

**ROLE OF DISCIPLINE IN ACADEMIC PERFORMANCE IN PUBLIC
DAY SECONDARY SCHOOLS IN RUIRU DISTRICT,
KIAMBU COUNTY, KENYA**

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ABSTRACT

Discipline plays a vital role in educational, personal, social, emotional and other similar aspects among secondary school students in Kenya. There is paucity of information regarding the role of discipline on academic performance especially in Ruiru district. The purpose of this study therefore was to assess the role of discipline on academic performance. The objectives of the study were to identify the possible causes of students' indiscipline, to ascertain the relationship between students' indiscipline and their academic performance, find out the challenges facing teachers in dealing with students' indiscipline, and develop possible strategies for improving discipline in order to improve academic performance in public day secondary schools. The study was significant to the education stakeholders in that it provided insights on how best to prevent and deal with indiscipline cases in schools in order to achieve better academic performance. The study was based on production theory as revealed by the work of Psachalopoulos and Woodhall (1985). The production model has three parts namely inputs, process and outputs. The study utilized a descriptive survey research design which is usually used in educational studies. The target population was 2,638 respondents comprising Principals, Dean of Studies and Students. A sample size of 132 respondents comprising 120 Students, 6 Principals and 6 Dean of Studies was used in the study. Sample schools were obtained through stratified random sampling. Further simple random sampling was used to select 2 mixed secondary schools and by census the two boys and the two girls schools were sampled. Principals and Deans of Studies of the sampled schools automatically became part of sample population. Systematic random sampling was used to select sample students in form two and form three classes. The study used questionnaires to collect data from students and dean of studies, and an interview schedule for principals. Piloting of the instruments was done in one school in the district which was not included in the final research study with a sample of 10 students, the Principal and the Dean of Studies. The validity of the instruments was ascertained by supervisors while reliability of the instruments was tested by using test-retest Pearson product moment formula. The researcher obtained an introduction letter from Mount Kenya University and a research permit from Ministry of Education and District Education Officer, Ruiru District. The researcher personally administered the instruments to the participants. Descriptive statistics were used to analyze quantitative data. The study established that: banning of the corporal punishment, peer pressure, lack of support services like guidance and counseling, ignoring of students' complaints and unresponsive administration were some of the causes of indiscipline in schools. Lack of discipline was also established as a major cause of poor performance in examinations. The study concluded that indiscipline leads to time wastage to the indisciplined student and others, spoils the learning environment, widens the gap between the teacher and the student and thus negatively affects students' academic performance. Based on this study it is recommended among others that guidance and counseling services be reinforced so as to effectively cater for the students who have discipline problems so as to effectively know how to deal with these issues. The study further suggests additional studies using a larger population in a larger geographical area be conducted to determine other variables that affect students' academic performance.