

**STUDENTS' INDISCIPLINE AND ACADEMIC PERFORMANCE IN PUBLIC  
SECONDARY SCHOOLS IN MATUNGU SUB-COUNTY, KENYA**

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## DECLARATION AND APPROVAL

### DECLARATION

This project is my original work and has never been presented for any academic award in any institution.

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### APPROVAL

This project is being submitted for examination with my approval as University supervisor.

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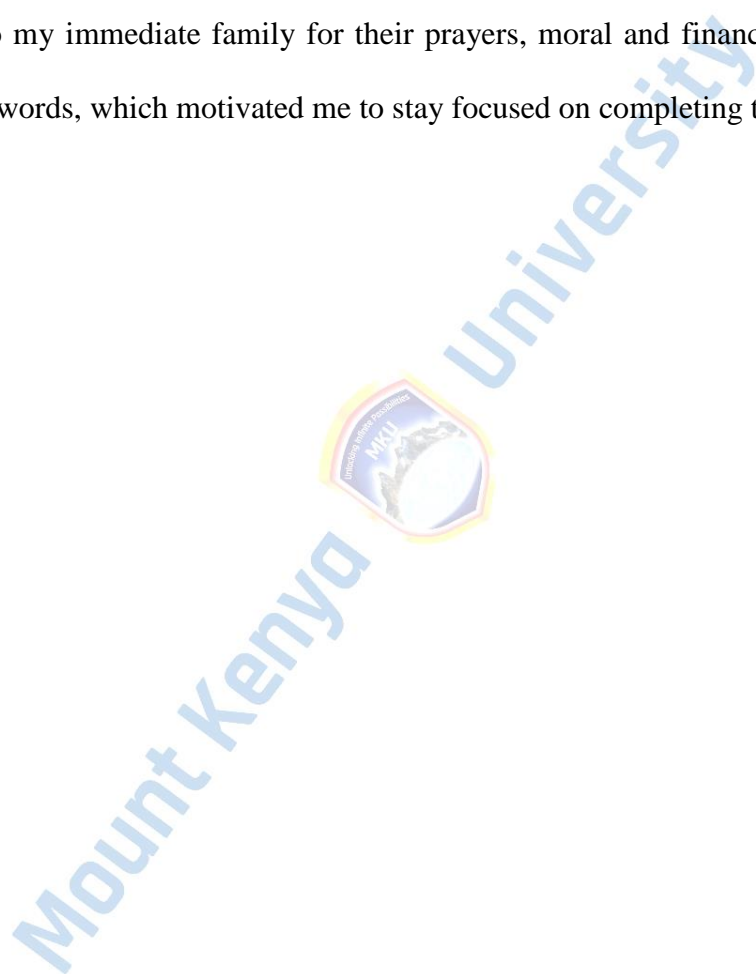
## **DEDICATION**

This work is dedicated to my wife Judith, son Wayne and daughter Felicia who assisted me financially and morally in the course of my study.



## **ACKNOWLEDGEMENT**

Firstly, I would like to express my sincere gratitude to my supervisor, Dr. Jane Amunga, for her time, dedication, and professional guidance throughout the process of writing this project. I am also thankful to the University for providing me with the opportunity to pursue this course. Additionally, I extend my appreciation to all my coursework lecturers for imparting valuable knowledge and establishing a solid foundation during my studies. Lastly, I am deeply thankful to my immediate family for their prayers, moral and financial support, and their encouraging words, which motivated me to stay focused on completing this project.



## ABSTRACT

This study looked into the relationship between academic achievement and student indiscipline in public secondary schools in Kenya's Matungu Sub-County. Examine the effects of exam cheating, incomplete homework, vandalism of instructional materials, and nonattendance on student outcomes were among the goals. Inspired by the Social Learning Theory of Albert Bandura and the Self-Determination Theory of Edward L. Deci and Richard M. Ryan (1985), The study employed a convergent parallel mixed method design that combined qualitative and quantitative techniques. 42 public secondary schools' instructors, pupils, and deputy principals were surveyed and interviewed in order to gather data. Deputy principals, guiding and counselling teachers, class teachers, and students made up the target group. The study targeted 16,809 respondents out of which using stratified random sampling, 391 respondents were chosen as a sample. The study piloted at one school and used Slovin's formula to determine sample size. Experts evaluated the questionnaire's validity, and the test-retest approach was used to ensure its reliability. Statistical methods like Pearson Correlation, Regression Analysis, percentages, averages, and bar graphs were used in the data analysis, which was carried out using SPSS version 27.0.1. The findings from the study show that non-attendance has a minimal direct impact on students' academic performance, with a correlation coefficient of 0.019, examination cheating has almost no direct impact on academic performance, as demonstrated by a very low correlation coefficient of 0.002, findings from the study reveal a slight positive correlation (0.076) between vandalism and academic performance, suggesting a minimal direct effect, while the uncompleted homework has a minor impact on academic performance, with a correlation of 0.071, accounting for only 0.5% of performance variability. The study therefore, recommends that schools implement enhanced strategies to improve student attendance, alongside a comprehensive approach to address multiple aspects of the educational environment, including improving teaching quality and supporting students from diverse socio-economic backgrounds, promoting academic integrity and implementing preventive measures against cheating to uphold the credibility of educational assessments and reinforce positive academic and moral outcomes, schools adopt preventive measures to reduce vandalism, such as strengthening security and fostering respect for school property. A holistic approach should also be taken to better understand how vandalism might interact with other factors affecting educational outcomes and that improving the quality and relevance of homework to ensure it aligns with learning objectives and meets students' needs. Enhancing student engagement and providing support for homework completion are essential, as is regularly evaluating and adjusting homework practices based on feedback and observed impact on academic performance.

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## LIST OF ABBREVIATIONS AND ACRONYMS

KCSE	Kenya Certificate of Secondary Education.
KEMI	Kenya Education Management Institute.
KNEC	Kenya National Examination Council.
MOE	Ministry of Education.
MoEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation.
OECD	The Organization for Economic Cooperation and Development.
ROK	Republic of Kenya.
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Scientists.
US	United States.



Mount Kenya University

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The background of the study, the problem statement, the goal of the investigation, the objectives, the research questions, and the hypothesis are all presented in this chapter. Along with the assumptions employed and the operational definitions of key terminology used throughout the research, it also covers the relevance, limitations, delimitations, and scope of the study.

#### **1.2 Background to the study**

In the United States, the relationship between student discipline and academic achievement has been extensively studied, highlighting the significant impact that disciplinary practices can have on students' academic outcomes. Studies such as those conducted by Rumberger and Thomas (2020) and Gottfredson and Gottfredson (2024) have highlighted the negative repercussions of student indiscipline on academic performance. Indiscipline issues like absenteeism, disruptive behaviour, and misconduct not only affect the individual student but also disrupt the learning environment for others.

In China, studies on student discipline and academic performance have shown similar concerns. Research by Wang, H., Zhou, X., & Lu, C. (2018) has highlighted that discipline-related problems among students, such as absenteeism, academic dishonesty, and behavioural issues, can significantly impact academic outcomes. These issues not only affect individual student performance but also disrupt the learning environment and

teacher-student relationships.

In South Africa, research on students' indiscipline and its consequences on academic achievement has been extensively explored. Studies by Reddy, Juan, and Meyiwa (2013) and Maree and Fletcher (2018) have highlighted the prevalence of disciplinary problems among students in South African schools. According to a study by Simeon and Ninaa (2020) on the subject, indiscipline significantly lowers junior students' academic performance in public junior secondary schools in River State, Nigeria. Likewise, an investigation carried out in Liberia concerning the efficacy of a school policy on students' discipline and secondary schools' attendance found that indiscipline problems are rampant among the students and this vice continues to cause major problems in the learning institutions (Sirryeh, 2020).

The situation is no different in other African countries. In South Africa, the secondary schools are faced with the problem of indiscipline. Six categories of characteristics are associated with school indiscipline: learner, teacher, school, educational system, parent, and society. These elements have a substantial effect on students' performance and academic accomplishment (Wolhuter & Van der Walt, 2020). Consequently, the increasing case of indiscipline in African schools compels administrators and teachers to adopt mechanisms to deal with alarming rates of vice including the adoption of corporal punishment.

According to the cross-sectional studies in Tanzania, Hecker et al. (2019) found that school corporal punishment is still widely used to make students comply with school rules and

school guidelines. However, it leads to externalizing behaviour patterns, and internalizing behavioural problems, and reduces academic and general performance among the learners. According to Mugambi (2018), student misconduct in the classroom interferes with instruction and learning and is a risk factor for dropouts, grade repeat, and poorer grades. There are various forms of school misconduct linked to poor academic achievement. These extend to cover the attendance of school, examination cheating, destroying teaching and learning resources, and non-completion of homework. As Makokha (2019) showed, in the world's most modern education system, secondary education is the best education to prepare one for university education. However, secondary education systems in most countries still face challenges such as learner indiscipline, impeding academic performance, and overall educational success (Njoroge & Nyabuto, 2017). The goal of the school's stakeholders, including administrators, teachers, students, parents, and accountable governments, is to lessen some of the difficulties that arise in the classroom.

Concerns about pupils' lack of discipline and how it affects their academic performance in public secondary schools have been raised in Kenya and study within the local context. Studies conducted by researchers such as Simatwa (2018) and Mutie & Ndambuki (2019) have explored various aspects of indiscipline among students in Kenyan secondary schools. These studies have identified multiple forms of indiscipline, including absenteeism, disobedience, bullying, exam cheating, substance abuse, and vandalism, among others. Indiscipline disrupts the learning environment, leading to decreased concentration, poor academic engagement, and compromised learning outcomes for both

the undisciplined students and their peers (Simatwa, 2018; Mutie & Ndambuki, 2019). Moreover, research indicates that high levels of indiscipline contribute to increased dropout rates, lower academic achievement, and a negative school culture that impedes overall educational excellence (Simatwa, 2018; Mutie & Ndambuki, 2019).

The educational system in Kenya faces challenges in addressing these disciplinary issues comprehensively. Lack of proper mechanisms to curb indiscipline, limited resources, and inadequate support systems for both students and teachers are identified as contributing factors (Simatwa, 2018; Mutie & Ndambuki, 2019). Efforts to tackle these challenges involve implementing disciplinary measures, providing guidance and counselling services, fostering positive school climates, and promoting values-based education. According to certain research, in order to successfully control student indiscipline and enhance academic performance in Kenyan public secondary schools, legislative reforms and teacher training programs are required (Simatwa, 2018; Mutie & Ndambuki, 2019).

Schools like Kakamega High School, Lubinu Boys High School, and Koyonzo Boys have a dismal record when it comes to disciplinary issues in Kakamega County. Students from Koyonzo Boys in Matungu Sub County set fire to their grocery store in 2019, destroying twelve million shillings' worth of property. (2020, MoEST).

**Table 1.1: Matungu Sub County Public Secondary Schools' Student Disciplinary Case Trend, 2019–2022**

Type of indiscipline	2019	2020	2021	2022
Students' Unrest	4	6	27	15
Pregnancies	135	226	309	240
Drug Abuse	72	96	212	385

**Source: MoEST, 2023.**

In Kenya, the KCSE exam is typically used to evaluate secondary school pupils' academic performance. The performance of the students in this examination is important during their placement to high education and college or polytechnic courses (Lumosi & Mukonyi, 2018). This is because it dictates the career and future professions of the KCSE graduated learners. Between 2018 and 2023, the KCSE mean scores in Kakamega County have put Matungu Sub County in seventh position out of the 13 sub counties with Matungu having stagnated at a mean of D+ (plus) over the years (Appendix XI).

Additionally, the 2023 KCSE performance report from Advanced Africa indicates that students in a few sub-county schools performed relatively poorly. Moreover, this report indicated that most students failed to attain minimum university grade of C+ (Advanced Africa, 2023). According to Matungu pupils' current academic standing, the majority are in a good position to enrol in technical institutes for vocational training or middle-level colleges for diploma courses. Therefore, there has been dismal performance as reported on Sub-county KCSE mean performance despite the huge allocation the government pumps in the sector yearly. The potential reason that could have led to this kind of performance is

student indiscipline in schools; however, this has received limited attention. This gap prompted the researcher to investigate how students' indiscipline affects their academic performance in public secondary schools within Matungu Sub-County.

### **1.3 Statement of the Problem**

Student indiscipline is a growing concern in Kenyan public secondary schools, impacting both academic performance and the overall quality of education. Studies by Simatwa (2018) and Mutie & Ndambuki (2019) have highlighted various forms of indiscipline—such as absenteeism, cheating, bullying, vandalism, and disobedience—that disrupt the learning environment, hinder academic progress, and contribute to low academic achievement and increased dropout rates.

In Matungu Sub-County, the issue of indiscipline is particularly pressing. A Ministry of Education (MoE) report from July 2023 revealed numerous cases of student strikes and class boycotts between 2019 and 2022. During this period, the sub-county's Kenya Certificate of Secondary Education (KCSE) mean scores stagnated, ranging between 4.5 in 2019 and 4.2 in 2023. This trend suggests that rising indiscipline is directly undermining the academic performance of students in the area. The persistence of such challenges also impedes Kenya's progress towards Vision 2030 and the Sustainable Development Goals (SDGs), as quality education is essential for national development.

While multiple factors contribute to poor student performance, indiscipline has received less research attention as a variable. This study sought to fill this gap by examining the

relationship between student indiscipline and academic performance in public secondary schools in Matungu Sub-County.

#### **1.4 Purpose of the Study**

The purpose of this study was to determine how indiscipline influences student's academic performance in public Secondary Schools in Matungu Sub-County.

#### **1.5 Objectives of the Study**

The specific objectives of this study were:

- i. To establish the influence of non-attendance of school on students' academic performance in public secondary schools in Matungu sub-county.
- ii. To establish the influence of examination cheating on the academic performance of students in public secondary schools in Matungu Sub-County.
- iii. To establish the influence of vandalism of teaching and learning resources on students' academic performance in public secondary schools in Matungu Sub County.
- iv. To establish the influence of uncompleted homework on the academic performance of students in public secondary schools in Matungu Sub-County.

#### **1.6 Research Question**

The research question in this study were:

- i. How does non-attendance of school influence students' academic performance in public secondary schools in Matungu sub-county?

- ii. How does examination cheating influence academic performance of students in public secondary schools in Matungu Sub-County?
- iii. How does vandalism of teaching and learning resources influence students' academic performance in public secondary schools in Matungu Sub County?
- iv. Does uncompleted homework influence academic performance of students in public secondary schools in Matungu Sub-County?

### **1.7 Hypothesis of the study**

The study tested the following hypothesis:

**H<sub>01</sub>:** There is no significant relationship between non-attendance of school and academic performance of students in public Secondary schools in Matungu Sub County.

**H<sub>02</sub>:** There is no significant relationship between examination cheating and academic performance of students in public Secondary schools in Matungu Sub County.

**H<sub>03</sub>:** There is no significant relationship between vandalism of teaching and learning resources and academic performance of students in public Secondary schools in Matungu Sub County.

**H<sub>04</sub>:** There is no significant relationship between uncompleted homework and academic performance of students in public Secondary schools in Matungu Sub County.

### **1.8 Justification of the study**

The formulation of successful educational policies and interventions targeted at raising the general standard of education in the area is informed by the relationship between students' academic achievement and indiscipline. Policymakers established specific policies to

address the variables that contribute to indiscipline and its impact on academic achievements, with the aim of promoting student success. For educators and school administrators looking to improve academic attainment and the learning environment in public secondary schools in the Matungu Sub-County, this study offered insightful information. Schools can take proactive steps to lessen the effects of indiscipline on academic performance and establish a more favourable learning environment by identifying the areas in which it negatively affects student performance.

### **1.9 Significance of the Study**

All Kenyan educational stakeholders, administrations, the Ministry of Education, county and sub-county education authorities, the Teachers Service Commission, parents, students, and the community, need to know the results of a study on indiscipline and academic achievement. The results will be used to determine what kind of training administrators need to combine different leadership philosophies while handling issues related to school discipline. The results of this study will also be used by the Kenya Education Management Institute (KEMI) and the Ministry of Education (MoE) to structure and restructure in-service training programs for staff members engaged in educational administration and management. The study will be used by the Board of Management, Principals, and school administrators to pinpoint instances of indiscipline, as well as its causes and consequences, in order to implement the best possible leadership approach. The findings and data may be used as a foundation for future studies as well as a reference in building new studies in this area.

### **1.10 The Scope of the Study**

The Matungu Sub-County's public secondary schools served as the study's sites. Deputy Principals, classroom instructors, Guidance and Counselling teachers, and students from these schools were among the target group. These teams were picked because they were pertinent to the research. Data was gathered on a number of topics, including absenteeism, cases of exam cheating, damage to instructional materials, incomplete assignments, and general academic achievement. The research request was approved, and two months later, in April and May of 2024, the data gathering period was decided upon.

### **1.11 Limitations of the Study**

Constraints are situations beyond the authority of the researcher that may limit the completion of the research or other applications made in various circumstances (Kombo & Tromp, 2008). There was a likelihood of some limitations during the study. This included respondents who were reluctant to share sensitive information about their school or they were feeling that they were at risk of losing their jobs. To counter this, the researcher explained to the respondents that this was purely academic and no names shall be quoted, as well, the researcher was looking at the future progress of Kenyan children, and such information was deemed helpful for such. Respondent work schedules hindered some from completing and returning surveys promptly. The researcher gave them enough time of about one to three days to complete the questionnaires. Also, some teachers were not readily available as they were serving students in different capacities. The questionnaires were given at free time when the teachers were not engaged in classes.

### **1.12 Delimitations of the Study**

The study specifically targeted public secondary schools within Matungu Sub-County, excluding schools outside this geographical area. To refine the scope and gain more detailed insights, the research concentrated on particular grade levels or classes within the secondary schools, such as Form 3 and Form 4 students.

### **1.13 Assumptions of the study**

The following key assumptions formed the basis of the current research: student indiscipline affected academic performance, Schools experienced different kinds of indiscipline cases and teachers would provide information freely and impartially.

### **1.14 Operational Definition of terms**

#### **Academic Performance**

Academic performance is a measure of the achievements of the students in various academic subjects at the secondary level.

#### **Discipline**

This is control gained by enforcing obedience or order. This is an ability to behave within the expected standards guided by the organizational framework and principles.

#### **Exam Cheating**

Cheating in the examination entails the unauthorized use and access of information, exam-content-related materials, and devices and engagement in malpractices in completing the examination. Such acts of cheating include copying, and referring to information from unauthorized sources are acts of examination cheating.

### **Homework**

Homework is a set of tasks and assignments assigned to students by their subject teachers for completion outside or away from the classroom environment. Homework includes reading required text and responding to questions, writing, and completing exercises.

### **Indiscipline**

Indiscipline is any act that diverges and dissociates from acceptable societal norms, standards, and values. It is an act of violation of school rules, policies, and regulations and disrupting the smooth teaching and learning process.

### **Non-attendance of school**

Non-attendance of school entails a deliberate and unauthorized absence from school or class, whether it is for valid reasons or not. A student misses classes and sessions at their own free will.

### **School Vandalism**

Vandalism of school resources entails wilful or malicious damage to Teaching/Learning material, infrastructures, and equipment. For example, the destruction of library books and laboratory equipment

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

This chapter reviewed existing literature on school non-attendance, examination cheating, vandalism of teaching and learning resources, and uncompleted homework, and their effects on student academic performance across global, regional, national, and county levels. It examined the theoretical and conceptual frameworks relevant to these issues and identified gaps in the current research.

#### 2.2 Concept of discipline, indiscipline and performance

Bear (2019) defines discipline as adherence to moral and social norms, while behaviours deviating from these norms are deemed indiscipline. Theuri (2018) emphasizes that discipline is cultivated through training students to follow established rules, which supports effective education. When discipline is upheld, students become more accountable for their actions, leading to better academic performance. Additionally, maintaining discipline in the classroom reduces distractions and enhances focus, thereby fostering improved academic outcomes.

In their meta-analysis, Strelan et al. (2020) found that student discipline enhances focus on academic goals, fosters a positive attitude towards studies, and mitigates the impact of negative peer pressure. They noted that a disciplined environment contributes to a safer and more effective learning space, particularly in boarding

schools. Conversely, Salaudeen et al. (2021) identified that indiscipline undermines students' concentration, leads to loss of academic materials, wastes instructional time, increases absenteeism and dropouts, and results in lower academic achievement. Lukman and Hamadi (2014) reported that indiscipline can lead to depression, substance abuse, and rebellious behaviour, which further exacerbates poor academic performance and achievement.

### **2.2.1 Students' school non-attendance and academic performance**

Scholars have varied in their definitions of school non-attendance. Matayile (2019) describes it as a deliberate absence from school by a student without the consent or awareness of teachers or parents. Freire and Amado (2018) similarly define it as an absence for specific reasons, again without the knowledge of teachers or parents. School non-attendance is a global issue and is widely recognized as a significant factor contributing to poor educational performance (Maynard et al., 2012; Seidu, 2019). Many students miss school daily without valid reasons. In the United States, Keppens et al. (2019) opined that non-attendance of school is one of the top 10 most common problems facing American schools. Previous studies reported non-attendance of school rates of 1.8%, 2.0%, and 2.4% for students in England, Wales, and Scotland respectively (Kearney, et al., 2022). They also confirmed that 1 in 5 of her school-aged children is absent from school every day. Studies have identified school attendance as an important variable when measuring the performance of students. This means that corrective practices against chronic non-attendance of school must be taken

to improve student academic performance. School refusal leads to poor performance because it wastes study time and causes students to drop out (Momanyi, 2018).

Marfo (2018) opined that non- attendance is a hindrance to high academic performance among learners; it reduces the quality of education received as it suppresses the learning hours, lowers the standards of academic achievement of a child, and contributes to the lower general performance of learners in public schools. In England, there are negative outcomes related to non-attendance of school such as additional crime, poor school performance, school dropouts, Drug use, and other risky and problematic behaviours (Kearney et al., 2022). Keppens and Spruyt (2020) found that students with irregular school attendance tend to have poor academic performance and a higher likelihood of dropping out. Studies conducted in England, along with other research, highlight that school refusal incurs significant costs, including increased crime rates, diminished academic outcomes, lower community contribution, and higher government expenditures on social services (Baker et al., 2001).

Khan (2019) discovered that even with strict attendance policies in high schools, non-attendance remains a significant issue that adversely affects student performance. Their research, which focused on undergraduate medical students, highlighted a direct link between class attendance and academic success, emphasizing the need for effective monitoring and corrective measures to enhance academic achievement.

However, their study did not explore how absenteeism and truancy impact specific aspects of the teaching-learning process, such as learning objectives, assessments, and instructional activities. This study aims to address this gap by examining how non-attendance influences these components and its overall effect on academic performance.

In Kajiado County, Kisipan (2019) identified school non-attendance as a precursor to student dropout, noting that students with lower academic performance tend to miss school more frequently than their higher-performing peers. The study revealed that approximately 30% of students engage in sand harvesting, particularly in Kenyawa Division, which contributes to their irregular school attendance and subsequently impacts their academic performance. However, Kisipan's research did not fully explore how non-attendance specifically affects various aspects of academic performance. This study aims to address this gap by examining the impact of school non-attendance on the academic achievement of secondary school students in Matungu Sub-County.

Lumosi et al. (2021) found that learner behaviour has a direct impact on their academic performance and ability to complete their studies, with negative behaviours such as school non-attendance leading to lower performance. Similarly, Mukonyi and Onkware (2020) explored strategies to enhance student participation in Kakamega

County and identified factors such as non-attendance, insufficient school fees, lack of necessary learning resources, and distance from school as contributing to poor academic engagement. They concluded that missing school leads to gaps in the teaching and learning process, resulting in poor performance. Both Kisipan (2019) and Mukonyi and Onkware (2020) corroborate that non-attendance impairs intellectual and cognitive development, slows individual progress, and affects academic outcomes. Overall, there is consensus among scholars that regular class attendance is fundamental to student success and performance.

School non-attendance among students in Kenya remains a critical issue that significantly affects academic performance. Existing studies have identified various factors contributing to absenteeism, including socio-economic status, distance to school, familial responsibilities, health-related issues, and socio-cultural beliefs. According to a study by Mukonyi and Onkware, (2020), poverty was identified as a primary factor leading to irregular school attendance among Kenyan students, especially in rural areas where economic constraints hinder access to education.

Moreover, research conducted by Kisipan (2019), highlighted the influence of parental education on students' attendance, emphasizing that higher parental education levels correlate with improved attendance rates. Contrarily, the absence of parental involvement due to factors such as migration for work or lack of awareness about the importance of education negatively impacts student attendance, as suggested by

Lumosi et al. (2021). While these studies shed light on the determinants of school non-attendance, several research gaps persist, warranting further investigation. Firstly, there's a need for in-depth exploration into the nature of socio-cultural factors impacting attendance patterns among different ethnic groups in Kenya. Cultural beliefs, traditions, and perceptions about education might vary significantly across regions and communities, influencing students' commitment to attending school regularly. Secondly, existing literature often addresses the immediate reasons for non-attendance, such as poverty or distance, but fails to delve into the long-term consequences on academic performance. Research should focus on elucidating the specific ways in which irregular attendance disrupts the learning process, affects students' understanding of curriculum content, and ultimately influences academic achievement. Therefore, this study sought to develop a link between the school non-attendance behaviour and how it influences the students' performance.

### **2.2.2 Examination Cheating and student's academic Performance**

Scholars have opined that examination cheating is a serious academic dishonesty around the globe. Various governments have adopted strategic measures to deal with this menace in their educational sector. According to Kinuthia (2019), Examination cheating refers to the act of a candidate obtaining an unfair grade or unfairly prioritizing an exam over other students. It is also defined as the intentional use of unauthorized materials, study aids, or information within or during the examination period to meet certain criteria. This statement

assumes that cheating can occur anywhere at any time during the preparation of the exam or before the preparation of the exam.

Previous studies around the world show that exam cheating is prevalent. Gelder (2012) conducted a study of US learner exam cheating. Survey results show that the majority of students admit to cheating in some way on exams. In the United States, scholars have found that examination cheating is a rampant phenomenon in high schools and universities, in many cases, the students fail in the test (Salehi & Gholampour, 2021).

Other studies have allied that the scenario is common in Canada, Australia, the United Kingdom, Singapore, Central European Countries, and Western Europe found that examination cheating leads to negative learning outcomes such as suspension or expulsion from the learning institution (Murdock et al, 2008). In China, college entrance exams for high school graduates are highly competitive.

According to Guo Yan, Shibao Guo, Lorin Yochim, and Xiaoli Liu, the number of high school graduates in China has been on the rise between 2011 to 2021 (Guo et al., 2022). Approximately 15.87 million high school graduates who took senior high school entrance exams in 2021, the graduates were 7.8 million proceeded to join the senior high schools. Fierce competition is fertile ground for cheating on exams. Comas-Forgas et al (2021) investigated exam cheating in high schools and universities in Spain; they conducted an analysis of internet search activities in Spain and found that examination cheating is highly

prevalent in high schools and universities in Spain. This vice contributes to negative learning outcomes. Similarly, Sendur (2022) in his exploration of the academic malpractice internationally, found that cheating is prevalent across countries, on average; about 88% of learners have participated in examination cheating in their entire educational life. This rampant vice reduces the credibility of the students in the examination and school program and damages the reputation of students involved in the examination cheating.

The situation is similar in the African countries. The Tunisian Observatory for Higher Education and Scientific Research in their report dated 16<sup>th</sup> February 2023 indicated that examination cheating is rampant in high schools, colleges and universities and this vice threatens the value of the academic qualification and academic credibility of individual students who are involved in the examination cheating (Sawahel, 2023).

However, most of the studies that have been conducted do not report the effect of cheating on exams on academic performance rather focus on the negative education outcomes and lack of career credibility. Globally, scholars such as Salehi and Gholampour (2021), Maeda (2021), Metzger and Maudoodi, (2020), Comas-Forgas et al (2021), and Sendur (2022) explored the cases of examination cheating in various educational institutions around the globe and found that examination cheating affects the future educational life of the students' negatively. Their study, however, doesn't deal with how exam cheating affects academic achievement. By analysing the impact of academic dishonesty on

secondary school students' performance in Matungu Sub-County, Kakamega County, this study seeks to close this achievement gap.

Exam cheating has severe consequences in Kenya, where it is punishable by the Kenya National Examination Council, which can withhold or delete results in addition to imposing a two-year suspension or a ten-year jail sentence, or both (Ojwang', 2019). The extent to which exam cheating can impact students' academic achievement at the secondary, college, and university levels of education was not addressed by Ojwang' in her study. To close the gap in the body of research, this study will assess the degree to which academic performance is impacted by cheating. When students have prior knowledge, Ndala (2019) observed that they frequently make brief notes for exams, which improves their exam performance. According to Olushola's (2018) research, more than 80% of students acknowledged using cheating to raise their scores. Nyandoro (2019) noted that a large number of high school pupils who cheat devote less time to their academic work. Furthermore, Ouma (2019) emphasized that insufficient exam preparation by educators prompts pupils to look for short cuts and resort to cheating by utilizing textbooks, cell phones, and other devices. Exam integrity was jeopardized in 2014, 2015, and 2022 when candidates from Matungu and other locations used social media to access the tests.

Shibo (2019) in her study of examination cheating in Masaba South in Kisii County, the study found that examination cheating is a result of poor preparedness (32%), pressure

from parents, siblings or extended family members, teachers, peers, and society to attain best grades among the learners (21.6%) and beating the grade levels required in the next level of school (13.8%). Waweru (2020) opined that students are taught from an early age that cheating is a malpractice and unethical conduct; however, they deviate from this course as they advance in their educational hierarchy. He came to the conclusion that pupils are twice as likely to cheat on college tests if they cheat in high school. Waweru (2020) did not, however, discuss the effects of exam cheating on students' academic achievement at other educational levels, such as secondary, college, and university. This research attempts to fill this vacuum in the literature by assessing the degree to which academic performance is impacted by cheating.

Cheating on exams creates a big problem in one's career. Getting good grades by cheating is unethical and considered malpractice (Antonio et al., 2014). Also, it is difficult for tutors to isolate students in need of professional guidance based on the KNEC examination grades. However; it is embarrassing when students who were involved are unable to make a presentation of the content learned at the college or higher learning institution. This implies that they are unable to demonstrate the rate of their skill acquired at the secondary level. Furthermore, students who cheat on tests have a poor understanding of important high school ideas, which will make it harder for them to succeed in the future when the same concepts are taught at higher learning levels. Getting detected is the worst-case situation when it comes to exam cheating. Students' reputations suffer greatly when they

are discovered. Such pupils might receive a suspension or be expelled. They are unable to attend graduate school or find employment as a result. Additionally, it can seriously harm their reputation and make it more difficult for people—including liars—to believe them.

Educators, researchers and scholars have stated various potential reasons for examination cheating among students. Today's education is more focused on exams and passing than on influencing knowledge. Lack of confidence among the students regarding their content mastery abilities and social pressure are other reasons why cheating is so prevalent. On the contrary, cheating cannot be blamed solely on students, there are several teachers, school administrators, and parents who are involved in the examination cheating syndicate in Kenya (Ngesu, 2022). At the college and higher learning institutions, tutors and lecturers focus more on teaching rather than giving assignments during class. This calls for a personal drive for students to interact with the class content.

Similarly, technology aid examination cheating activities (Noorbehbahani et al., 2022). With the increased explosion in the use of technology in education, most students use the internet when completing their assignments. On the other hand, it is worth noting that decisions have consequences and the impact of examination cheating is devastating. At the college and higher learning institutions, examination cheating is subject to suspension or expulsion. What's more, this habit is highly addictive and can

spread to all aspects of one's life, including relationships, work, and commerce. It's important to avoid this habit because it doesn't give one any good results.

Exam cheating is a recurring problem that endangers the validity of academic evaluation and may have an impact on students' academic achievement. Studies by (Ngesu, 2022) have highlighted various forms of cheating prevalent among students, including plagiarism, collusion, unauthorized aids, and impersonation during examinations. These unethical behaviours undermine the fairness and credibility of the assessment process, compromising the educational system's reliability. Research by Antonio et al., (2014) revealed a correlation between high instances of cheating and a decline in academic performance among students. The prevalence of cheating not only erodes the value of education but also adversely impacts students' learning outcomes and hampers their ability to acquire and retain knowledge. Furthermore, Waweru (2020) conducted a meta-analysis suggesting that habitual involvement in academic dishonesty may lead to a lack of mastery of subject matter, contributing to long-term negative consequences on students' academic achievements and professional competencies.

While existing studies shed light on the prevalence and potential consequences of examination cheating, several critical research gaps remain unaddressed. Firstly, there is a need for comprehensive research that delves deeper into the underlying

motivations and drivers of cheating behaviour among students. Understanding the socio-psychological factors, peer influences, academic pressures, and cultural aspects that contribute to cheating can aid in developing targeted interventions to deter such behaviours effectively. Secondly, there is insufficient exploration of the long-term ramifications of academic cheating in the literature, which mostly concentrates on the immediate effects of cheating on performance.

Future studies ought to look into the effects of persistent academic dishonesty on students' future success in the workplace, their capacity to apply knowledge in real-world contexts, and their academic advancement. Thus, the purpose of this study was to determine how exam cheating affects students' academic performance at public secondary schools located in the Matungu Sub-County.

### **2.2.3 Vandalism and academic Performance**

Education is negatively impacted by both financial and psychological factors when teaching and learning tools are vandalized (Yildirim, 2017). According to Dedel (2019), well-kept buildings, furnishings, and other infrastructure foster a supportive learning environment that raises student achievement. School vandalism, according to Wang et al. (2022), is the deliberate and harmful destruction of educational infrastructure. They emphasized several types of vandalism that impair the standard of the learning environment, such as tearing pages from books, smashing windows, and writing on library volumes.

School vandalism has been identified as one of the issues in US schools with the greatest magnitude by the US Department of Education, Educational Agencies, Major Educational Associations, and National organizations (as cited in Ghimire & Rana, 2022). It is believed that vandalism presents a physical risk to students since damaged windows, shattered toilets, and other vandalized infrastructure raise the possibility of mishaps that result in bodily injury. Schools have had instances of arson, break-ins, and purposeful and unintentional property destruction.

In their investigation on the nature of school violence in a few public high schools in South Africa, Qwabe et al. (2022) discovered that vandalism is a way for students to show their violence. This study also demonstrated the financial costs associated with vandalism of educational materials; educational institutions may have to pay up to \$2 billion to repair the harm and rebuild the environment that promotes learning. Furthermore, parents have been asked to sign a contract agreeing to pay for the rebuilding of school buildings destroyed by arson and vandalism. Despite this, vandalism is still an issue in South Africa, not just in particular schools but also in the surrounding community.

The situation in Kenya is the same as it is on a continental and global scale. Previous research literature suggests that students who commit vandalism mainly shatter windows, injure furniture, and ruin books, labs, and sports equipment (Kinuthia, 2019). This can go so far as to destroy the school infrastructure and defile the school. This leads to the

disruption of the teaching-learning process. When such vandalism occurs, it also poses health risks to students and educators. Ngesu (2022) in his studies entitled, *“Voices from the students: Dissatisfaction and violence in secondary schools in Kenya,”* discovered that secondary schools in Kenya frequently experience arson attacks. The results of this study showed that vandalism incidents have a greater impact on boys' schools than on girls' schools. According to the statistics, secondary schools for boys made up 51% of the schools damaged by vandalism, followed by coeducational schools (21%), and schools for girls (28%). Shortly after, the majority of these schools were shut down, causing more than 6,000 pupils to be sent home and interfering with instruction. Academic performance may have suffered and students may have lost study and class time. The implications of school vandalism have been examined in the reviewed literature, but the effect of school vandalism on academic achievement has received less attention.

Vandalism in educational settings is a concerning issue that not only affects the physical infrastructure of schools but may also have implications for student academic performance. Studies by Rana (2022) have documented instances of vandalism in schools, ranging from graffiti and property destruction to theft and arson. These destructive behaviours not only compromise the safety and security of the learning environment but also have the potential to disrupt the educational process.

Research by Dedel (2019), suggested a correlation between high rates of vandalism in schools and a decline in academic performance among students. The disruptions caused by

vandalism, such as damage to classrooms, resources, and educational materials, can hinder the learning experience. Moreover, the psychological impact of a damaged or unsafe environment on students' concentration, motivation, and overall engagement in academic activities has been noted as a potential contributor to lowered academic achievements.

While existing studies highlight the association between vandalism and potential impacts on academic performance, several critical research gaps persist. Firstly, there is a need for comprehensive research exploring the underlying factors contributing to vandalism in educational institutions. Understanding the socio-economic, cultural, and environmental influences that lead to these destructive behaviours can aid in developing targeted preventive strategies. Secondly, existing literature often focuses on the immediate effects of vandalism on the learning environment and academic performance without sufficiently examining the long-term consequences. Further research is warranted to investigate how persistent exposure to a vandalized environment affects students' academic progress, psychological well-being, and overall educational outcomes. Additionally, while studies acknowledge the negative effects of vandalism on school facilities, there's a lack of research assessing the indirect effects on educational resources and their impact on teaching quality. It is essential to investigate how vandalism impacts the quality and accessibility of resources, including technology, textbooks, and other teaching aids, and how this influences the efficacy of instruction and the learning results of students.

#### **2.2.4 Uncompleted homework and students' academic performance**

The homework to be completed by learners in schools attracts different definitions among scholars. Many studies have emphasized that when students spend enough time to complete their homework, the learning tools are extended from school to home leading to the gradual improvement of their Academic skills (Bempechat, 2019). For example, Sharma (2018) defines homework as tasks done by learners outside the classroom. Makokha (2019) found in his study that mathematics and science performance improved significantly when homework was frequently given comparatively to other areas where homework was given infrequently. Gelder (2018) asserted that ignoring background variables improved performance in schools where students were given weekly homework. Other scholars hypothesized that for each additional hour of homework, she was given in school, and she was likely to improve her deviation score by 20% in all subjects except mathematics. This means that frequent homework can be a way to improve academic performance (Goodall, 2021).

Desarrollo (2019) argued that a large amount of homework in schools can negatively affect those students who come to school late. Such students create knowledge gaps in their mastery of content and the learning process. This amount of work is overwhelming, increasing their inability to complete, thus negatively affecting their performance. They found that while there were fewer, more limited resources, students performed better because they were assigned more homework by their teachers. Additionally, research by

Sharma (2018) shown that the amount of time students spends on homework and the quantity of completed assignments that are turned in for assessment greatly influence their overall understanding of the subject matter, which in turn influences their performance. Moreover, Magalhães, Ferreira, Cunha, & Rosário (2020) in their systematic review of online and traditional students' performance found that homework provides learners with an opportunity to exercise the mastered content and therefore the successful completion of homework contributes to positive performance among learners. Similarly, the inability to complete and submit homework denies the learners an opportunity to have a personalized encoder with the learned content in class. Thus, the inability to complete the homework leads to poor performance among learners.

According to Xu (2019), he explained that completion of homework is directly linked to positive academic outcomes. According to his international research of homework completion in Chinese high schools, doing homework helps students master the concepts they are taught during the teaching and learning process, which in turn boosts academic success. On the other hand, uncompleted homework limits the mastery of the taught concepts and increases the chances that a student will fail to score whenever the taught concepts are examined. Guolang (2019) discovered that homework in Namibia enhances standards, broadens the scope of the curriculum, and may help students develop better study habits. As a means of providing feedback, homework helps determine whether instruction and learning occurred.

In their research conducted in Malaysia, Suamung et al. (2021) discovered a strong correlation between assignment completion, homework feedback, and overall academic achievement. According to the studies, learners' academic performance improves when assignments are completed and there is an efficient feedback system in place. As a result, the examined international and continental literature suggested that assigning homework on a regular basis helps students perform better, reinforces what they learn in class, helps them acquire healthy study habits and life skills, and helps them feel more connected to what they are studying. Nevertheless, research has mostly concentrated on how homework completion impacts students' academic success, with little emphasis on the impact of incomplete assignment on learners' performance.

In Kenya, Muola (2019) found that in 60% of schools, homework for students was either not done or poorly attended to and no mechanism has been set in place to monitor the homework completion rate. This suggests that students do not give their homework the necessary attention. In the past, homework was given more importance in schools with strong academic records. Keep in mind that in order to achieve the best outcomes, students must turn in their homework, review it, and participate in remedial activities. Oyuga et al. (2019), who looked at how homework affected grades, came to the conclusion that performance improved when the proper kind of homework was completed under the right circumstances. Students who consistently fail to turn in their homework are at a disadvantage. To ensure the best possible outcome, a guidance counsellor, administrator,

student, and parent may be involved in this process, contingent on the student's age and the effect that not turning in homework has on grades.

Homework is of great interest to school stakeholders, but little research has been done on how homework affects student achievement. As opined by Waweru (2020), homework clubs can captivate the interest of the learners to complete the assignments, though; it requires extensive organization such as identifying the venue, the number of supervisors, and the commitment and motivation to help the students in their assignments.

Incomplete homework assignments have been a consistent concern in the educational landscape, potentially influencing students' academic performance. Studies by Muola (2019) have highlighted various reasons for uncompleted homework, including lack of resources, time constraints, student disengagement, and socio-economic factors. These factors contribute to incomplete assignments, leading to potential implications for students' learning outcomes.

Research by Guolang (2019) indicates that incomplete homework correlates with diminished academic performance. When students do not complete their assignments, it disrupts the reinforcement of classroom learning, hindering their ability to practice and apply concepts independently. This incomplete homework can lead to gaps in understanding and potentially lower overall academic achievement. While existing studies highlight the link between uncompleted homework and academic performance, critical gaps remain. There is a need for in-depth research to explore the specific reasons behind

incomplete homework across various academic levels and socio-economic backgrounds, which could lead to targeted interventions to improve completion rates. Furthermore, most studies focus on the immediate impact of incomplete homework without addressing its long-term effects on learning progress, knowledge retention, and future academic performance. Addressing these gaps, this study sought to investigate how uncompleted homework influences students' academic performance and achievements.

### **2.2.5 The Gaps in the Literature**

A study by Khan (2019) examined the impact of undergraduate students' non-attendance on their academic achievement. They found that non-attendance of school negatively correlates with academic performance and achievement. Specifically, the study found that non-attendance of school among the learners contributes to lower scores, thus contributing to general low performance among the learners. However, Khan (2019) failed to document how non-attendance of school affects the specific components of the teaching-learning process. For instance, the study failed to address how non-attendance of school affects learning objectives, assessments, and instruction activities. This study demonstrated how the elements of the teaching and learning process are impacted by students' nonattendance, which in turn affects their academic achievement. Therefore, the goal of this study was to close this gap in the literature.

Kisipan (2019) explored the factors which contribute to the development of non-school attendant behaviour among learners in Kajiado County. They found that harvesting of sand opportunities motivate the learners to involve in non-attendant behaviour. The study,

however, was unable to determine how students in Kajiado County's nonattendance behaviour affects their academic achievement. To close the gaps in the literature, this study determined how nonattendance behaviour affected students' academic performance and achievement in secondary schools in the Matungu Sub-county.

Researchers like Lumosi et al. (2021) and Mukonyi and Onkware (2020) investigated the individual impacts on students' secondary school completion in Kakamega County as well as tactics to encourage more students to enrol in secondary education. Nevertheless, they were unable to determine the relationship between absenteeism and academic performance. The goal of this study was to establish a connection between students' performance and their behaviour when they are not in school.

Most of the studies that have been conducted do not report the influence of cheating on exams on academic performance. Globally, scholars such as Saleh and Gholampour (2021), Maeda (2021), Metzger and Maudoodi, (2020), Comas-Forgas et al (2021), and Sendur (2022) explored the cases of examination cheating in various educational institutions around the globe, however, they failed to establish how examination cheating influenced the academic performance of learners. This study sought to fill this gap by establishing how academic cheating influences the academic performance of learners in secondary schools in Matungu Sub County, Kenya. Similarly, Ojwan'g (2019) and Waweru (2020) conducted a study to determine the motivation factors for students cheating and the ethical perspective of examination cheating, however, they failed to establish how examination cheating can impact the pupils' academic achievement at the

secondary, college, and university levels of education. As a result, the goal of this study was to close the gap in the literature by determining the impact of cheating on academic performance.

The economic effects of school vandalism of teaching and learning resources have been examined in reviewed international and local literature by authors like Dedel (2019), Wang et al. (2022), Ghimire and Rana (2022), Qwabe et al. (2022), and Ngesu (2022). However, there is little to no literature that demonstrates how vandalism of teaching and learning resources affects student performance and academic achievement. This study was necessary due to this limitation in order to close the knowledge gap in this field.

### **2.3 Summary of review of related literature**

According to a review of related literature, the majority of research focus on the underlying factors that lead to secondary school pupils' lack of discipline. Ngesu (2022), for instance, conducted a study in which she examined the opinions of pupils enrolled in public secondary schools. Regarding the Matungu sub-county specifically, however, not much is known about how discipline violations affect pupils' academic achievement. This was the basis of the current study. Establishing the impact of student indiscipline on academic achievement in public secondary schools in the Matungu sub-county was the main goal of this study. The results of this study will play a significant role in improving secondary school students' behaviour to lessen disruptions to discipline and raise their academic achievement.

## **2.4 Theoretical framework**

### **2.4.1 Self-Determination Theory (SDT)**

Self-Determination Theory (SDT), Proposed by: Edward L. Deci and Richard M. Ryan (1985), According to the self-determination theory, people become motivated when their psychological demands for relatedness, competence, and autonomy are met. According to the theory, students are more likely to exhibit positive academic outcomes when it comes to their discipline and academic performance if they feel autonomous in their learning, have opportunities to develop their competence, and have supportive relationships with peers and teachers. On the other hand, students who lack supporting settings or who face limitations on their autonomy may engage in discipline behaviours that negatively impact their academic achievement.

### **2.4.2 Social learning theory**

The purpose of this study was to find out how academic performance in public secondary schools in Matungu Sub-County is affected by pupils' lack of discipline. As a framework, it made use of Albert Bandura's Social Learning Theory, which provides an alternative to B.F. Skinner's earlier Behaviourism Theory. According to Bandura's theory, learning has five essential components: motivation, observation, attention, retention, and reproduction. In accordance with this notion, kids pick up habits from their peers in the classroom and often imitate them. According to the notion, social contexts have a significant influence on how people behave since students tend to imitate what they see around them.

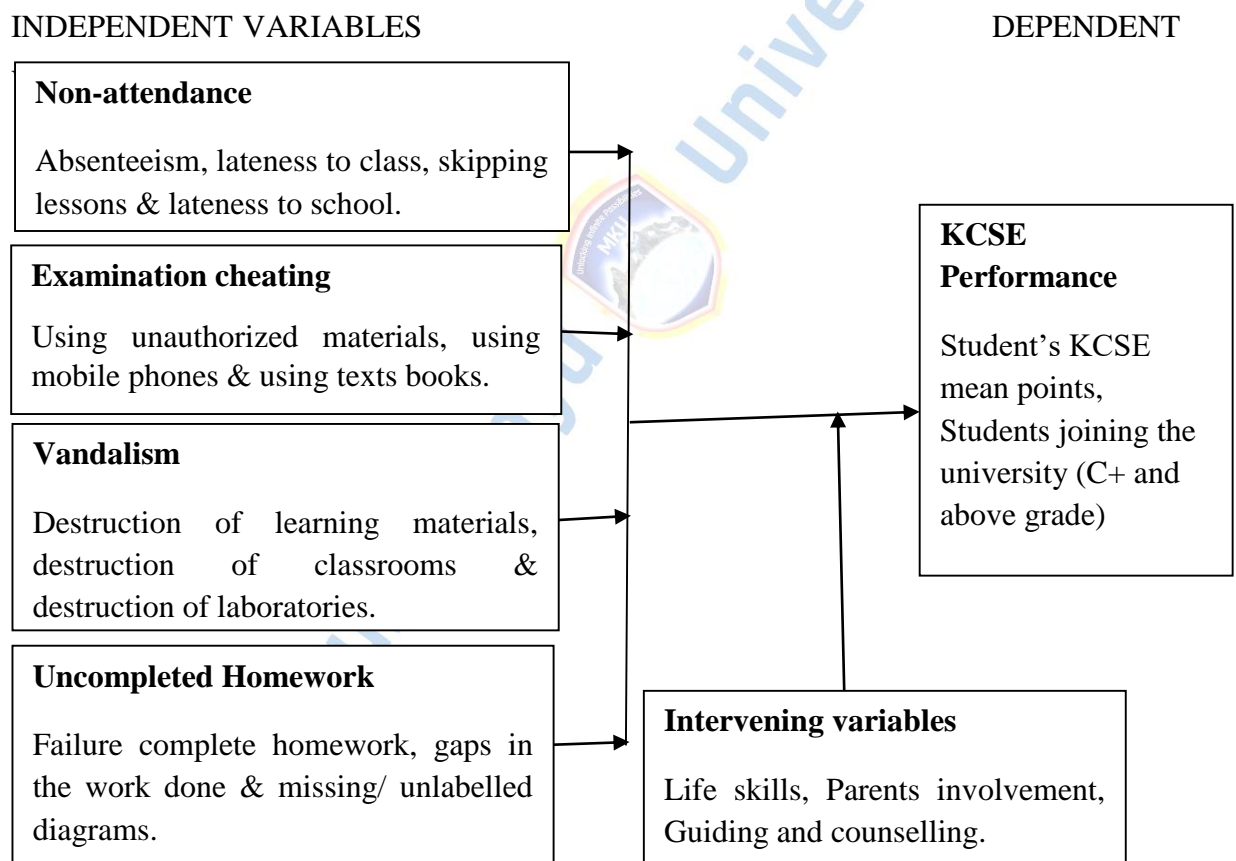
According to Rotter (2021), students learn to be in disciplined through observation of older pupils, who younger students then imitate. Imitation facilitates the acquisition and reinforcement of both indiscipline and discipline within the social learning setting. For example, students may commit acts of vandalism or cheating if these behaviours are common among their classmates, or they may develop a pattern of missing class if they witness similar behaviour in others. In order to close knowledge gaps and provide insights into how observed indiscipline impacts educational results in Matungu Sub-County, the study employed this theory to investigate how observed indiscipline affects academic achievement.

When an opportunity to exhibit the behaviour arises, learners internalize and remember the exhibited traits, and the behaviour spreads among themselves based on the incentives and consequences attached to modelling such behaviour in the teaching and learning environment. According to this argument, students will, for example, cheat on exams since it is a learned behaviour in a classroom setting. In a similar vein, if other students are damaging the school's resources, a student can damage the teaching and learning materials. Simultaneously, because other students are not attending school, a student may exhibit nonattendance behaviours.

## **2.5 Conceptual Framework**

A conceptual framework is a diagrammatic description of the study's upcoming aspects. The primary focus of this research interest's variables was academic achievement in public secondary schools and student indiscipline. The link between the independent and

dependent variables is depicted in Figure 2.1. Student indiscipline, which includes nonattendance, exam cheating, vandalism, and incomplete assignments, were the independent variable. Academic performance is impacted by these types of academic indiscipline. Academic performance was the dependent variable in this research. Life skills, family participation, advice, and counselling in schools are examples of intervening variables.



**Figure 2.1: Conceptual Framework**

**Source: Author (2024)**

Figure 2.1 illustrates how low attendance can negatively impact academic achievement, result in students missing lessons with teachers, and lower material proficiency. Exam standards are lowered, exam results are invalidated, and students may have to retake exams as a result of exam cheating, which includes using materials that are not allowed in the exam room and using textbooks or mobile devices during exam time. Vandalism in schools can lead to the destruction of educational materials, classrooms, labs, and food facilities, as well as disruptions to instruction, school closures, and expulsion of students, all of which have an adverse effect on academic achievement. Students are more likely to repeat homework for tests rather than practicing the material for conceptualization if they ignore it, copy it from other students, or assist them in doing it.

## **2.6 Research gaps**

Although a body of literature has been written about the connection between students' lack of discipline and their academic achievement in secondary schools, there is a dearth of studies that particularly concentrate on Kenya's Matungu Sub-County. This disparity emphasizes the necessity of conducting regional research to comprehend the distinct elements impacting academic performance and indiscipline in this specific area.

The majority of the research that has already been done on the subject of the connection between academic achievement and indiscipline uses quantitative methodologies. Qualitative research is lacking, which could offer deeper insights from the viewpoints of students, teachers, and administrators in Matungu Sub-County into the underlying causes of indiscipline and its impact on academic achievement.

## 2.7 Summary of literature

Numerous studies show a strong correlation between pupils' academic achievement and their lack of discipline. Lower academic accomplishment among pupils is a result of a number of factors, including tardiness, academic dishonesty, disobedience, and absenteeism. According to longitudinal research, kids' academic paths may be negatively impacted in the long run by behaviours that are considered indiscipline. Over time, persistent indiscipline may result in worse academic achievements due to a decline in learning activities participation and academic desire.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

The mixed research design that was used in this study is described in depth in this chapter. This chapter also discusses designs, sampling frames, and the target population. This chapter also describes the techniques for gathering data from research participants in order to get the necessary information. This chapter's last section examines the techniques that were applied to the data analysis.

#### 3.2 Research Design

This study employed a convergent parallel mixed methods design, combining both qualitative and quantitative approaches to provide a comprehensive understanding of the impact of student indiscipline on academic performance. This design is effective for examining current states, ongoing processes, and emerging trends. By integrating both research components, the study benefits from a richer, more nuanced perspective and the ability to generalize findings across the population (Snyder, 2019). The convergent parallel mixed methods design approach was particularly suitable for exploring various aspects of student indiscipline, including exam cheating, incomplete homework, vandalism of resources, and school non-attendance. This methodology allowed for a thorough collection and analysis of data, capturing both detailed individual experiences and broader patterns in the context of student behaviour and academic outcomes.

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

The study was conducted in Matungu Sub-County due to its notable issues with student indiscipline and stagnant KCSE performance, which has remained at a mean of D+. Matungu Sub-County, located in Kakamega County, borders Navakholo to the south, Kakamega Central to the west, Bumula to the north, and Butere Sub-County to the east. It spans 301.9 km<sup>2</sup> and has a population of 146,563 according to the 2019 census. The area is home to 42 public secondary schools with 16,356 students and 553 teachers. The Sub-County is administratively divided into five wards: Koyonzo, Kholera, Khalaba, Mayoni, and Namamoli. Situated at an altitude of 250-2000 meters and with an average temperature of 22.5°C, Matungu is inhabited primarily by the Wangas, a sub-tribe of the Luhya tribe, who predominantly engage in farming.

### **3.4 Target population**

A group of individuals or objects from which a sample is taken for measurement is referred to as the target population in research (Kombo & Tromp, 2018). Additionally, it is the population to which the results are applicable (Njeru, 2019). The study's target population included 16356 pupils, 327 class teachers, 42 guiding and counselling teachers, and 42 deputy principals. Deputy principals, classroom teachers, and guiding and counselling teachers were included in this study due to their access to data regarding students' academic performance over time and their lack of discipline. According to Mugenda & Mugenda (2018), a study population ought to possess certain observable traits. The visible

traits of the students in this study were linked to their lack of discipline and how it affected their academic achievement.

**Table 3.1 Target Population**

<b>Category of School</b>	<b>Number of Schools</b>	<b>Number of Students</b>	<b>Number of Class teachers</b>	<b>Number of Guiding and Counselling Teachers</b>	<b>Number of Deputy Principals</b>
<b>Boys boarding</b>	3	3408	68	3	3
<b>Girls boarding</b>	2	2494	50	2	2
<b>Mixed day and boarding</b>	11	3107	62	11	11
<b>Mixed day</b>	26	7347	147	26	26
<b>Total</b>	42	16356	327	42	42

**Source: Matungu Sub-County Education Office (2023)**

### **3.5 Sampling procedures**

To choose participating schools for this study, a stratified random sampling technique was used. With this method, the population is separated into discrete subgroups (called strata) according to shared traits. In this instance, the four strata of schools in Matungu Sub-County were mixed-day and boarding schools, boys' boarding schools, girls' boarding schools, and mixed-day schools. There were three boarding schools for boys, two residential schools for girls, eleven mixed-day and boarding schools, and twenty-six mixed-day schools in total. Eight mixed-day schools, four mixed-day and boarding schools, one boy's boarding school, and one girls' boarding school were all randomly

chosen for the study. In addition, random selection was utilized to pick pupils from these schools, while purposive sampling was used to pick teachers.

### 3.6 Sample size

A sample size is a portion of the total population that is selected for the study (Lakens, 2022). Kothari (2018) stressed how crucial it is to choose a sample size that fairly represents the community under research. Nassiuma (2000) states that, in most cases, a sample size of about 30% is sufficient for study. A total of 14 schools, or 33.33% of the schools in Matungu Sub-County, were chosen for this study: 1 boarding school for boys, 1 for girls, 4 mixed-day and boarding schools, and 8 mixed-day schools. The proper sample size was calculated using Slovin's formula (1970) to determine the number of respondents to include in the study.

$$n = \frac{N}{1 + Ne^2}$$

Where n is the number of the sample size

N is the total population and (e) is the Error Tolerance level

$$n = 16767 / (1 + 16767 \times 0.05^2)$$

$$n = 16767 / (42.9175)$$

$$n = 391$$

Thus, 391 respondents total—14 Deputy Principals, 28 Class Teachers, 14 Guidance and Counselling Teachers, and 335 Students—were involved in this study. The idea put forth

by Kothari (2018) that the sample ought to accurately reflect all of the population's characteristics served as the basis for this choice.

**Table 3. 2: Sampling frame**

<b>Respondents</b>	<b>Sample size</b>	<b>Sampling technique</b>
<b>Deputy Principals</b>	14	Purposive sampling
<b>Guiding &amp; Counselling teachers</b>	14	Purposive sampling
<b>Class teachers</b>	28	Purposive sampling
<b>Students</b>	335	Simple random sampling
<b>Total</b>	391	

**Source: Researcher (2024)**

### **3.6 Research instruments**

The study employed questionnaires, and interviews to collect data as discussed below.

#### **3.6.1 Questionnaires**

The researcher gave teachers and pupils both open-ended and closed-ended questionnaires. The researcher was able to get information from a sizable number of respondents in a comparatively short amount of time because of the questionnaires (Mazhar et al., 2021). According to Mazhar et al. (2021) and Kothari (2018), questionnaires are research instruments that allow the investigator to gather data regarding the state of affairs and conduct surveys to find out about the attitudes and opinions of the target audience. The questionnaire asked for particular information as well as general information (Biodata) regarding the impact of student indiscipline on performance and academic accomplishment in Matungu public secondary schools.

### **3.6.2 Interview Schedule**

In chosen schools within the Matungu sub-county, the researcher conducted interviews with fourteen deputy principals. The purpose of the interview process was to learn more about the academic performance and lack of discipline among the children in all of the Matungu Sub County's schools. The interview was designed with questions covering every one of the study's objectives. According to Mazhar et al. (2021), questionnaires do not yield as trustworthy, valid, or satisfying results as interviews do, particularly when high degrees of interaction are necessary to acquire the desired results for the study. Furthermore, they underlined that the interviewing procedure forces the study to evaluate the degree of collaboration as well as the facial validity and reliability of the provided information. Open-ended questions were incorporated into the interview schedules to encourage the respondents to provide thoughtful answers.

### **3.7 Construction of research instruments**

Questionnaires and interview schedules were employed in this study to gather data. Since the deputy principals could be too busy to respond to the questionnaire right once, a thorough interview schedule was created. The school's indiscipline and academic performance (KCSE) over the previous five years were the main topics of a thorough interview strategy. Interview topics included the basic information provided by the deputy principals, types of indiscipline that have occurred in the school, and the academic standing of the students.

In order to gather the necessary data from teachers and students, this study used questionnaires as a data gathering approach. There were both closed-ended and open-ended questions on the survey. Mazhar et al. (2021) give questionnaires credit for being simple to use and having the ability to gather a lot of data quickly. There were seven sections on the questionnaire. The purpose of Section A was to gather study participant demographic data. Gender, age, kind of school, highest professional qualification, and teaching experience were among the details provided. There were closed-ended questions in this section. The types of cases of indiscipline that occur in schools were the subject of Section B. There were closed-ended questions in this section. There were questions about absenteeism in Section C. Questions in this section were both closed and open. Section D addressed cheating on exams. Questions in this section were both closed and open. Items on vandalism were in Section E. Questions in this section were both closed and open. In Part F of the survey, seven Likert-type items were utilized to collect data on how students completed their teachers' homework. Students and Counseling and Guidance

### **3.8 Piloting of research instruments**

Piloting is an essential stage in the research process that enables researchers to improve the validity of their study and adjust their plans, as highlighted by Mehmood et al. (2022). A pilot sample size of roughly 10% of the entire sample is advised. In this study, one mixed-day and boarding secondary school in the Sub-County served as the pilot site for the questionnaires. The purpose of this pre-testing stage was to assess the instruments' items and wording in terms of their clarity, validity, and reliability. Potential flaws in the

research instruments were brought to light by the pilot study, which also disclosed problems like inconsistent and erroneous responses. As a result, changes were implemented in light of the results of the pilot research. To increase the efficacy of the data collection tools, for instance, questions that respondents found challenging to answer were changed or replaced with items that were more appropriate and objective.

### **3.9 Validity of the research instruments**

According to Hayashi Jr et al. (2019), a research instrument's efficacy is determined by how well it can consistently assess the desired variables. By speaking with the supervisor and adding suggestions into the completed version, the researcher made sure the instrument was adequate. Drost (2011) emphasized how crucial this procedure is to enhancing data gathering. According to Fawcett (2018), an instrument's validity is verified when it measures the intended ideas accurately. Experts from the Department of Education Management and Curriculum Studies at Mount Kenya University verified the legitimacy of both the face and the content.

### **3.10 Reliability of the Research Instruments**

Reliability, according to Kimberlin and Winterstein (2008), is a measure of how consistently a research tool yields comparable outcomes across various trials. This study used a lot of questions, kept the participant setting consistent, and offered assistance for any participant issues in order to achieve reliability. Additionally, the split-half method was used to evaluate the internal consistency. Thirty randomly chosen respondents participated in a pre-test of the study instrument, and their answers were split into two

halves: even and odd numbers. The reliability of each half was then assessed using a Pearson Product Moment Correlation analysis.

$$r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{[(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)]}}$$

Here,

N = Number of values or elements

$\sum x$  = Sum of 1st values list

$\sum y$  = Sum of 2nd values list

$\sum xy$  = Sum of the product of 1st and 2nd values

$\sum x^2$  = Sum of squares of 1<sup>st</sup> values

$\sum y^2$  = Sum of squares of 2<sup>nd</sup> values

Cronch Bach's Alpha coefficient was used to correlate the final coefficient over the entire length. This suggests that for the two halves, an R-value of +1.00 will be regarded as a perfect agreement and an R-value of -1.00 as a perfect disagreement. According to Feng (2018), a correlation coefficient ranging from 0.8 to -0.8 is deemed sufficient for evaluating the dependability of the research tools. In order to support the employment of the research instrument in the primary investigation, the reliability index in this study was therefore anticipated to be at 0.70.

### **3.10 Data collection procedures**

The researcher applied for permission from the Department of Postgraduate Studies at Mount Kenya University before starting data collection. The department reviewed the

proposal and made sure it complied with all guidelines for an introductory letter. After being accepted, the researcher received permission from NACOSTI to begin data collection. Afterwards, Kakamega County Educational Officials gave their consent for study to be carried out in the requested public secondary schools. Participants in the data gathering process were handed questionnaires, which they had two days to fill out and turn in. During the course of a week, in-depth interviews were held in a few chosen schools, adhering to the schedules set by the deputy principals.

### **3.11 Data analysis procedures**

According to Sgier (2019), data analysis is the process of systematically applying logical and statistical approaches to define, illustrate, summarize, and assess the data that has been gathered during a study process. The SPSS data analysis program, version 27.0.1, was used to examine the study's quantitative data, and the following themes were used to analyze the study's qualitative data: absenteeism from school, cheating on exams, damage to teaching and learning materials, and incomplete homework. Both descriptive and inferential statistics were applied to the quantitative data.

**Table 3.3 Data Analysis**

Specific Objective	Measurable Indicators	Analysis Method
<b>To establish the influence of non-attendance of school on students' academic performance in public secondary schools in Matungu sub-county.</b>	Independent: Number of days absent. Dependent: Students mean points	Descriptive statistics like measures of frequency and variation. Correlation Analysis. Thematic analysis.
<b>To establish the influence of examination cheating on the academic performance of students in public secondary schools in Matungu Sub-County</b>	Independent: Frequencies and opinions. Dependent: Mean scores	Correlation Analysis. Thematic analysis.
<b>To establish the influence of vandalism of teaching and learning resources on students' academic performance in public secondary schools in Matungu Sub County.</b>	Independent: Ordinal data from Likert scale. Dependent: Mean scores.	Regression analysis. Thematic analysis.
<b>To establish the influence of uncompleted homework on the academic performance of students in public secondary schools in Matungu Sub-County.</b>	Independent: Ordinal data from Likert scale. Dependent: Mean scores.	Regression analysis. Thematic analysis.

Source: Researcher (2024)

### 3.12 Ethical considerations

In conducting the study on the influence of students' indiscipline on academic performance in public secondary schools in Matungu Sub-County, several ethical considerations were observed. First, access to research sites was secured through official channels, respecting school regulations and minimizing disruptions to the educational setting. Informed consent was obtained from all participants—students, teachers, and administrators—by clearly explaining the study's purpose, procedures, risks, and benefits, and ensuring participants

could withdraw at any time without penalty. Professionalism was maintained throughout, with adherence to cultural norms and respect for participants' values and beliefs. Confidentiality and privacy were safeguarded by securely storing data, anonymizing identifiers, and presenting findings in a way that prevents personal identification of participants.



## CHAPTER FOUR

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Introduction

The data's analysis, presentation, and interpretation are described in detail in this chapter. The data was properly presented and summarized by the researcher, who also made relevant inferences from these observations by emphasizing important trends.

#### 4.2 Response rate

The study on students' indiscipline and academic performance in public secondary schools in Matungu Sub-County, Kenya, aimed to evaluate the response rates among different participant groups involved in the investigation. Table 4.1 below illustrates the response rate for each category of respondents, showcasing their engagement and participation in the study.

**Table 4.1 Response rate**

		<b>Target</b>	<b>Number responded</b>	<b>Response rate (%)</b>
<b>Valid</b>	Deputy Principal	14	14	<b>100</b>
	G\$C teachers	14	14	<b>100</b>
	Class teacher	28	28	<b>100</b>
	Students	335	335	<b>100</b>
	<b>Total</b>	<b>391</b>	<b>391</b>	

Source (Research Data, 2024)

Table 4.1 illustrates the response rates from various categories in a study focusing on students' indiscipline and academic performance in public secondary schools in Matungu Sub-County, Kenya. The table shows a 100% response rate across all categories, indicating that all targeted individuals Deputy Principals, GSC Teachers, Class Teachers, and Students participated in the survey. This level of participation is crucial for the reliability of the study on students' indiscipline and academic performance. Achieving a full response rate ensures that the data collected is comprehensive and accurately reflects the perspectives of all relevant stakeholders in the educational context (Fowler, 2024).

A 100% response rate reduces the risk of nonresponse bias, which can significantly affect the validity of research findings (Groves et al., 2019). In the context of studying indiscipline and academic performance, having full participation from all groups involved provides a more accurate picture of the issues being investigated. This completeness helps in drawing more reliable conclusions and recommendations for improving student behaviour and academic outcomes (Babbie, 2020)

According to Dillman, Smyth, and Christian (2024), high response rates are often indicative of effective survey administration and participant engagement. The results in Table 4.1 align with this understanding, reflecting a strong commitment from all surveyed groups to contribute to the research. Moreover, as noted by Groves et al. (2019), complete responses ensure that the study's findings are reflective of the entire sample population, which is crucial for making informed decisions and interventions in the educational context.

### 4.3 Demographic profile

The section presents the demographic profile of respondents with respect to their gender, age distribution, and type of school.

#### 4.3.1 Gender of the respondents

The demographic profile on gender plays a crucial role in understanding the dynamics of students' indiscipline and academic performance in public secondary schools in Matungu sub-county, Kenya. Table 4.2 presents the gender distribution among the children participants involved in the study.

**Table 4.2 Gender of students**

Gender	Frequency	Percent
Female	145	43.3
Male	190	56.7
Total	335	100.0

**Source (Research Data, 2024)**

Table 4.2 illustrates the gender distribution of students involved in the study on indiscipline and academic performance in public secondary schools. The results show that the student sample includes 145 female students (43.3%) and 190 male students (56.7%), indicating a slightly higher representation of male students compared to female students.

Graham and Hill (2021) point out that a variety of factors, such as classroom dynamics and social expectations, influence gender inequalities in academic performance. Farrington and Ttofi (2019) point out that more successful school policies and

procedures can result from identifying gender-specific trends in disciplinary behaviour. In order to successfully meet the needs of all students, the OECD (2013) emphasizes the significance of including gender concerns into educational interventions.

Table 4.3 presents the gender distribution among the teachers who contributed to the study on students' indiscipline and academic performance in public secondary schools

**Table 4.3 Gender of Teachers**

		<b>Frequency</b>	<b>Percent</b>
<b>Valid</b>	Female	17	<b>30.4</b>
	Male	39	<b>69.6</b>
	<b>Total</b>	<b>56</b>	<b>100.0</b>

**Source (Research Data, 2024)**

According to results in Table 4.3 above, 17 (30.4%) were female, and 39 (69.6%) were Male. This implies that the gender distribution among teachers is notable, especially when considering the potential impact of gender perspectives on the study's findings related to students' indiscipline and academic performance. The predominance of male teachers may influence the understandings and perspectives gathered in the study. Research has shown that gender can affect how individuals perceive and report on issues such as student behavior and academic performance. Male informants might have different viewpoints compared to female informants, potentially impacting the data and analysis (Eagly & Wood, 2019). The imbalance in gender representation could thus shape the nature of the findings and recommendations.

While some scholars argue that the impact of the gender is negligible, the study contends that when considering its broader social implications, its value becomes evident since

gender-inclusive approach aligns with recommendations by Lombard, Snyder-Duch, and Bracken (2022), emphasizing the importance of incorporating diverse voices to enhance the credibility and validity of qualitative research. By encompassing both female and male teachers, the study ensures a well-rounded exploration on students' indiscipline and academic performance in public secondary schools

#### 4.3.2 Education level of respondents

The educational backgrounds of the teachers involved in the investigation of students' academic performance and indiscipline in public secondary schools are shown in Table 4.4.

**Table 4.4. Education for teachers.**

Highest education	Frequency	Percent
Diploma	5	8.9
Degree	39	69.6
Masters	11	19.7
Phd	1	1.8
<b>Total</b>	<b>56</b>	<b>100.0</b>

Source (Research Data, 2024)

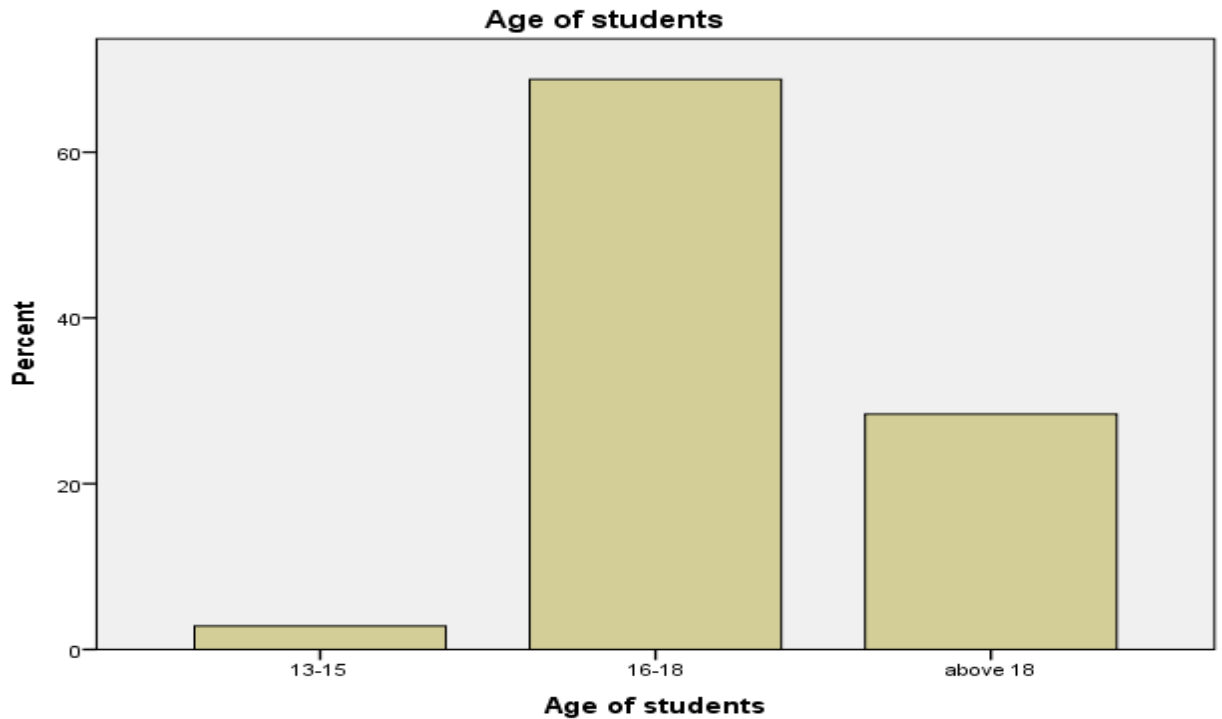
Table 4.4's findings indicate that 5(8.9%) of teachers hold a diploma, which is the most basic level of teacher qualification in Kenya. While a diploma represents the entry point for many educators, it often lacks the depth of theoretical and practical knowledge found in higher qualifications (Dunne & Leach, 2021). 1(1.8%) of the teachers hold a PhD, representing the highest level of academic achievement. PhD holders bring a wealth of expertise and can play significant roles in educational leadership and curriculum development (Leithwood & Jantzi, 2020).

Additionally, 11(19.7%) of teachers in the study have obtained a master's degree. Advanced degrees involve specialized training and often focus on both pedagogical theory and research (Baker, 2021) while 39(69.6%), hold a bachelor's degree. This qualification typically includes more comprehensive training in teaching methods and educational theory compared to a diploma (Darling-Hammond, 2020). Teachers with degrees are generally better equipped to implement effective instructional strategies and create a positive learning environment, potentially leading to improved student behavior and academic outcomes. Research supports this, showing that teachers with degrees often utilize more effective teaching practices that positively affect student achievement (Ladd & Lundquist, 2022).

Therefore, the distribution of educational qualifications among teachers in Matungu Sub-County suggests that those with higher qualifications particularly degrees, master's degrees, and PhDs are more likely to employ effective teaching methods and manage classrooms successfully.

### 4.3.3 Age of respondents

The age distribution of the study participants is shown in Figure 4.1.



**Figure 4.1 Age of the students**

The results from Figure 4.1 above reveals that the age group of 13-15 years, comprising only 11(3.3%) of the sample, represents the earlier years of secondary education. Students in this age bracket are typically in lower secondary grades, where academic performance and behavioral issues might be less pronounced compared to their older counterparts (Gordon, 2021). However, early intervention strategies aimed at promoting positive behavior and academic skills could be beneficial in this formative stage.

Students aged above 18, making up 77(23%) of the sample, are usually in their final years of secondary education or have repeated grades. This age group might face additional

challenges related to delayed graduation and increased academic pressure (Berliner, 2019). Older students may have more developed coping mechanisms but could also be at risk of disengagement or frustration if they have not achieved their academic goals by this stage (García & Weiss, 2021).

While the largest proportion of students, 247(73.7%), fall into the 16-18 age range. This age group typically represents the senior years of secondary school, where students are preparing for final examinations and making critical decisions about their futures (Gonzalez, 2021). The pressures associated with this stage of education can contribute to both academic stress and behavioral issues. Research suggests that this developmental stage is often characterized by increased peer influence and identity formation, which can impact student behavior and academic performance (Eccles et al., 2023).

#### 4.3.4 Years of experience of teachers

The study participants' years of experience are displayed in Table 4.5.

<b>Table 4.5 Years of experience of G&amp;C teachers and class teachers</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-10 Years	5	11.9	11.9	11.9
	11-20Years	15	35.7	35.7	47.6
	21-30Years	19	45.2	45.2	92.8
	Above 30Years	3	7.2	7.2	100.0
	Total	42	100.0	100.0	

**Source (Research Data, 2024)**

Table 4.5's results show that 19 teachers, or 45.2% of the total, have between 21 and 30 years of experience. This group probably consists of seasoned teachers with a wealth of classroom management and instructional strategy implementation experience. Instructors with this degree of expertise frequently have a thorough awareness of the needs of their students and have established efficient classroom management strategies (Blase & Blase, 2024). They are likely to have honed their talents over many years in the field, thus their vast experience can be helpful in addressing student indiscipline and promoting academic performance.

Teachers with 11 to 20 years of experience, making up 15(35.7%) of the sample, also bring considerable experience to their roles. This group is generally well-versed in classroom management and instructional strategies, though they might not have the same depth of experience as those with 21-30 years (Darling-Hammond, 2020).

Only 5(11.9%) of teachers have 0-10 years of experience. This relatively small proportion represents newer educators who may still be developing their teaching strategies and classroom management skills (Ingersoll & Strong, 2021). Newer teachers can face challenges in maintaining discipline and supporting academic performance due to their less extensive experience. While the 3(7.2%) of teachers with over 30 years of experience are likely to be highly experienced and possibly nearing retirement. While their long tenure can be a valuable asset, these teachers might also face challenges related to adapting to new educational trends and technologies. Their vast experience can be beneficial, but they

may need to balance traditional practices with contemporary approaches to meet the evolving needs of students.

#### 4.3.5 Type of school

Table 4.6 outlines the types of schools represented in the study on students' indiscipline and academic performance in public secondary schools

<b>Table 4.6 Type of School</b>		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Mixed Day	185	47.3	47.3	47.3
	Girls Boarding	47	12.0	12.0	59.3
	Boys Boarding	67	17.1	17.1	76.5
	Mixed day & Boarding	92	23.5	23.5	100.0
	Total	391	100.0	100.0	

**Source (Research Data, 2024)**

According to Table 4.6 data above, the largest proportion of schools in the study, 47.3%, are Mixed Day schools. These schools accommodate both boys and girls and provide education during the day only, with students going home in the evening. The day school model may influence student behavior and academic performance differently compared to boarding schools. Day schools often face challenges related to maintaining consistent discipline, as students are not under the school's supervision outside of school hours. Research suggests that day schools can experience higher levels of indiscipline due to the less controlled environment compared to boarding schools (Mwaura, 2023).

Girls Boarding schools make up 12.0% of the sample. Boarding schools for girls offer a residential environment, which can foster a more controlled and focused academic

atmosphere. Boarding settings often provide a structured environment that can reduce opportunities for misbehavior and enhance academic concentration (Johnson et al ,2017). The residential nature of these schools can also support greater student engagement and provide a stable environment that might positively impact both discipline and academic performance.

Boys Boarding schools account for 17.1% of the sample. Similar to girls' boarding schools, boys' boarding schools provide a residential environment that can enhance academic focus and discipline through constant supervision and structured routines (Donaldson, 2020). However, the effectiveness of such environments can also depend on the quality of supervision and support provided within these settings.

While Mixed Day & Boarding schools, which represent 23.5% of the sample, offer both day and boarding options. These schools cater to a diverse student population with varying needs, providing flexibility in terms of accommodation and daily schedules. The dual model can address a wider range of student circumstances but might also present challenges in balancing the needs of both day and boarding students (Lamb et al, 2015).

#### **4.4 Influence of non-attendance on the academic performance**

The primary objective was to establish the influence of non-attendance of school on students' academic performance in public secondary schools. Table 4.6 presents a correlation analysis that explores the relationship.

<b>Table 4.7 Correlations</b>			
		Non-attendance of school	Academic Performance
Non-attendance of school	Pearson Correlation	1	.019
	Sig. (2-tailed)		.024
	N	383	339
Academic Performance	Pearson Correlation	.019	1
	Sig. (2-tailed)	.024	
	N	339	347

**Source (Research Data, 2024)**

According to Table 4.6 above, there is a positive link (Pearson correlation coefficient of 0.019) between academic success and non-attendance. The correlation value near zero suggests that, among the group under study, missing school does have a significant direct impact on academic achievement. The statistical significance of the connection is indicated by the significance value of 0.024, which is significantly less than the standard alpha threshold of 0.05. This statistical significance indicates that there is compelling evidence that absenteeism has a significant negative influence on academic achievement. As a result, this study suggests that attending class regularly is important for academic success, which is supported by research conducted in 2022 by Balfanz and Byrnes, who discovered a connection between frequent absences and lower academic accomplishment as well as increased dropout rates. Nonetheless, it is imperative to take into account additional variables that may have a substantial impact on academic results, such as the caliber of

instruction, socioeconomic circumstances, and unique student difficulties (Gottfried, 2020).

#### **4.4.1 Interview**

The interviews with the school deputy heads provided the qualitative data for this investigation. The results of the interviews are presented in this section, starting with the response rates of the selected participants. The goal of the study is described in great detail using the participant's own voices. My requests for interviews with different chosen participants had a quite positive response rate. With the understanding that more Deputy Principals were discovered to be willing and accessible to be interviewed, the centers' targeted participation count was nearly reached. The results of the interview schedules demonstrate that, in public secondary schools, pupils' academic performance is significantly impacted by their absence from class.

For instance, respondent 1 said”

*"From my experience as a deputy principal, non-attendance significantly impacts students' academic performance. Students who frequently miss school often fall behind on their coursework, struggle to keep up with their peers, and face challenges in understanding new concepts. We have seen that chronic absenteeism is often linked to lower grades and a higher risk of dropping out. Addressing non-attendance through targeted interventions, such as counseling and engaging parents, has shown some improvement in student outcomes."*

Respondent 2 said that:

*"In my classroom, I've observed that students who miss school regularly tend to perform poorly on assignments and exams. They miss out on critical instructions and discussions that are crucial for understanding the subject matter. This not only affects their grades but also their confidence and motivation to learn. It's important for schools to monitor attendance closely and provide additional support to students who are frequently absent."*

#### **4.5 Influence of examination cheating on the academic performance**

Determining the impact of exam cheating on students' academic achievement in public secondary schools was the second goal. Table 4.8 provides a correlation analysis examining the relationship.

		Examination Cheating	Academic Performance
Examination Cheating	Pearson Correlation	1	.002
	Sig. (2-tailed)		.186
	N	373	335
Academic Performance	Pearson Correlation	.002	1
	Sig. (2-tailed)	.186	
	N	335	373

**Source (Research Data, 2024)**

According to Table 4.8 findings, there is a positive association between exam cheating and academic achievement, as indicated by the Pearson correlation coefficient of 0.002. This

number implies that there is essentially no correlation between students' academic performance and the frequency or degree of exam cheating.

This association is not statistically significant, since the significance value of 0.186 is greater than the standard alpha threshold of 0.05. It is implied by this lack of statistical significance that there is insufficient evidence to support the claim that exam cheating has a direct negative impact on academic achievement. This study supports research by McCabe et al. (2023), which discovered that academic dishonesty frequently has a negative correlation with lower ethical and academic outcomes. Cheating can reduce the value of educational assessments and the learning process, which may have a long-term detrimental impact on students' academic performance (Murdock et al. 2017). However, the results of this study imply that there may not always be a clear-cut correlation between cheating and performance and that there may be a variety of contextual factors at play.

#### **4.5.1 Interview**

The interviews with the school deputy heads provided the qualitative data for this investigation. The results of the interviews are presented in this section, starting with the response rates of the selected participants. The goal of the study is described in great detail using the participant's own voices. My requests for interviews with different chosen participants had a quite positive response rate. With the understanding that more Deputy Principals were discovered to be willing and accessible to be interviewed, the centers' targeted participation count was nearly reached. The results of the interview schedules

demonstrate that exam cheating has a significant impact on students' academic achievement in secondary public schools.

For instance, respondent 1 said”

*“Examination cheating can have serious consequences for students’ academic performance. While some students might achieve higher grades temporarily, they often miss out on learning the material thoroughly. This can lead to problems in future exams and overall academic progress. We’ve noticed that students who cheat regularly tend to struggle more in advanced topics because they haven’t built a solid foundation. We’re working on promoting academic integrity and implementing more robust monitoring during exams to address this issue.”*

Respondent 2 said that:

*“ Cheating can create a false sense of achievement and lead to bigger problems down the line. Students who cheat often struggle with stress and anxiety because they’re not fully prepared for their exams. This stress can negatively impact their overall academic performance and mental health. It’s important for us to provide support and guidance to students, helping them understand the value of honesty and encouraging them to seek help when they’re struggling with their studies.”*

#### **4.6 Influence of vandalism of teaching and learning resources on students’ academic performance**

Determining the impact of teaching and learning resource vandalism on students' academic achievement in public secondary schools was the third goal. Table 4.9 presents the results.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df 1	df 2	Sig. F Change	
1	.076 <sup>a</sup>	.006	.003	2.435	.006	2.029	1	345	.055	1.535
a. Predictors: (Constant), Vandalism										
b. Dependent Variable: Academic Performance										

**Source (Research Data, 2024)**

Table 4.9 presents findings suggesting a positive link between academic success and vandalism, with a correlation coefficient (R) of 0.076. This implies that the degree of graffiti and pupils' academic success have very little in common. With a R Square value of 0.006, the degree of vandalism can only account for 0.6% of the variation in academic achievement. This incredibly low percentage suggests that academic achievement is not much impacted by vandalism. Furthermore, at the 0.05 level of significance, the F Change value is 2.029 with a significance level of 0.055, indicating statistical significance. The Durbin-Watson value of 1.535 is within the permitted range, indicating that there is no substantial autocorrelation in the regression model's residuals, yet this significance shows that the model does offer strong evidence that vandalism affects academic achievement.

Consequently, this study suggests that academic performance in public secondary schools in Matungu Sub-County is not significantly impacted by vandalism of teaching and learning tools, at least not statistically. Even while the correlation is small but noteworthy, it is still possible that additional variables or various types of vandalism could have an impact on academic results under different conditions or using alternative approaches. This

is consistent with studies on the effects of vandalism in learning environments, which frequently point out unintended consequences for academic achievement. Vandalism, for example, might interfere with the educational process and result in higher repair and replacement expenses, which can reduce the resources available for teaching (Taylor & Frazer, 2022). Nonetheless, research generally indicates that the relationship between vandalism and academic achievement is frequently intricate and might be impacted by several other elements, such as socioeconomic circumstances and school administration strategies (Gottfredson et al., 2024).

#### **4.6.1 Interview**

The interviews with the school deputy heads provided the qualitative data for this investigation. The results of the interviews are presented in this section, starting with the response rates of the selected participants. The goal of the study is described in great detail using the participant's own voices. My requests for interviews with different chosen participants had a quite positive response rate. With the understanding that more Deputy Principals were discovered to be willing and accessible to be interviewed, the centers' targeted participation count was nearly reached. The results of the interview schedules demonstrate that students' academic performance in public secondary schools is significantly impacted by vandalism of teaching and learning resources.

For instance, respondent 1 said”

*“Vandalism of teaching and learning resources does have some impact on academic performance, though it's not always straightforward. When resources*

*like textbooks, laboratory equipment, and classroom materials are damaged, it disrupts the learning process and can lead to delays in lessons. Although the immediate effect might seem minimal, over time, it can contribute to a less effective learning environment, which can negatively affect students' performance. We are working on improving security measures and educating students about the importance of respecting school property to mitigate these issues."*

Respondent 2 said that:

*" In my experience, vandalism of resources can indirectly affect students' academic performance. When materials are damaged, it often leads to interruptions in teaching and a lack of essential tools for learning. For instance, if science lab equipment is vandalized, students miss out on practical experiments that are crucial for their understanding of the subject. This can impact their overall performance and enthusiasm for learning. Addressing vandalism through both preventive measures and engaging students in discussions about its consequences is important."*

#### **4.7 Influence of uncompleted homework on the academic performance**

Determining the impact of incomplete assignments on students' academic achievement in public secondary schools was the fourth goal. Table 4.10 presents the results.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.071 <sup>a</sup>	.005	.002	2.446	.005	1.653	1	324	.019	1.594
a. Predictors: (Constant), Uncompleted homework										
b. Dependent Variable: Academic Performance										

**Source (Research Data, 2024)**

The findings shown in Table 4.10 demonstrate that there is a positive correlation (R) of 0.071 between academic success and incomplete assignments. This association implies that the impact of incomplete assignments on academic performance is negligible. Cooper (2021) notes that although homework is commonly acknowledged as a tool to support learning outside of the classroom, its effects on academic achievement can differ greatly based on a number of variables, including the type of homework assigned and the involvement of the students.

The extent of unfinished homework hardly accounts for 0.5% of the variability in academic achievement, according to the R Square value of 0.005. This low explanatory power raises the possibility that academic success is more significantly influenced by other factors. According to Hattie and Timperley (2017), homework can be more or less effective depending on how well it fits with students' learning needs and the help they receive. Practice and feedback, which homework frequently provide, are essential for learning.

At the 0.05 level, the F Change value of 1.653, at a significance level of 0.019, is statistically significant. This suggests that there is substantial evidence in the model supporting the claim that incomplete homework has a negative impact on academic achievement. The Durbin-Watson value of 1.594, which falls within the permissible range, indicates that the regression model's residuals do not exhibit any discernible autocorrelation.

#### **4.7.1 Interview**

The interviews with the school heads provided the qualitative data for this investigation. The results of the interviews are presented in this section, starting with the response rates of the selected participants. The goal of the study is described in great detail using the participant's own voices. My requests for interviews with different chosen participants had a quite positive response rate. With the understanding that more Deputy Principals were discovered to be willing and accessible to be interviewed, the centers' targeted participation count was nearly reached. The results of the interview schedules demonstrate that incomplete homework has a significant impact on students' academic achievement in secondary public schools.

For instance, respondent 1 said”

*“From my experience, uncompleted homework is a significant issue. Many students struggle to keep up with their assignments, and this impacts their understanding of the material. When students don't complete their homework, they miss out on*

*important practice and reinforcement of what we cover in class. This often leads to lower performance in exams and assessments."*

Respondent 2 said that:

*" Uncompleted homework is one of the indicators we monitor closely because it's often a sign of underlying issues, such as lack of resources or support at home. While it does have some impact on academic performance, we find that it's not the only factor. Students who consistently fail to complete homework tend to have lower overall academic achievement, but this is often compounded by other challenges."*



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

The findings, conclusions, recommendations, and ideas for additional research are summarized in this chapter. This study sought to determine the relationship between academic success and student indiscipline in public secondary schools.

#### 5.2 Summary of findings

##### 5.2.1 Respondents socio-demographic characteristics

The study, which examined the academic performance and lack of discipline among students in public secondary schools in Kenya's, received 100% of its responses from its intended audience, which included students, class teachers, deputy principals, and GSC teachers. This full participation is necessary for the study's validity and dependability. A full response rate minimizes nonresponse bias, ensuring that the data accurately reflects the perspectives of all stakeholders involved (Fowler, 2024). High response rates indicate effective survey administration and participant engagement, contributing to comprehensive findings (Dillman, Smyth, & Christian, 2024). This level of participation supports robust conclusions and recommendations for addressing student behaviour and academic outcomes (Groves et al., 2019; Babbie, 2020).

The student population comprises 43.3% female students and 56.7% male students. This slightly higher proportion of male students could influence the study's findings related to academic performance and indiscipline. Research suggests that gender differences affect academic outcomes and behavioural patterns, with varying implications for educational interventions (Graham & Hill, 2021; Farrington & Ttofi, 2019).

The study includes 30.4% female teachers and 69.6% male teachers. The predominance of male teachers may influence the perspectives and data collected, as gender can affect perceptions and reporting on student behaviour and performance (Eagly & Wood, 2019). The gender imbalance highlights the importance of including diverse viewpoints to enhance the validity and comprehensiveness of the research (Lombard, Snyder-Duch, & Bracken, 2022).

The distribution of educational qualifications among teachers includes 8.9% with diplomas, 69.6% with bachelor's degrees, 19.7% with master's degrees, and 1.8% with PhDs. Higher educational attainment is generally associated with more effective teaching practices and better classroom management (Darling-Hammond, 2020; Baker, 2021). Teachers with advanced degrees are likely to employ more effective strategies and contribute positively to student behaviour and academic performance (Ladd & Lundquist, 2022).

The breakdown of ages indicates that most pupils are in 16-18 age range (73.7%), with smaller proportions in the 13-15 (3.3%) and above 18 (23%) age groups. This distribution reflects different stages of secondary education, with older students facing greater academic pressures and potential behavioural issues (Berliner, 2019; García & Weiss, 2021). Understanding students' developmental stages is crucial for addressing their academic and behavioural needs effectively (Eccles et al., 2023).

The distribution of teachers by years of experience reveals that 45.2% have 21-30 years of experience, 35.7% have 11-20 years, and smaller proportions have less or more experience. Experienced teachers are likely to have developed effective classroom management techniques and a deep understanding of student needs (Blase & Blase, 2024; Darling-Hammond, 2020). The varying levels of experience among teachers can

impact their approach to managing student behavior and supporting academic performance (Ingersoll, 2021; Sachs, 2023).

The study includes various types of schools: 47.3% are Mixed Day, 12.0% are Girls Boarding, 17.1% are Boys Boarding, and 23.5% are Mixed Day & Boarding. Each school type influences student behavior and academic performance differently. Day schools often face challenges related to discipline due to the less controlled environment compared to boarding schools, which provide a more structured setting (Mwaura, 2023; Johnson, 2019; Donaldson, 2018). Mixed Day & Boarding schools offer flexibility but may need to balance the needs of both day and boarding students (Lamb, 2021).

### **5.2.2 Influence of Non-Attendance of School on Students' Academic Performance**

A Pearson correlation coefficient of 0.019 is found when the effect of non-attendance on academic achievement in public secondary schools in Matungu Sub-County is examined. This tiny but positive connection suggests that, in the sample under study, absenteeism had a marginal effect on academic achievement. This result is consistent with that of Balfanz and Byrnes (2022), who found a strong link between higher dropout rates and frequent absences and poorer academic achievement. But it's important to understand that other elements, such the calibre of the instruction, the socioeconomic background, and the unique problems faced by each student, also have an impact on academic results (Gottfried, 2020). Therefore, while absenteeism plays a significant role, enhancing academic achievement requires a comprehensive strategy that addresses all aspects of the learning environment.

### **5.2.3 Influence of Examination Cheating on Students' Academic Performance**

A Pearson correlation coefficient of 0.002 is found in the analysis of the effect of exam cheating on students' academic achievement in Matungu Sub-County. There is almost no association between exam cheating and academic achievement in the sample under study, as indicated by this extremely low positive correlation. This result is in line with the findings of McCabe et al. (2023), who pointed out that academic dishonesty frequently results in subpar academic and moral outcomes. Cheating can undermine the validity of tests and detract from the overall educational process, which may have an impact on students' long-term academic success (Anderman & Murdock, 2017). The weak correlation, however, raises the possibility that there may not be as strong of a correlation as once thought between academic achievement and cheating.

### **5.2.4 Influence of Vandalism of Teaching and Learning Resources on Students' Academic Performance.**

A correlation coefficient (R) of 0.076 is found when the impact of vandalism on educational materials on pupils' academic achievement in Matungu Sub-County is examined. This suggests that there is a slight but favourable correlation between academic achievement and the degree of vandalism. Vandalism appears to have a minimal direct influence; the R Square value of 0.006 indicates that only 0.6% of the variability in academic achievement can be attributable to it.

These results are consistent with research that indicates vandalism has little to no direct impact on academic achievement, even if it can cause disruptions to the learning environment and expensive repairs (Taylor & Frazer, 2022). The learning environment may be indirectly impacted by vandalism, even while it may lead to higher costs and operational difficulties; nonetheless, there is still little evidence linking vandalism to academic achievement. Gottfredson et al. (2024) note that there is a complex

relationship between academic outcomes and vandalism that is influenced by a number of factors, including socioeconomic situations and school administration procedures. This study emphasizes the need for a more comprehensive viewpoint in order to completely comprehend the ways in which many elements interact to affect academic success.

### **5.2.5 Influence of Uncompleted Homework on Academic Performance**

There is a 0.071 correlation coefficient (R) between unfinished homework and pupils' academic achievement in Matungu Sub-County, according to the data. This suggests that there is a slight but favourable correlation between academic achievement and incomplete homework. With a R Square value of 0.005, incomplete homework can only be responsible for 0.5% of the variability in academic performance, indicating a very small impact.

Cooper (2021) highlights that although homework is meant to supplement what is learned in class, its effects on academic performance might differ based on things like assignment quality and student participation. According to Hattie and Timperley (2017), homework gives students practice and feedback, both of which are essential for learning. However, how well homework satisfies kids' learning needs and the level of support they receive determines how effective it is.

## **5.3 Conclusions**

### **5.3.1 Influence of Non-Attendance of School on Students' Academic Performance.**

The study draws the conclusion that there is little direct correlation between student absences and academic performance. Even if it is a significant element, other factors including socioeconomic conditions and the calibre of instruction have a greater impact.

### **5.3.2 Influence of Examination Cheating on Students' Academic Performance.**

Basing on the results, the study concludes that examination cheating has virtually no direct impact on students' academic performance. The effect of cheating on academic outcomes is minimal within the sample studied.

### **5.3.3 Influence of Vandalism of Teaching and Learning Resources on Students' Academic Performance.**

Basing on the results, the study concludes that vandalism has a minimal direct effect on students' academic performance. While it poses challenges, its impact on academic achievements is limited.

### **5.3.4 Influence of Uncompleted Homework on Students' Academic Performance.**

Basing on the results, the study concludes that uncompleted homework has a minor effect on students' academic performance. Its influence on academic outcomes is limited compared to other factors

## **5.4 Recommendations.**

The study makes the following recommendations:

### **5.4.1 Influence of Non-Attendance of School on Students' Academic Performance.**

The study recommends that schools should implement enhanced strategies to improve student attendance, recognizing that while non-attendance has a minimal direct effect, it is still a relevant factor in academic success. A comprehensive approach should be adopted to address multiple aspects of the educational environment, including teaching quality and socio-economic factors.

#### **5.4.2 Influence of Examination Cheating on Students' Academic Performance.**

The study recommends focusing on promoting academic integrity and implementing preventive measures against cheating to uphold the credibility of educational assessments.

#### **5.4.3 Influence of Vandalism of Teaching and Learning Resources on Students' Academic Performance.**

The study recommends that schools should implement preventive measures to reduce vandalism, such as enhancing security and promoting respect for school property. A holistic approach should be taken to understand how vandalism interacts with other factors affecting educational outcomes.

#### **5.4.4 Influence of Uncompleted Homework on Students' Academic Performance.**

The study recommends improving the quality of homework to ensure it aligns with learning objectives and meets students' needs. Increasing student engagement with homework and providing support for its completion are essential for maximizing its effectiveness. Schools should regularly evaluate and adjust homework practices based on their impact on academic performance, considering factors such as student feedback and engagement.

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

Future studies should conduct longitudinal studies to track the long-term effects of various types of indiscipline on students' academic performance and overall educational outcomes. This could help in understanding how indiscipline impacts academic progress over time.

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## APPENDICES

### APPENDIX I: STUDENTS' QUESTIONNAIRE

Dear Respondent,

#### RE: Questionnaire

My Name is Bristone S.M.N Otukho, a student at Mount Kenya University, undertaking a Master's Degree in Education Leadership and Management. As part of my Master's Degree project, I am carrying out a study on the topic "Students' indiscipline and academic performance in public secondary schools in Matungu sub-county, Kenya" Your views and contributions will be highly appreciated. The responses will be treated confidential and the data collected will be used for scholarly purposes only.

#### SECTION A: GENERAL INFORMATION

1. Please indicate your gender. Male  Female
2. Your age: below 13 years  13-15  16-18 years  above 18 years
3. Type of the School a) Mixed Day  b) Girls Boarding  c) Boys Boarding  d) Mixed day &Boarding

#### SECTION B: FORMS OF INDISCIPLINE

1. What are the common forms of indiscipline experienced in your school? Use numbers 1,2,3 and 4 to rate them.i.e. 1 is the most common and 4 the least common.

Form of Indiscipline	Rate
Non-attendance of school	
Examination Cheating	
Vandalism of teaching and learning resources	
Uncompleted homework	

2. From the answer above, how does indiscipline influence Performance?

i. -----

ii. -----

**SECTION C: NON-ATTENDANCE OF SCHOOL**

1. Which form of non-attendance of school is common in your school from the list below? Tick (✓) the appropriate answer(s).

i. Absenteeism of the students from school [ ]

ii. Students' missing Lessons [ ]

iii. Coming to School Late [ ]

2. Any other form of non-attendance: Specify-----

3. How many days were you absent from school last term? -----

4. What was your mean points last term? (Total points ÷7 subjects). -----

5. How has non-attendance of school affected your school's KCSE performance? Tick (✓) the appropriate answer.

i. To a great extend [ ]

ii. To a small extend [ ]

iii. Not at all [ ]

6. How does non-attendance of school affect academic performance?

i. -----

ii. -----

iii. -----

**SECTION D: EXAMINATION CHEATING**

1. what form of cheating do the learners in your school engage in? Tick (✓) the appropriate answer.

i. Bringing unauthorized materials during exams (short notes, books) [ ]

ii. Use of mobile phones during examination [ ]

iii. Use of notes written on walls and desks. [ ]

2. Any other(s): Specify -----

3. What were the effects of exam cheating on academic performance of the learners who were engaged in it?

i. -----

ii. -----

iii. -----

**SECTION E: VANDALISM OF TEACHING AND LEARNING RESOURCES**

1. Please indicate the extent to which you agree or disagree with the following statement on a five-point Likert scale whereby 5: strongly agree, 4: Agree, 3: undecided, 2: Disagree, 1: Strongly disagree shown in the table below. Tick (✓) in the appropriate box.

<b>Vandalism of Teaching and Learning resources</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Vandalism is a common form of indiscipline in my school					
There is destruction of textbooks in the library in my school					
There is destruction of electric cables, switches and bulbs in my school					
There is destruction of desks, window panes & chalkboards in my school					
There is destruction of laboratory apparatus in my school					

2. How does vandalising school property affect academic performance?

i. -----

ii. -----

iii. -----

**SECTION F: UNCOMPLETED HOMEWORK**

1. Please indicate the extent to which you agree or disagree with the following statement on a five-point Likert scale whereby 5: strongly agree, 4: Agree, 3:

undecided, 2: Disagree, 1: Strongly disagree shown in the table below. Tick (✓) in the appropriate box.

<b>Uncompleted Homework</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Uncompleted homework is a common practice in my school.					
Students don't finish research tasks given by subject teachers in my school					
Students fail to finish reading chapters given to them as homework in literature & fasihi set books in my school.					
Students don't do difficulty questions when given mathematics homework in my school.					
Students fail to draw some diagrams or fail to label them when doing homework in my school.					

2. How does failing to complete homework affect academic performance of students in your school?

- i. -----
- ii. -----
- iii. -----

Thank you for your contribution.

## APPENDIX II. CLASS TEACHER QUESTIONNAIRE

Dear Respondent,

### RE: Questionnaire

My Name is Bristone S.M.N Otukho, a student at Mount Kenya University, undertaking a Master's Degree in Education Leadership and Management. As part of my Master's Degree project, I am carrying out a study on the topic “Students’ indiscipline and academic performance in public secondary schools in Matungu sub-county, Kenya” Your views and contributions will be highly appreciated. The responses will be treated confidential and the data collected will be used for scholarly purposes only.

### SECTION A: GENERAL INFORMATION

1. Please indicate your gender. Male  Female
2. Your age: 20-30 years  31-40 years  41-50 years  51 – 60 years
3. What is your teaching experience? 0-10 years  11–20 years  21- 30 years   
above 30 years
4. What is your highest professional qualification? Ph.D.  Diploma  Masters   
 Bachelor’s Degree
5. Type of the School a) Mixed Day  b) Girls Boarding  c) Boys Boarding   
d) Mixed day &Boarding

### SECTION B: FORMS OF INDISCIPLINE

1. What are the common forms of indiscipline experienced in your school? Use numbers 1,2,3 and 4 to rate them.i.e. 1 is the most common and 4 the least common.

Form of Indiscipline	Rate
----------------------	------

Non-attendance of school	
Examination Cheating	
Vandalism of teaching and learning resources	
Uncompleted homework	

2. From the answer above, how does indiscipline influence academic Performance?

- i. -----
- ii. -----
- iii. -----

**SECTION C: NON-ATTENDANCE OF SCHOOL**

1. Which form of non-attendance of school is common in your school from the list below? Tick (√) the appropriate answer(s).

- i. Absenteeism of the students from school [ ]
- ii. Students' missing Lessons [ ]
- iii. Coming to School Late [ ]

2. Any other form of non-attendance: Specify-----

3. How has non-attendance of school affected the school KCSE performance? Tick (√) the appropriate answer.

- i. To a great extend [ ]
- ii. To a small extend [ ]
- iii. Not at all [ ]

4. What was your school's KCSE mean score last year? -----

5. What were the mean points in KCSE 2023 of the students who were not attending school regularly in your stream? Give data for 10 students; days absent in one year.

Student	A	B	C	D	E	F	G	H	I	J

---

Days

absent

Mean

points

---

6. Generally, how does non-attendance of school affect academic performance of students?

- i. -----
- ii. -----
- iii. -----

#### SECTION D: EXAMINATION CHEATING

1. what form of cheating do the learners in your school engage in? Tick (✓) the appropriate answer.

- i. Bringing unauthorized materials during exams (short notes, books) [ ]
- ii. Use of mobile phones during examination [ ]
- iii. Use of notes written on walls and desks. [ ]

2. Any other(s): Specify -----

3. What were the effects of exam cheating on academic performance of the learners who were engaged in it?

- i. -----
- ii. -----
- iii. -----

#### SECTION E: VANDALISM OF TEACHING AND LEARNING RESOURCES

1. Please indicate the extent to which you agree or disagree with the following statement on a five-point Likert scale whereby 5: strongly agree, 4: Agree, 3:

undecided, 2: Disagree, 1: Strongly disagree shown in the table below. Tick (✓) in the appropriate box.

<b>Vandalism of Teaching and Learning resources</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Vandalism is a common form of indiscipline in my school					
There is destruction of textbooks in the library in my school					
There is destruction of electric cables, switches and bulbs in my school					
There is destruction of desks, window panes & chalkboards in my school					
There is destruction of laboratory apparatus in my school					

2. How does vandalising school property affect academic performance?

- i. -----
- ii. -----
- iii. -----

#### SECTION F: UNCOMPLETED HOMEWORK

1. Please indicate the extent to which you agree or disagree with the following statement on a five-point Likert scale whereby 5: strongly agree, 4: Agree, 3: undecided, 2: Disagree, 1: Strongly disagree shown in the table below. Tick (✓) in the appropriate box.

<b>Uncompleted Homework</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Uncompleted homework is a common practice in my school.					
Students don't finish research tasks given by subject teachers in my school					
Students fail to finish reading chapters given to them as homework in literature & fasihi set books in my school.					
Students don't do difficulty questions when given mathematics homework in my school.					
Students fail to draw some diagrams or fail to label them when doing homework in my school.					

2. How does failing to complete homework affect academic performance of students in your school?

- i. -----
- ii. -----
- iii. -----

**SECTION G: STUDENTS' ACADEMIC PERFORMANCE**

(a). Rate this statement. "There is an improvement in learner's overall performance as compared to their entry marks in my school." Tick (✓)

Strongly disagree [ ] Disagree [ ] Undecided [ ] Agree [ ] Strongly Agree [ ]

(b). What has been the KCSE mean scores for your school in the last 3 years?

- i. 2023 -----
- ii. 2022 -----
- iii. 2021 -----

(c). Indicate the number of students who scored C+ and above in KCSE in the last 3 years.

- i. 2023 -----
- ii. 2022 -----
- iii. 2021-----

(d). What is the trend of K.C.S.E performance in the school?

Declining [ ] Constant [ ] Improving [ ]

Thank you for your contribution.

## APPENDIX III. GUIDING AND COUNSELLING TEACHERS'

### QUESTIONNAIRE

Dear Respondent,

#### **RE: Questionnaire**

My Name is Bristone S.M.N Otukho, a student at Mount Kenya University, undertaking a Master's Degree in Education Leadership and Management. As part of my Master's Degree project, I am carrying out a study on the topic "Students' indiscipline and academic performance in public secondary schools in Matungu sub-county, Kenya" Your views and contributions will be highly appreciated. The responses will be treated confidential and the data collected will be used for scholarly purposes only.

#### SECTION A: GENERAL INFORMATION

1. Please indicate your gender. Male  Female
2. Your age: 20-30 years  31-40 years  41-50 years  51 – 60 years
3. What is your teaching experience? 0-10 years  11–20 years  21- 30 years   
above 30 years
4. What is your highest professional qualification? Ph.D.  Diploma  Masters   
 Bachelor's Degree
5. Type of the School a) Mixed Day  b) Girls Boarding  c) Boys Boarding   
d) Mixed day &Boarding

#### SECTION B: FORMS OF INDISCIPLINE

1. What are the common forms of indiscipline experienced in your school? Use numbers 1,2,3 and 4 to rate them.i.e. 1 is the most common and 4 the least common.

Form of Indiscipline	Rate
Non-attendance of school	
Examination Cheating	
Vandalism of teaching and learning resources	
Uncompleted homework	

2. From the answer above, how does indiscipline influence academic Performance?

iv. -----

v. -----

vi. -----

### SECTION C: NON-ATTENDANCE OF SCHOOL

1. Which form of non-attendance of school is common in your school from the list below? Tick (✓) the appropriate answer(s).

i. Absenteeism of the students from school [ ]

ii. Students' missing Lessons [ ]

iii. Coming to School Late [ ]

2. Any other form of non-attendance: Specify-----

3. How has non-attendance of school affected the school KCSE performance? Tick (✓) the appropriate answer.

i. To a great extend [ ]

ii. To a small extend [ ]

iii. Not at all [ ]

7. What was your school's KCSE mean score last year? -----

8. Generally, how does non-attendance of school affect academic performance of students?

i. -----

ii. -----

iii. -----

**SECTION D: EXAMINATION CHEATING**

1. what form of cheating do the learners in your school engage in? Tick (✓) the appropriate answer.

- i. Bringing unauthorized materials during exams (short notes, books) [ ]
- ii. Use of mobile phones during examination [ ]
- iii. Use of notes written on walls and desks. [ ]

2. Any other(s): Specify -----

3. What were the effects of exam cheating on academic performance of the learners who were engaged in it?

- i. -----
- ii. -----
- iii. -----

**SECTION E: VANDALISM OF TEACHING AND LEARNING RESOURCES**

1. Please indicate the extent to which you agree or disagree with the following statement on a five-point Likert scale whereby 5: strongly agree, 4: Agree, 3: undecided, 2: Disagree, 1: Strongly disagree shown in the table below. Tick (✓) in the appropriate box.

<b>Vandalism of Teaching and Learning resources</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Vandalism is a common form of indiscipline in my school					
There is destruction of textbooks in the library in my school					
There is destruction of electric cables, switches and bulbs in my school					
There is destruction of desks, window panes & chalkboards in my					

school					
There is destruction of laboratory apparatus in my school					

2. How does vandalising school property affect academic performance?

i. -----

ii. -----

iii. -----

**SECTION F: UNCOMPLETED HOMEWORK**

1. Please indicate the extent to which you agree or disagree with the following statement on a five-point Likert scale whereby 5: strongly agree, 4: Agree, 3: undecided, 2: Disagree, 1: Strongly disagree shown in the table below. Tick (√) in the appropriate box.

<b>Uncompleted Homework</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Uncompleted homework is a common practice in my school.					
Students don't finish research tasks given by subject teachers in my school					
Students fail to finish reading chapters given to them as homework in literature & fasihi set books in my school.					
Students don't do difficulty questions when given mathematics homework in my school.					
Students fail to draw some diagrams or fail to label them when doing homework in my school.					

2. How does failing to complete homework affect academic performance of students in your school?

i. -----

ii. -----

iii. -----

**SECTION G: STUDENTS' ACADEMIC PERFORMANCE**

1. Rate this statement. “There is an improvement in learner’s overall performance as compared to their entry marks in my school.” Tick (√)

Strongly disagree [ ] Disagree [ ] Undecided [ ] Agree [ ] Strongly Agree [ ]

2. What has been the KCSE mean scores for your school in the last 3 years?

i. 2023 -----

ii. 2022 -----

iii. 2021 -----

3. Indicate the number of students who scored C+ and above in KCSE in the last 3 years.

i. 2023 -----

ii. 2022 -----

iii. 2021-----

4. What is the trend of K.C.S.E performance in the school?

Declining [ ]      Constant [ ]      Improving [ ]

Thank you for your contribution.

**APPENDIX IV. INTERVIEW SCHEDULE FOR THE DEPUTY PRINCIPALS**

1. How long have you served in your current position? -----  
-----
2. What types of student indiscipline cases are common in your school?  
-----  
-----
3. What measure have you used as a school to handle these cases?  
-----  
-----
4. Does your school have active guidance and counselling programs? Explain-----  
-----
5. How have guidance and counselling programs helped to reduce cases of  
indiscipline in your school?  
-----  
-----
6. Does your school offer Life skill lessons?  
-----
7. How has Life skill lessons helped to reduce cases of indiscipline in your school?  
-----  
-----
8. Do you involve parents in issues to do with indiscipline? Elaborate  
-----
9. What is the school K.C.S.E performance for the last 5 years?

Type of school	2019	2020	2021	2022	2023
Results (Mean					

---

Score)

---

C+ and  
above

---

10. How has academic indiscipline impacted the students' performance at KCSE in your school for the past five years?

-----  
-----

11. Have you handled cases of non-attendance of school in your school?

-----

12. What were the mean points in KCSE 2023 of the students who were not attending school regularly? Give data for 10 students; days absent in one year.

Student	A	B	C	D	E	F	G	H	I	J
Days absent										
Mean points										

13. How has non-attendance of school influenced the overall performance of the students at KCSE?

-----  
-----

14. Do students in your school get involved in exam cheating? (Either in KCSE or school internal exams) -----

15. How did it influence their performance?

-----  
-----

16. What are the types of vandalism in your school?

-----  
17. How have the cases influenced the KCSE performance among the students?


-----  
18. Have you handled cases of uncompleted homework in your school? -----

19. How have the cases influenced learner performance in your school?  
-----

Thank you for your contribution.



## APPENDIX V: ERC CERTIFICATE



# Mount Kenya University

REF: MKU/ISERC/3586  
TO: BRISTONE S.M.N. OTUKHO  
REG: MED/2022/44210

Date: 04 April 2024

Dear Sir/Madam,

**RE: STUDENTS' INDISCIPLINE AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MATUNGU SUB-COUNTY, KENYA**

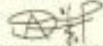
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2630**. The approval period is **04/04/2024 - 03/04/2025**.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,



*The Chairman*  
**Mount Kenya University**  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

**Dr. Alfred Owino, PhD**  
**Chairman, Mount Kenya University ISERC**

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Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Cell: +254 709 153 000 | +254 709 153 200  
Email: [info@mku.ac.ke](mailto:info@mku.ac.ke), Web: [www.mku.ac.ke](http://www.mku.ac.ke)  
Chartered and ISO 9001 : 2015 Certified Institution.  
**Unlocking Infinite Possibilities**

APPENDIX VI: INTRODUCTION LETTER FROM MKU



**DIRECTORATE OF GRADUATE STUDIES**

MED/2022/44210

4<sup>th</sup> April, 2024

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

Dear Sir/Madam,


**RE: BRISTONE S.M.N OTUKHO - REGISTRATION NO. MED/2022/44210**

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 "Students' Indiscipline and Academic Performance in Public Secondary Schools in Matungu 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 April, 2024 and June, 2024.

Any assistance accorded to the student will be highly appreciated.





Thank you

  
Dr. Samuel M. Karenga, Ph.D.  
Director, Graduate Studies

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

Enc.

**APPENDIX VII: NACOSTI RESEARCH LICENCE**

 <p align="center"><b>REPUBLIC OF KENYA</b></p> <p align="center">National Commission for Science, Technology and Innovation</p> <p><b>Ref No: 357871</b></p>	 <p align="center"><b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION.</b></p> <p align="right"><b>Date of Issue: 17/April/2024</b></p>
<b>RESEARCH LICENSE</b>	
	
<p><b>This is to Certify that Mr., BRISTONE S.M.N. OTUKHO 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 Kakamega on the topic: STUDENTS' INDISCIPLINE AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MATUNGU SUB-COUNTY, KENYA for the period ending : 17/April/2025.</b></p>	
<p><b>License No: NACOSTIP/24/34707</b></p>	
<p><b>357871</b></p>	
<p><b>Applicant Identification Number</b></p>	
<p align="right">   <b>Director General</b>  <b>NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY &amp; INNOVATION</b> </p>	
<p align="right"><b>Verification QR Code</b></p>	
	
<p><b>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</b></p>	
<p align="center"><b>See overleaf for conditions</b></p>	

**THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)**  
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

**The National Commission for Science, Technology and Innovation**, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

**CONDITIONS OF THE RESEARCH LICENSE**

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
  - i. Endanger national security
  - ii. Adversely affect the lives of Kenyans
  - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
  - iv. Result in exploitation of intellectual property rights of communities in Kenya
  - v. Adversely affect the environment
  - vi. Adversely affect the rights of communities
  - vii. Endanger public safety and national cohesion
  - viii. Plagiarize someone else's work
3. The License is valid for the proposed research, location and specified period.
4. The license any rights thereunder are non-transferable
5. The Commission reserves the right to cancel the research at any time during the research period if in the opinion of the Commission the research is not implemented in conformity with the provisions of the Act or any other written law.
6. The Licensee shall inform the relevant County Director of Education, County Commissioner and County Governor before commencement of the research.
7. Excavation, filming, movement, and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
8. The License does not give authority to transfer research materials.
9. The Commission may monitor and evaluate the licensed research project for the purpose of assessing and evaluating compliance with the conditions of the License.
10. The Licensee shall submit one hard copy, and upload a soft copy of their final report (thesis) onto a platform designated by the Commission within one year of completion of the research.
11. The Commission reserves the right to modify the conditions of the License including cancellation without prior notice.
12. Research, findings and information regarding research systems shall be stored or disseminated, utilized or applied in such a manner as may be prescribed by the Commission from time to time.
13. The Licensee shall disclose to the Commission, the relevant Institutional Scientific and Ethical Review Committee, and the relevant national agencies any inventions and discoveries that are of National strategic importance.
14. The Commission shall have powers to acquire from any person the right in, or to, any scientific innovation, invention or patent of strategic importance to the country.
15. Relevant Institutional Scientific and Ethical Review Committee shall monitor and evaluate the research periodically, and make a report of its findings to the Commission for necessary action.

National Commission for Science, Technology and  
Innovation(NACOSTI),  
Off Waiyaki Way, Upper Kabete,  
P. O. Box 30623 - 00100 Nairobi, KENYA  
Telephone: 020 4007000, 0713788787, 0735404245  
E-mail: dg@nacosti.go.ke  
Website: www.nacosti.go.ke

**APPENDIX VIII: RESEARCH AUTHORIZATION**

REPUBLIC OF KENYA



MINISTRY OF EDUCATION  
STATE DEPARTMENT FOR BASIC EDUCATION

Telephone:  
Fax:  
E-mail: wespropde@yahoo.com  
When replying please quote our Ref.

County Director of Education  
Kakamega County  
P. O. BOX 137 - 50100  
KAKAMEGA

**REF: KAKA/C/GA/29/17/VOL.VI/309**

**27<sup>th</sup> May, 2024**

MR BRISTONE S.M.N OTUKHO  
MOUNT KENYA UNIVERSITY

**RE: RESEARCH AUTHORIZATION**

Reference is made to a letter from NACOSTI Ref No: NACOSTI/P/24/34707 dated 17<sup>th</sup> April, 2024 concerning subject matter.

This is to inform you that you have been authorized to carry out research on **'Students' indiscipline and academic performance in Public Secondary Schools in Matungu Sub-County , Kakamega County'** for the period ending 17<sup>th</sup> April, 2025.

Please accord him/her any necessary assistance he/she may require.

COUNTY DIRECTOR OF EDUCATION  
KAKAMEGA COUNTY

PP HELLEN NYANG'AU  
COUNTY DIRECTOR OF EDUCATION  
**KAKAMEGA COUNTY**

**Copy to:**

Regional Director of Education  
**WESTERN REGION**

REPUBLIC OF KENYA



OFFICE OF THE PRESIDENT

MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION

STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION

Email: [cckakamega12@yahoo.com](mailto:cckakamega12@yahoo.com)

When replying please quote:

County Commissioner

Kakamega County

P O Box 43 - 50100

**KAKAMEGA**

Ref. No. ED.12/1 VOL. VII/54

Date: 27<sup>th</sup> May, 2024

Mr. Bristone S. M. N. Otukho

**MOUNT KENYA UNIVERSITY**

**RESEARCH AUTHORIZATION**

Following your authorization vide License Ref. No. NACOSTI/P/24/34707 dated 17<sup>th</sup> April, 2024 by NACOSTI to undertake research on "*Students Indiscipline and Academic Performance in Public Secondary Schools in Matungu Sub County Kenya*" for the period ending 17<sup>th</sup> April, 2025.

I am pleased to inform you that you have been authorized to carry out the research on the same in Matungu Sub County.

COUNTY COMMISSIONER  
KAKAMEGA COUNTY

E. N. ASIMI  
FOR COUNTY COMMISSIONER  
**KAKAMEGA COUNTY**

CC Deputy County Commissioner  
**MATUNGU SUB COUNTY**

REPUBLIC OF KENYA  
COUNTY GOVERNMENT OF KAKAMEGA



OFFICE OF THE GOVERNOR  
COUNTY SECRETARY AND HEAD OF PUBLIC SERVICE

Telephone: 056-31850/31852/31853  
Website: www.kakamega.go.ke  
E-mail: countysecretary@kakamega.go.ke

County Government of Kakamega  
P.O. Box 36-50100  
KAKAMEGA

When replying please Quote

Ref No: CGK/OCS/GEN.CRR./04/VOL.4/210

Date: 28<sup>th</sup> May, 2024

Bristone S. M. N. Otukho  
Mount Kenya University  
P. O. Box 342-010 00  
KAKAMEGA

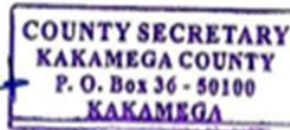
**RE: RESEARCH AUTHORIZATION**

The above subject matter refers.

Following your authorization letter Ref. No.NACOSTI/P/24/34707 dated 17<sup>th</sup> April, 2024 by NACOSTI to undertake research on "Students' Indiscipline and Academic Performance in Public Secondary Schools in Matungu Sub-County, Kakamega County" for the period ending 17<sup>th</sup> April, 2025 I am pleased to inform you that you have been authorized to carry out the research on the same in Kakamega County.

It is therefore expected that you shall forward a copy of the thesis to this office.

Thank you.



Dr. Lawrence Omuhaka, CBS  
County Secretary and Head of Public Service

Copy to: H.E. the Governor

## APPENDIX IX: TURNITIN REPORT

STUDENTS' INDISCIPLINE AND ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MATUNGU SUB-COUNTY, KENYA

### ORIGINALITY REPORT

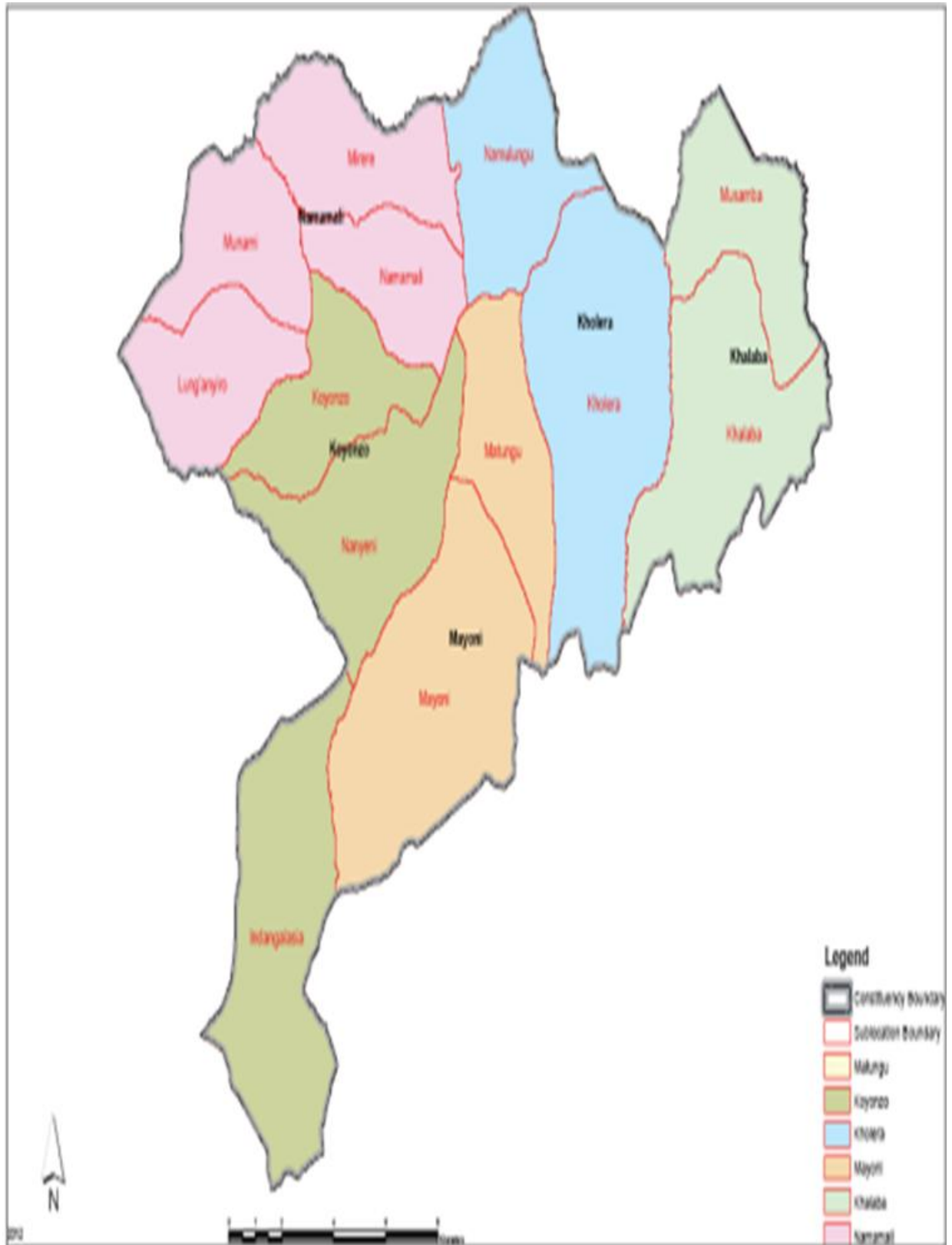
<b>14%</b> SIMILARITY INDEX	<b>18%</b> INTERNET SOURCES	<b>7%</b> PUBLICATIONS	<b>10%</b> STUDENT PAPERS
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<b>9</b>	<b>repository.anu.ac.ke</b> Internet Source	<b>&lt;1%</b>

10	<a href="https://repository.kemu.ac.ke:8080">repository.kemu.ac.ke:8080</a> Internet Source	<1 %
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**APPENDIX X: THE MAP OF MATUNGU SUB-COUNTY**



**APPENDIX XI: KAKAMEGA COUNTY PERFORMANCE IN KCSE**

**EXAMINATIONS 2018- 2023**

S/NO	Sub County	2018	2019	2020	2021	2022	2023
1	Butere	4.0203	5.0522	5.3677	4.9351	4.858	5.12386
2	Mumias West	4.628	4.8747	4.182	4.9244	5.094	5.286
3	Likuyani	3.9486	4.711	4.8	4.8	4.3568	4.8238
4	Kakamega Central	4.11	4.6831	4.7036	4.7036	4.4757	4.5637
5	Kakamega South	3.648	4.5753	4.582	4.582	4.509	4.5379
7	Matungu	4.103	4.5304	4.606	4.463	4.4786	4.2498
9	Khwisero	3.8665	4.3111	4.4343	4.43	4.454	4.07
8	Mumias East	3.7871	4.5030	4.3753	4.3753	4.4326	4.118
6	Kakamega East	4.0917	4.5753	4.581	4.1287	4.43	4.527
10	Matete	3.7182	4.1353	4.141	4.088	3.9015	4.0995
11	Lugari	3.7543	4.0285	4.207	4.019	3.957	4.0593
12	Kakamega North	3.994	3.9794	4.341	3.88	4.242	4.195
13	Navakholo	3.3411	3.9560	4.221	3.498	4.0564	4.0266

**Source: County Director of Education, Kakamega County**

**APPENDIX XII: MATUNGU SUB-COUNTY STUDENTS' PERFORMANCE IN  
KCSE EXAMINATIONS 2017- 2023**

Year	KCSE Mean Score	KCSE Grade
2023	4.2498	D+(Plus)
2022	4.479	D+(Plus)
2021	4.463	D+(Plus)
2020	4.606	D+(Plus)
2019	4.5404	D+(Plus)
2018	4.103	D+(plus)
2017	3.993	D+(Plus)

**Source: Sub County Director of Education, Matungu Sub-County**

