

**TEACHERS' PERCEPTION TOWARDS DISCIPLINE AND MOTIVATION AND
ITS RELATIONSHIP WITH THE PERFORMANCE OF STUDENTS IN PUBLIC
SECONDARY SCHOOLS: A CASE OF NYERI CENTRAL SUB-COUNTY**

**BY
CAROLINE THEURI
REG NO C50/80908/2015**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
PSYCHOLOGY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE AWARD OF MASTER DEGREE IN PSYCHOLOGY,
UNIVERSITY OF NAIROBI**

NOVEMEBER, 2018

DECLARATION

This project is my original work and has not been presented for a degree or any award at any University or other institution of higher learning for examination.

Signature:.....

Date:.....

CAROLINE THEURI

REG NO C50/80908/2015

This project has been submitted for examination with my approval as the university
Supervisor.

Signature:.....

Date:.....

DR.CHARLES KIMAMO

Department of Psychology

University of Nairobi

DEDICATION

I dedicate this work to my family and friends for their moral support and prayers.

ACKNOWLEDGEMENT

I take this opportunity to appreciate my supervisor Dr. Charles Kimamo for the scholarly guidance and moral support in the writing of the project.

I also wish to express my heartfelt appreciation to Dr. Mwaura for the assistance, direction and helpful criticisms throughout the research process. Finally I want to acknowledge the unfailing moral support I received from my family members during this period of study because of their great understanding besides the financial support and the material resources they offered.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background to the study	1
1.2 Statement of the problem.....	4
1.3 Purpose of the Study.....	4
1.4 Objectives of the Study.....	4
1.5 Research Questions.....	5
1.6 Significance of the study.....	5
1.7. Justification of study	5
1.8 Scope of the study.....	6
1.9 Limitations of the Study.....	6
1.10 Assumptions of the Study	6
1.11 Definition of Terms.....	7
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Introduction.....	8
2.1.1 Perceived Effect of Discipline on Student Academic Performance	8
2.2.2 Perceived Effects of Motivation on Students’ Academic Performance.....	14
2.2 Theoretical Review	18
2.2.1. The Dreikurs’ Model of Democratic Discipline.....	18
2.2.2 The Glasser’s Model of Con-Coercive of Discipline.....	19
2.2.3 Top down Processing Theory.....	19
2.3 Conceptual Framework.....	20
CHAPTER THREE: RESEARCH METHODOLOGY	22
3.1 Introduction.....	22
3.2 Research Design.....	22

3.3 Research Site.....	22
3.4 Target Population.....	22
3.5 Sampling Procedure and Sample Size	23
3.5.1 Sampling Procedures	23
3.5.2 Sample Size.....	23
3.6 Data Collection Instruments	24
3.7 Piloting.....	24
3.7.1 Reliability of the Instruments.....	24
3.7.2 Validity of the Instruments	24
3.9. Data Analysis	25
3.10. Ethical Considerations	25
CHAPTER FOUR: RESULTS AND ANALYSIS	26
4.1 Introduction.....	26
4.1.1 Response Rate	26
4.2 Demographic Characterization of the Respondents.....	26
4.2.1 Gender of the Respondents.....	27
4.2.2 Respondents Level of Education	27
4.2.3 Working Experience.....	28
4.2.4 Designation of the Respondents	29
4.2.5 Category of the school.....	29
4.3. Presentation of Findings	30
4.3.1 Teachers Perception towards Discipline on Students’ Performance.....	30
4.3.2 Cases of Indiscipline observed in Students	31
4.3.3 Teachers Perceptions towards Motivation and Students’ performance	32
4.4.4 Relationship between Discipline and Motivation on Students Performance ...	34
4.3.5 Perceived motivation among public secondary schools.....	36
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMEDATIONS	39
5.1 Introduction.....	39
5.2 Summary of the findings.....	39
5.2.1 Teachers Perception towards Discipline on Student Performance.....	39
5.2.2 Teachers Perception towards Motivation on Student Performance	40

5.2.3 Relationship between Discipline and Motivation on Students' Performance ..	40
5.3 Conclusion	40
5.4 Recommendations.....	41
5.5. Suggested Areas for Future Research.....	41
REFERENCES.....	43
Appendix I: Introductory Note	49
Appendix II: Consent Form for Participation in Research.....	50
Appendix III: Teachers' Questionnaire.....	52
Appendix IV: Research Authorization Letter from The Ministry of Education	57
Appendix V: Research Authorization Letter from The Ministry of Interior and Cordination of National Government	58
Appendix IV: Research Authorization Letter from Research Permit	59

LIST OF TABLES

Table 3.1: Target Population.....	23
Table 4.1: Response Rate.....	26
Table 4.2: Respondents socio-demographic characteristics	28
Table 4.3: Designation	29
Table 4.4: Analysis of discipline situation in public schools.....	32
Table 4.5: Students motivation rating.....	34
Table 4.6: Perceived motivation among the students in public secondary schools	35
Table 4.7: Academic performance of schools in Nyeri Central.....	36
Table 4.8: Relationship between students' motivation and Performance of leaners in academic	37
Table 4.9: Relationship between students' discipline and Performance of leaners in academic	38

LIST OF FIGURES

Figure 2.1: Conceptual framework	21
Figure 4.1: Gender of the Respondents.....	27
Figure 4.2: Working Experience.....	28
Figure 4.3: Categories of Secondary schools that participated.....	29
Figure 4.4: Perceived effect of discipline on academic performance	30
Figure 4.5: Perceived effects of Motivation on Performance	33
Figure 4.6: Effects of discipline on academic performance	36
Figure 4.7: Effects of motivation on academic performance.....	37

ABSTRACT

Education is an investment which fosters social and economic development in the society. Most Kenyan secondary schools are characterised with rampant indiscipline cases. These cases of indiscipline affects the motivation and hence the performance of public secondary schools in Kenya. For instance, Nyeri Central Sub County has been characterised with low performance over previous years. This study sought to establish the teachers' perception towards discipline and motivation and its relationship with the performance of public secondary schools. To address this the study sought to meet the following objective; to determine teachers' perception towards motivation on students' performance in secondary schools; examine teachers' perception towards students' discipline and performance of secondary schools; to show the relationship between discipline, motivation and students' performance. The study was guided by the following theories; Dreikurs model of democratic discipline, Glassers model of con-coercive discipline and Top down Processing Theory. The study used descriptive survey research targeting head teachers; deputy head teachers, guidance and counselling teachers and form four class teachers in Public secondary schools. Since the population of the study was small, the researcher conducted a complete census. Semi structured questionnaires were used in data collection. Data was analysed quantitatively using descriptive and inferential statistics with the aid of SPSS software to ascertain the teachers' perception towards discipline and motivation on the performance of public secondary schools. Data was presented using tables, charts and discussion. The study may be of benefit to school management, parents, students and local leaders as they may understand the causes and handling of indiscipline among students. The study assumed that respondents would be able to provide information freely and without influence. The study found that teacher's perception on motivation and discipline had significant relationship with student's performance in academics. According to the findings of this study, it was recommended that stakeholders in education should focus more on rewarding techniques as compared to punishment in instilling discipline and promoting better performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

All over the world, education is considered as a key component in the development of both individuals and societies and as an investment that fosters capacity to access cultural, social and economic (UNESCO, 2007). Education system objective is to provide quality education and training. The result attained by the student in their academic performance indicates the quality of education (Akpan & Umobong, 2013). The two, discipline and motivation, are key aspects in determining students' performance and enhancing overall school performance.

Effective teachers and leaders are one of the cornerstones of school improvement. In the short-term, teachers have a direct impact on student learning and achievement (Alar & Farid, 2011). Although student discipline, motivation and engagement are an essential part of the learning process, planning for student motivation and engagement is often a neglected aspect of teacher training and professional development (Broussard & Garisson, 2004). For instance, within a typical teacher education program, although there are numerous required courses on reading, mathematics, and science pedagogy, there are far fewer opportunities to learn how to enhance student discipline and promote the motivation and engagement of students.

According to Castiglia (2010), the critical aspects that are related to the strategies that teachers adopts to cope with the challenges they experience in their working environment and to motivate students to achieve the academic goals. The aspects can also be used to come up with policies that can be used to enhance job environment in the education setting such as any proposed changes in curriculum or development.

The behaviour of learner and the learning environment quality constitute some of the factors affecting student performance (Castiglia, 2010). Most administrators in public schools are struggling to contain the cases of indiscipline which results to negative perception among the societies (Dörnyei, 2001). Discipline is an individual act of desisting from engaging on wrong doings that are perceived to be against the society norms and

values (Eshiwani, 1993). Teachers have a responsibility to ensure they instil values that are deemed to be acceptable to the society. Akpan & Umobong (2013) indicated that discipline is one of the key learning environments that influence students' performance and generally enhance school performance. A class with disciplined students provides an ample time for teaching staff to deliver the teaching properly. Teachers should know how to effectively adopt strategies that will enhance discipline and motivation among the students.

Hudson (2013) pointed that the school management and teaching staff perceive that intention of school discipline is to provide guidance to the students on acceptable values that are in line with society expectations. Additionally, the intention of school discipline is to ensure that the learners will apply the obtained discipline aspects while in the society and no supervision will be required to follow those teaching. A school that has discipline policies is more likely to absorb more learners from the society as they perceive their children will be taught in the same manner and will be well disciplined. In such schools, students are taught on moral values while the surrounding environment should be free for interaction between student and teaching staff.

In a school that the discipline is not strictly observed, teachers perceive that students may have poor learning environment which will eventually result to low performance among student and overall poor school performance (Locke & Latham, 2004). Additionally, indiscipline may threaten the learners' safety, preparedness during teaching sessions and lifetime behaviour. Sdorow & Rickabaugh (2002) the core purpose of the school may not be achieved in schools where there are high cases of in-discipline.

Motivation has also been perceived to influence students' performance. Motivation has been defined from both intrinsic and extrinsic perspective because motivation involves internal influences that induce action as well as external causes that stimulate one to act (Locke & Latham, 2004). Alarm & Farid (2011) defined motivation as all factors that influence, direct and sustain actions that are sustainable. Sdorow and Rickabaugh (2012) defined motivation as psychological practices that stir, direct and sustain behaviour for one to achieve his objectives. Thus motivation is not only a psychological state but also one that is measurable and verifiable through exhibited behaviour and actions. In this study

Sdorow and Rickabaugh (2012) definition of the motivation will be employed so as to bring out the concept of psychology which motivates the need for this study.

Motivation of students in schools is usually affected by a multiplicity of factors emanating from within and outside school environment. One of the school based factors that affect motivation and achievement is discipline. Discipline is the moral values and norms that an individual possess either through environment in which he or she is living and interacting with (Mbiti, 2007). Parr (2011) considered discipline encompasses training of the mind and character that is vital for educational achievement arguing that discipline provides the character that ensures learning occurs. A study by Mumo (2004) linked discipline to students' social and academic success.

Motivation in school affects students' academic performance (Castiglia, 2010). He noted that motivation leads to focused learning, comprehension and improved abilities. This was corroborated by Mbiti (2007) who noted that students' motivation for learning is an important factor for social adoption, mental health and physical well-being.

In Kenya, various surveys have been conducted to show the association between school discipline and motivation. For example Njeru (2006) emphasizes significance of school discipline and motivation, stressing that it is vital in gaining remarkable results in academic. Mumo (2004), further stress that head teacher's important role in maintaining discipline and ensuring students remain motivated. This is attained through setting a culture of motivation by ensuring appropriate influence to teachers and students. The role of head teacher also remains important in various reforms in school setting including fostering discipline and motivation. In Kenya, cases of in-discipline and safety of the school is one of the challenges that most schools are trying to contain for the last few years. This study seeks to examine the teachers' perception towards discipline and motivation and its relationship with the performance of students in public secondary schools in Nyeri Central Sub-County, Nyeri County.

1.2 Statement of the problem

Most learning institutions, discipline and motivational aspects play a significant role in both students' and teachers' daily experiences in the classroom. Through interactions and prior experiences, both teachers and students develop perceptions regarding discipline possessed by student and motivation. In Kenya, there is increasing cases of indiscipline in most public secondary schools which have extended from mere protest to school burning, property worth millions being destroyed and burning of prefects (GOK, 2016). This act affects students' performance which results to overall school performance to be below the threshold (Mugo, 2006). Waithaka (2017) noted that indiscipline is rampant in secondary schools in Nyeri as manifested in form of absenteeism, rudeness to teachers and bullying. Likewise, most of the schools lack proper structured motivation programme that intend to inspire students towards excelling their academic performance (Njenga, 2012).

Most of the existing surveys done concentrated on effect of the school environment on the motivation of students (Oriri, 2016; Olurolimi, 2015; Mbinya, 2016). An example is a study by Chimombe (2011) that found that school environment led to low motivation of teachers and subsequent underperformance. Thus, the current study investigated teachers' perception towards discipline and motivation and its relationship with performance of public secondary schools with focus on Nyeri Central Sub-County.

1.3 Purpose of the Study

The general objective of this survey was to establish teachers' perception towards discipline and motivation and its relationship with performance of public secondary schools with focus to Nyeri Central Sub-County, Nyeri County.

1.4 Objectives of the Study

The following specific objectives guided this study;

1. To examine teachers perception towards discipline on performance of student in public secondary schools.
2. To determine teachers perception towards motivation on performance of student in public secondary schools.
3. To examine relationship between discipline, motivation and student performance in public secondary school.

1.5 Research Questions

The following survey questions were sought to be answered by this study;

1. What is the teachers' perception towards discipline and performance of students in public secondary schools?
2. How do teachers perceive motivation of students' on performance in public secondary school?
3. What is the relationship between discipline, motivation and student performance in public secondary school?

1.6 Significance of the study

A study on teachers' perception towards discipline and motivation on the performance of public secondary schools is very important in ensuring sustainable economic growth. This is because levels and quality of education is very important in success of any country. The result of this study may be of great significance to various stakeholders.

The government will utilize the findings of this study to provide understanding towards improvement of guidance and counselling, life skills education and school-based family units in schools. Also, future scholars and researchers on the subject will immensely benefit from this study.

The study will be noteworthy in providing positive ways of promoting discipline. Teachers will be able to understand and handle their students in a more considerate way.

Finally, findings of the study provide important information thus addressing information gap on the study area. The conclusions and recommendations of the study make beneficial contributions in motivation and school discipline literature.

1.7. Justification of study

Students' performance is the primary objective of any academic system in the world. Various approaches have been adapted by different institutions to explain the performance. Consequently scholars across the globe have tried to explain the role various factors play on the performance of students. However, there are few studies that have focused on the importance of discipline and motivation on the performance of secondary schools. Consequently, the situation is even worse in Kenya where the level of indiscipline is

extremely high and motivation of students still remains unclear. This study therefore sought to find out the teachers' perception towards discipline and motivation on performance of students in public schools. This could change the perception of stakeholders in education sector and help them come up with various policies which could boost the level of discipline and motivation among the student and hence the performance of the school.

1.8 Scope of the study

The study collected data on teachers' perception towards discipline, motivation and student performance in public secondary school. On geographical scope, the study covered public secondary schools in Nyeri Central Sub-County, Nyeri County.

1.9 Limitations of the Study

The researcher encountered various challenges since school program is tight during the day. Drop and pick method was adopted while issuing research instruments to get information from the respondents. Also some of the indiscipline cases were not recorded by the administration thus it was difficult to get the required details. The researcher also experienced a challenge to cover the geographic location of the constituency due to lack of reliable mean of transport. Some of the schools targeted by the study failed to participate in the study hence affecting the sample size.

1.10 Assumptions of the Study

The following assumptions were made for the purpose of the study while conducting the research:

- i) That the respondents could be willing to give honest information.
- ii) That schools have some form of indiscipline in varying levels

1.11 Definition of Terms

The following terms will be used in the study to connote the following special meaning:

Discipline: This is the scheme of educating the mind and personality so that the person is directed to make practical choices in a liable manner and live with others in community.

Guidance and Counselling: it is an approach used to help individuals to cope with challenges they face and develop positive attitudes

Indiscipline: this is an act of an individual or a group of people that are perceived to be against society expectations, norms and values.

Motivation: the refers to the process that entails processes involved in exciting, guiding and nourishing behaviour (Ball, 1977)

Student motivation this is a process that aims to enhance or promote positive attitude towards a certain cause.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The section evaluates related literatures and theories by presenting the underlying rationale for the research.

2.1.1 Perceived Effect of Discipline on Student Academic Performance

Discipline is referred to as the actions that the teacher undertakes to end indiscipline and to restore order. It must be stressed, however, that although students are by far the most frequent source of indiscipline, they are not the only source. Discipline is a key in academic performance (Sugut & Felix, 2014). Schools with the very best performances associate their performances to good discipline by the students. School discipline effects academic performance. It is one of the significant pillars to evaluate academic performance since it helps in creating a favourable learning setting (Guay et al., 2010). As such, discipline is considered to be a significant element that whose overall role in the field of academic is very crucial (Gredler, Broussard and Garrison, 2004). A key role attributed to teacher while in their respective classrooms is to ensure that discipline among students prevails. According to Guay et al., (2010) the utilization of the term order by teachers is considered to be a very appropriate term of instilling discipline.

According to David (2007) discipline is a concept that is used to denote the moral capability or character which when deep-rooted in the human behaviour which promotes a dominant pattern of self-control. According to Eson (1965) discipline can be perceived as authority that prevails normally in a class of people which is mainly a social philosophy of a society. Eson argues that society possessing solid strict overtones in its administrative life will be inclined to inspiring compulsion and disciplinary approaches of classroom control. This study assumes poor school discipline has negative effects on study academic performance. A school with more behaved students is likely to perform better as compared to school with poor disciplined students. The excellence of bond between student and teachers promote excellent discipline among students which impact positive the student learning resulting to better academic achievement (Guay et al., 2010).

To ensure appropriate management of classrooms affairs, Sugut & Felix (2014) posit that teachers must be well conversed with the key knowledge and literature relating to discipline. As such, there are various strategies that teachers may adopt to ensure that they are in a position to develop and implement knowledge on discipline in regards to the behaviour of the students. This is because each and every student problem helps in shaping the teacher's decisions as well as their implementation towards discipline. Therefore, given the fact that education itself is considered to be a process that is usually aimed at sustaining the desired behaviours of the students, then discipline can be said to play the same role. Therefore, the key factor towards effective teaching and learning in the classroom settings is discipline.

According to Fields (2011) discipline is considered by teachers to be play a very crucial role towards the achievement of the overall student's goals and expectations. Additionally, discipline is also considered to play a vital role in ensuring effective acquisition of critical sense of responsibility amongst teachers as well as their students. Therefore, the ability of the teachers to exercise discipline effectively is very important. This is because, when students are well disciplined, such aspect helps in boosting their school image as well as preparing them for their future. A school whose students are well disciplined helps in ensuring that the learner's disruptive behaviour is eliminated. When schools implement their students discipline effectively, such is very critical as the students move towards adulthood. Indiscipline amongst students in schools is usually attributed factors which include the learners living conditions in school, poor academic performance.

Fields (2011) provides that in situations where teachers are well disciplined, perform their work as required and understands their student's needs and any potential challenges, then the academic performance in such situation is very likely to be very effective. Additionally, they provide that students are likely to perform well in their academic work if their teachers act as their role models as well as understanding them and their need. Further, Gredler, Broussard and Garrison (2004) goes further to explain that respect for one-self as well as respect for others is very important. As such, in the event where one self-respect prevails within the school settings, then learners are also likely to be well disciplined. This simply means that respect for one-self ensures that learners have more chances of taking the correct

directions towards positive fulfilment of their academic goals which in turn means they are going to perform well in their studies.

Williams (2011) provides that discipline within the school setting is a complex concept that involves various concerned stakeholders, and school programmes. Additionally, David (2007) also posit that in the event where there is no proper family environment, students are from disadvantaged background, and there are social differences, then this can simply result into indiscipline amongst students and as a result poor academic performance. This therefore means that, during primary and secondary school time, discipline is very important. As such, discipline is not only considered in terms of good academic achievements which is the desire of all students, teachers as well as their parents but also it is crucial for preparation of student's successful life thereafter.

According to Eshiwani (1993) teaching staff perceive that attainment of good academic results by students who have not been brought up well and be disciplined makes such an individual to be useless to himself, their family as well as the larger community. Therefore, each and every school is expected to establish a standard code of conduct for all students to follow readily without any need of being forced to do so. Schools also are required to guidance and counselling to their students which is a very vital support service in instilling discipline and sense of responsibility to students in schools. Being amongst the key determinants of students' academic performance, discipline is therefore a key subject to consider, hence, the topic has overtime been generating public concern. Low and indiscipline amongst students in schools are key ingredients to failure in students' academic performance (Sugut & Felix, 2014). Therefore, it is because of this indiscipline issue that the school heads and other teachers who are tasked with the overall school administrative role becomes vital.

School discipline can be described as a structure of rules, punishments and behavioural approaches suitable to the directive of students and upkeep of direction in schools. The aim of school discipline is to make a safe and favourable learning atmosphere (Hurrop, 1983). Major discipline problems such as violence, substance abuse and weapon ownership impends the physical safety of learners and generate an unsafe educational atmosphere.

Such school indiscipline has been of late an issue of interest for teachers and policy makers due to the outbreak of secondary schools strikes and burning of schools (Hudson, 2013).

Scheerens (2003) asserted that there are two discipline categories they are obedience and responsibility models. In his research, Scheerens identified that both models include exclusive components as a consequence of irresponsible behaviour, he questioned the efficacy of an obedience model program that uses exceptional practices as a first-line strategy to deal with students' behaviour problems. Fields (2011) while researching the impact of discipline on academic performance of students revealed that school rules and regulations play a significant role in the overall improvement of the academic achievements of students. Hudson (2013) says that discipline is one of the most effective factors in the learning process. Discipline must be a positive method to help and guide children to achieve self-control.

Teachers' perceive discipline as the most effective measure towards promotion of students' sense of responsibility while in classroom as well as their societies and in producing of citizens who are responsible with great vision about their life (Fields, 2011). Also, other researches undertaken in the field of teaching have revealed that whenever there is considerable level of discipline within the classroom setting is very significant in establishing an atmosphere that is very conducive for students to learn because misbehaviour among students usually distract both the teaching and learning processes thus ruining the effectiveness of any teaching lesson or free learning session (Hudson, 2011).

Studies conducted not very long-time ago in the area of discipline strategies, on the other hand have revealed that punishing students as a strategy to instil responsible behaviour to students is the most inefficient strategy (Fields, 2011). Therefore, many researchers in this field have provided that punitive strategy as a way of instilling responsible behaviour amongst students should be replaced with interactive and proactive discipline practices (Fields, 2010). As such, discipline amongst students is perceived to be related with teaching students on self-control based on strategies where the bond between teachers and students is very strong so that the overall learning process can be very effective (Harmer, 2001). Therefore, students should be allowed to be self-regulated through discussions, negotiations, as well as contacting between students and teachers (Vitto, 2003).

According to Fields (2010) the ability of students to act more responsibly while in class is fuelled by the teachers and student's involvement in the overall decision making as well as recognition of student's good behaviour. This in turn shows significant positive impact towards their teachers and expresses great confidence that such intervention was necessary (Fields, 2010). This is because, research has shown that teachers who are able to extend caring attitude, establishing an environment that is family or community alike, as well as making fun tend to be preferred by students (Howard, 2001). This is based on the fact that teachers who are caring tend to show significant empathy towards their students and as such they are able to observe any situation from the student's point of view and feel how they feel about it. Such teachers are also in a position understand their students' personal needs and feelings, tend to listen to their students, are able to listen to their students' grievances, as well as being able to react to the needs of the students very quickly (Mugo, 2006).

Study by Ombira and Aluko (2011-2012) promote the argument that discipline will impact achievement; in their study, they found indiscipline adversely affected the quality of education hence contributing to academic underachievement amongst secondary school students. Njambi and Ogola (2011-2012) also found discipline among students is primary effective operation in all areas of school settings. Njambi and Ogola added that all school objectives such as academic achievement are dependent on school discipline and a certain level of discipline is crucial in ensuring this is attained.

Gaustad, (1992) conducted a study targeting six hundred secondary schools. Their study found that where schools had unfair or unclear rules, schools reported poor discipline. Gaustad (1992) also contends that effective disciplinary methods in a school ought to inspire responsible behaviour and provide all learners with a sufficient school involvement as well as discouraging misbehaviour. It is essential even in learners who despite effort to make learning environment friendly, their interest in school still remains low.

According to Frankena and Myles (1970) discipline play a correction role, prevention of undesired behaviour, restrain disorderliness, and keeping man's animalism from interfering with his humanity. In a learning setting, indiscipline conduct affects student's academic performance adversely. Indiscipline may trigger corporal punishment to the

offenders. David (2007) note that teachers in most part of Africa use corporal punishment irrespective of training.

Ponfua Yhayeh Ngwokabuenui (2015) attributed the type of indiscipline in schools to broken down discipline systems that include misconduct which the author recommended moral leadership, accountability and provision of teaching and learning materials among schools in Cameroun. Maingi, Mulwa and Maithya (2017) found that inadequate physical facilities affected discipline among secondary school students in Kenya. Atieno (2014) established that lack of adequate guidance and counselling, less involvement of students in co-curricular activities and indifference by teacher escalated indiscipline among students. There is a lack of studies on teachers' perception towards discipline and motivation and its relationship with performance of student in secondary schools.

Mumo (2004) conducted a study to assess students' disorders and indiscipline on academic performance. According to Mumo's study discipline is perceived significant component of students' academic performance as well as social attainment. What makes academic attainment valuable is a good underpinning discipline of the learner; and therefore in absence of discipline performance is of no significant value to the learner, their relatives and their community. The society capitalizes deeply in the academic success of its citizens. The study found that discipline had a positive relation with academic performance which implied that disciplined students are likely to have better academic performance.

Another study conducted by Mwangi (2003) reviewed those school organisations affected students' discipline as well as learners' academic achievement. Mwangi argued that the climate of the school is denoted by social rewards for discipline and academic performance. This study sought to address the gap by examining how motivation affects the performance of the students.

Nzuve (1999) contended that absence of self-governing leadership composed with poor communication is the key origin of unruliness among the students. He proposed that learning is associated with disorderliness. Cognitive abilities plays important role in students' learning process as well as overall academic achievement, self-worth, life skills, general resilience etc. Lack discipline, the knowledge acquisition and training process are

overly involved. Stakeholders in schools waste times with energy being pointed in the wrong direction to deal with issues originating from disorder.

According to the GOK (2016), learners and teachers in schools affected by unrest encounter challenges in restoring a better working relation after unrest has occurred. The emotive and mental distress that illustrates the outcome of learners' disorder pressures extra communication between the involved parties. The question of emotive and mental effect as a result of unrests in schools has not been highlighted in various existing studies.

Mugo (2006) gave a sequential account of unrest in public schools. According to the account given by Mugo, indiscipline in schools is a key cause of underperformance in school. It has become a disturbing tendency in that it has grown from mere demonstrations to the damage of stuff and burning of school properties. The study found that student's disruption had adverse effect on academic performance of learners.

2.2.2 Perceived Effects of Motivation on Students' Academic Performance

Motivation is referred as a practise that commences with physiological and psychological requirement that triggers actions or ambition that is meant to attain a certain objective or entice (Okumbe, 1998). Motivation practice therefore comprises of deficiencies that set up ambitions or purposes. These ambitions drive one in trying to gain enticements or goals. Okumbe refer to McClelland's theory that associates education system with student motivation to achieve high performance apart from the aspiration of staying in school. The success motivation implies that individual motivation configurations are a reproduction of their location such as individual family, school, and place of work or church (Okumbe, 1998).

Motivation is a vital recipe for good academic performance. It entails inner and outside aspects that prompt needs and drive in individuals to be repeatedly involved and dedicated to a certain task or to create a determination to achieve a given objective. According to Dörnyei, Z. (2001), motivation outlines why individuals choose to perform a task, the cost of tracking it on basis of effort and the time they are willing to allocate in sustaining said activity. Similarly, "motivation can be seen as the energy that fosters resilience in an individual; ensuring appropriates exaction of energy and determination towards said

destination (Slavin & Davis 2006). According to Alderman (2013) students with an optimal motivation have an advantage since they possess adaptive approaches and tactics which includes; upholding inherent attention, setting of goals, and self-controlling. Consequently, motivational factors intermingle with cognitive, behavioural, and background aspects to distract self-control (Pintrich, Marx & Boyle, 1993).

Additionally, motivational beliefs are very vital to the performance of a student in academic as they limit the degree to which learners will reflect worth, put in determination, and demonstration attention in the assignment (Bandura, 1993; Yukselturk, & Bulut, 2007; Mousoulides & Philippou, 2005). For instance, self-efficacy affects students thinking and feelings, self-motivation and behaviour (Bandura, 1993). The study (Marcou, 2005) exposes this aspect; it indicates that problem solving among student has significant effects on the performance and relates to students' self-worth. Zimmerman (1989) argues that extremely successful students are able to quickly refuse defective tactics, resolving additional difficulties, and concentrating on earlier tough challenges as compared to their less successful colleagues. Learners who displayed better attitudes of effectiveness and application of learning tactics were found to have advanced well in curriculum activities (Zimmerman and Martinez-Pons, 1990). The study further suggests that learners' belief concerning their effectiveness in academic activities could offer an indispensable opening for accepting personal differences in knowledge acquisition and inspiration. The overall expectancy-value model of motivation describes incentive: value constituents which comprise goal alignment and task worth; expectancy constituents which include self-worth and control beliefs; and the actual idea of test concern (Yukselturk, & Bulut, 2007).

According to Alarm & Farid (2011) teaching staff perceive students' motivation as a very vital aspect since it directly influences students' performance. Reid (2007) support this fact in his study where he concluded that satisfaction, motivation as well as performance bear the same relationship. Further, Dornyei (2001) posit that students are extremely affected by their teacher efficacy since a strong correlation exist between teacher's effectiveness and the performance of students which means that a good performance by students can easily be achieved when their teachers help them. As such, low students' motivation can be said to influence their overall academic performance.

Guidance and counselling services, motivation and effective supervision are key prerequisites for students at high school level which are very essential in boosting their academic performance. Head teachers and teachers' motivation has strong impact on the students' academic attainment. According to Czuba (1996) motivation plays a very significant role in the overall students learning process. He explains that there are two types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation entails a kind of student's motivation where they are allowed to engage in various activities to enjoy themselves.

On the other hand, extrinsic motivation students engage in various activities as a way of avoiding being punished or to be awarded for their participation. These include gifts that one receives after obtaining good grades. However, there is motivation value as well as other academic benefits to the students irrespective of whether they engage in either intrinsic or extrinsic motivation. Motivation entails a group of various beliefs, values, interests, perceptions, as well as other actions that are well interrelated. Based on this, key approaches to motivation can either focus on cognitive behaviours such as strategy use or monitoring as well as non-cognitive behaviours such as beliefs, perceptions, and attitudes), or even both of them.

It is important to cultivate and continue student's motivation to learn and attain high academic performance. This is crucial in ensuring better academic results and ability to promote beliefs in a school setting where students become self-driven hence directing themselves towards realizing better academic outcomes. Asikhia and Michael (2010) proclaimed that poor learner origin of motivation is a most important aspect that may result to student lacking of concern on school schedule. They further noted a bad company has a potential to destruct student motivation apart from destroying ones character with exceptional touch on their assertiveness, attentiveness and value.

Lynskey & Hall (2000) associated effective motivation to high spirits, exceptional performance, reliability in attaining results, constructive attitude concerning problem solving, and preparedness to accept obligation and room of change. Attainment by learners is influenced by a number of aspects that comprise individual and social factors that upsets not only their academic performance but also inspiration to acquire knowledge. The

individual features comprise alleged concern in the content and alleged effectiveness of the content but social features are the most common (Mia & Marija, 2014)

Lynskey & Hall (2000) established positive relationship in the level of students' independent motivation and both the level of academic performance. Reid (2007) rated the inner drive to succeed and individual purpose as the supreme motivating elements for academic success. In the Kenyan setting, Ritho (2015) established that giving of prizes was the most effective motivational practice nevertheless the study also detected that intrinsic motivation was an essential factor in the good academic performance of students.

Akpan and Umobong (2013) conducted a study to determine how achievement motivation affects the students' academic involvement. The study used a standardised questionnaire to collect data from 540 students. The study found achievement motivation had a significant influence on academic commitment with exceedingly inspired learners being more educationally involved than the reasonably and commonly inspired learners. Furthermore the findings showed that gender and age significantly affected motivation of students. The study recommended that we raise the attainment motivation of students so as to get them more involved in academic duties.

Christiana (2009) examined the effect of motivation on learners' academic achievement using survey design. The sample comprised of 720 respondents from which 640 were students and 80 were teachers who were drawn using random technique targeting 16 secondary schools. The researcher used motivational questionnaire to study effect of inspiration on academic achievement among learners and educators appropriately scrutinized by experts in instructive measurement and assessment, regulation and counselling and educational psychology were used to acquire data from the targeted group. The researcher summarized data using percentage. The study found that learners' motivation is very significant for better academic performance. Learners' motivation is highly and positively correlated with academic achievement. The study found school environment and structure had significant relationship with students' motivation.

2.2 Theoretical Review

The study will be guided by theory of Dreikurs' model of democratic discipline, Glasser's model of non-coercive of discipline and Top down processing theory by Richard Gregory.

2.2.1. The Dreikurs' Model of Democratic Discipline

Harlan & Rowland (2002) argued that Dreikurs' discipline approach was based on cognitivist idea maintain that behaviour is logical and objectively oriented. Fundamental belief anchored in Dreikurs' model is that students aspire to be part off, to be recognised, and capable of adopting the acceptable codes of conduct. The model perceives the primary goal controlling student's behaviour and outlines the missed objectives that learners should embrace in the event they don't attain the primary goal. Dreikurs & Grey (1976) proposes two suppositions behind the model approach to discipline: learner conduct is objective focused and individuals learn best through tangible involvements. Dreikurs & Grey (1976) argues that the key to improving behavioural difficulties are based on discovering the learner the objectives stimulating the student's behaviour.

This discipline model by Dreikur offers balanced and comprehensive views on the causes of misbehaviour by students and the needed interventions in disciplinary measures among the students. The theory argues that discipline provide opportunities of learners to improve their behaviours. This is the basic assumption that this study will adopt in investigating the effect of various discipline measures in schools and how they affect the motivation of students in secondary schools.

The theory has been developed to include the various causes of misbehaviour by students and how indiscipline manifests itself among students. Christiana (2009) added that learners disrupt lessons to gain attention, ask for special favours, refuse to be on task unless supervised and act tough so that they are engaged. These forms of misbehaviour increase if the students are accorded freedom without responsibility, when they do not get the necessary attention from teachers or when they are seeking status by hurting others (Dreikurs & Grey, 1976). This theory will inform the study in assessing the effect of various disciplinary measures in schools on the motivation of students

2.2.2 The Glasser's Model of Con-Coercive of Discipline

The basic premise of this model by Glasser (2010) was that for discipline to be effective in schools, the needs of the learners should be met. These needs include the need for existence, the essential for love and belonging, the need to increase, the need for freedom and the need to have excitement. Glasser (2010) assert that unless these basics are met, trouble in teaching learners will continue. Hudson (2013) provided that the learners will be frustrated unless these needs are met first before engaging them in other ventures. These were the needs that Maslow emphasized in the theory of human wants and hierarchy of needs.

Glasser (2010) argues when choice theory is used in classroom discipline activities, learners resolve to behave as they do; not compelled to behave in that manner. Glasser defines misbehaviour as a corrupt choice and unacceptable conduct calling upon teachers to articulate rules to be used by class and incorporate students' views in this process. He argues that upon setting these rules, teacher should enforce these rules and allow the students experience the consequence as a result of breaking said rules irrespective of how pleasant or non-pleasant they appear to students. According Glasser, teacher has progressive responsibility to ensure there is good discipline among the students.

Glasser (2010) noted that schools should have such motivating environment characterized by provision of opportunities for learners to be happy, grow intellectually so that they can be encouraged to be disciplined. Otherwise, the learners will misbehave if they perceive the school environment to be frustrating, boring and dissatisfying. The theory suggests a raft of motivating actions that can aid in discipline which were called caring habits namely; supporting, encouraging, listening, accepting, trusting, respecting and negotiating (Glasser, 2010). The educator should not be bossy and coercive for the above factors to work. This theory informs the study on importance of student motivation.

2.2.3 Top down Processing Theory

Richard Gregory a psychologist developed the top down processing theory in 1970. Richard in his theory argued that awareness is a process that is constructive and as such the whole constructive process is based on the top-down processing. Therefore, the basic environmental information is in most cases ambiguous thus not being in a position to

intercept it and as such higher level of cognitive information is required to intercept it either from the past history or even from the stored knowledge.

Therefore, Richard considered perception as being hypothesis which according to him is founded on prior knowledge. In this way teachers actively construct view of reality based on the environment and stored data they have about student individually. This information helps them to critically analyse and perceive how discipline and motivation affects students' performance. Thus this theory is applicable in this study.

2.3 Conceptual Framework

Figure 2.1 represent the diagrammatic representation of the existing relationship between the variables being studied in this study as well as the indicators to show the measurability of the variables. The direction of influence is illustrated by the arrows.

Independent variables

Intervening Variables

Dependent variable

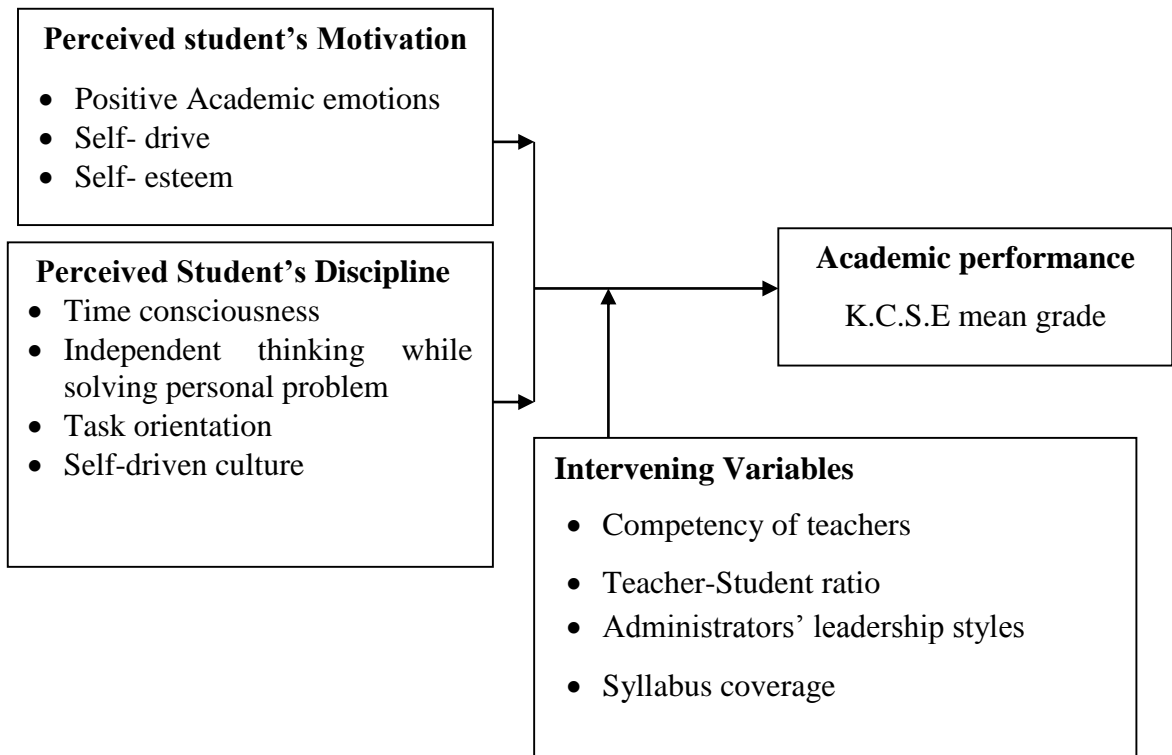


Figure 2.1: Conceptual framework

Source: Researcher (2018)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the strategies used in conducting the study. This sections discuss the methodologies used in evaluating the objectives of the study. The sections outlines study design used, area where study was conducted, the population targeted, tools used in data collection, analysis of the data and ethical procedures.

3.2 Research Design

A research design is the blue print that enables achievement of research purpose and at the same time provides economy in procedure. This study used the design of descriptive research design. Munyao (2004) states that the descriptive research design is used in determining group specific characteristics. The survey of descriptive design involves the use of questioners. The main advantage of descriptive research survey is that it provides information taken from a lot of individuals. This approach is the best for this study for it will capture the opinions on the theme of study as per Nyeri Central Sub-County. This design enables the researcher in collection of information, assessing, analysing and describing it appropriately.

3.3 Research Site

Munyao (2004) acclaimed that a researcher needs to understand the location of a study before embarking on a study to enable realization of objectives used in the survey. The study will be conducted in public secondary schools which are located within Nyeri central Sub County, Nyeri County. The area is densely populated and the people engage in various commercial activities while others are employed in government and private firms.

3.4 Target Population

It is defined as an entire field of enquiry where the researcher has an interest or a group of cases or individuals with similar characteristics that are of interest to a researcher (Mumu, 2004). The target population was head teacher, deputy head teacher, guidance and

counselling teacher and form four class teacher in the public secondary schools in Nyeri Central Sub County. The schools will be categorized into county school and district school.

Head teacher is the overseer of the school management and ensure the rules set are friendly to the students and applicable. The deputy head teachers usually are the one in charge of discipline in the schools and chairs disciplinary committees of the school. Guidance and Counselling teacher interact closely with the students to identify individual and collective challenges that student experience and help them to come up with applicable solutions within school setting. Class teachers ensure that the schools rules are adhered to in their respective classes. Findings are presented in Table 3.1.

Table 3.1: Target Population

Type of school	Number of school	Population
County schools	9	36
District schools	11	44
Total	20	80

Source: Ministry of Education (2018)

3.5 Sampling Procedure and Sample Size

3.5.1 Sampling Procedures

Stratified simple random sampling and purposive sampling was used to identify the respondents in this study (Kombo & Tiome, 2006). To select the public schools to be studied in this study, a census sampling technique was used. Additionally, purposive sampling technique was used to select head teacher, deputy head teacher, guidance and counselling teacher while simple random sampling was used to select a form four class teacher from each public secondary school in Nyeri Central Sub-County, since the schools had several streams.

3.5.2 Sample Size

The size of sample was 80 respondents. There are twenty one public secondary schools in Nyeri central Sub County. Each school produced a head teacher, deputy head teacher,

guidance and counselling teacher and a form four class teacher. Since the number of schools is small, the researcher conducted a census; where all 21 schools were studied.

3.6 Data Collection Instruments

Questionnaire was utilized in this study to collect primary data. semi structured questionnaires were used in collecting data from head teachers, deputy head teachers, guidance and counselling teachers, and a form four class teachers. General information about respondents was sought in the first section while specific objective questions were captured in the following section of the questionnaire.

3.7 Piloting

According to Mumu (2004) pilot testing involves performing a preliminary test of data collection instrument and processes to detect and remove problems, permitting programs to make corrective amendments to the study tool and procedures for data collection to make sure that the data obtained was consistent and useable. Piloting also aids in establishing how the tool assisted investigator to draw up coding sheet for unstructured questions (Munyao, 2004). During the Pilot study, questionnaires were administered in the same schools twice within an interval of two weeks. The pilot test was conducted in 5 public secondary schools within Tetu Sub-County. The process was repeated again after a period of two weeks.

3.7.1 Reliability of the Instruments

The stability of an instrument thus being able to give consistent results is referred to reliability of a data collection instrument. During the piloting of the study, a pre-test was carried out to ascertain the reliability of the instruments. The reliability of the instruments was ascertained using Cronbach Alpha Co-efficient. A threshold of 0.7 was set for the questionnaires on all the variables. Editing was done on the items that failed to meet this threshold.

3.7.2 Validity of the Instruments

According to Parr (2011), the extent to which an instrument measures what it is intended to measure is referred to as validity. The study relied on the external validity of research

instrument. The content and face validity of the instruments was ensured when questionnaires were examined by lecturers in psychology department at University of Nairobi. These experts made corrections and criticism on the instruments which the researcher worked on.

3.9. Data Analysis

The researcher used statistical package for social and science (SPSS version 22) to clean, code, enter and analyse data. SPSS is flexible, fast and give more accurate analysis thus perfect conclusion that is why it is used. Analysis of data involves certain measures computation along with search of pattern relation between independent and dependent variable (Munyao, 2004). The data analysis was done in accordance to the study objectives and variables. The method used to interpret, present and analyse data is referred to descriptive statistics. This analysis used the cross tabulation and frequency distribution table in generation of values between independent and dependent variables used in the study. There was use of content analysis for qualitative data from the interview open ended questions.

3.10. Ethical Considerations

The researcher obtained approval letter from the campus and a letter issued by the National Council of Science and technology (NACOSTI) to allow the research to be conducted. The researcher ensured that the study was carried out according to the highest dictates of ethical conduct in research by undertaking the following measures: permission was sought from the management of the schools to carry out the study and access the participants. Participant of the study were informed about the intension of the study and guaranteed that the study results will only be used for academic awards only. In the briefs, the voluntary nature of their participation was emphasized. The participants were assured of confidentiality and anonymity during the study and afterwards. Plagiarism in the study was avoided by acknowledging ideas and thoughts to the original scholars.

CHAPTER FOUR

RESULTS AND ANALYSIS

4.1 Introduction

This chapter depicts the study findings, interpretation and presentation. The intention of this study was to investigate teachers' perception towards discipline and motivation and its relationship with performance of public secondary schools with focus to Nyeri Central Sub-County, Nyeri County, Kenya. The findings were based on the study objectives as well as answering the study's research questions. Data that was obtained was presented in form of tables, figures and charts while interpretation was done in statements.

4.1.1 Response Rate

The sample size for this study was 80 respondents from public secondary schools in Nyeri central Sub-county. However, out of the 80 questionnaires that were distributed to the schools, 74 were completely filled; contributing 92.5% while 7.5% were not returned. According to Munyao (2004) who observed that a response of 50% is acceptable, 60% is good and 70% and over is extremely acceptable. This implies that the response rate was substantial for this study and results are presented in Table 4.1.

Table 4.1: Response Rate

Response	Frequency	Percentage (%)
Filled in questionnaires	74	92.5
Un returned questionnaires	6	7.5
Total	80	100

Source: Author (2018)

4.2 Demographic Characterization of the Respondents

This section provides a profile of the respondents. This information is presented on a number of basic characteristics, including, work experience, designation, gender, and highest level of education to provide general understanding of the study population. An analysis of these variables provides the socioeconomic context within which other

subsequent are founded. This basic information can be recalled when interpreting other findings to give more understanding of the study variables.

4.2.1 Gender of the Respondents

The study found that majority of the respondents was male who represented 60.8% of the total respondents while 39.2% represented female participation in this study. Though there was no big disparity on work experience, most respondents reported to have 3-5 Years' experience (36.5%) in in their working. this might have been caused by nature of respondents who were mainly people in place of leadership; there are few women in the position of leadership in Kenya society. Results are shown in Figure 4.1.

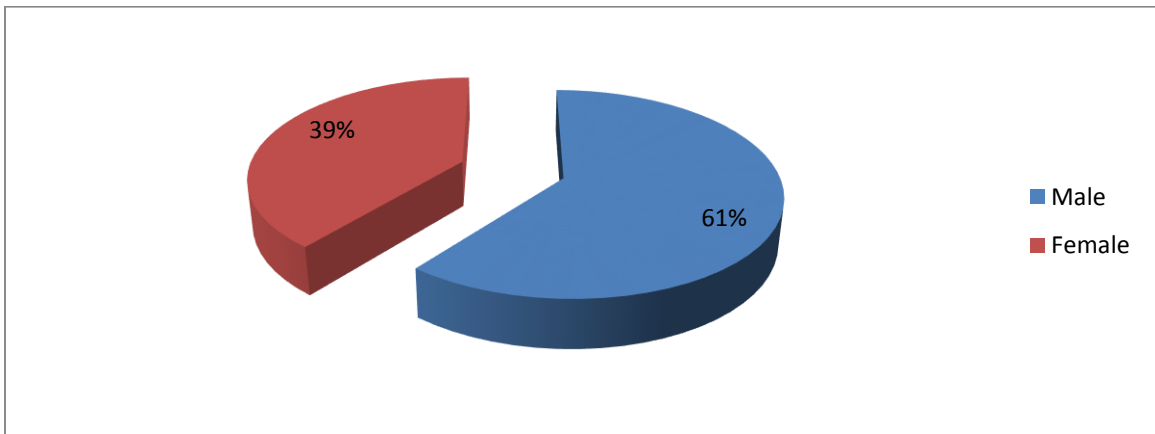


Figure 4.1: Gender of the Respondents

4.2.2 Respondents Level of Education

The study also requested respondent to indicate their highest level of education attained, majority (66%) of the respondents had attained bachelor's degree as highest level of education academic qualification, 18% had diploma as highest academic qualification while 16% had Master degree attained. though diploma was the entry level for high school teachers, over recent years the trend has significantly changed with Bachelor's degree teachers taking over and rise of proportion of teachers with master's degree. Findings are tabulated in Table 4.2.

Table 4.2: Respondents socio-demographic characteristics

	Frequency	Percentage
Masters level	12	16
Bachelor’s Degree	49	66
Diploma	13	18
Total	74	100

4.2.3 Working Experience

Figure 4.2 show the period that the respondents have been working in their current school. Majority (37%) indicated that they have been working in the current schools for a period of -5 years, 28% have been in their working place in 6-8 years, 19% have been in their work place for less than 2 years while 16% have worked for more than 8 years. This illustrates that respondents are in a better position to provide information that the current study sought. The findings concerning work experience followed a normal distribution with high proportion being found at the middle and smaller proportion at both ends. Increased teacher experience has relative impact on the discipline and motivation to the students (Lydiah & Nasongo, 2009) and therefore having high proportion of teachers with high experience could denote a positive energy towards discipline and motivation in respective schools.

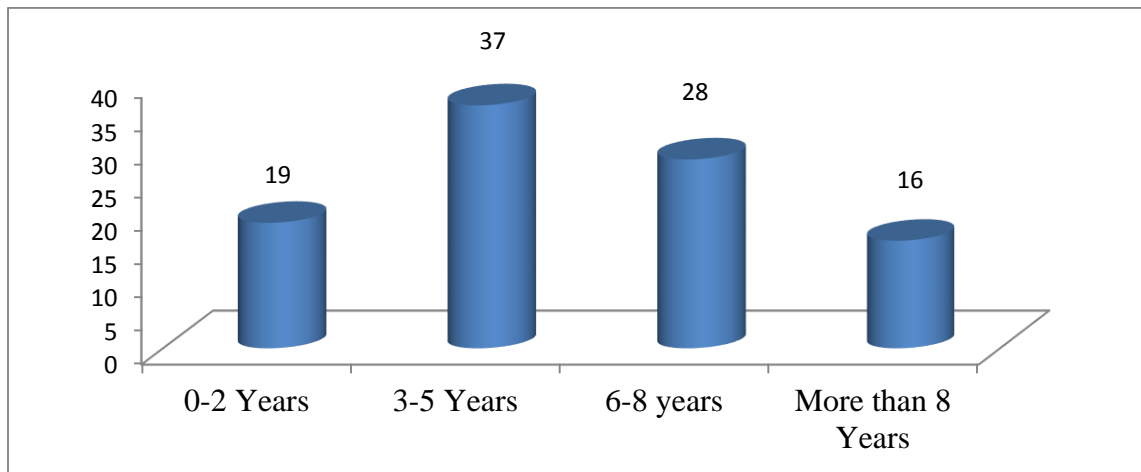


Figure 4.2: Working Experience

4.2.4 Designation of the Respondents

The study requested respondents to indicate the position that they held in their work place. From the findings, 40% were form four class teacher, 23% were deputy head teacher 19% were head teachers and guidance and counselling teacher as shown in each case. This illustrates that all categories of the respondent targeted were arrived and that the study finding is reliable. Results are shown in Table 4.3.

Table 4.3: Designation

	Frequency	Percentage
Head teacher	13	19
Deputy head teacher	16	23
Guidance and Counselling teacher	13	19
Form four class teacher	28	40
Total	70	100

4.2.5 Category of the school

Figure 4.3 shows finding of the study on the category of the school that participated in this study. Most (57%) of the participant were from sub county schools while 43% were from County school. The response from the nation school was not received even after persistence follow up.

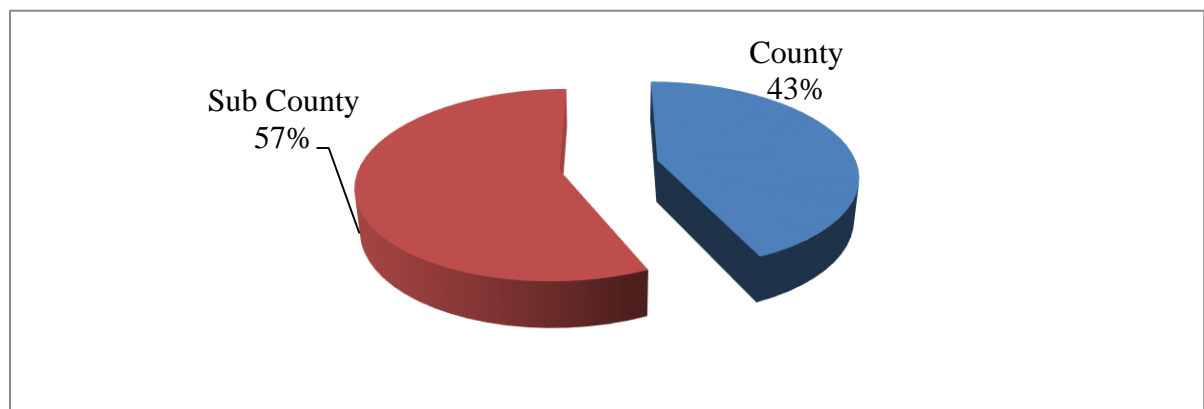


Figure 4.3: categories of Secondary schools that participated

4.3. Presentation of Findings

This section depicts the result of the study findings study based on the objectives of the study; this includes; to examine teachers' perception towards discipline on performance of student in public secondary schools and to determine teachers' perception towards motivation on performance of student in public secondary schools and to examine relationship between discipline, motivation and academic performance in secondary schools in Nyeri central sub county.

4.3.1 Teachers Perception towards Discipline on Students' Performance

The study aimed to investigate perception of teachers towards discipline on students' performance in Nyeri central. Discipline has been hypothesised as a key component and determinant of success in most areas of life. The study assessed discipline on basis of students' conduct such as stealing of personal effects, fighting among students, verbal abuse, sneaking from school, physical abuse of teachers, drug use, tardiness, student absenteeism, physical conflicts among students and possession of weapon. Majority (53%) of the respondents indicated that majority of the students are well disciplined, 21% indicated the student have no moral discipline, 20% indicated that students are disciplined, 3% indicated that student are extremely disciplined while other 3% indicates that students are very poorly disciplined. This implies that at least 50 percent of teachers perceived the discipline in their schools to be of either average or above average. The level of discipline in schools studied can be termed to be fairly good. Findings are presented in Figure 4.4.

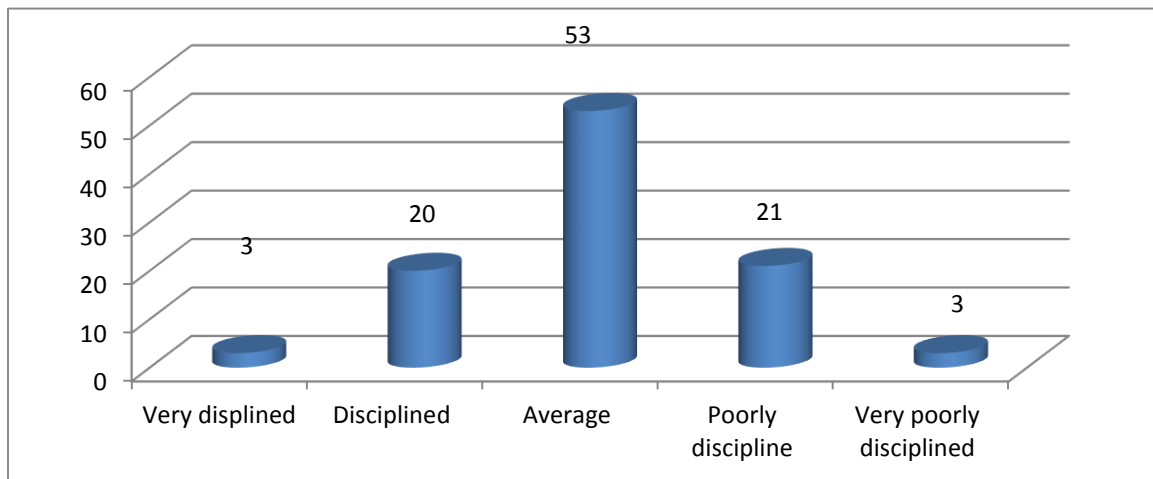


Figure 4.4: Perceived effect of discipline on academic performance

4.3.2 Cases of Indiscipline observed in Students

Student indiscipline is something that has been affecting schools globally with indiscipline ranging to serious problems such as killing and physical abuse (UNESCO, 1998) to drug usage and cheating (Parr, 2011). Indiscipline is commonly denoted by escalating global high cases of violence among students have attracted the interest of media stimulating transformed policy interest in matters of school discipline. Student discipline is part of socializing process, students' discipline problems are bound to accentuate and cause more challenge to teachers and schools at large. Student's indiscipline does not only cause unrest in schools but also affects the performance in schools. Ensuring discipline or resolving discipline has remained one of the primary responsibilities of school teachers apart from the syllabus coverage. This study sought to analyse cases of discipline among the students as perceived by teachers and their effects on the performance of schools in Nyeri County.

The study found most of the respondent indicated that even though cases of stealing personal goods are minor (60.8%), 28.4% reported moderate stealing of personal effects. The study also found that there are minor cases of student fighting as indicated by (59.5%) of the respondents while physical abuse of teachers was considered not a problem by nearly all schools (90.3). Though the question of alcohol, drugs and substance abuse in schools received a varied opinion, however, most reported that alcohol, drugs and substance abuse in schools was not a problem (36.6%). Tidiness and Student absenteeism/class cutting and alcohol use were found to have varied response though tidiness problem was moderate to most schools (34.8%). On the other hand, Student absenteeism/class cutting was rated a minor problem by most respondents while Student alcohol use was considered not a problem by most respondents (52.7%). Vandalism of school property (48.6%) and Student tobacco use (45.1%) were considered not a problem by most respondents while Sale of drugs on school grounds (83.1%) and Student possession of weapons (81.1%) and trespassing (74.3%) were considered not a problem by majority of the respondents. Results are shown in Table 4.4.

Table 4.4: Analysis of discipline situation in public schools

	Serious		Moderate		Minor		No Problem	
	F	%	F	%	F	%	F	%
Stealing of personal effects	6	8.1	21	28.4	45	60.8	2	2.7
Fighting among students	0	0	6	8.1	44	59.5	24	32.4
Verbal abuse of teachers	0	0	2	2.7	9	12.2	63	85.1
Sneaking out of school	4	5.4	4	5.4	26	35.1	40	54.1
Physical abuse of teachers	0	0	4	5.6	3	4.2	65	90.3
Alcohol, drugs and substance abuse in schools	8	11.3	22	31.0	15	21.1	26	36.6
Student tardiness.	6	9.1	23	34.8	28	42.4	9	13.6
Student absenteeism/class cutting	8	10.8	15	20.3	29	39.2	22	29.7
Physical conflicts among students	0	0	13	17.6	33	44.6	28	37.8
Robbery or theft of items over	0	0	17	23.0	32	43.2	25	33.8
Vandalism of school property	0	0	12	16.2	26	35.1	36	48.6
Student alcohol use	4	5.4	9	12.2	22	29.7	39	52.7
Sale of drugs on school grounds	0	0	6	8.5	6	8.5	59	83.1
Student tobacco use	0	0	12	16.9	27	38.0	32	45.1
Student possession of weapons	0	0	0	0	12	16.9	59	81.1
Trespassing	0	0	2	2.7	17	23.0	55	74.3

4.3.3 Teachers Perceptions towards Motivation and Students' performance

Learners are inspired in various ways, particularly when it comes to obtaining information and attaining good performance in academic. Motivation is such significant aspect behind any attainment. Similar situation is observed in performance in academic activities. Learners can be inspired internally and externally subject to the type of students and that inspiration is related to students' performance in academic. The relationship can be positive or negative, advanced or damaging. Amount comprises the great or little aspect while the value of inspiration emphasizes the origin of such motivation. This study sought to established how teachers perceived motivation levels in their respective schools and how this affected the performance of schools in Nyeri Central

The study also aimed to investigate teachers' perceptions towards motivation on students' performance in public secondary schools. The study used some variables to understand teachers' perceptions towards motivation and students' performance. The researcher rated the effort of school in ensuring that the students are well motivated to pursue their goals in the school. The study used variables such as students morale, students' self-motivation, students desire to succeed and self-esteem of the students. Also under this section the study examined the motivation practices adopted by schools to promote the learning behaviour of the students. From the study, most (41%) of the respondents indicated that there is an average effort employed by the school to motivate students, 38% opined that the strategies used is good, 16% indicated that the strategies is very good while 5% were of the opinion that the strategies adopted were poor. Results are shown in Figure 4.5.

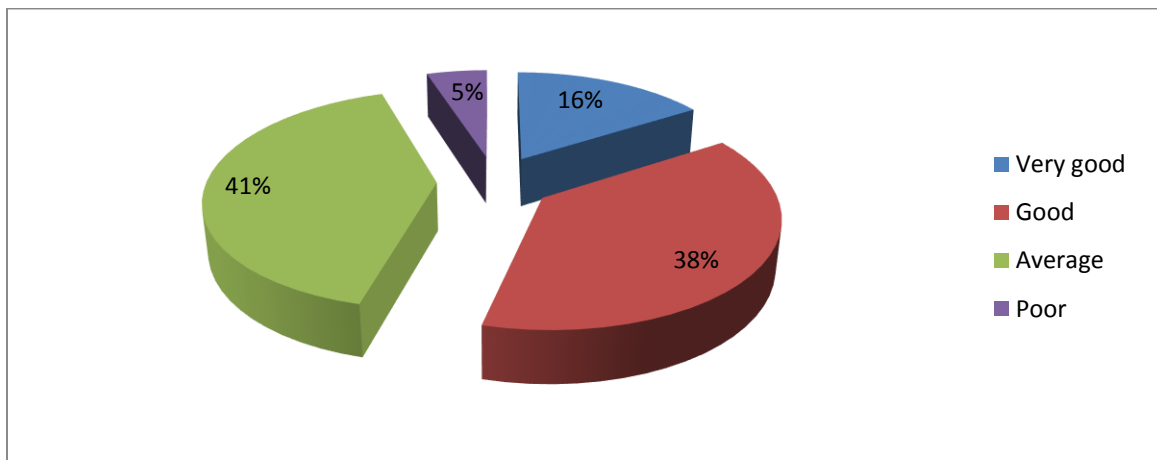


Figure 4.5: Perceived effects of Motivation on Performance

The study further aimed to investigate how teachers perceive aspects of motivation to enhance student performance. From the findings most of schools rated their students' morale to be average (36.5%). Regarding self-direction aspect of the learners, the study found that most respondents perceived that the students' self-direction attribute was poor in their schools. Two equal proportions rated the students desire to succeed as either good (37.8%) or average (37.8%). Most teachers considered learners' self-esteem in their schools to be average (52.7%) while 25.7% considered learners' self-esteem to be good. Findings are presented in Table 4.5.

Table 4.5: Students motivation rating

	Very good		Good		Average		Poor		Very poor	
	F	%	F	%	F	%	F	%	F	%
Students morale in schools	2	2.7	37	50.0	27	36.5	8	10.8	0	0
Students being self-directed	0	0	21	28.4	22	29.7	29	39.2	2	2.7
Student desire to succeed in academic	2	2.7	28	37.8	28	37.8	16	21.6	0	0
Self-esteem of the students	4	5.4	19	25.7	39	52.7	10	13.5	2	2.7

4.4.4 Relationship between Discipline and Motivation on Students Performance

Further the study aimed to find out strategies that the schools are employing to motivate and improve their discipline as a way of enhancing students' performance. The study found that schools give valuable items upon good performance was a practice by most schools as noted by 56.8% and 20.3% of those who agree and those who strongly agreed respectively. Apart from individual rewards such as trips and valuables, the study found that performing class were recognised and given incentives in most schools as indicated by 40.5% of those who agreed and 10.8% of those who strongly agreed that their schools rewarded the best performing classes.

Other forms of motivation outlined in this study was moral support by triggering learners' emotional clock that boasts the desires to do well in school. The study found in most schools teachers strived to understand student personal problems as shown by those who agreed (51.4%) and strongly agreed (17.6%). Nearly all teachers reported that they gave a positive compliment to a student whenever they give correct answers to questions in class as shown by over 90% of the respondents. Results are shown in Table 4.6.

Table 4.6: Perceived motivation among the students in public secondary schools

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
Students are given travel awards such as trips to different areas and other schools on good performance	19	25.7	47	63.5	2	2.7	4	5.4	2	2.7
Students are given valuable items upon good performance	15	20.3	42	56.8	4	5.4	13	17.6	0	0
Student personal problems are understood	10	13.9	43	59.7	15	20.8	4	5.6	0	0
There are incentives given to best performing classes that produces most top students	8	10.8	30	40.5	5	6.8	24	32.4	7	9.5
Students are happy about this programme	13	17.6	38	51.4	13	17.6	6	8.1	4	5.4
Teachers give a positive compliment to a student whenever they give correct answers to questions in class	17	23	55	74.3	2	2.7	0	0	0	0
self-motivated students are more likely to perform better academically	46	63.9	26	36.1	0	0	0	0	0	0

4.3.5 Perceived motivation among public secondary schools

The study found that the KC.S.E mean grade for the schools in Nyeri central recorded decrease from the year 2014 to the year 2017. However, the performance for schools tendered not to differ widely in the year 2017 while the highest disparity in the performance was experienced in the year 2016 as shown by standard deviation of 0.7531 and 0.8248 respectively. Results are shown in Table 4.7.

Table 4.7: Academic performance of schools in Nyeri Central

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
K.C.SE. 2014	62	3.152	7.030	3.909	.7884
K.C.SE. 2015	70	2.628	6.750	3.777	.8125
K.C.SE. 2016	70	2.020	6.150	3.399	.8248
K.C.SE. 2017	70	1.928	5.000	3.243	.7531
Valid N (listwise)	62				

The study found discipline was perceived to influence performance to a moderate extent by 38.6% while 30.0% and 22.9% perceived discipline to influence performance to a great and very great extent respectively as shown in Figure 4.6.

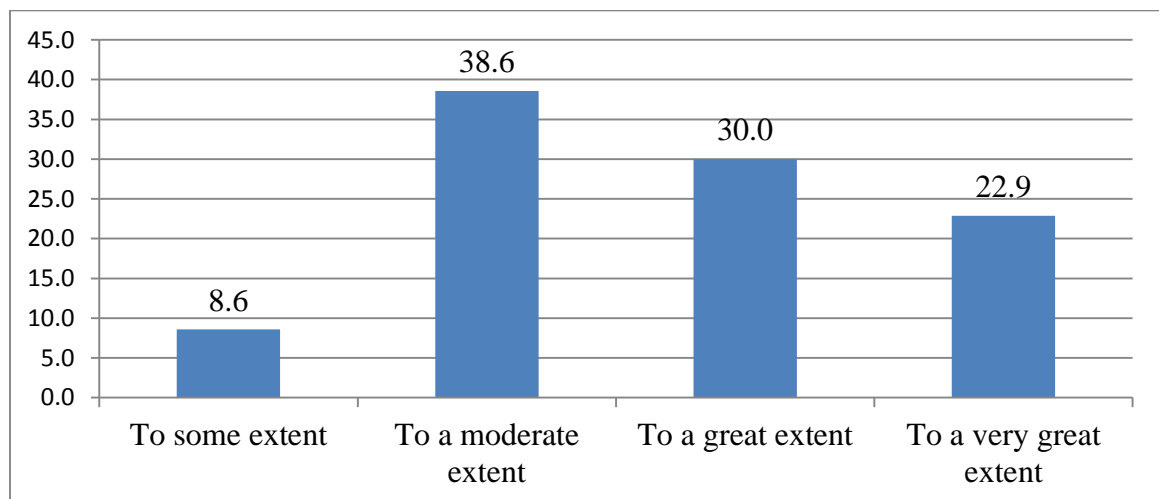


Figure 4.6: Effects of discipline on academic performance

The study also examined the effect of motivation on performance of learners. The study found 30.0% of respondents felt that motivation affected performance learners to a very great extent while 28.6% and 27.1% felt that motivation affected performance to some extent and a great extent respectively. Results are shown in Figure 4.7.

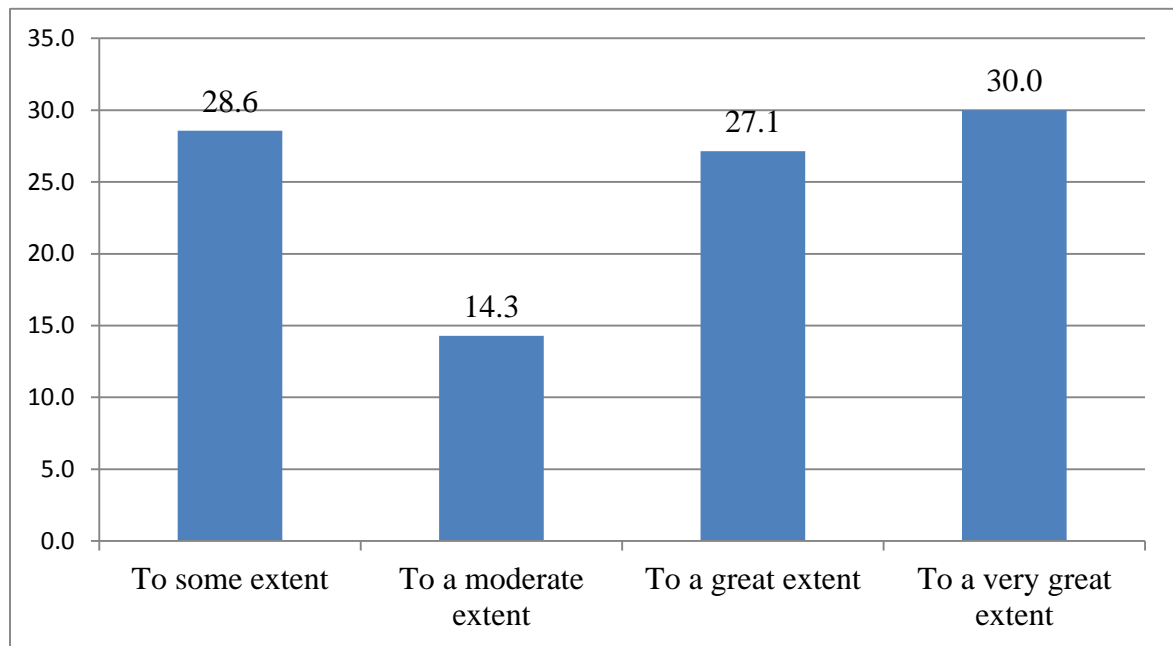


Figure 4.7: Effects of motivation on academic performance

The study also examined the relationship between motivation and the performance in K.C.S.E 2017 in Nyeri Central Sub-County schools. The value of coefficient indicated in table below shows that a positive and significant relationship exists between motivation and the performance in K.C.S.E 2017 in Nyeri Central Sub-County schools. This implied that for every unit increase in motivation, the school performance would increase by 0.404 as shown in Table 4.8.

Table 4.8: Relationship between students' motivation and Performance of learners in academic

		K.C.S.E 2017
motivation	Pearson Correlation	.404**
	Sig. (2-tailed)	.001
	N	68

** . Correlation is significant at the 0.01 level (2-tailed).

The study also examined the relationship between discipline and academic performance as indicated in 2017 KCSE results in Nyeri Central Sub-County schools. The value of coefficient indicated in table below shows there is significant and positive relationship between motivation and the performance in K.C.S.E 2017 in Nyeri Central Sub-County schools. This implied that for every unit increase in motivation, the school performance would increase by 0.691 as indicated in Table 4.9.

Table 4.9: Relationship between students’ discipline and Performance of leaners in academic

		K.C.S.E 2017
Discipline	Pearson Correlation	.691**
	Sig. (2-tailed)	.000
	N	60

** . Correlation is significant at the 0.01 level (2-tailed).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The chapter summarizes, discusses and concludes on this study's findings in line with the objectives put forward in chapter one. It provides recommendations for further studies and recommendations for policy and practice.

5.2 Summary of the findings

The summary is organized based on the objectives of the study which include; determine teachers perceptions towards motivation on students' performance in public secondary schools; to examine teachers perceptions towards discipline on students' performance in public secondary schools and establish the relationship between discipline and motivation of student' performance in public secondary schools. The study was conducted targeting public secondary school in Nyeri Central Sub-County.

Concerning teachers perception towards discipline, the study found that teachers perceive discipline influence student overall academic performance. In addition, the study found that students' personal problem affected their discipline and motivation level.

5.2.1 Teachers Perception towards Discipline on Student Performance

The study found that most of the teachers perceived that student were well disciplined as indicated by (53%) of the respondents. However, cases of personal goods being stolen in the school among students were minimal as indicated (60.8%) of the respondents, the cases of students fighting were also minimal as illustrate by a (59.5%). Drug abuse and substance were also perceived to be among indicators of students discipline level, however, the study found that in most schools this was not a problem as illustrated by (36.6%) of the respondents. From the findings, it is clear that in most school at Nyeri Central sub-county, students' possesses and a positive behaviour which characterise high level of discipline. The study further found that teacher perceived discipline influence students and overall school performance to a great extent and very great extent as shown by 30.0% and 22.9% respectively.

5.2.2 Teachers Perception towards Motivation on Student Performance

Concerning teachers' perceptions towards motivation and students' performance, the study established that most the respondent perceived that the effort that there is an average school that schools have directed to motivate student with aim of improving their performance and overall school performance as indicated by (41%) of the respondents. Teachers perceived that student morale was average as shown by (36.5%) of the respondents. Likewise, teachers perceived that the students' self-direction attribute was poor in their schools as shown by (39.2%) of the respondents. Two equal proportions rated the students desire to succeed as either good (37.8%) or average (37.8%). On influence of motivation to student performance, the study found that motivation affected learners' performance to a very great extent as indicated by 30.0% of respondents.

5.2.3 Relationship between Discipline and Motivation on Students' Performance

Concerning the relationship between discipline and motivation on students' performance, the study established that school gives valuable items upon good performance was a practice by most schools as noted by 56.8%. The study also found that teacher rewarded the best performing classes and students by recognising them and giving them some financial rewards indicated by 40.5%. Further teachers perceived that students personal problem could affect their discipline and motivation level, thus in most schools teachers strived to understand student personal problems as shown by those who agreed (51.4%).

5.3 Conclusion

Based on the findings of the study, the study concludes that majority of the study respondents were male; Bachelor's degree was the highest education level attained by the study respondents; most of the respondents had been working in their current schools for between 3-5 years; most of the respondents were form four teachers and that most of the study participants were from sub-county schools.

The study also found that majority of the respondents indicated that students were well disciplined and that stealing of personal effects was the most prevalent case of indiscipline amongst students. The study conclusion agrees with the study by Gaustad (1992) which provides that effective disciplinary methods in a school ought to inspire responsible

behaviour and provide all learners with a sufficient school involvement as well as discourage misbehaviour.

The study also found that there was some effort employed by schools towards student's motivation. The study conclusion agrees with Alarm and Farid (2011) whose study established that teaching staff perceive motivation of student as a very important aspect as it affects the students' performance directly. The study also agrees with a study undertaken by Reid (2007), in which she concluded that motivation, satisfaction and performance are interdependent.

The study further noted that K.C.S.E mean grade for the schools in Nyeri Central recorded decrease from the year 2014 to the year 2017. The highest disparity in the school performance was experienced in the year 2016. They also observed that discipline influenced student's performance to a moderate extent; motivation affected learner's performance to a great extent and that a positive and significant relationship between motivation and the performance in K.C.S.E 2017 in Nyeri Central Sub-County. This conclusion agrees with a study by Ombira and Aluko (2012) which established that discipline impacts on achievement. In their study, they found indiscipline adversely affected the quality of education hence contributing to academic underachievement amongst secondary school students.

5.4 Recommendations for Practice

Based on the study findings, the following recommendations were made;

The study recommends teachers to explore the approaches to motivation and discipline that would be highly effective in class.

Schools should increase the form of rewards given to students who perform well so that motivation can be high. Head teachers as well as teachers should focus on a more reward based system than disciplinary actions to improve discipline and eventually appropriate students' academic performance.

5.5. Suggested Areas for Future Research

The purpose of this study was to assess the teachers' perception towards discipline and motivation on the performance of public secondary schools with focus to Nyeri Central

Sub-County. A comparative study should be done to determine variables involved in performance of student in public and private secondary schools both in Nyeri Central Sub-County and elsewhere in Kenya.

REFERENCES

- Akpan, I. D., & Umobong, M. E. (2013). Analysis of achievement motivation and academic engagement of students in the Nigerian classroom. *Academic Journal of Interdisciplinary Studies*, 2(3), 385.
- Alarm, T.M & Farid S. (2011). Factors affecting teachers' motivation. *International journal of business and social sciences*. 2 (1)
- Alderman, M. K. (2013). *Motivation for achievement: Possibilities for teaching and learning*. Routledge.
- Asikhia, O. A. & Michael, O. (2010). Students and teachers perception of the causes of poor performance in Ogun State secondary schools, Nigeria. Implications for Counselling for National Development. *European Journal of Social Sciences*, 13(2).
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational psychologist*, 28(2), 117-148.
- Broussard, S.C., & Garisson, M.E.B. (2004). The relationship between classroom motivation and academic achievement in elementary school- aged children. *Family and Consumer Sciences Research Journal*, 4:123-128
- Castiglia, B. (2010). Factors driving student motivation. Retrieved from: <http://www.abeweb.org/proceedings/proceedings06/astiglia.pdf> (21 July 2013)
- Chimombe, T. R. (2011). *An analysis of biodiversity on fallow land in Chivi district, Zimbabwe*. BSc thesis, Department of soil science and agricultural engineering, University of Zimbabwe
- Christiana, O. (2009). Influence of motivation on students' academic performance. *The Social Sciences*, 4(1), 30-36.
- Czubaj, C. A. (1996). Maintaining Teacher Motivation. *Education*, 3:372- 379.
- Mbiti, D. M. (2007). *Foundations of school administration*. Oxford university press, east Africa LTD
- Dörnyei, Z. (2001). *Motivation strategies in the language classroom*. Ernst Klett Sprachen.
- Dreikurs, R. R., & Grey, L. (1976). *A new approach to discipline: Logical consequences*. New York: Hawthorn.
- Eshiwani, G.S (1993). *Education in Kenya since independence*, East African Publishers:
- Eson, Morris. E. (1965). *Psychological foundation of education*. New York, Holt, Rinhart and Winston Inc. 474.
- Fields, B.A., 2011. *Productive pedagogies & discipline: The challenge of aligning teaching and behavior management*. University of Southern Queensland
- Frankena, K. W. and Myles, B. (1970). *The nature of Human Action*. (Glenview, III.) Scott, Foreman.

- Gaustad, J. (1992). School Discipline. *ERIC Digest*, Number 78.
- Glasser, W. (2010). *Quality School*.
- Government of Kenya. (2001). *Report of the task force on student indiscipline and unrest*. Wangai Report, Nairobi
- Gredler, M.E., Broussard, S.C. and Garrison, M.E.B. (2004) The Relationship between Classroom Motivation and Academic Achievement in Elementary SchoolAged Children. *Family and Consumer Sciences Research Journal*, 33
- Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled type's odf motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*
- Harlan, J. C., & Rowland, S. T. (2002). *Behavior Management Strategies for Teachers: Achieving Instructional Effectiveness, Student Success, and Student Motivation- Every Teacher and Any Student Can!*. Charles C Thomas Publisher.
- Harmer, J. (2001). *The practice of English language teaching*. Essex: Longman Press
- Hudson, P. (Ed.). (2013). *Learning to teach in the primary school*. Cambridge University Press.
- Hurrop, A. (1983). *Behaviour Modification in the Classroom*. New York: Hodder Publishers
- Kamindo, N. M. (1998). *Head teacher's Instructional Supervisory Function in private and public schools in Ngong Division, Kajiado District*. Unpublished M.Ed. Thesis, Kenyatta University
- Kimosop, M. K. (2002). A study of the role of the Head teachers in instructional supervision in Kabarnet and Salawa Division of Baringo District. Unpublished M.Ed. Thesis, Kenyatta University.
- Korir D.K. & Felix K. (2014). The Impact of School Environment and Peer Influences on Students' Academic Performance in Vihiga County, Kenya. *International Journal of Humanities and Social Science* 4(1):138- 141
- Locke, E.A. & Latham, G.P. (2004). *What Should We Do About Motivation Theory? Six Recommendations for the Twenty-First Century*. *Academy Management Review* 29(3): 36-43
- Lydia, L. M., & Nasongo, J. W. (2009). Role of the headteacher in academic achievement in secondary schools in Vihiga District, Kenya. *Current Research Journal of Social Sciences*, 1(3), 84-92.
- Lynskey, M., & Hall, W. (2000). The effects of adolescent cannabis use on educational attainment: A review. *Addiction*, 95(11).
- Marcou, A. (2005). Motivational beliefs, self-regulated learning and mathematical problem solving.

- Mbiti, D. (2007). *Foundations of school administration*. Nairobi: Oxford University Press
- Mia M. & Marija S. (2014) Individual and social factors related to students' Academic Achievement and Motivation for Learning. *Suvremena psihologija 17 (1)* 89-90
- Mousoulides, N., & Philippou, G. (2005, July). Students' motivational beliefs, self-regulation strategies and mathematics achievement. In *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 321-328). PME.
- Mugo, F. W (2006). *Participation Processes Used By Head teachers in Enhancing Students Discipline in Public Secondary Schools in Kiambaa Division of Kiambaa District*. Unpublished M.Ed. project, University of Nairobi
- Mumu, F. (2004). An analysis of the arguments for and against the use of corporal punishment in Kenya's secondary schools: *Kenya's journal of Education Research*.
- Munyao, J. M. (2004). *A Study of the Challenges Posed by Adolescence to the Management of Secondary Schools in Machakos District, Kenya*. Unpublished M. Ed Project
- Musungu, L. L. & Nasongo, J. W. (2008). "The Headteachers' Instructional Role in Academic Achievement in Secondary Schools in Vihiga District, Kenya." *Educational Research and Review, 3*
- Mutua, J. N. (2004). *Investigation into alternative strategies of discipline in the absence of corporal punishment in public secondary schools*. Unpublished M.Ed thesis, University of Nairobi, Nairobi.
- Muusya J.K. (2015) Influence of Drug Use on Academic Performance among Secondary School Students in Matinyani District, Kenya. *International Journal of Scientific and Research Publications 5(11)*
- Mwangi, N. N. (2003). *An investigation into causes of poor performance in accounting at the Kenya Certificate of Secondary Education examinations in selected schools in Kiambu district*. Unpublished M.Ed. thesis, University of Nairobi, Nairobi
- Nedeljković, J. (2012). *Integrative model of psychological predictors of academic non-efficacy*. Dissertation. Niš: Faculty of Philosophy
- Njambi, N. E. and Ogola, F. (2011-2012). *Influence of Student Discipline on Performance in Kenya Certificate of Secondary Education in Nakuru Municipality, Kenya*. Abstracts of Postgraduate Research Projects/ Thesis. Mount Kenya University.
- Njeru, E. M. (2006). Bullying and its effects on students in public boarding schools in Kikuyu Division. *Unpublished M. Ed project, University of Nairobi*
- Okumbe, J. A. O. (1998). *Educational Management: Theory and Practice*. African Books Collective Ltd., The Jam Factory, 27 Park End Street, Oxford OX1 1HU, United Kingdom (paperback: ISBN-9966-846-42-5, \$18).

- Okumu M.A. (2014) *An Investigation Of Factors Influencing Indiscipline Among Students In Public Day Secondary Schools In Makadara District, Nairobi County*. Master of Education, Kenyatta University
- Okuthe, A.M. (2003). *“Perception of Head teachers, Deputy Head teachers, and Guidance and counselling teachers towards Guidance and Counselling as a strategy in managing Student behaviour.* ’Unpublished M.ED. Thesis, Kenyatta University
- Ombira, D. and Aluko, O. J. (2011-2012). *Challenges Facing Teachers in Enhancing Discipline among Secondary School Students in Kuria West, Migori County*. Abstracts of Postgraduate Research Projects/ Thesis. Mount Kenya University.
- Onderi O.P. et. al (2015). Assessment of School Factors Related to Academic Achievement in Mathematics among Secondary School Students of Masaba South Sub County, Kenya. *Journal of Education and Practice* 6(12):129-132
- Ovell G, and G. J. Suaning, (2001). “Effect of prosthetic vision acuity by ... for artificial human vision,” *presented at Proceedings of the SPIE, 2001*
- Owuor D.A. & Chemisto E.M. (2015) School Based Factors Affecting Girls Academic Performance (Kcse) In Mixed Secondary Schools: A Case of Nakuru Municipality. *European Journal of Educational Sciences, EJES* 2(4) pp. 102-107
- Parr, K. (2011). *The influence of interest and working memory on learning*. Dissertation. Florida: University of Florida.
- Patricia L. H. et al (2006) Factors Affecting High School Students ‘Academic Motivation in Taiwan. *Asia Pacific Journal of Education* 26(2) pp. 97-104
- Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational research*, 63(2), 167-199.
- Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational research*, 63(2), 167-199.
- Ponfua Y.N. (2015) Students’ Indiscipline: Types, Causes and Possible Solutions: The Case of Secondary Schools in Cameroon. *Journal of Education and Practice* 6(22)
- Reid, G. (2007). *Motivating learners in the classroom: ideas and strategies*. London: Paul Chapman Publishing
- Robinson R. (2015) *The Influence Of Student Motivation On Academic Performance In Public Secondary Schools In Dagoretti Sub County, Nairobi, Kenya*. Post Graduate Diploma in Education of the University of Nairobi
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68

- Sandra, D. (2002). Mathematics and science achievement: effects of motivation, interest and academic engagement. *Journal of Educational Research*.
- Scharff, X. & Brady, A. (2006). Baseline Study: Attitudes on Girls' Education in Malawi. *The Advancement of Girls Education Scholarship Fund. Washington D.C: World Bank*
- Scharff, X. (2007). *Primary School is Not Enough: Proposal for Safe and Affordable Secondary Education for Girls in Malawi: Washington D.C: World Bank*
- Scheerens, T.J., 2003. *The importance of school culture and climate: The principalship. Massachutes: Allyn and Bacon*
- Sdorow, L. M., & Rickabaugh, C. A. (2002). *Psychology* (5th ed.). Boston: McGraw-Hill
- Sederberg, C.H., & Clark, S. (1990). Motivation and organizational incentives for high vitality teachers: A qualitative perspective. *Journal of Research and Development in Education*, 24(1)
- Silsil, P. (2010). *The Kenya handbook for teachers: Revised Edition: Shrend Publishers Ltd*
- Skaalvik, E. M., Skaalvik, S. (2006). Self-concept and self-efficacy in Mathematics: Relation with Mathematics motivation and achievement. *Proceedings of the International Conference on Learning Sciences, Bloomington, Indiana*
- Slavin, R. E., & Davis, N. (2006). *Educational psychology: Theory and practice*.
- Slavin, R. E., & Davis, N. (2006). *Educational psychology: Theory and practice*.
- Soet, M.S. (2005). "Perceptions of the causes of indiscipline among secondary school students in Mt. Elgon District". Unpublished M.ED Thesis, University of Eastern Africa, Baraton
- Stenyn, G.M. (2002). A Theoretical Analysis of Education Motivation and Morale. *Educare*, 31(1&2):83-101
- Sugut W.K& Felix A.M (2014) School Factors Associated with Student Violence in Secondary Schools in Nandi South District, Kenya. *International Journal of Humanities and Social Science* 4(1): 122-125.
- United Nations Educational Scientific and Cultural Organization, (UNESCO, 2007). *Global Monitoring Report Regional Profiles/Child. ChildCareCanada.org/documents*
- Velki, T. (2011). The correlation considering the degree of autonomous motivation, academic achievement and mental health. *Croatian Journal of Education*, 13, 56-87
- Wanyama, M.W. (2013). *School Based Factors Influencing Students 'Performance at Kenya Certificate of Secondary Education in Narok –North District, Kenya*

- Yukselturk, E., & Bulut, S. (2007). Predictors for student success in an online course. *Journal of Educational Technology & Society, 10*(2).
- Zimmerman, B. J. (1989). A social cognitive view of self-regulated academic learning. *Journal of educational psychology, 81*(3), 329.
- Zimmerman, B. J., & Martinez-Pons, M. (1990). Student differences in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of educational Psychology, 82*(1), 51.

**Appendix I: Introductory Note
TO SCHOOL MANAGEMENT,**

RE: PERMISSION TO COLLECT DATA

I am a student of master's degree in psychology of the University of Nairobi conducting a research on: **Effect of discipline and motivation on the performance of students in public secondary schools in Nyeri central sub-county, Nairobi.** I hereby request you for the below stated information required for me to achieve my research objectives as part of requirement for master's degree.

Information offered will be treated confidentially and used for the purpose of this research only. The findings of the research will ultimately help improve the discipline of the school and thus motivate the performance of students.

Appreciation is offered as you aid in the creation of new knowledge to aid both the academy and the industry.

Regards,

.....

CAROLINE THEURI

REG NO C50/80908/2015

The Researcher/ Student

Appendix II: Consent Form for Participation in Research

Ibeing
over the age of 18 years hereby consent to participate as requested in the
..... for the research project on

1. I have read the information provided.
2. Details of procedures and any risks have been explained to my satisfaction.
4. I am aware that I should retain a copy of the Information Sheet and Consent Form for future reference.
5. I understand that:
 - I may not directly benefit from taking part in this research.
 - I am free to withdraw from the project at any time and am free to decline to answer particular questions.
 - While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.
 - Whether I participate or not, or withdraw after participating, will have no effect on any treatment or service that is being provided to me.
 - Whether I participate or not, or withdraw after participating, will have no effect on my progress in my course of study, or results gained.
 - I may ask that the recording/observation be stopped at any time, and that I may withdraw at any time from the session or the research without disadvantage.

Participant's signature.....Date.....

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name.....

Researcher's signature.....Date.....

NB: Two signed copies should be obtained. The copy retained by the researcher may then be used for authorisation of Items 8 as appropriate.

6. I, the participant whose signature appears below, have read a transcript of my participation and agree to its use by the researcher as explained.

Participant's signature.....Date.....

Appendix III: Teachers' Questionnaire

Part One: Background Information

Tick appropriately to responds to the following questionnaires and supply additional information on the spaces provided.

1. State your gender.

i. Male ()

ii. Female ()

2. How long have you worked for this school?

i. 0-2 Years ()

ii. 3-5 Years ()

iii. 6-8 Years ()

iv. more than 8 Years ()

3. Indicate your highest level of education.

i. PHD level ()

ii. Masters level ()

iii. Degree ()

iv. Diploma ()

v. Any other () Specify.....

4. Designation

i. Head teacher []

ii. Deputy head Teacher []

iii. Guidance and counselling teacher []

iv. form four class teacher []

5. Kindly indicate type of school.

i. District school []

ii. Sub county school []

PART TWO: PERCEIVED STUDENTS' MOTIVATION

6. How would you rate the efforts of this school in ensuring that the students are well motivated to pursue their goals in this school

- i. Very good ()
- ii. Good ()
- iii. Average ()
- iv. Poor ()
- v. Very poor ()

Explain your answer

7. Rate the students in this school on the following aspects of motivation using the scale provided below

1. Very good (VG) 2 Good (G) 3 Average (A) 4 Poor (P) 5. Very Poor (VP)

Statement	VG	G	A	P	VP
i. Students morale in schools					
ii. Students being self-directed					
iii. Students desire to succeed in academics					
iv. Self-esteem of the students					

8. Among the following motivation techniques which one do you think can best improve academic performance?

- a) Prizes
- b) Reinforcement
- c) Classroom competition
- d) Teaching methods

9. To what extent do you agree with the following statement regarding teachers' motivation of students in your school?

Key: SA-Strongly Agree, A-Agree, UD-Undecided, D-Disagree, SD-Strongly Disagree.

Statement	SA	A	UD	D	SD
i. Students are given travel awards such as trips to different areas and other schools on good performance					
ii. Students are given valuable items upon good performance					
iii. Student personal problems are understood					
iv. There are incentives given to best performing classes that produce most top students					
v. Students are happy about this programme					
vi. Teachers give a positive compliment to a student whenever they give correct answers to questions in class					
vii. self-motivated students are more likely to perform better academically					

PART THREE: PERCEIVED STUDENTS' DISCIPLINE IN SCHOOL

10. How would you rate the situation of discipline among students in this school

- i. Very good ()
- ii. Good ()
- iii. Average ()
- iv. Poor ()
- v. Very poor ()

Explain your answer

11. Tick the space indicating to what extent, if any, each of the following has been a problem in your school during the two years.

Statement	serious	Moderate	minor	Not problem
i. Stealing of personal effects				
ii. Fighting among students				
iii. Verbal abuse of teachers				
iv. Sneaking out of school				
v. Physical abuse of teachers				
vi. Student tardiness.				
vii. Student absenteeism/class cutting				
viii. Physical conflicts among students				
ix. Robbery or theft of items over				
x. Vandalism of school property				
xi. Student alcohol use				
xii. Student drug use				
xiii. Sale of drugs on school grounds				
xiv. Student tobacco use				
xv. Student possession of weapons				
xvi. Trespassing				

PART FOUR: ACADEMIC PERFORMANCE

12. What was the K.C.S.E grade attained by your school in the last four years?

(please fill in the table below)

Statement	Grade
i. K.C.S.E. performance 2014	
ii. K.C.S.E. performance 2015	
iii. K.C.S.E. performance 2016	
iv. K.C.S.E. performance 2017	

13. To what extent would you associate academic performance to school level of discipline?

- | | | | |
|-----------------------|-----|----------------------------|-----|
| 0 = Not at all | [] | 1 = To a small extent | [] |
| 2 = To some extent | [] | 3 = To a moderate extent | [] |
| 4 = To a great extent | [] | 5 = To a very great extent | [] |

14. To what extent would you associate academic performance to Teachers motivation?

- | | | | |
|-----------------------|-----|----------------------------|-----|
| 0 = Not at all | [] | 1 = To a small extent | [] |
| 2 = To some extent | [] | 3 = To a moderate extent | [] |
| 4 = To a great extent | [] | 5 = To a very great extent | [] |

Appendix IV: Introductory Letter from the University of Nairobi



UNIVERSITY OF NAIROBI

FACULTY OF ARTS
DEPARTMENT OF PSYCHOLOGY

Telegrams: Varsity Nairobi
Telephone: 3318262 ext.28439
Telex: 22095

P.O. BOX 30197
NAIROBI
KENYA

04/10/2018,

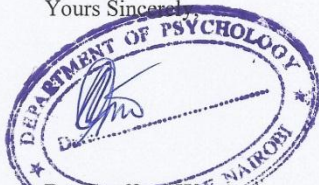
NACOSTI

RE: CAROLINE WANGARI THEURI – C50/80908/2015

The above named is a student in the Department of Psychology undertaking a Masters degree in Psychology at the University of Nairobi. She is doing a project on "***Effects of discipline and motivation on performance of public secondary schools: a Case of Nyeri Central Sub-County***". The requirement of this course is that the student must conduct research project in the field and write a Project.

In order to fulfill this requirement, I am introducing to you the above named student for you to kindly grant her permission to collect data for her Masters Degree Project.

Yours Sincerely,



Dr. Geoffrey Wango
A.C. Chairman,
Department of Psychology

Appendix V: Research Authorization Letter from the Ministry of Education

**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

E-Mail –centralpde@gmail.com
Telephone: Nyeri (061) 2030619
When replying please quote



OFFICE OF THE COUNTY
DIRECTOR OF EDUCATION
P.O. Box 80 - 10100,
NYERI

CDE/NYI/GEN/23/VOL.III/22

15th November, 2018

Caroline Wangari Theuri
University of Nairobi
P.O. Box 301-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to Secretary National Commission for Science, Technology and Innovation letter Ref. NACOSTI/P/18/57580//26138 of 29th October, 2018 on the above subject.

Kindly note that you have been authorized to carry out research on "*Effects of discipline and motivation on performance of public secondary schools: A case of Nyeri Central Sub - County*" in Nyeri County for a period ending 29th October, 2019.

A handwritten signature in black ink, appearing to read 'Mwangi Kabora', with a horizontal line drawn through it.

**MWANGI KABORA
FOR: COUNTY DIRECTOR OF EDUCATION
NYERI COUNTY**

cc.

National Commission for Science,
Technology and Innovation,
P.O. Box 30623-00100
NAIROBI

Sub County Director of Education
Nyeri Central

Appendix VI: Research Authorization Letter from the Ministry of Interior and Co-ordination of National Government



THE PRESIDENCY

MINISTRY OF INTERIOR AND CO-ORDINATION OF NATIONAL GOVERNMENT

E-mail: nyericountycommissioner@yahoo.com
Telephone: 061 2030619/20
Fax: 061 2032089
When replying please quote

NYERI COUNTY COMMISSIONER
P.O. BOX 33-10100
NYERI

REF.NO. NYC/ADM/1/57/VOL.VI/122

15th November, 2018

Caroline Wangari Theuri
P O BOX 177
NYERI

RE: RESEARCH AUTHORIZATION

Reference is made to your letter dated 15th November, 2018 on the above subject.

Authority is hereby granted to carry out research on "*Effect of discipline and motivation on performance of public secondary schools: A case of Nyeri Central Sub-County*" in Nyeri County.

The period of the research ends on 29th October, 2019.


P. MUGO
FOR: COUNTY COMMISSIONER
NYERI COUNTY

Appendix VII: Research Authorization Letter from NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/57580/26138**

Date: **29th October, 2018**

Caroline Wangari Theuri
University of Nairobi
P.O Box 30197-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Effects of discipline and motivation on performance of public secondary schools: A case of Nyeri Central Sub-County”* I am pleased to inform you that you have been authorized to undertake research in **Nyeri County** for the period ending **29th October, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.