of victimization. The researcher finally collected the data.

#### **3.6.1 Piloting the Study**

The instruments used in the data collections were tested through piloting in two schools, Sirare and Lurende mixed day schools whose respondents were not among the sample lot to determine their reliability and validity. According to (Lincoln and Gaba 2015) reliability and validity are necessary criteria for excellence in quantitative data while for quality the use of terms such as resemblance, applicability, believability or coherence are used. Among the observations made during piloting and were addressed during the actual process of data collection were as follows; first an attempt to discuss the question items by both students and teachers which was discouraged. Secondly majority preferred using unmarked envelopes and questionnaire for

privacy and confidentiality. Thirdly an average of 30 minutes was required to complete filling the questionnaire and finally some requested a summary of the purpose of the information being sought.

### **3.6.2 Reliability of Research Instrument**

Defined as stability or measure of consistency in a measuring instrument as stated by (Jackson, 2017). It is measured by attempting some trials to a subject a number of times and gives similar outcomes (Kombo and Tromp, 2016). To find out reliability of the instruments the method of test-retest was applied. A reliability index of 0.77 was obtained which was suitable according to (Britman and Gammer, 2014). Similarly, a pilot was done before real data was collected in two of the mixed -day secondary school in Bungoma Central Sub County. Using Pearson correlation coefficient, reliability was calculated using the formular and where necessary questionnaires and interview were revised.

### **3.6.3 Validity of the Research Instruments**

From (Fawcett 2015) an instrument is taken valid if it succeeds in taking measurements accurately to the best desire so that is correct conclusions are drawn from test results. (Kothari 2016) defines validity as extend to which variations be observed in a measuring tool being used to measured. Validity of the questionnaires will be discussed by the supervisor and established by experts to remove ambiguities so as to meet standards of both face and content validity. The researcher endeavored to strike a common ground between internal and external validity as suggested by (Mugenda and Mugenda, 2017).

#### **3.6.3.1 Face and Content Validity of the Instruments.**

This is the items of the questions seen to bring out the anticipated concept (Rubin and Bellany, 2017). Face validity was established by experts. Content validity is the extent to which the

degree of measurement covers a wide range within the concept (Rubin and Babbie, 2016). This content validity of the questionnaires was satisfied by experts as stated by (Jackson, 2016)

### **3.7 Research Instruments**

Koul (2016) underscores the importance of written materials such as interviews and questionnaires as a way of gauging understanding and disposition of information research requires. The researcher is going to use the following instruments;

#### **3.7.1 Questionnaire**

They are used as primary data collection tool. It takes the form of written questions (Kothari 2018). It is an effective research tool for large population in the research population hence suitable outcomes (Kothari, 2018). Most information from a large population is collected since they address a specific objective (Mugenda and Mugenda, 2015). The questionnaires were both structured and non-structured for specific responses and clarifications. In the book "Fundamentals of social research methods: An African Approach by Bless and Achola (2019), asserts that, a questionnaire is suitable as a method of data collection because large populations can be covered within little time and with little personnel thus reducing cost. Secondly the respondent's anonymity ensures that they give honest feedback. Finally has time for reflection before answering questions which minimizes hasty responses. Questionnaires were given to Principals, Deputy Principals, teachers and students. As much as different questions were applied for different respondents some items were repeated specifically to counter check on information provided.

#### **3.7.2 Interviews**

Mugenda and Mugenda (2015) defines an interview as advance questions prepared according to meet particular objectives and asked by the researcher during interview. Both structured, semi structured and unstructured open and closed ended questions are asked (Mugenda and

Mugenda, 2015) to obtain relevant information on research area. Interviews are convenient since they provide insight information that was unable to be obtained using questionnaires and also the researcher can clarify any misunderstanding of questions by the respondents. Interview schedules were given to parents. The researcher took control of the interview schedule and at times allowed free expression of personal views altogether.

### **3.8 Data Analysis Procedures**

Deals with organization/ interpretation and presentation of collected data that is separation of data into constituent parts. Is a translation of collected raw data into clearly understood facts as defined by (Kombo and Tromp, 2016). Analysis was specific to each type of data collected. After collection of data, it was encoded, processed using computer technology (Mugenda and Mugenda 2015) so that some sense can be obtained from the figures. Qualitative data from interviews was analyzed thematically and presented in form of themes. According to Bell (2016), qualitative data is thematic in nature. Quantitative data was analyzed using SPSS version 23.0 which gave percentages and frequencies using frequency distribution table. This is because the methods are very easy to interpret by the researchers (Gay, 2015). Also Pearson Regression analysis was applied where applicable. Final analysis was on the respondent's perspective on the problem of discipline management on overall results in KCSE exams in mixed -day secondary schools. Presentation of quantitative data was in tables. Similarly, word reporting for qualitative data. The data analysis techniques chosen above were suitable since they segregated the outcomes of the results from the rest of the information required.

### **3.9 Ethical Considerations**

When conducting an inquiry in learning institution requires permission (Bell, 2016). The researcher swears to be honest, accountable and observe high moral values. Participants will be informed before conducting the research work though they have the right to participate or

ignore (Tuckman, 2014). According to (Christian, 2016) requires that the obtained data be classified as confidential and only revealed under the pretext of anonymity. For these reasons participants and stations will remain secret. Though according to (Macmillan, 2019) participants may demand feedback, though because of cost implications they may not be allowed access to the copies of the research outcome. However, a copy to the MOEST will be availed.

Similarly, according to Jowell (2016) ethical considerations includes an outline of the research content, participant's requirements, how to obtain consent and ensure confidentiality, clearance before proceeding for the study. The procedure for data collection is as follows;

The researcher obtained consent letter from MKU Ethical Review Committee (ERC) to be presented to NACOSTI which is the body mandated to coordinate research work in the country. Once NACOSTI had given a go ahead, the researcher then proceeded to MOEST specifically the sub- county director of education Bungoma Central to be allowed to carry out research in the selected secondary schools within. With these permission letter, the researcher was able to visit schools to meet the principals to similarly acquire authority to interact with Deputy Principals and Student leaders for data collection using the tools mentioned in these projects. Utmost confidentiality was assured to the respondents, that information gathered was to be kept secret and would not to be divulged whatsoever.

## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSION

#### 4.1 Introduction

In this chapter, the data collected by means of questionnaires and interviews from the various respondents is presented. As highlighted in chapter one, section 1.4 and 1.5 the questionnaires were highly correlated to the specific objectives and the research questions. The aim of the study was to investigate the effect of managing student discipline on academic performance mixed day secondary schools in Bungoma Central Sub-County. It looked at the four thematic areas; Effects of stakeholders' involvement in managing discipline, having a decentralized system of management, Principals leadership style and finally decision-making techniques on student discipline management on academic performance.

##### 4.1.1 Response Rate

The data from the sampled population in Bungoma Central Sub-County targeting Principals and their deputies, teachers and students as well as parents and stakeholders collected was analyzed. 484 respondents were the total sample size as shown in table 3. Table 4 summarizes the response rate.

**Table 4: Response Rate**

Items	Returned		Not Returned	
	Unit	Percentage (%)	Unit	Percentage (%)
Questionnaires for Principals	15	75	5	25
Questionnaires Deputy for Principals	18	90	2	10
Questionnaires for Class Teachers	131	93.57	9	6.43
Questionnaires for Students	260	91.23	25	8.77
Interviews for Parents	20	100	-	-

Based on table 4, majority of 15 (75%) and 18 (90%) principals and deputy principals respectively returned the while 5 (25%) and 2 (10%) of them respectively did not return their questionnaires. Majority of 131 (93.57%) and 260 (91.23%) class teachers and students respectively returned their questionnaires while 9 (6.43%) and 25 (8.77%) respectively did not return. Also, 20 (100%) interviews were done to parents. As per Mugenda and Mugenda (2015), a 50% and above response rate is perceived satisfactory while 70% and above is excellent. Therefore, this study met a threshold to be deemed excellent for analysis.

## 4.2 Background Information

### 4.2.1 Respondents' General information on Cases and Causes of Indiscipline

The study sought to find out the general information pertaining the causes and cases of indiscipline. Table 5 summarizes the results.

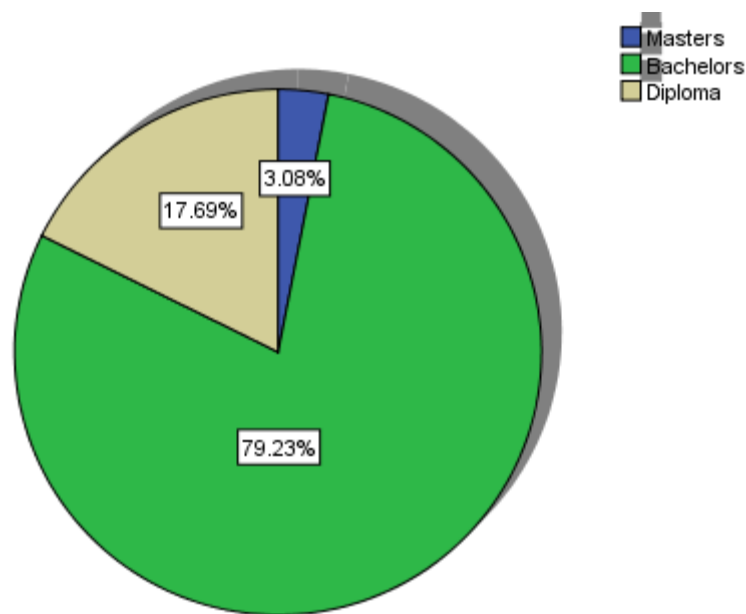
**Table 5: Students Classes and class level**

Students class	Number	Percentage (%)
Form One	24	9.23
Form Two	32	12.31
Form Three	76	29.23
Form Four	98	37.69
<b>TOTAL</b>	<b>260</b>	<b>100</b>

**Source:** Researcher, 2024

Table 5 indicates that majority of 98 (37.69%) Form Four students participated in the study. 76 (29.23%) and 32 (12.31%) Form Three and Form Two students respectively participated in the study while 24 (9.23%) Form One students participated in the study. This is so because Form Four students had more exhaustive information because they are seniors. This attributed to the fact that they are row in matters discipline hence provided their honest opinion on matters discipline.

#### 4.2.2 Distribution by Teachers' Level of Education

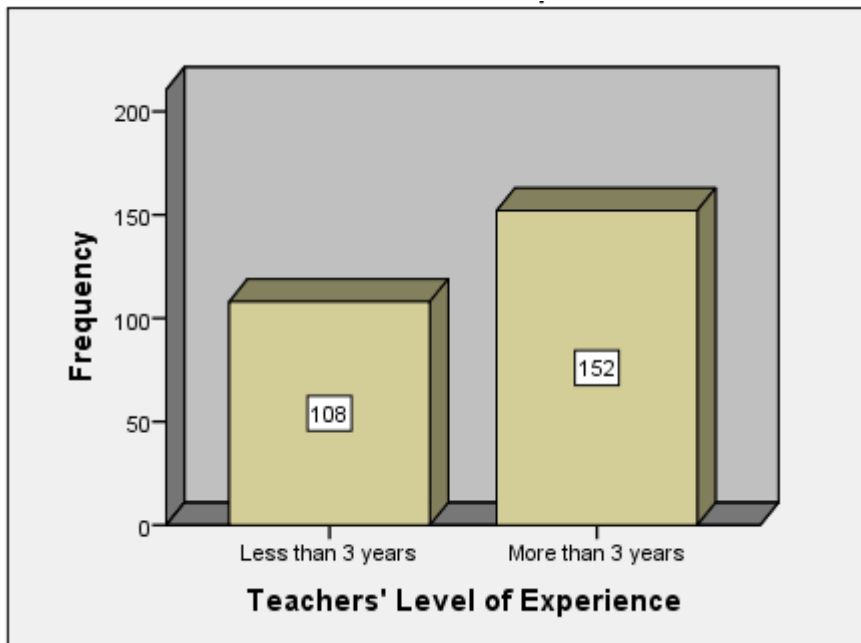


**Figure 2: Teachers' Level of Education**

**Source:** Researcher, 2024

From figure 2, 3.08% of teachers that participated in the study had Master's degree as their highest level of education, majority of 79.23% of teachers had Bachelor's degree while 17.69% had diploma. Therefore, majority of teachers were learned enough to answer the questions as expected.

### 4.2.3 Distribution by Teachers' Level of Experience



**Figure 3: Teachers' Level of Education**

**Source:** Researcher, 2024

From figure 3, 108 (41.54%) teachers had less than 3 years of experience as teachers while majority of 152 (58.46%) of them had been teachers for a period of more than 3 years. Therefore, majority of teachers were experienced enough to respond to the questions asked since they had been teachers for a period of more than 3 years.

### 4.2.4 Administrators Views on the Causes of Indiscipline

The study was keen to find out the main causes of indiscipline among students. First the researcher sought the opinion of the Principals and their Deputies. It was found out that students' ignorance to school rules, teachers' laxity to rules, unsupportive parents and weak prefects are factors that enhance indiscipline cases in school.

### 4.2.5 Teachers' Response on Causes of Indiscipline

To correlate the opinion of the administrators, teacher's views on causes of indiscipline were asked by the researcher. The study found out that drug abuse, peer pressure and truancy after

punishment are the main causes of indiscipline. Furthermore, teachers indicated that withdrawal of corporal punishment and lack of supportive parents are also the factors that have enhanced the indiscipline cases in schools.

#### **4.2.6 Students' Views on Causes of Indiscipline**

The study sought to find out students' views on the causes of indiscipline. Majority of the student leaders indicated that lack of punishment and strictness by teachers enhance indiscipline in school. Moreover, drug abuse and ignorance to school rules by students play a big role in enhancing indiscipline in school. The study also found out that peer pressure and laxity among some school leadership cause indiscipline in school. Although, there is guidance and counseling, still students believed indiscipline is rampant. Students blamed teachers and administrators for cause of indiscipline emanating from laxity to punish mistakes or use of less punitive corrective measures.

#### **4.3 Stakeholders' Involvement in Management of Student Discipline on Academic Performance**

Objective one of the study, was to find out the effect of stakeholders' involvement in the management of student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County. Key players in these are the Principal, Deputies, Teachers, Students and parents. In order to obtain honest feedback from the respondents, the questions were framed such that the response was either AGREE or DISAGREE to the statement. Table 6 shows the student's responses when asked on the effect of stakeholders' involvement in the management of student discipline on academic performance in their schools.

**Table 6: Students' Responses on Stakeholders' Involvement**

Statement	Agree	Disagree	Missing
Teachers ensure students have copies of school rules and regulations	125 (48.08%)	135 (51.92%)	-
Teachers are strict in enforcing discipline among students	75 (28.85%)	162 (62.31%)	23 (8.85%)
Teachers ensure students do all class and school assignments	99 (38.08%)	138 (53.08%)	23 (8.85%)
Prefects assist in enforcing school rules	108 (41.54%)	122 (46.92%)	30 (11.54%)
Prefects report suspecting cases of indiscipline	127 (48.85%)	99 (38.08%)	34 (13.08%)
Prefects don't support the school administration in managing discipline	96 (36.92%)	164 (63.08%)	-

**Source:** Researcher, 2024

Table 6 shows that 125 (48.08%) students that participated in the study agreed when asked whether teachers ensure students have copies of school rules and regulations. However, majority of 135 (51.92%) respondents disagreed. These findings are in agreement with the findings of the study done by Ndeto, (2015) who reiterated the importance of having all the stipulated rules and regulations available for learners. On whether teachers are strict in enforcing discipline among students, 75 (28.85%) participants agreed while majority of 162 (62.31%) students that participated in the study disagreed. However, 23 (8.85%) participants did not give their response. These findings are in agreement with the findings of the study done by Boynton, & Boynton, (2016) who reiterated that discipline is not just about rules and regulations but is essential for helping learners achieve their goals effectively. When educators enforce discipline consistently, they create a structure that supports learning, builds responsibility, and prepares students for success in both academic and professional life.

Furthermore, 99 (38.08%) respondents agreed when asked whether teachers ensure students do all class and school assignments. Majority of 138 (53.08%) respondents disagreed having 23 (8.85%) of them not responding to the question. And on whether prefects assist in enforcing school rules, 108 (41.54%) respondents agreed, majority of 122 (46.92%) participants disagreed while 30 (11.54%) respondents did not indicate their response. The findings for this corroborate the findings of the study done by Hanslo, (2020) who confirmed that blame games, finger pointing contributes to failure which should be avoided.

While on whether prefects report suspecting cases of indiscipline, majority of 127 (48.85%) students that participated in the study agreed, 99 (38.08%) respondents disagreed while 34 (13.08%) respondents did not give their views. Finally, the study asked the students whether prefects don't support the school administration in managing discipline. A good number of 96 (36.92%) students that participated in the study agreed while majority of 164 (63.08%) respondents disagreed. This manifestation explains what Boundles, (2017) said that teamwork involves interdependent activities performed by individuals who collaborate towards a common goal. It was clear that there was lack of teamwork among teachers and students through their prefects.

To check on the veracity of the student's response, the same questions were posed to teachers. Again they were to give a feedback of whether they AGREE or DISAGREE with the statement. The answers are summarized in table 7.

**Table 7: Teachers' Views on Stakeholders' Involvement**

<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Missing</b>
Teachers ensure students have copies of school rules	57 (40.71%)	8 (50.71%)	12 (8.57%)
There is collective responsibility in managing discipline	106 (75.71%)	34 (24.29%)	-
Teachers are strict on student discipline	98 (70%)	7 (5%)	35 (25%)
Prefects enforce student discipline	42 (30%)	98 (70%)	-
The administration is strict on discipline	106 (75.71%)	23 (16.43%)	11 (7.86%)

**Source:** Researcher, 2024

Table 6 shows that 57 (40.71%) teachers that participated in the study agreed when asked whether they ensure that students have copies of school rules. However, majority of 57 (40.71%) respondents disagreed. 12 (8.57%) respondents did not give their views. Ensuring that students have access to and are familiar with school rules is important for maintaining a structured and orderly learning environment (Evertson & Weinstein, 2016).

On whether there is collective responsibility in managing discipline, majority of 106 (75.71%) teachers that participated in the study agreed while 34 (24.29%) respondents disagreed. Furthermore, when asked whether they are strict on student discipline, majority of 98 (70%) respondents agreed, 7 (5%) respondents disagreed while 35 (25%) respondents did not indicate their views. These findings, therefore, tantamount the findings of the study done by Tabikh, & RidhaSharba, (2022) who said that teamwork has an effect on greater productivity, better employee relations and shared responsibility.

When asked whether prefects enforce student discipline, 42 (30%) respondents agreed while 98 (70%) respondents disagreed. Lastly, the study sought to know whether the administration is strict on discipline. Majority of 106 (75.71%) teachers that participated in the study agreed

while 23 (16.43%) respondents disagreed. However, 11 (7.86%) respondents did not give his/her views on the same. These findings corroborate with the findings of the study done by Boynton & Boynton, (2016).

The researcher went ahead to seek views of the Principal's and their Deputies on the same so as to correlate with the feedback received from the other two groups. The same questionnaires were coiled to meet simplicity and achieve the required responds. Table 8 shows their responses.

**Table 8: Principals'/Deputy Principals' Views on Stakeholders' Involvement**

<b>Statement</b>	<b>Agree</b>	<b>Disagree</b>	<b>Missing</b>
Discipline management is a shared responsibility	20 (100%)	-	-
Teachers assist the administration in ensuring discipline	8 (40%)	10 (50%)	2 (10%)
Teachers ensure students follow school rules	12 (60%)	2 (10%)	6 (30%)
Prefects enforce student discipline	2 (10%)	14 (70%)	4 (20%)
Parents are supportive in managing discipline of their children	4 (20%)	12 (60%)	4 (20%)

**Source:** Researcher, 2024

Table 8 indicates that all 20 (100%) principals and deputy principals that participated in the study agreed when asked whether discipline management is a shared responsibility. But when asked whether teachers assist the administration in ensuring discipline, 8 (40%) respondents agreed, majority of 10 (50%) respondents disagreed while 2 (10%) respondents did not indicate his/her views. These findings are in agreement with the findings of the study done by Krskova, et. al., (2020) who asserted that where there is no teamwork, no strong relationships can be built therefore very low morale on performance

When asked whether teachers ensure students follow school rules, majority of 12 (60%) respondents agreed while 2 (10%) respondents disagreed. However, 6 (30%) respondents did

not indicate their views. On whether prefects enforce student discipline, 2 (10%) respondents did not give his/her views, majority of 14 (70%) respondents disagreed giving an indication that enforcement of discipline is not prefects' responsibility. Though, 14 (20%) respondents did not indicate their views. These findings are in agreement with the findings of the study done by Grossman, et. al., (2019) who asserted that there is a risk that prefects may enforce rules unfairly, either by showing favoritism or by not understanding the context of a situation fully.

Finally, the study sought to find out whether parents are supportive in managing discipline of their children in school. 4 (20%) respondents agreed while majority of 12 (60%) respondents disagreed. However, 4 (20%) respondents did not give their views on the matter, therefore, corroborating with the findings of the study done by Grolnick & Apostoleris, (2014) who asserted that supportive parents can reinforce positive behavior and encourage their children to adhere to school rules and norms.

Because students cannot exist without parents/guardians and school stakeholders, it was wise to get their perspective on the same in terms of other players' involvement in discipline management. From the interviews made with them, the study realized that parents/guardians have absconded their duty of checking the behavior of their boys and girls because they don't manage their children as well as there being no linkage between the sponsors and administration. It was realized that there was no teamwork between the parents and sponsors with the administration in correcting deviant behavior among students and little shared responsibility on discipline. This finding confirms what Goodman, (2017) said that where there is no communication, teamwork cannot be expected hence the focus on the mission and vision of the school does not get accomplished.

#### 4.4 Decentralized System of Authority of Managing Discipline on Academic Performance

The second objective aimed at establishing the effect of decentralized system of managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya. In an attempt to solicit for views to determine its effectiveness, the questionnaires were framed to make the respondents provide either AGREE or DISAGREE opinion, the table 9 summarizes the students' views on the matter.

**Table 92: Students' Views Decentralization**

Views	Agree	Disagree	Missing
Prefects have authority to punish wrong doers	88 (33.85%)	162 (62.31%)	10 (3.85%)
Prefects have been inducted to their roles	62 (23.85%)	190 (73.08%)	8(3.08%)
Teachers' authority on discipline matters is minimal	120 (46.15%)	140 (53.85%)	-
The administration has not decentralized authority to manage student discipline	94 (36.15%)	161 (61.92%)	5 (1.92%)

**Source:** Researcher, 2024

Table 9 shows that 88 (33.85%) students that participated in the study agreed when asked whether prefects have authority to punish wrong doers while majority of 162 (62.31%) respondents disagreed. However, 10 (3.85%) respondents did not give their views on the matter. And when asked whether prefects have been inducted to their roles, 62 (23.85%) respondents agreed, majority of 190 (73.08%) respondents disagreed while 8(3.08%) respondents did not indicate their views. According to Grossman, (2019), prefects may face challenges in asserting their authority, especially when dealing with older or more defiant students.

Furthermore, students were asked whether teachers' authority on discipline matters is minimal. The results indicate that 120 (46.15%) respondents agreed while majority of 140 (53.85%) respondents disagreed. On whether the administration has not decentralized authority to

manage student discipline, 94 (36.15%) students that participated in the study agreed, majority of 161 (61.92%) respondents disagreed and 5 (1.92%) respondents did not indicate their responses. According to the study done by Cismas, et.al., (2016), student leaders delegated authority need to be proactive not reactive. They should know what to do and only inform their seniors what they have done. Student leaders will understand this if they are well inducted in their duties.

On the same objective to collaborate with the responses given by the learners, the researcher sought the opinion of teachers on the same topic of decentralization. The questions were similar where they were required to AGREE or DISAGREE with the statement. Their views are summarized in table 10.

**Table 10: Teachers' Views on Decentralization**

Views	Agree	Disagree	Missing
There exist an active disciplinary committee	61 (43.57%)	70 (50%)	9 (6.43%)
Teachers are involved in disciplinary issues	30 (21.43%)	110 (78.57%)	-
Teachers' authority on discipline matters is minimal	70 (55%)	53 (37.86%)	17 (12.14%)
Disciplining of students is centralized	85 (60.71%)	46 (32.86%)	9 (6.43%)

**Source:** Researcher, 2024

From table 10, 61 (43.57%) teachers that participated in the study agreed when asked whether there exist an active disciplinary committee. Majority of 70 (50%) respondents disagreed while 9 (6.43%) respondents did not indicate his/her view. When asked whether teachers are involved in disciplinary issues, 30 (21.43%) respondents agreed while majority of 110 (78.57%) respondents disagreed. These findings corroborate with the findings of the study done by Dussault, & Leclerc (2020) who asserted that teachers may not receive adequate training or professional development on effective disciplinary techniques or conflict resolution strategies, leading to inconsistent or ineffective disciplinary actions.

On whether teachers' authority on discipline matters is minimal, majority of 70 (55%) teachers that participated in the study agreed while 53 (37.86%) respondents disagreed. However, 17 (12.14%) respondents did not indicate his/her view on the matter. Majority of 85 (60.71%) respondents agreed when asked if disciplining of students is centralized in their schools. 46 (32.86%) respondents disagreed while 9 (6.43%) respondents did not indicate his/her view on the matter. Based on the study done by Joanis, (2014), decentralization in learning institutions has benefits including error mitigation and ability to pin point strengths and weaknesses in discipline management though challenges may be experienced where lack of trust exist among members.

The researcher went ahead to compare the opinion of the managers of schools whether they have embraced delegation in their administration as concerns discipline management. They were similarly expected to provide responses in terms of AGREE or DISAGREE. Table 11 summarizes the findings.

**Table 11: Principals'/Deputy Principals' Views on Decentralization**

<b>Views</b>	<b>Agree</b>	<b>Disagree</b>	<b>Missing</b>
There exist an active disciplinary committee	18 (90%)	2 (10%)	-
Teachers are involved in disciplinary issues	6 (30%)	12 (60%)	2 (10%)
Teachers' authority on discipline matters is minimal	10 (50%)	4 (20%)	6 (30%)
Disciplining of students is centralized	18 (90%)	-	2 (10%)
Prefects have authority to punish wrong doers	-	14 (70%)	6 (30%)

**Source:** Researcher, 2024

From table 11, majority of 18 (90%) principal's/deputy principals that participated in the study agreed when asked whether there exist an active disciplinary committee while 2 (10%) respondents disagreed. When asked whether teachers are involved in disciplinary issues, 6

(30%) respondents agreed while majority of 12 (60%) respondents disagreed. However, 2 (10%) respondents did not indicate his/her response. These findings agree with the findings of the study done by Dussault, & Leclerc, (2020).

On whether teachers' authority on discipline matters is minimal, majority of 10 (50%) participants agreed while 4 (20%) respondents disagreed. However, 6 (30%) respondents did not indicate their views on the matter. Majority of 18 (90%) respondents agreed when asked if disciplining of students is centralized in their schools. 2 (10%) respondents did not indicate his/her view on the matter. Based on the study done by Kallia, (2018), decentralization occurs because of emerging school structures and evolving institutional challenges.

Finally, when asked whether prefects have authority to punish wrong doers, majority of 14 (70%) respondents disagreed while 6 (30%) respondents did not indicate their responses on the matter. According to Grossman, (2019), there is a risk that prefects may abuse their authority, either by being overly harsh or by targeting specific students unfairly.

Further findings from the interviews made for parents and stakeholders indicated that consistency in enforcing rules and expectations plays a pivotal role, as it provides students with a structured framework that supports their focus and engagement in learning. Furthermore, effective disciplinary policies not only manage behavior but also create a conducive learning environment where students feel safe to explore and express themselves academically. A supportive disciplinary atmosphere fosters a sense of security and respect among students, which can positively influence their motivation and willingness to participate in classroom activities (Smith & Johnson, 2019). Furthermore, strong teacher-student relationships cultivated through fair and transparent disciplinary practices can enhance communication and student support networks, contributing to improved academic outcomes (Jones, 2018). Thus, the disciplinary environment plays a crucial role in shaping students' academic success by

establishing a foundation for positive behavior, emotional well-being, and effective learning experiences.

#### 4.5 Leadership Style in Management of Student Discipline on Academic Performance

The third objective was to establish the effect of Principal’s leadership style in the management of student discipline on academic performance in mixed day secondary schools for good results in KCSE in Bungoma Central Sub-County, Kenya. Questions were asked such that the response was AGREE or DISAGREE to establish the quality and kind of leadership seen in the schools. The response was as indicated in the tables 12, 13 and 14. Table 12 summarizes students’ response.

**Table 12: Students’ Responses on Leadership Style**

<b>View</b>	<b>Agree</b>	<b>Disagree</b>	<b>Missing</b>
Administration is a team player	130 (50%)	107 (41.15%)	23 (8.85%)
Uses participatory approach	160 (61.54%)	89 (34.23%)	11 (4.23%)
Is authoritative	102 (39.23%)	126 (48.46%)	32 (12.31%)
Meets student leaders regularly	118 (45.38%)	131 (50.38%)	11 (4.23%)
Approachable	160 (61.54%)	81 (31.15%)	19 (7.31%)
Supportive	200 (76.92%)	43 (16.54%)	17 (6.54%)
Firm / Decisive	182 (70%)	71 (27.31%)	7 (2.69%)

**Source:** Researcher, 2024

Table 12 shows that majority of 130 (50%) students that participated in the study agreed when asked whether the administration is a team player. 107 (41.15%) respondents disagreed while 23 (8.85%) respondents did not answer. Moreover, on whether the administration uses participatory approach, majority of 160 (61.54%) and 89 (34.23%) respondents agreed and disagreed respectively. However, 11 (4.23%) respondents did not indicate their responses.

These findings are in agreement with the findings of the study done by American Psychological Association. (2020).

Furthermore, students were asked to indicate whether the administration leadership is authoritative and 102 (39.23%) respondents agreed while 126 (48.46%) respondents disagreed. However, 32 (12.31%) respondents did not indicate their views. While when asked whether the administration meet student leaders regularly, 118 (45.38%) respondents agreed. Majority of 131 (50.38%) respondents disagreed while 11 (4.23%) respondents did not indicate their responses. These findings are in hand with the findings of the study done by American Psychological Association. (2020) which indicated the importance of embracing participatory leadership over authoritative leadership style in school.

Furthermore, the study sought to find out whether the administration is approachable. Majority of 160 (61.54%) and 81 (31.15%) respondents agreed and disagreed respectively. However, 19 (7.31%) respondents did not indicate their responses. On whether the administration is supportive, majority of 200 (76.92%) students that participated in the study agreed. 43 (16.54%) respondents disagreed while 17 (6.54%) participants did not give their views. This, therefore, confirms what the famous Author and scholar of the book “Theories of management” who said that only three things that is friction, confusion and underperformance happen naturally otherwise the rest require leadership. The basic principles of leadership as put forward by Alekperov, (2011) are innovation, effectiveness and goal determination.

Finally, students were asked to indicate whether the administration is firm and decisive. The results show that majority of 182 (70%) respondents agreed while 71 (27.31%) respondents disagreed. However, 7 (2.69%) respondents did not answer. These findings confirm the statement that administrators in schools have the solemn role of providing leadership proliferation and propagation of the desired behaviors in an institution (Giffin, 2020). It implies

principals should be on the forefront to provide the necessary direction towards managing discipline of students.

The researcher went ahead to compare the opinion of the Principals/Deputy Principals of schools whether they have embraced proper leadership style in discipline management. They were similarly expected to provide responses in terms of AGREE or DISAGREE. Table 14 summarizes the findings.

As concerns the students understanding the same questions were tested to the students with AGREE or DISAGREE as the required response. Table 13 indicates the teachers' responses.

**Table 13: Teachers' Response on Leadership Style**

Statement	Agree	Disagree	Missing
Administration is a team player	78 (55.71%)	8 (5.71%)	54 (38.57%)
Uses participatory approach	85 (60.71%)	55 (39.29%)	-
Is authoritative	32 (22.86%)	93 (66.43%)	15 (10.71%)
Meets student leaders regularly	86 (61.43%)	47 (33.57%)	7 (5%)
Approachable	70 (50%)	62 (44.29%)	8 (5.71%)
Meets teachers regularly	78 (55.71%)	53 (37.86%)	9 (6.43%)
Firm / Decisive	92 (65.71%)	22 (15.71%)	26 (18.577%)

**Source:** Researcher, 2024

From table 13, majority of 78 (55.71%) teachers that participated in the study agreed when asked whether administration is a team player. 8 (5.71%) respondents disagreed while 54 (38.57%) respondents did not indicate their views on the matter. When asked whether the administration uses participatory approach, 85 (60.71%) respondents agreed while 55 (39.29%) respondents disagreed. These findings agree with the findings of the study done by American Psychological Association, (2020) which indicated that in rapidly changing educational landscapes, participatory leadership allows schools to adapt more quickly and effectively to

new challenges and opportunities. The diverse perspectives involved can help identify emerging trends and adapt strategies accordingly

Furthermore, teachers were asked to indicate whether the administration leadership is authoritative and 32 (22.86%) respondents agreed while 93 (66.43%) respondents disagreed. However, 15 (10.71%) respondents did not indicate their views. While when asked whether the administration meet student leaders regularly, majority of 86 (61.43%) respondents agreed. 47 (33.57%) respondents disagreed while 7 (5%) respondents did not indicate his/her response. These findings tantamount the findings of the study done by American Psychological Association (2020)

Furthermore, the study sought to find out whether the administration is approachable. Majority of 70 (50%) and 62 (44.29%) respondents agreed and disagreed respectively. However, 8 (5.71%) respondents did not indicate his/her response. On whether the administration meets teachers regularly, majority of 78 (55.71%) teachers that participated in the study agreed. 53 (37.86%) respondents disagreed while 9 (6.43%) participants did not give his/her view. Based on the study done by Smith, (2020) who highlighted that approachable leader create a welcoming atmosphere where everyone feels valued. This boosts morale and encourages greater engagement from both students and staff in school activities and initiatives

Finally, teachers were asked to indicate whether the administration is firm and decisive. The results show that majority of 92 (65.71%) respondents agreed while 22 (15.71%) respondents disagreed. However, 26 (18.577%) respondents did not answer. These findings confirm the statement that administrators in schools have the solemn role of providing leadership proliferation and propagation of the desired behaviors in an institution (Giffin, 2020). It implies principals should be on the forefront to provide the necessary direction towards managing discipline of students.

**Table 14: Principals'/Deputy Principals' Views on Leadership Style**

<b>View</b>	<b>Agree</b>	<b>Disagree</b>	<b>Missing</b>
Administration is a team player	18 (90%)	-	2 (10%)
Uses participatory approach	16 (80%)	2 (10%)	2 (10%)
Is authoritative	-	16 (80%)	4 (20%)
Meets student leaders regularly	18 (90%)	2 (10%)	-
Approachable	14 (70%)	4 (20%)	2 (10%)
Supportive	18 (90%)	2 (10%)	-
Firm / Decisive	12 (60%)	2 (10%)	6 (30%)

**Source:** Researcher, 2024

Principals/Deputy Principals were asked to indicate their level of agreement. Table 14 shows that majority of 18 (90%) principal's/deputy principals that participated in the study agreed when asked whether the administration is a team player. 2 (10%) respondents did not answer. Moreover, on whether the administration uses participatory approach, majority of 16 (80%) and 2 (10%) respondents agreed and disagreed respectively. However, 2 (10%) respondents did not indicate his/her response. These findings are in agreement with the findings of the study done by American Psychological Association (2020).

Furthermore, principal's/deputy principals were asked to indicate whether the administration leadership is authoritative, majority of 16 (80%) respondents disagreed. However, 4 (20%) respondents did not indicate their views. While when asked whether the administration meet student leaders regularly, majority of 18 (90%) respondents agreed while 2 (10%) respondents did not answer. These findings are in hand with the findings of the study done by Smith, (2020) who asserted that leaders ought to demonstrate respect for all members of the school community and support their growth and success. They celebrate achievements and provide encouragement during challenges.

Furthermore, the study sought to find out whether the administration is approachable. Majority of 14 (70%) and 4 (20%) respondents agreed and disagreed respectively. However, 2 (10%) respondents did not indicate his/her response. On whether the administration is supportive, majority of 18 (90%) participants agreed while 2 (10%) respondents disagreed. Finally, principals and deputy principals were asked to indicate whether the administration is firm and decisive. The results show that majority of 14 (70%) respondents agreed while 6 (30%) respondents did not answer. These findings confirm what Jones & Johnson, (2018) found out in their study. The claimed that administration should be firm and decisive in in creating a positive school climate where everyone feels valued, respected, and motivated to contribute to the school's mission and goals.

Further findings collected using interviews indicated that most parents and guardians perceived that principals' leadership is firm however at times authoritative. It was also realized that communication between the school administration and parents concerning students' discipline rarely. Based on the study done by American Psychological Association. (2020) who asserted that effective communication between the principal and parents/guardians regarding student discipline and academic progress is vital for fostering a cohesive school community. Principals can achieve this by implementing regular newsletters and emails to update parents on school policies and upcoming events.

#### **4.6 Decision Making Techniques in Management of Student Discipline on Academic Performance**

The fourth objective was to determine the influence of the principal's decision-making techniques in managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya. In an effort to establish whether school principals administer suitable decisions during punishment of indiscipline students, questions

were asked and the response wanted was AGREE or DISAGREE with the statement. The response from students are summarized in table 15.

**Table 15: Student Views on Decision Making**

<b>Views</b>	<b>Agree</b>	<b>Disagree</b>	<b>Missing</b>
Indiscipline is not always punished	68 (26.15%)	181 (69.62%)	11 (4.23%)
There is no standardized punishment to students	52 (20%)	191 (73.46%)	17 (6.54%)
Punishment enhances discipline	151 (58.08%)	109 (41.92%)	-
Punishment is not always instant	183 (70.38%)	63 (24.23%)	14 (5.38%)
Punishment given is not punitive	50 (19.23%)	195 (75%)	15 (5.77%)

**Source:** Researcher, 2024

Table 15 presents the findings of the study on decision making. When students were asked to indicate whether indiscipline is not always punished in their schools, 68 (26.15%) respondents agreed, majority of 181 (69.62%) respondents disagreed, while 11 (4.23%) respondents did not indicate their views. On whether there is no standardized punishment to students, 52 (20%) respondents agreed, majority of 191 (73.46%) students that participated in the study disagreed. However, 17 (6.54%) respondents did not answer. Punishment holds students accountable for their actions. When students face consequences for misbehavior, they learn that their choices have repercussions and take responsibility for their conduct (Smith, 2021).

On whether punishment enhances discipline, majority of 151 (58.08%) students that participated in the study agreed while 109 (41.92%) respondents disagreed. On whether punishment is not always instant, majority of 183 (70.38%) respondents agreed while 63 (24.23%) respondents disagreed. However, 14 (5.38%) respondents did not indicate their views. Finally, students were asked to indicate whether punishment given is not punitive. On this, 50 (19.23%) students that participated in the study agreed while majority of 195 (75%) respondents disagreed. However, 15 (5.77%) respondents did not give their answers.

According to Smith (2021), punishment plays a crucial role in maintaining order and discipline in schools. It discourages disruptive behavior that can negatively impact the learning environment for others.

To compare the responses provided by the students the same questions were taken to the teaching staff where they were also asked to give AGREE or DISAGREE answer. Table 16 summarizes he response.

**Table 16: Teachers Views on Decision Making**

<b>Views</b>	<b>Agree</b>	<b>Disagree</b>	<b>Missing</b>
Indiscipline is always punished	85 (60.71%)	55 (39.29%)	-
There is standardized punishment to students	78 (55.71%)	54 (38.57%)	8 (5.72%)
Punishment enhances discipline	124 (88.57%)	16 (11.43%)	-
Punishment is always instant	70 (50%)	54 (38.57%)	16 (11.43%)
Punishment given is not punitive	109 (77.86%)	23 (16.43%)	8 (5.72%)

**Source:** Researcher, 2024

Table 16 shows that majority of 85 (60.71%) teachers that participated in the study agreed when asked whether indiscipline is always punished. 55 (39.29%) respondents disagreed. On whether there is standardized punishment to students, majority of 78 (55.71%) respondents agreed while 54 (38.57%) respondents disagreed. However, 8 (5.72%) respondents did not answer. Based on Savage & Savage (2009), punishment helps set clear boundaries and expectations for student behavior within the school environment. By outlining consequences for inappropriate actions, students learn what acceptable and unacceptable behavior is.

On whether punishment enhances discipline, majority of 124 (88.57%) teachers that participated in the study agreed while 16 (11.43%) respondents disagreed. On whether punishment is always instant, majority of 70 (50%) respondents agreed while 54 (38.57%)

respondents disagreed. However, 16 (11.43%) respondents did not indicate their views. Finally, students were asked to indicate whether punishment given is not punitive. On this, majority of 109 (77.86%) teachers that participated in the study agreed while 23 (16.43%) respondents disagreed. However, 8 (5.72%) respondents did not give his/her answers.

The researcher further interrogated principal's/deputy principals on aspects of uniformity when executing punishments. Through the questionnaire where they were required to provide feedback in terms of AGREE or DISAGREE with the statement and the feedback was as below;

**Table 3: Principals/Deputy Principals opinion on decision making**

Statement	Agree	Disagree	Missing
Rules and regulations are integrated in school policy	16 (80%)	-	4 (20%)
Students have clear rules and regulations	14 (70%)	4 (20%)	2 (10%)
Decision making is instant	8 (40%)	10 (50%)	2 (10%)
Punishment is always fair	18 (90%)	-	2 (10%)
Punishment given is not punitive	10 (50%)	8 (40%)	2 (10%)

**Source:** Researcher, 2024

Table 17 shows that majority of 16 (80%) respondents agreed when asked whether rules and regulations are integrated in school policy. However, 4 (20%) respondents did not answer. Moreover, on whether students have clear rules and regulations, majority of 14 (70%) and 4 (20%) respondents agreed and disagreed respectively. 2 (10%) respondents did not indicate his/her view on the matter. Ensuring that students have access to and are familiar with school rules is important for maintaining a structured and orderly learning environment (Evertson & Weinstein, (Eds.), 2016).

The study also sought to know whether decision making is instant and surprisingly, 8 (40%) respondents agreed while 10 (50%) participants disagreed. 2 (10%) respondents did not indicate his/her view on the matter. Furthermore, majority of 18 (90%) respondents agreed

when asked to indicate their take on whether punishment is always fair. However, 2 (10%) respondents did not answer. On whether punishment given is not punitive, majority of 10 (50%) respondents and 8 (40%) respondents agreed and disagreed respectively. 2 (10%) did not give his/her take. These findings confirm what Kayode, et. al., (2014) said that what prevents effective decision making include too much information, vested interest and emotional together with non-emotional attachments. However, a study by Mintrop, & Zumpe (2019) provided the solution to these challenge by saying that the best practices in decision making is knowing the problem to solve and focusing on the outcomes not activities.

Further findings were realized by conducting interviews on parents and stakeholders. The study found out that, most schools are rated average on matters discipline. It was also realized that most principals have dedicated many disciplinary measures to their deputies. Most on them focus on infrastructural development of the school over disciplinary issues. Based on American Psychological Association. (2020), the principal's approach to decision-making profoundly influences student behavior and academic outcomes by setting clear expectations and consequences for actions. When decisions are fair, consistent, and transparent, students are more likely to understand the importance of adhering to school rules and expectations. Effective decision-making also supports a positive learning environment by minimizing disruptions and allowing teachers to focus on instruction. Moreover, involving stakeholders such as teachers, students, and parents in the decision-making process fosters a sense of ownership and collaboration, which can enhance overall school culture and academic success.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the findings, conclusions and recommendations based on the objectives of the study and the research questions. It also provides suggestions for further studies.

#### 5.2 Summary of Findings

The study sought to investigate the effect of managing student discipline on academic performance among mixed -day secondary schools in Bungoma Central Sub-County, Kenya.

##### 5.2.1 Stakeholders Involvement in Management of Student Discipline on Academic Performance

The first objective of the study was to find out the effect of stakeholder's involvement in the management of student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County.

The study found out that majority of students and teachers disagreed when asked whether teachers ensure students have copies of school rules and regulations and prefects assist in enforcing school rules. However, student respondents disagreed when asked whether teachers are strict in enforcing discipline among students and ensure students do all class and school assignments. They also disagreed when asked whether prefects don't support the school administration in managing discipline. However, they agreed that prefects report suspecting cases of indiscipline. Majority of teachers agreed when asked whether there is collective responsibility in managing discipline and they are strict on student discipline. They also agreed that the administration is strict on discipline. On the other hand, majority of Principals/deputy principals agreed when asked whether discipline management is a shared responsibility and

that teachers ensure students follow school rules. However, they disagreed that teachers assist the administration in ensuring discipline and that prefects enforce student discipline. They also disagreed when asked whether parents are supportive in managing discipline of their children

### **5.2.2 Decentralized System of Authority of Managing Discipline on Academic Performance**

The second objective of the study was to establish the effect of decentralized system of managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya.

The study found out that majority of students and principals disagreed when asked whether prefects have authority to punish wrong doers. Student respondents also disagreed that prefects have been inducted to their roles and that the administration has not decentralized authority to manage student discipline. They also disagreed when asked whether teachers' authority on discipline matters is minimal but when teachers and principals were asked the same question, they agreed. Moreover, majority of teachers and principals agreed that disciplining of students is centralized. They both disagreed when asked whether teachers are involved in disciplinary issues. On whether there exist an active disciplinary committee, majority of teachers disagreed while principals agreed.

### **5.2.3 Leadership Style in Management of Student Discipline on Academic Performance**

The third objective of the study was to establish the effect of Principal's leadership style in the management of student discipline on academic performance in mixed day secondary schools for good results in KCSE in Bungoma Central Sub-County, Kenya.

The study found out that majority of students, teachers and principal's/deputy principals agreed when asked whether the administration is a team player and uses participatory approach. They also agreed that the administration is approachable, meets teachers regularly and is

Firm/Decisive. Majority of them also disagreed when asked whether the administration is authoritative. Majority of teachers and Principals agreed when asked whether the administration meets student leaders regularly but when the same question was posed to students, they disagreed.

#### **5.2.4 Decision Making Techniques in Management of Student Discipline on Academic Performance**

The fourth objective of the study was to determine the influence of the principal's decision-making techniques in managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya.

The study found out that the majority students and teachers agreed when asked whether there is standardized punishment to students and that punishment enhances discipline. Also, they agreed that indiscipline is always punished. However, majority of students disagreed when asked whether punishment is not always instant and is not punitive, but when same questions was posed to teachers, they agreed. Majority of principals on the other hand agreed when asked whether rules and regulations are integrated in school policy and that students have clear rules and regulations. Also, they agreed that punishment is always fair and is not punitive. However, majority of principals disagreed that decision making is instant in their schools.

#### **5.3 Conclusion**

The results show that stakeholder's involvement, decentralized system, Principal's leadership style and Principal's decision-making techniques in managing student discipline on academic performance in mixed day secondary schools in Bungoma Central Sub-County, Kenya.

On how stakeholder's involvement in the management of student discipline affects academic performance, the study concluded that teachers ensure students have copies of school rules and regulations and prefects assist in enforcing school rules and prefects report suspecting cases of

indiscipline. Furthermore, the study found out that there is collective responsibility in managing discipline and teachers and administration are strict on student discipline. The study also concluded that discipline management is a shared responsibility and teachers ensure students follow school rules.

On how decentralized system of managing student discipline affects academic performance, the study concluded that prefects have no authority to punish wrong doers and they have not been inducted to their roles but administration has decentralized authority to manage student discipline. Also, disciplining students is centralized but teachers are not involved in disciplinary issues.

On how principal's leadership style in the management of student discipline influence academic performance it was found out that the administration is a team player and uses participatory approach. The administration also is approachable, meets teachers regularly and is firm/decisive. The study also conclude that the administration is not authoritative and meets student leaders regularly.

On how principal's decision-making techniques in managing student discipline affects academic performance, the study found out that, there is standardized punishment to students and that punishment enhances discipline. Also, it is found out that indiscipline is always punished punishment is always instant and is punitive. It was also found out that rules and regulations are integrated in school policy and students have clear rules and regulations. Also, punishment is always fair and decision making is not instant in their schools.

#### **5.4 Recommendation**

The researcher recommends the following based on the above conclusions,

- (i) School policies should be emphasized to all students. Through consultation school policies should be developed to facilitate punishment of deviant characters so as to deter recurrence of the same in future.
- (ii) Participatory leadership be fully cherished with always consultation among members of staff on issues of discipline. These would foster sense of ownership among the teaching staff hence enhancing collective approach towards dealing with discipline.
- (iii) Punishment ought to be fair and friendly but strict should be reflected across all students. There should be constant consultation among all persons in order to establish a strong school culture in terms discipline management.
- (iv) Teachers and Parents being the powerful tool of influence on the student's life experience, there should be mutual relations to control indiscipline among mixed day schools. It is the responsibility of the principal to play key role in fostering cohesiveness among stakeholders involved in student discipline.

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

- (i) As a matter of fact, that discipline precedes students' academic performance more research can be done to correlate the effect of indiscipline on academic outcomes.
- (ii) Other than enlarging the sample size, other studies can be done on the same topic but increase the sample to include non- teaching staff.
- (iii) Some benefit could arise if the same study is done in other sub counties or even at a wide scale to diversify the sample size and compare the findings

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**APPENDIX I: INTRODUCTORY LETTER**

**MOUNT KENYA UNIVERSITY**

Department of Education Administration and Planning,

P.O BOX \_\_\_\_\_

Principal

..... Secondary school

Dear Sir/Madam,

**RE: MANAGEMENT OF STUDENT DISCIPLINE AND ITS EFFECTS ON ACADEMIC  
PERFORMANCE AMONG MIXED DAY SECONDARY SCHOOLS IN BUNGOMA  
CENTRAL SUB COUNTY, KENYA**

I am a Masters student at University of Mount Kenya Registration number MED/2019/47718 pursuing Master's degree. Attached to this, are well-designed interview guides and questionnaires that will be used in capturing the data on the influence of institutional-based strategies on performance in your school. I seek for time to engage with you, your class teachers and students in order to collect the desired data basing on my research. The audience will not write their names in the questionnaire therefore confidentiality is rest assured and results will only be used for research purpose.

Thanks for your co-operation.

Yours sincerely,

Wakasala Ndinyo Godfrey

MED/2019/47718

## APPENDIX II: STUDENTS' QUESTIONNAIRE

You have been selected by the researcher to participate in a research on management of student discipline and its effects on academic performance among mixed day secondary schools in Bungoma Central Sub-County, Kenya. Your honest response to the questionnaires will be appreciated.

### SECTION A

1. State your class

- (a). Form three
- (b). Form four

### SECTION B

**Part 2: Stakeholder's involvement, decentralized system, Principal's leadership style and Principal's decision-making techniques in managing student discipline**

Use the scale agree (A) and Disagree (D)

- a.) What is the extent of your agreement on how stakeholder's involvement in the management of student discipline affects academic performance?

Statements	Agree	Disagree
Teachers ensures students have copies of school rules and regulations		
Teachers are strict in enforcing discipline among students		
Teachers ensures students do all class and school assignments		
Prefects assist in enforcing school rules		
Prefects report suspecting cases of indiscipline		
Prefects don't support the school administration in managing discipline		

b.) What is the extent of your agreement on how stakeholder's involvement in the management of student discipline affects academic performance?

Statements	Agree	Disagree
Prefects have authority to punish wrong doers		
Prefects have been inducted to their roles		
Teachers authority on discipline matters is minimal		
The administration has not decentralized authority to manage student discipline		

c.) What is the extent of your agreement on how principal's leadership style management of student discipline affects academic performance?

Statements	Agree	Disagree
Administration is a team player		
Uses participatory approach		
Is authoritative		
Meets student leaders regularly		
Approachable		
Supportive		
Firm / Decisive		

d.) What is the extent of your agreement on how Principal's decision-making techniques in the management of student discipline affects academic performance?

Statements	Agree	Disagree
Indiscipline is not always punished		
There is no standardized punishment to students		
Punishment enhances discipline		

Punishment is not always instant		
Punishment given is not punitive		

2. Outline some causes of indiscipline you know in this school?

.....

.....

.....

.....

3. How does the school deal with the above causes?

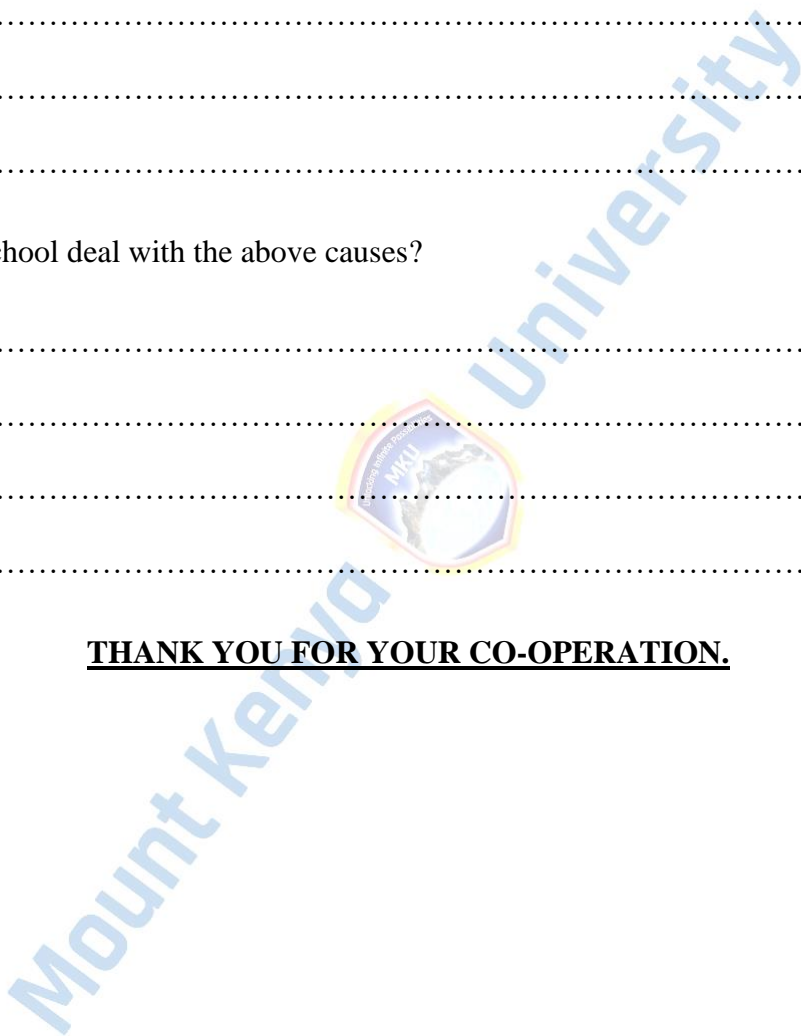
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**THANK YOU FOR YOUR CO-OPERATION.**



### **APPENDIX III: TEACHERS' QUESTIONNAIRE**

You have been selected by the researcher to participate in research on management of student discipline and its effects on academic performance among mixed day secondary schools in Bungoma Central Sub-County, Kenya. Your honest response to the questionnaires will be appreciated.

#### **INTRODUCTION.**

As part of the players on the above research topic, I request for your cooperation by answering these questionnaires.

#### **SECTION A:**

1) Am qualified teacher?

- a) AGREE. ( )
- b) DISAGREE. ( )

2) What is your qualification?

- a) Masters ( )
- b) Bachelors ( )
- c) Diploma ( )

3.) What is your teaching experience?

- a) Less than 3 years. ( )
- b ) More than 3 years. ( )

#### **SECTION B**

**Part 2: Stakeholder's involvement, decentralized system, Principal's leadership style and Principal's decision-making techniques in managing student discipline**

Use the scale agree (A) and Disagree (D)

a.) What is the extent of your agreement on how stakeholder's involvement in the management of student discipline affects academic performance?

Statements	Agree	Disagree
Teachers ensure students have copies of school rules		
There is collective responsibility in managing discipline		
Teachers are strict on student discipline		
Prefects enforce student discipline		
The administration is strict on discipline		

b.) What is the extent of your agreement on how decentralized system of management of student discipline affects academic performance?

Statements	Agree	Disagree
There exist an active disciplinary committee		
Teachers are involved in disciplinary issues		
Teachers' authority on discipline matters is minimal		
Disciplining of students is centralized		

c.) What is the extent of your agreement on how principal's leadership style management of student discipline affects academic performance?

Statement	Agree	Disagree
Administration is a team player		
Uses participatory approach		
Is authoritative		
Meets student leaders regularly		
Approachable		
Meets teachers regularly		
Firm / Decisive		

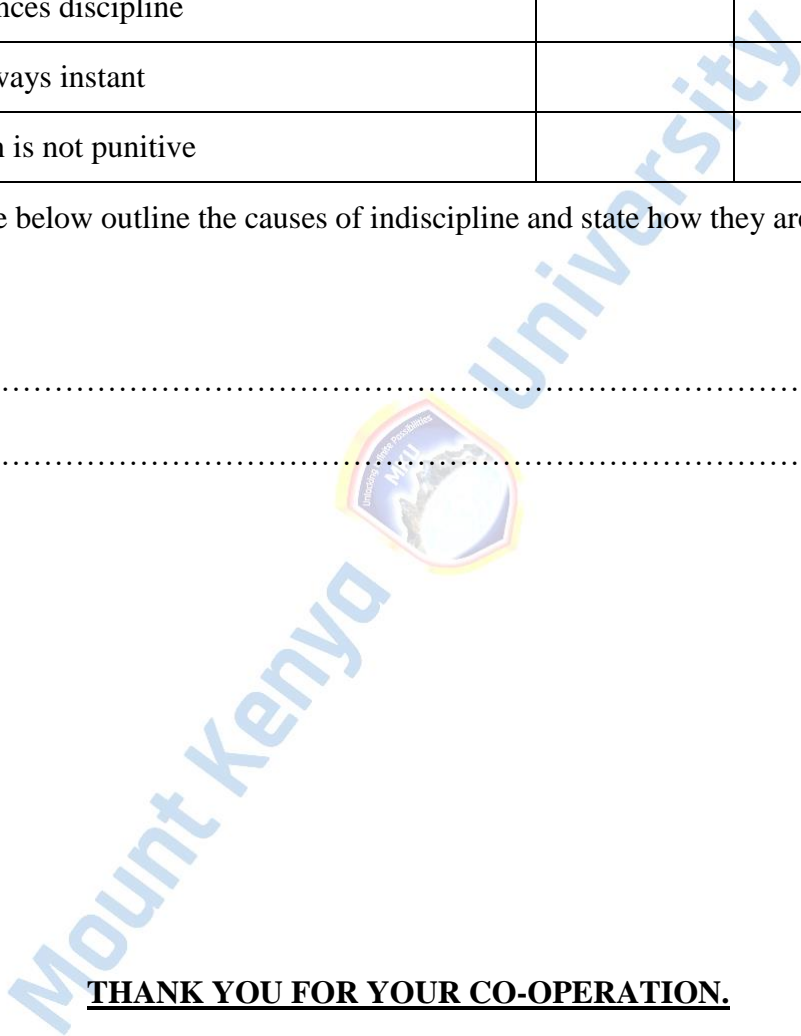
d.) What is the extent of your agreement on how Principal's decision-making techniques in the management of student discipline affects academic performance?

Statements	Agree	Disagree
Indiscipline is always punished		
There is standardized punishment to students		
Punishment enhances discipline		
Punishment is always instant		
Punishment given is not punitive		

20. In the space below outline the causes of indiscipline and state how they are handled by the school.

.....

.....



**THANK YOU FOR YOUR CO-OPERATION.**

## **APPENDIX IV: SCHOOL PRINCIPALS'/DEPUTY PRINCIPAL' QUESTIONNAIRE**

You have been selected by the researcher to participate in a research on management of student discipline and its effects on academic performance among mixed day secondary schools in Bungoma Central Sub-County, Kenya. Your honest response to the questionnaires will be appreciated.

### **INTRODUCTION**

In order to assist the researcher, realize the objectives of the study, you have been requested to fill these questionnaires carefully and return to the owner.

### **SECTION A**

1.) What is your length of stay here?

3 years. ( )

More than 3 years. ( )

2.) Provide you level of professional achievement

Masters ( )

Bachelors. ( )

Diploma. ( )

3.) Are there indiscipline cases in your school?

Yes. ( )

No. ( )

**Part 2: Stakeholder's involvement, decentralized system, Principal's leadership style and Principal's decision-making techniques in managing student discipline**

Use the scale agree (A) and Disagree (D)

a.) What is the extent of your agreement on how stakeholder's involvement in the management of student discipline affects academic performance?

Statements	Agree	Disagree
Discipline management is a shared responsibility		
Teachers assist the administration in ensuring discipline		
Teachers ensures students follow school rules		
Prefects enforces student discipline		
Parents are supportive in managing discipline of their children		

b.) What is the extent of your agreement on how decentralized system of management of student discipline affects academic performance?

Statements	Agree	Disagree
There exist an active disciplinary committee		
Teachers are involved in disciplinary issues		
Teachers' authority on discipline matters is minimal		
Disciplining of students is centralized		
Prefects have authority to punish wrong doers		

c.) What is the extent of your agreement on how principal's leadership style management of student discipline affects academic performance?

Statements	Agree	Disagree
Administration is a team player		
Uses participatory approach		
Is authoritative		
Meets student leaders regularly		
Approachable		

Supportive		
Firm / Decisive		

d.) What is the extent of your agreement on how Principal's decision-making techniques in the management of student discipline affects academic performance?

Statements	Agree	Disagree
Rules and regulations are integrated in school policy		
Students have clear rules and regulations		
Decision making is instant		
Punishment is always fair		
Punishment given is not punitive		

Mention any other comment .....

.....

**THANK YOU FOR YOUR CO-OPERATION.**

## **APPENDIX V: INTERVIEW FOR PARENTS/GUARDIANS**

- (i) How familiar are you with the decentralized system of managing student discipline in your child's school?
- (ii) In your opinion, how does the disciplinary environment at the school influence your child's academic performance?
- (iii) How do you perceive the principal's leadership style in terms of managing student discipline and fostering academic success?
- (iv) How does the principal communicate with parents/guardians about student discipline and academic progress?
- (v) How would you describe the overall atmosphere and discipline at your child's school?
- (vi) In your opinion, how does the Principal's approach to decision-making impact student behavior and academic outcomes?

**APPENDIX VI: TABLE FOR DETERMINING SAMPLE SIZE**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

N/B: **N** represents the size of the population while **S** represents the sample size

**APPENDIX VII: AUTHORIZATION LETTER**



**DIRECTORATE OF GRADUATE STUDIES**

MED/2019/47718

16<sup>th</sup> May, 2023

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/Madam,

**RE: GODFREY NDINYO WAKASALA - REGISTRATION NO. MED/2019/47718**


The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is "*Management of Student Discipline and its Effects on Academic Performance Among Mixed - Day Secondary Schools in Bungoma Central Sub - County Kenya.*"

It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **May, 2023 and July, 2023**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
**Dr. Samuel M. Karanga, Ph.D.**  
**Director, Graduate Studies**  
Enc.

Mount Kenya University  
P.O. Box 342 - 01000, THIKA  
Office of the Director  
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Tel: 020-2878 000, Cell: +254 709 153 000  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
Chartered and ISO 9001 : 2015 Certified Institution.  
**Unlocking Infinite Possibilities**

# APPENDIX VIII: NACOSTI PERMIT

  
REPUBLIC OF KENYA

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **845456** Date of Issue: **30/June/2023**

**RESEARCH LICENSE**



**This is to Certify that Mr.. Godfrey Ndiryo wakasala of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Bungoma on the topic: management of student discipline and its effects on academic performance among mixed day secondary schools in Bungoma central sub county for the period ending : 30/June/2024.**

License No: **NACOSTI/P/23/27150**

**845456**  
Applicant Identification Number

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

Verification QR Code



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**See overleaf for conditions**

APPENDIX IX: BUNGOMA COUNTY MAP

