

**EFFECT OF STUDENTS' DISCIPLINE ON THEIR ACADEMIC  
PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN VIHIGA  
SUB-COUNTY, KENYA**

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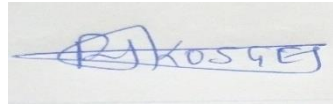
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## DECLARATION

This project is my original work and has not been presented for award of a degree in any university.

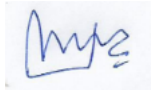


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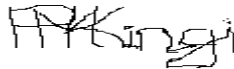
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## **DEDICATION**

This research project is in loving memory of my late mother Esther Jerotich Toroitich.

## **ACKNOWLEDGEMENT**

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## **LIST OF ACRONYM AND ABBREVIATIONS**

|         |   |
|---------|---|
| DHT     | Deputy Head teacher                                     |
| DOS     | Director of Studies                                     |
| G and C | Guidance and Counseling                                 |
| GoK     | Government of Kenya                                     |
| KCSE    | Kenya Certificate of Secondary Education                |
| KIE     | Kenya Institute of Education                            |
| KNEC    | Kenya National Examination Council                      |
| MOEST   | Ministry of Education Science and Technology            |
| NACOSTI | National commission for Science, Science and Innovation |

## ABSTRACT

Students' discipline is an important aspect for a school to achieve academic excellence. However, in most public secondary schools, lack of discipline among students is still a threat to their academic performance. More so, in the field of academia, few studies have attempted to ascertain the relationship between discipline and the academic performance of students. The purpose of the study was to investigate effects of students' discipline on their academic performance in public secondary in Vihiga sub-county, Kenya. The objectives of the study were: to determine extent to which truancy affects academic performance of students, to assess the effect of students' examination cheating on their academic performance, to examine ways in which students' vandalism of teaching and learning resources affect their academic performance and to establish extent to which students' homework affects their academic performance. The study targeted 27 schools, 326 teachers and 4500 students in Vihiga sub-county. In this study 8 deputy principal, 87 teachers and 227 students were respondents. The study adopted descriptive survey design. Stratified random sampling method was used to select the respondents. Questionnaires and scheduled interviews with deputy principals were administered to the respondents. Data obtained from the interviews and questionnaires was processed and analyzed using Statistical package for Social Sciences (SPSS) version 20.0. Qualitative data was subjected to descriptive statistics while quantitative data was subjected to correlation analysis using Pearson correlation and regression co-efficient. From the study findings, truancy was the most form of indiscipline at 50 percent (deputy principles), 32.2 percent (teachers) and 51.9 percent(students). The common form of truancy as stated by students and teachers was skipping of lessons and absenteeism respectively. Deputy Principals (87.5 percent), students (83.3 percent) and teachers (85 percent) supported that truancy affects students' academic performance. Deputy principles (87.5 percent), teachers (62.07 percent) and students (71.37 percent) agreed that there is examination cheating in the schools. Common effect of examination cheating was undeserved grades, (deputy principals at 50 percent), cancellation of results (teachers at 49.4 percent and students at 60.8 percent). Deputy principles at 75 percent and teachers at 92 percent agreed vandalism is common in schools. At  $p=0.001$ , vandalism and the academic performance of students correlated at  $r=0.365$ . Homework and the academic performance of students positively correlated at  $p=0.001$  and  $r=0.376$ . To reduce indiscipline the study recommends strict and regular marking of registers by class teachers. The students who are found cheating in examination should be suspended from sitting examination for two years. Guidance and counseling should be done to the students on effect of vandalism. Teachers should give homework after every lesson and mark, to ensure students have done it.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Education is a social fact that is very vital to every society. Through education, knowledge, skills and values are disseminated from one generation to another for the attainment of political and socio-economic advancement (Kindiki, 2009). As revealed by Makokha, (2010) secondary education, in the most education system of the world, is the most optimal higher learning that prepares one for vocational training of the university education. However, in most countries, the secondary education system is still faced with challenges like indiscipline among learners that hinder educational performance and the general attainment of education (Njoroge and Nyabuto, 2014). School management, educators, learners, parents and responsible governments are greatly concerned about mitigating some of these challenges in the learning environment. In Kenya for instance, student discipline is one aspect that a lot of emphasizes are laid on to ensure good academic performance in secondary schools (Kiprop, 2012).

Discipline is an important aspect of human behavior as it defines character (Skinner, 1985). Discipline as defined by Chabari, (2010) is the training of the mind and character which is aimed at producing self-control, order in behavior and skillfulness. In the perspective of a school structure, a disciplined student is one whose behaviour, actions or inactions conform to the set rules and regulations of the school (Ali *et al.*, 2014). Gitome *et al.* (2013) emphasize that discipline goes beyond adhering to school rules and regulation and involves students potential to discern what is wrong or right. In the school community, sound discipline is important because it creates a happy, orderly and safe environment

where students learn to the best of their abilities. Discipline in schools is a subject of concern for teachers globally. The lack of it is called indiscipline. As stated by Mothata and Squelch (1997) failure to consider discipline may cause the school environment to become unfavorable and dangerous to the learners which can jeopardize the education process. Elsewhere, Levin and Nalon (1991) echoed that apart from the normal impact on the learning and teaching environment, indiscipline behaviour can negatively influence the students' readiness to learn as well as their safety. Just like the rest of the world (Haller, 1992; Ali *et al.*, 2014; Whisman and Hammer, 2014; Ofori *et al.*, 2018; Oloyin *et al.*, 2019), academic indiscipline is a prevailing problem that affects secondary schools in Kenya. Student's misconduct in classroom is believed to interfere with the teaching, learning and is said to be precursor to school dropout, repetition and poor performance (Mugambi, 2006). There are different types of school indiscipline that have been associated with poor academic performance among students (Khen, 2000; Luiselliet *al.*, 2005). They include but are not limited to truancy, examination cheating, destruction of school property and failure to do homework.

Globally, truancy has been revealed to negatively impact on the academic systems (Hassan *et al.*, 2016; Gottfried, 2019). According to Makokha (2010), a truant student is a learner who misses school or lessons for particular reason without the knowledge of their teacher or parents. The student in turn misses the teaching and learning process. In such a case, the student may not acquire the knowledge, skills and attitude documented in the learning objectives and therefore lowers their academic performance. Additionally, truancy may affect academic performance in later grades and is an early warning that a student is more

likely to score poor grades at the end of the four years in high school (Makokha, 2010). According to Njeru, (2012) there's association between truancy and academic performance.

As reported by Brymon and Emma, (2007) hundreds of thousands of America students absent themselves from school without permission. The researchers further showed that skipping of lessons on purpose leads to achievement of poor grades by students. In mathematics and science for instance, students who skipped lessons scored about forty points less than non-truant classmates (Wanderi, 2001). Following that, truancy is ranked top ten among the problems facing schools across America. Kombo and Tromp (2008) emphasized that truancy contributes significantly towards undermining of the American educational system. In Ethiopia, the greatest problem in education arena is retention due to failure to achieve required grades for promotion to the next grade. Students who regularly repeat the same grade is due to absenteeism and skipping lessons (Lesanjir 2013). In Kenya, several scholars have carried out studies on truancy in schools (Muola, 2010; Mugambi, 2006). For instance Mugambi, (2006) in his study concluded that truancy lowers grades of the affected learners in Meru South Sub-County. The truant students are placed at disadvantage position academically, because they miss the teaching and learning process. This minimizes their likelihood of academic progress and success.

Examination in learning institutions globally play cardinal role in education system (Makokha, 2010). Through examination, the educators are able to evaluate the learners on various aspects taught in school. Also, examination is used as instrument of assessing the



progress of the students and the results are used for promotion to the next level or placement in higher learning institutions (Andrew, 2003). However, in some schools reflection of the learner's potential and the effectiveness of examination are never realized due to examination cheating. According to Kamba (2010), examination cheating is an act of trying to acquire high grades in an examination by use of deceptive means. Students who engage in examination cheating end up achieving higher performance than their ability. As a result, such students get placement in institutions of higher learning that are higher than their ability. Such students are likely not to cope with the demands of the allocated courses leading to repetition or dropping from the courses. In America several cases of high profile cheating in examination have been reported (McCabe, 2005). In India several students were expelled from school for cheating in examination and banned from taking the examination for three years (Wanderi, 2001). In Nigeria studies reveal that parents, some teachers and students participate actively in examination malpractices. According to Gbagolo, (2011); Asinya, (2012) and Okolie *et al.* (2019) students cheat in both National and Regional examination to achieve higher grades than deserved.

Kenya, similar to other countries, her education sectors has had a long struggle to eradicate examination cheating. In 2013 results of 36 schools were cancelled for the Kenya Certificate of Secondary Education (KCSE) because of examination irregularities (MOEST, 2014). These schools are found in fourteen of the forty seven counties. In 2014 KCSE, the number of counties involved in examination cheating rose to thirty Vihiga County being one of them (MOEST, 2014).

Apart from recording higher performance (Njeru, 2012), some scholars have observed that examination cheating can lead to poor performance. Harris, (2010) found out that students in schools use mobile phones and computers to copy examination. However, the information accessed by students may be false which leads to low performance. Students who use unlawful material during examination may likely be tense and have less concentration which may lead to low performance. Elsewhere, scholars have opined that examination cheating may lead to cancellation of results and banning of the involved students from seating any other exam for certain academic period.

Vandalism is intentional damaging, violation, and defacement of a private or public property by individuals who do not have ownership of the property (Black, 2002). Also, vandalism can be referred to as willful or malicious destruction disfigurement and injury of any person's property. In school vandalism can be achieved through destruction of buildings, damaging of furniture, books and sports facilities among others (Harries, 2010). Students engaging in vandalism by defacing and destroying the school infrastructures and equipment may cause the collapse of teaching and learning, leading to decline in performance as contact hours between the learners and teachers is lost. This means that the school syllabus may not be covered as per the school program and the resultant effect poor academic performance by the students (Chauhan, 2008). Also, in solving indiscipline cases associated with vandalism, both teachers and students spent a lot of time that they could have spent in class trying to address the matter.

In South Africa vandalism is common in schools (De Wet, 2004) and it has been linked to lower academic performance by some schools. Vandalism in South Africa according to Ziro, (2002) has led to increased destruction of learning facilities and teaching process. In Kenya vandalism is one of the indiscipline cases often reported in most public secondary schools (Rigg, 2010; Munyiri, 2008). As stated by Munyiri, (2008), cases of vandalism in some Kenyan secondary schools have led to the destruction of learning materials and school infrastructures. In some incidences of vandalism in public schools, Theuri, (2018) notes that schools have had to shut down leading to loss of time which could have been used in learning and teaching.

Homework is any task performed out of school that is given by teachers to students. Homework reinforces and complements classroom learning and teaching and may be used to improve students' academic performance (Buyukalan and Altinay, 2018). It also develops study habit and time management skills (Khen, 2000). It is through homework that parents can monitor student's progress which may improve the academic performance. Bempechat, (2019) documented that higher percentage of parents view homework as important as learning. In Spain, it was suggested that students who do homework frequently score higher grades than those who don't do homework (Kamba, 2010). In Malaysia, homework is often viewed as a crucial part of learning as it enhances students' academic performance by practicing content learnt in school. In Brazil, Kremur *et al.* (2009) observed that follow up practices on homework have positive effect on the students' academic performance. In Kenya, some of the variables that lead to poor performance are related to teachers not giving homework or students ignoring homework

(Kindiki, 2009), Previous studies have shown that some students in public schools in Vihiga County fail to do homework making it difficult for their teachers to make evaluation (Wanderi, 2001).

## **1.2 Statement of the problem**

Several studies have revealed student indiscipline in schools globally (Yahaya *et al.*, 2009; Ali *et al.*, 2014; Moyo *et al.*, 2014; Rahimi and Karkami, 2015). In Africa, scholars have investigated the seriousness of school indiscipline in Ghana (Gyan *et al.*, 2015), South Africa (Marais and Meier, 2010), Nigeria (Nakpodia, 2010) Botswana (Garegae, 2008), and Tanzania (Yaghambe and Tshabangu, 2013). In Kenya, lack of school discipline is still a challenge in most schools (Njoroge and Nyabuto, 2014). There have been different measures adopted to minimize indiscipline cases in secondary school in Kenya. For instance, introduction of free day secondary education, parent involvement in students' progress, introduction of student registers, life skills guidance and counseling, cancelling of results of students involved in examination cheating and heavy fines for those who destroy school property. Also, the establishment of commission of inquiry by the Ministry of Education Science and Technology whenever there is secondary school unrest. However, these measures have not offered optimum solution to the rising cases of indiscipline in the public secondary schools. More badly, there is still little knowledge regarding student's academic performance in the public secondary schools in relation to their discipline.

A significant majority of schools, particularly in Vihiga sub-County have continued to find it hard to establish a good discipline strong culture. There have been concerns that

following the continued deteriorating the public secondary schools' academic performance in this sub-County (Table 1.1). Although there are several variables that may be linked to the deteriorating academic performance of students, the indiscipline aspect has not yet been decisively considered. Therefore, it was important to examine the impact of discipline on students' academic performance in Vihiga Sub-County public secondary schools.

**Table 1. 1:** Vihiga sub-County KCSE performances for the last five years

| SUB-COUNTY | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------|------|------|------|------|------|
| VIHIGA     | 5.67 | 4.75 | 3.45 | 3.32 | 3.95 |
| EMUHAYA    | 5.87 | 5.34 | 3.65 | 3.60 | 3.93 |
| LUANDA     | 6.45 | 5.54 | 3.78 | 3.34 | 4.29 |
| SABATIA    | 6.32 | 5.12 | 3.55 | 3.40 | 4.48 |
| HAMISI     | 5.98 | 5.34 | 3.82 | 3.71 | 4.31 |

**Source: MOEST-Vihiga County (2019)**

### 1.3 Purpose of the study

The study purpose was to establish the effect of discipline on students' academic performance in Kenya's Vihiga Sub-County public secondary schools.

### 1.4 Objectives of the study

The following objectives guided the study:

- i. To determine the extent to which students' truancy affect their academic performance in Vihiga Sub-County public secondary schools.
- ii. To assess the extent to which students' examination cheating affect their academic performance in public school in Vihiga Sub-County.

- iii. To examine the extent to which students' vandalism of teaching and learning resources affect their academic performance in Vihiga Sub-County public secondary schools.
- iv. To establish the extent to which homework affect students' academic performance in Vihiga Sub-county public secondary school.

### **1.5 Research questions**

This study was guided by the following research questions:

- i. To what extent does truancy influence students' academic performance in public secondary schools in Vihiga Sub-County?
- ii. How does cheating in examination influence students' academic performance in public secondary schools in Vihiga Sub-County?
- iii. What is the effect of vandalism of teaching and learning resources by students on their academic performance in public secondary school in Vihiga Sub-County?
- iv. To what extent does homework influence students' academic performance at KCSE in public secondary schools in Vihiga Sub-County

### **1.6 The significance of the study**

This study has potential contributions. The study findings provide useful knowledge on how students discipline influences their academic performance; this may be of immense help to stake holders and policy makers in education Sector. This may help promote an easy resolution on indiscipline cases in schools and create a favourable environment for learners and the school community at large. The study may as well help students in the study schools and other neighbouring schools to improve their academic performance by adopting the recommendation suggested here. By looking at how discipline influence

students' academic performance in the study area, the same knowledge can be applied to other institutions seeking to improve academic performance. In academia, this research may fill a gap in the education sectors by providing information on students' discipline and academic performance.

### **1.7 Limitation of the study**

Limitations are circumstances beyond the researcher's jurisdiction that may place boundaries to the study conclusion carried out and other application in different situations (Kombo and Tromp, 2008). There were some limitations during the study. They included the respondents not willing to share out what they perceived confidential information regarding their schools and the risk of losing their jobs. Another limitation was related to the working schedule of the respondents which limited them to fill in the questionnaires and return them in good time. Some teachers were not also easily available because they were attending to students in various capacities. The study interviewed teachers and students only Vihiga sub-County only.

### **1.8 Delimitation of the study**

The fear of victimization by the respondents was overcome by guaranteeing anonymity and confidentiality of the respondents. The limitation of busy working schedule of the respondents was overcome by the researcher facilitating a flexible schedule for the study participants fill their response in the questionnaires. The study took place in Kenya's Vihiga Sub-County, where the researcher lives making it easy to book appointment with the principles and deputy principles of selected public secondary schools. The researcher being a teacher in the study area, it was easier to access the selected public schools for the

study. The present study focused on solely on Kenya Power, a state-owned cooperation. Further generalization of the study results should be concluded after studies have been done in other sectors because some may hold a different degree of how discipline affects academic performance of students.

### **1.9 Basic assumptions of the study**

The following basic assumptions formed the basis of the current study;

- i. Students discipline affects academic performance.
- ii. The schools experience different types of indiscipline.
- iii. The school deputy principals and teachers offered information freely without biasness.

### **1.10 Definition of terms**

**Academic indiscipline:** These are activities done by students that are against school rules and regulations that interfere with teaching and learning thus impacting on their academic performance.

**Academic performance:** These are skills, attitude and grades that learners acquire after undergoing teaching and learning process.

**Discipline:** The ability to adhere to rules and regulation governing schools.

**Examination cheating:** is the act of gaining advantage over others in examination by using unlawful means such as text books, telephones and impersonation.

**Guidance and counseling:** This is the total program, services and activities engaged in by educational institutions which are focused at assisting student to carry out adequate plans that can enable them to achieve satisfactory adjustment in all aspects of daily life.



**Homework:** is assignment given to students by teachers to be completed outside regular class period.

**Indiscipline:** It means the absence of discipline inform of truancy, cheating in examination, not doing homework and vandalism.

**Truancy:** It's an act or habit of staying away from school or class without permission.

**Vandalism:** Is the willful, disfigurement or defacement, or malicious destruction of school property.

### **1.11 Organization of the study**

This study is organized in five chapters. Chapter one entails study background, the problem statement, the study purpose, the study objectives, the research questions, the significance of the study, the limitation, delimitation of the study, the assumption of the study and definition of terms. Chapter two is comprised of the themes of the four objectives, the theoretic framework, the conceptual frame work and the summary of review of related literature. In chapter three, the methods that were used to find answers to the research questions have been stated, defined and elaborated upon. The chapter discusses the research design, the target population, the sample size and the sampling procedure that were used in this study. This chapter has further elaborated on the research instruments reliability and validity, the data collection procedure, the data analyses techniques and the ethical consideration employed in the study.

In chapter four, interpretations of the results obtained from the respondents as per every research question of the study have been presented. The chapter gives a breakdown on the respondents' background information and the analysis based on the study objectives.

Inferential and descriptive statistics have been employed to present the study findings. Also, in this chapter, discussion has been carried out based on the study findings. Chapter five presents the summary, the conclusions and the recommendations made in relation to the research questions and findings. The chapter further looks at areas of further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter, the researcher looks into what other scholars have documented in regard to Truancy, Examination cheating, vandalism, homework and their influence on students' academic performance at global level, country and in the study area. It then evaluates the theoretical and the conceptual framework and finally identifies gaps in the review of related literature.

#### **2.2 Concept of school**

Discipline refers to good behaviour, accepted moral and social conduct (Bear, 2011). Any other action or behaviour not conforming to the accepted norms constitutes indiscipline. Discipline can be achieved by training learners to obey the set rules and orders. Indiscipline is lack of control of behaviour (Ongeri, 2008). Formal education takes place when discipline is maintained. Teaching and learning cannot take place without proper discipline. Discipline in secondary schools serves several purposes that include but are not limited to creating orderly environment and moulding students to become better citizens.

#### **2.3 Effect of truancy on students' academic performance**

Many scholars have defined truancy using different approaches. Matayile, (2001), for instance defines truancy as a deliberate absence from school on the part of learners without consent and knowledge of their teacher or parents. Elsewhere, Freire and Amado, (2006) define truant as a student who misses school altogether for a particular reason without knowledge of their teacher or parent. Truancy has been reported among students across the world and it has been revealed to significantly contribute to the underperformance in the education system (Maynard *et al.*, 2012; Seidu, 2019). Rabongo, (2008) documented that

thousands of America students miss school without permissible excuses each day. Therefore truancy is ranked among the top ten problems facing schools in America. Previous studies have reported more than 1.8 percent, 2.0 percent and 2.4 percent of truant among students population in England, Wales and Scotland respectively (Rivers, 2010). One in five students is identified as committing truancy in Scotland each day (Okenyo, 2010). Some studies have profiled school attendance as the most critical variable in measuring student's achievements levels. This implies that corrective action should be taken against chronic absenteeism in schools for improved academic performance of the students. Truancy leads to poor performance as truant students' wastes learning time and dropping out of school (Momanyi, 2007).

Magana, (2009) in his study on truancy in Kajiado County concluded that, truancy was the first symptom of a student intending to withdraw from school. Students play truant in order to draw attention from parents and teachers of their intention to withdraw from school. Children with lower academic performance maybe more truant than those with high academic performance. Mugali, (2005), carried out a study on factors that contribute to truancy in Kakamega County. The study concluded that the truant student performance may be lower than their potential, as they miss some teaching and learning process. Most of the studies carried out focus on causes of truancy. Therefore, there's need to find out the connection between academic performance and truancy.

#### **2.4 Examination cheating and its effects on students' academic performance**

Cheating in examination refers to the candidates' act of gaining unjust grades or unjustified favour in examination over other students (Kinuthia, 2009). Cheating in examination can

also be defined as an attempted or intentional use of not permitted material, study aids, or information before and during examination to attain particular standards. This explanation makes the assumption that cheating could happen at any place and time during the process of writing the exam or before the examination is written. Having prior knowledge before sitting for the real examination paper may give students time to thoroughly prepare crib notes to use during the examination (Ndala, 2006). Students' involvement in examination cheating has been related to pressure to obtain high scores and lack of preparedness (Chabari, 2010). Olushola (2007) carried out a study on examination cheating found out that over 80 percent of the learners sampled reported to have cheated in order to achieve high grades. In China, the entry exams to the universities for graduating high school students are very competitive. For instance, in 2011 about 10.2 million high school graduates who took part in college entrance examination, only 60 percent got placement at the Universities (Njeru, 2012). The fierce competition is a fertile ground for cheating in examination.

Previous studies across the globe reveal that examination cheating is widely spread. Gelder, (2012) carried out a survey study in the USA on examination cheating among learners. According to the survey's findings, majority of the students acknowledged to have engaged in some form of cheating in examination. Anderman and Midgley (2004), who looked at cheating in examination in Spain documented that 60 percent to 75 percent of the students had cheated in their studies. In Europe Pratt (2003) found that only 12 percent of the respondent reported never to have cheated in examination. This means that

about 88 percent of the respondents had participated in examination cheating at some point in their school life.

Nyandoro (2011) in his study noted that majority of secondary school students who engage in examination cheating spend most academic hours doing non-academic related activities. Ouma, (2016) found, out that teachers fail to prepare students adequately on time for examination hence they look for easy way to compensate for the lack of proper preparation. Students use smart phones, text books, copying on sheet of papers and clothes. In 2014 KCSE examination, most students in Vihiga and other counties accessed examination using social media leading to huge effect on examination integrity. Most studies carried out do not give effects of examination cheating on academic performance. The present study aimed at filling this knowledge gap.

### **2.5 Vandalism and its effects on students' academic performance**

Different scholars have defined vandalism in different forms. For instance, Kamba, (2010) defines vandalism as intentional destruction of property for pleasure. It entails intentional damaging, defacement, violation or destruction of public or private property by persons who are not the owners of the property. Black, (2002) carried out study on causes of vandalism. The study identified those vindictive children who harbor revenge against other students and members of staff. The author further documented that malevolent children who enjoy vandalizing properties and causing problems do so in search of pleasure and excitement. Such children, according to the author, are filled with anger and feel that the school and community are hostile to them.

Literature from the past studies has revealed that vandals mainly break windows and damage the furniture, the books, as well as laboratory equipments and sport apparatus (Kinuthia, 2009). Sometimes this happens to an extent where the school infrastructures are completely destroyed and the school becomes defaced. This prompts the collapse of teaching and learning. Such destructions when they happen they pose a health risk to learners and teachers. According to Okenyo (2010), in the United States of America, there's a great concern regarding vandalism in senior's schools. The forms of vandalism according to the author include acts like writing on pages in the library books, tearing of papers from library books, thrashing school and destruction of furniture. In America, it has also been postulated that vandalism poses a potential physical threat to innocent learners, as broken windows, toilets and basins among other infrastructure could cause body injuries. Economically, the community, local government and taxpayers regularly have to part with some cash for repair of the vandalized property.

In South Africa, the problem of vandalism is not centralized to the affected schools only, but also to the surrounding communities. A proposal has been put forward where parents will sign in agreement to foot cost of rebuilding school structures destroyed as a result of arson or vandalism by their children (Ochieng, 2007). In Kenya, it was revealed that over 70 schools had been affected by arson in the year 2006. About 51 % of the affected schools were boys schools, 21 percent were mixed schools and the rest were girl's schools. This led to destruction of school property. Most of these schools were closed and over 6000 students sent home, interfering with teaching and learning. The students lost teaching and learning hours this might have lowered their academic performance (Ochieng, 2007).

## **2.6 Effect of homework on students' academic performance**

Homework given to learners at school has attracted different definitions from scholars. For example, Magogha, (2009) defines homework as work assigned to students by the teacher to be done outside class. Makokha, (2010) in his study observed that there was significant improvement in performance of mathematics and science where homework was always assigned as compared to other disciplines where homework was rarely assigned. Gelder, (2010) documented that in schools where students are subjected to weekly homework assignments exhibit better performance once background variables are discounted. Other studies postulated that for every extra hour of homework assignment given at school, a gain of 20 percent deviation is likely to be documented in all disciplines except mathematics where the gain is around 15 percent deviation (Echuane, 2014). This means frequent homework maybe one way of improving school performance.

On the other hand, Desarrollo, (2007) advanced that, assigning a voluminous homework in schools could affect students who are slow. Such students develop knowledge gaps in learning process; they feel less privileged and overwhelmed by the amount of homework which can eventually deter their performance. Mann,(2006) in his study found out that though schools in New York have larger classes, less professional teachers, more limited resources and less expenditure per students but the students perform well because more homework is given by teachers. Guolang, (2010) observed that in Namibia, homework has a potential to raise standards, extend curriculum coverage and improve students study habits. Homework serves as a feedback to the students and teachers if teaching and learning has taken place. In Kenya, Muola, (2010) found out that 60 percent of the schools



had no formal homework given to students and no system, to check the same this means homework is not taken seriously. Academically performing schools tend to have more emphasis on homework. It is noted that for best results teachers must give, check student's homework and take corrective action. Chabari, (2010) while looking at the effects of homework on performance concluded that homework of right kind under the right conditions positively influences results. Although homework is an important area of concern to parents, students and teachers, little research has been done on how it influences learners' performance.

### **2.7 Summary of review of related literature**

From the review of related literature, it is evident that many studies have concentrated on the cause of indiscipline by secondary school going students. For instance, Black (2002) whose study investigated the causes of vandalism among learners. There is little knowledge regarding how indiscipline affects students' academic performance especially in the public secondary schools in Vihiga Sub-County. It is based on this understanding that the present study was carried out. The study focused at determining the effects of students discipline on their academic performance in the public secondary schools in Vihiga Sub-County, Kenya. The results of this study are critical in stepping up measures to reduce indiscipline cases among secondary school students and improve their academic performance.

### **2.8 Theoretical framework**

The present study is focused on determining the effect of discipline on the academic performance of students attending public secondary schools in Vihiga sub-County. The

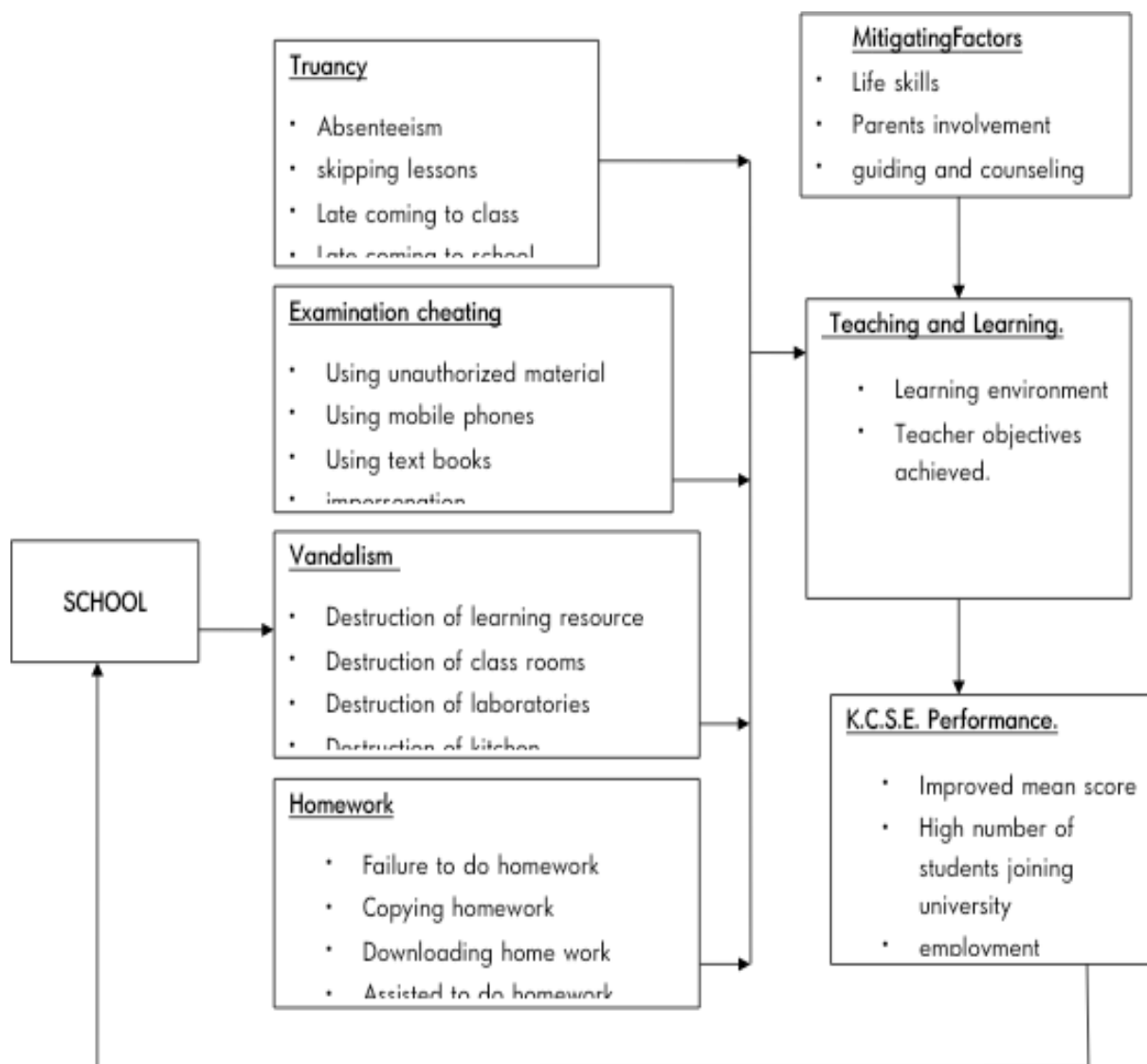
social learning theory as advanced by Robert L. Burgess and Ronald L. Akers in 1966 has been adopted to guide this study. The development of this theory can be traced back to the work of Robert L. Burgess and Ronald L. Akers in 1966. Albert Bandura is considered as one of the leading proponents of this theory. Social learning theory places emphasis on the consequences of observing the example of others whose behavior is then copied. Social learning states that learning occurs within social situation and contexts. It also considers how people learn from each other and includes related concepts such as observational, imitation and behavior modeling. Rigg, (2010) argues that only by observing others, one can develop an idea of how new behaviors are performed afterward. This coded information according to the other can therefore serve as a guide. The author emphasizes that observing, retaining, motivation and imitation are some of the key aspects of social learning

According to Ndala (2006) aggressive behavior can be learned by children who regularly witness such behavior among adults or between adults and children. Bryman and Emma Bell (2007) stated that imitation plays a significant role in the acquisition of both deviant and conforming behavior. Social learning theory is relevant in this study. One of the reasons a teenager may cheat in examination and destroy property is because others are doing it. The reason why students may develop truancy is because others are also doing it. The environment in which the students grow can also influence their behavior adversely with poor role models in the society.

## **2.7 Conceptual framework**

A conceptual framework is a schematic presentation of the factors that when brought together are able to explain the subject of interest (ReSearCher, 2017). The variables of

interest in the current study are largely focused on students discipline and their academic performance in public secondary schools. Figure 1.1 shows the association between the independent variables and the dependent variable. The independent variable is students' indiscipline which include truancy, examination cheating, vandalism and failure to do homework. These are forms of academic indiscipline that influence academic performance. The dependent variable is the academic performance. The moderating variable include life skills, parents' involvement and guidance and counseling in schools which have an impact on performance.



**Figure 1. 1** Conceptual framework showing effect of indiscipline to teaching and learning process hence affecting the academic performance

From figure 1.1, truancy which include absenteeism, skipping lessons and late coming to class by the students makes them miss lesson contact hours with teachers which is likely to reduce content mastery that is likely to negatively influence their academic performance. Examination cheating by the use of unauthorized materials in exam room, use of mobile phones and text books during examination time, which is likely to underserved grades, cancelling of examinations results and repetition by the students. When vandalism occurs in schools, leads to destruction of learning resources, classrooms, laboratories and kitchen facilities, may lead to interferences of teaching and learning, closure of schools and suspension of students which negatively influence the academic performance. Failure of the students to do their homework, copy from other students, or are assisted to do the homework may make them fail to practice the content and revise for the examination which has led to low academic performance than those who do their homework.

As a way to mitigate forms of indiscipline, the study identified the following measures the school can implore the use of life skill, guidance and counseling and parental involvement in the learning and teaching process of the students to improve their academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

Research methodology is a systematic way of solving a research problem (Kothari, 2004). In this chapter, the methods that were used to find answers to the research questions have been stated, defined and elaborated upon. The chapter elaborates on the case study research design that was adopted in this study. The target population, the sampling frame and the sampling design have also been explained in this chapter. The data collection method section has elaborated on methods that were used to get the required information from the respondents. The last section in this chapter describes the methods that were employed to analyze the collected data.

#### **3.2 Research design**

This study used mixed research design (the embedded design, triangulation design, the explanatory design and the exploratory design) which entailed collecting information by interviewing and administering questionnaires to the study population. It concerned with existing conditions or relationships ongoing processes and the effects are evident or trends that are developing. This method was chosen because it obtains in-depth description of a particular perception about a given situation and the views obtained are used to represent the entire population Kothari (2013). The method was appropriate for the current study because both qualitative and quantitative data was used to describe the current state of discipline in schools. Inferential statistics; Pearson correlation and regression were used to describe the association between two variables.

### **3.3 Target population**

A target population refers to a group of individuals, items or objects from which samples are taken for measurement (Kombo and Tromp 2008). It is also a group of people whom the result of the research applies to the entire population (Njeru, 2012). The present study targeted all the 27 public secondary schools in Vihiga Sub-County. The study comprised 326 teachers, 27 deputy principals and 4500 students. As advised by Mugenda and Mugenda, (2008), in research, the population targeted should possess some observable characteristics. The observable characteristics of the study population are of students discipline and how it affects their academic performance.

### **3.4 Sample size and sampling procedures**

In research, a sample size refers to a small group of accessible population (Mugenda and Mugenda, 2003). According to Kothari (2008), a researcher should come up with a sample size that is representative of the study population. As such, sampling to verify a small size of the population may misrepresent the reality. A sample of size 10 to 30 percent can be used. This study used stratified systematic random sampling, where the public secondary schools in Vihiga Sub-County were divided into four zones namely Vihiga Central, Vihiga North, Vihiga South and Vihiga West. From each zone two schools were picked considering the nature of the school, bringing to a total of 8 schools (30 % of the target population). A purposive sampling method was adopted to recruit deputy principals in the study because they had information of discipline in their schools. Simple random method was used to pick 98 teachers and 450 students.

**Table 3. 1:** Sampling frame for the respondents

| No    | Category         | Target population | Sample size | Percent |
|-------|------------------|-------------------|-------------|---------|
| 1     | Deputy Principal | 27                | 8           | 30      |
| 2     | Students         | 4500              | 450         | 30      |
| 3     | Teachers         | 326               | 98          | 30      |
| TOTAL |                  | 4853              | 556         | 90      |

### **3.5 Research instruments**

This study used questionnaires and in-depth interview schedule for data collection. The in-depth interview schedules were carried out for the deputy principals since they were too busy to respond promptly to the questionnaires and were only 8 in number. The in-depth interview schedule focused on school discipline and academic (KCSE) performance for the last five years. Questionnaires were used to collect data from the teachers and students. The questionnaires had both open and closed ended questions. Questionnaires are easy to administer and have the potential to collect a large amount of information within a short period of time (Orodho, 2004). The questionnaire was divided into four sections. Section A intended to obtain demographic information of respondents, section B focused on effect of truancy. Section C focused on examination cheating. Section D focused on vandalism while the last section focused on academic performance.

#### **3.5.1 Validity of the instruments**

According to Kothari (2012), validity of research instruments as the degree to which the instrument constantly measure what is supposed to measure. This study adopted; content, and face validity. The researcher looked into content validity of the research instruments through constant consultations with supervisors from the University of Nairobi with respect to variables and tests. There suggestions were then integrated in the final questionnaire and interviewing (Orodho, 2004). This was important as it helped establish

whether the chosen measurement tools include a sufficient and indicative set of items to cover the concept under study (Drost, 2011). Face validity was achieved by skimming through the surface of the research instruments. This involved the application of an objective and subjective overview of the questionnaire by the researcher's supervisor.

### **3.5.2 Reliability of instrument**

Reliability, according to Kimberlin and Winterstein, (2008), refers to the extent that the study instrument yields the same results over multiple trials. This was achieved by ensuring consistent environment for respondents, enough questions administered, and self administering of the questionnaire by the researcher who responded to any concerns raised by the study participants. The study also implemented internal consistency process using the split-half method in determining reliability of the instrument. In this method, the study instrument was trial tested on 30 respondents and the tally attained were divided into two halves with one half having even numbered items while the other half having odd numbered items. Pearson Product Moment Correlation Analysis was employed for correlating the two halves. The coefficient obtained was correlated for the full length using CronchBach's Alpha coefficient. For an  $r$  value equal to  $+1.00$ , the two sets were considered to be in perfect agreement. For an  $r$  value equal to  $-1.00$  the two sets were said to be in perfect disagreement. A correlation co-efficient ( $r$ ), of about  $0.8$  to  $-0.8$ , was considered high enough to judge the instrument as reliable for the study. The reliability index of the present study stood at  $0.70$ . This is the coefficient of internal consistency reliability of the instrument hence the reliability of the study instrument was considered high enough to warrant its' use in the main study.

### **3.6 Data collection procedures**



In this study, data was collected by administering the questionnaires by the researcher. The questionnaires were accompanied by a copy of the authorization letter from the university. The respondents were requested to fill and have them ready for collection within three weeks. Three weeks period considered in this study was enough to get many of the sample study participants to respond to the questionnaires. The in-depth interviews were carried out in a period of two weeks following the schedule that was provided by the deputy principles.

### **3.7 Data analyses techniques**

Data analysis refers to the entire process, which follows the data collection process (Kothari, 2008). The quantitative data obtained from the questionnaires was coded and analyzed using Statistical Package for Social Science (SPSS) version 20.1. The qualitative data was subjected to descriptive statistics. Descriptive analysis involved transforming mass of raw data into tables, figures, frequency distribution and percentages so as to make sense of the collected data. The quantitative data was subjected to correlation analysis using Pearson Analysis. Pearson analysis procedure was applied to determine the significant level of each objective. Regression analysis was also carried out. The interview and questionnaire responses were read several times to confirm the participants' knowledge and experiences. The questionnaires involved items the statements on a five point likerts scale as 5 (strongly agree), 4 (Agree) 3 (undecided), 2 (Disagree), 1 (Strongly disagree).

### **3.8 Ethical consideration**

Before going to the field, the researcher sought for permission to conduct the research from the concerned authorities. University of Nairobi through its postgraduate department went

through the study proposal and ensured that it had met all the requirements after which an introductory letter by the University postgraduate department was given authorizing the researcher to carry out the study. Thereafter, a permission letter from the National Commission for Science, Technology and Innovation (NACOSTI) was obtained authorizing the researcher to collect data. Also, authority was granted from Vihiga County education officials to conduct this study within the area.

The research also considered autonomy. In ethics of research, autonomy is the right of the respondent to decide whether to participate in the study or not. In the questionnaires, the essence of freedom of the respondent to participate or not to participate in the study was clearly stated. Confidentiality is an important part of research ethics. This study ensured that both the respondents and their responses were treated in confidence. To ensure this, the data collection tool did not have a provision for indicating the names of the respondents. Bias in reporting is a problem that is related to research ethics. In this study, it was ensured that all data is guarded against bias during analysis and reporting of the findings.

## CHAPTER FOUR

### DATA ANALYSES, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

In this chapter, the study findings have been presented starting with the questionnaire return rate, demographic characteristics, students' truancy, examination cheating, vandalism of teaching and learning resources and homework. Inferential and descriptive statistics methods were employed in data analyses and thereafter interpretations and discussions were made.

#### 4.2 Questionnaire return rate

Questionnaire completion rate is the proportion of the sample that contributed as expected in all the research procedures. This is done to ensure that the response is sufficient enough to make the study objectives conclusions. The target respondents were the deputy principals, teachers and the students in eight public secondary schools in Vihiga Sub-County, Kenya (Table 4.1).As stated by Mugenda and Mugenda (2003), a 50 percent response rate is adequate; a 60 percent response rate is good and above 70 percent response rate is very good. Based on this assumption, it implies that the response rate in the current study, which was above 80 percent, is very good.

**Table 4. 1: Return rate of respondents**

| Category | Sample size      | Response rate | Percent | Category |
|----------|------------------|---------------|---------|----------|
| 1        | Deputy Principal | 8             | 8       | 100      |
| 2        | Students         | 250           | 227     | 90.80    |
| 3        | Teachers         | 98            | 87      | 88.78    |
| TOTAL    |                  | 356           | 322     | 90.45    |

From table 4.1, all the 8 Deputy Principals were interviewed which was 100 percent of the return rate. Out of 98 teachers 87 returned their questionnaires which made 88.78 percent return rate. Of the 250 students who were issued with the questionnaires 227 making managed to return fully completed questionnaires which represented 90.80 percent of the total students participating in the study. Out of the targeted respondents, 322 filled in and returned complete questionnaires making a response rate of 90.45 percent. The high response rate in the current study could be linked to data collection procedures. In the study, the researcher personally administered the questionnaires and waited for the respondents to fill them after which the completed questionnaires were picked. High response rate is fit to support the conclusions of the study (Mugenda Mugenda, 2003).

### **4.3 Demographic information of teachers and students**

Demographic characteristics of respondents that were studied included: gender, age, education background and teacher's years of experience. This information aided the study in establishing how students' discipline influence their academic performance in the study area. Based on the findings (table 4.2) it was revealed that majority of the study participants were female represented by 56.5percent of the total participants. The remaining 43.5 % of the total respondents were male. This information on gender clearly shows that both female and male took part in the study and therefore, the study's findings are not subject to gender bias. The gender distribution appropriately gave adequate information about the effect of students' discipline on their academic performance.

**Table 4. 2:** Gender of the respondents

| <b>Gender</b> | <b>Frequency</b> | <b>Percent</b> |
|---------------|------------------|----------------|
| Male          | 140              | 43.5           |
| Female        | 182              | 56.5           |

This finding supports Wallace *et al.*'s (2008) findings who mentioned that gender may moderate the association between students discipline and their academic performance. This means the association between students discipline and their academic performances may vary based on gender of the students as well as teachers. In a similar study done in the United States of America, Skiba *et al.* (2002) documented that black males and white males had the highest suspension rates than their black and white female counterparts.

To identify the deputy principals' ability to give adequate information about discipline in their schools, this study sought to identify for how long they have been serving in their current station. Majority (50 %) has served between 1-5 years while 25 percent had served between 6-10 years and 11-15 years each (Table 4.3). Based on the working experience, the deputy principles had adequate knowledge on matters discipline and performance and thus qualified to be interviewed.

**Table 4. 3: Service duration of the deputy principal in current position**

| <b>Duration (year)</b> | <b>Frequency</b> | <b>Percent</b> |
|------------------------|------------------|----------------|
| 1- 5 years             | 4                | 50.0           |
| 6-10 years             | 2                | 25.0           |
| 11-15 years            | 2                | 25.0           |

An important condition for the effectiveness of the learner discipline lies in its enforcement. Nitsch *et al.* (2005) asserts, as reported by Mestry and Khumalo, (2012) that one of the determinants of the effectiveness of students discipline is the degree to which indiscipline cases can be appropriately sanctioned. This responsibility within the study is lies squarely to the school deputy principled and the management team. To this end, the deputy principles must therefore ensure that the students' discipline is consistently and fairly enforced. Some studies have reported failure of the teachers to enforce discipline

because they lack the required experience to carry out the functions. Segwapa, (2008) asserts that many school managers do not have the required skills and experiences to exercise their roles. This raises the question of the effective is the enforcement of learner discipline.

The teachers were required to designate their ages (Table 4.4). From the table the respondents were spread age wise. Majority of teachers are aged between 41-50 years (31.0%). About 28.7 percent had ages between 20- 30 years, 28.7 percent between 31-40 years and 11.5% between 51-60 years (11.5 %). This implies that the respondents were spread age wise and the research was not age biased.

**Table 4. 4: Age of teachers**

| Age (Years) | Frequency | Percent |
|-------------|-----------|---------|
| 20-30 years | 25        | 28.7    |
| 31-40 years | 25        | 28.7    |
| 41-50 years | 27        | 31.0    |
| 51-60 years | 10        | 11.5    |

The study sought to identify teachers’ teaching experience (Table 4.5). The table shows that most teachers had teaching experience of 11-20 years (41.04 %). This was followed by a teaching experience of 0 -10 years (31.0 %), 21-30 years (25.3 %) and above 30 year (2.3%). This indicates that teachers have adequate teaching experience and have handled several cases dealing with discipline. They also have information on effect of students’ discipline on their academic performance in the study area.

**Table 4. 5: Teaching experience of the teachers**

| <b>Experience (years)</b> | <b>Frequency</b> | <b>percent</b> |
|---------------------------|------------------|----------------|
| 0-10 years                | 27               | 31.0           |
| 11-20 years               | 36               | 41.4           |
| 21-30 years               | 22               | 25.3           |
| 30 years and above        | 2                | 2.3            |

The findings of the current study relates to a study carried out by Abubakar, (2014) who investigated factors that motivate teacher in Bauchi State Federal Republic of Nigeria. The author concluded that experience and self confidence more affect the performance of teachers. Relating to the present study, teachers with adequate experience have self confidence as a motivational factor which enhances their performance while dealing with student discipline and student academic performance issues.

The study also asked the teachers to give their professional qualification (Table 4.6). The highest numbers of teachers have Bachelor's degree (71.3 %) masters with (17.2 %) and diploma (11.5 %).

**Table 4. 6: Professional qualification of the teachers**

| <b>Qualification</b> | <b>Frequency</b> | <b>percent</b> |
|----------------------|------------------|----------------|
| Diploma              | 10               | 11.5           |
| Bachelor's degree    | 62               | 71.3           |
| Masters              | 15               | 17.2           |

Teachers need various skills and knowledge in order to deal with emerging indiscipline cases in school. Such skills and knowledge are attained through formal training (Bosibori, 2007). From the results, all teachers have required professional qualification to manage students' discipline and academic performance. Arshad *et al.* (2018) in a study that aimed to determine effects of the school environment on students' performance at the secondary

level revealed that the different measure of school environment like professional qualification of teachers affect student’s discipline and academic performance.

To ensure that all types of schools were included in the study, the teachers were asked to reveal the type of school they teach (Table 4.7). From the findings, all types of schools were included in the study. Mixed day schools were at 32.2 %, girl’s boarding school were at 25.4percent, mixed day and boarding school at 23.0 percent and boy’s boarding school at 19.5 percent.

**Table 4. 7: The type of school teacher teach**

| <b>School type</b> | <b>Frequency</b> | <b>Percent</b> |
|--------------------|------------------|----------------|
| Mixed Day          | 28               | 32.2           |
| Boarding Girls     | 22               | 25.3           |
| Boarding Boys      | 17               | 19.5           |
| Mixed/Boarding     | 20               | 23.0           |

While most studies have demonstrated a correlation between students discipline and their academic performance, the outcome of such relationship are likely confounded by other factors related to the type of school. Similar thought were advanced by Chong *et al.* (2010) who looked at the relationships among school types and students’ academic performance. The present study findings of shows that study respondents (teachers) were selected from all types of schools to gain a clear picture of effect of students’ discipline on academic performance.

The student participants were also asked to show their ages (Table 4.8). From table majority of students were aged between 15-17 (65.2 %) suggesting they are in form two and three, therefore they have more experience on discipline matters in the school and are



aware about effect of discipline on academic performance. The others are 18-20 years (30.0 %), above 20 years (3.5 %) and lastly 12-14 years (1.3 %) which are possibly the form ones with least duration in the school. Thus, from the table all the classes were well represented.

**Table 4. 8: Age of students**

| <b>Age (years)</b> | <b>Frequency</b> | <b>Percent</b> |
|--------------------|------------------|----------------|
| 12-14 years        | 3                | 1.3            |
| 15-17 years        | 148              | 65.2           |
| 18-20 years        | 68               | 30.0           |
| Above 20 years     | 8                | 3.5            |

This study required the students to give the type of school they attend (Table 4.9). From the table, all types of schools were well represented in the study. Mixed day school was represented at 23.8 percent, girls' boarding school at 35.7 percent, boys' boarding school at 12.3percentand mixed day and boarding school at 28.2 percent. The study therefore got responses on effect of discipline on academic performance that is adequate to make conclusions.

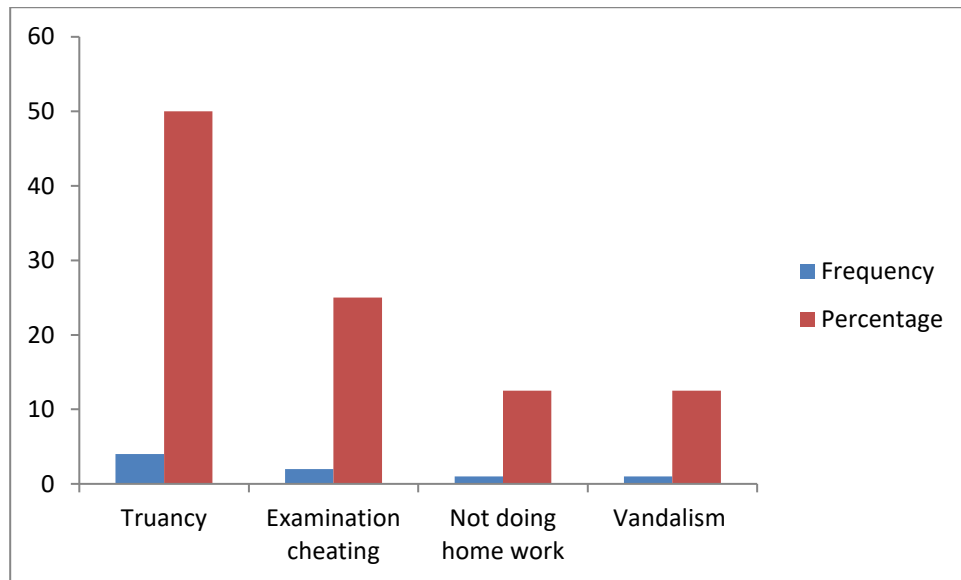
**Table 4. 9: Type of school attended by students**

| <b>Type of school</b> | <b>Frequency</b> | <b>percent</b> |
|-----------------------|------------------|----------------|
| Mixed Day             | 54               | 23.8           |
| Boarding Girls        | 81               | 35.7           |
| Boarding Boys         | 28               | 12.3           |
| Mixed &Boarding       | 64               | 28.2           |

According to Chong *et al.* (2010) school types may influence how students discipline correlates with their academic performance. While the findings of this study suggests that age is a predictor of academic performance and discipline among students, Sulaiman and Mohezar, (2006) while looking at students success factors concluded that age had no bearing on academic performance of students.

#### 4.4 Effect of students' discipline on their academic performance

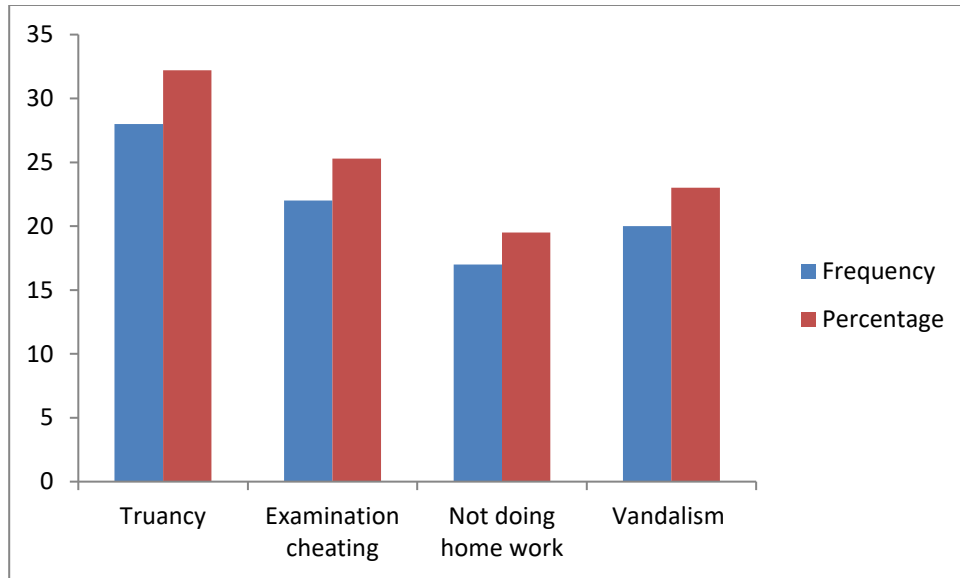
The study sought to assess the effect of students' discipline on their academic performance in public secondary schools in Vihiga Sub-County. The respondents were asked to rate forms of indiscipline in their schools. The results are presented in figures 4.1, 4.2 and 4.3.



**Figure 4. 1: Deputy Principals' ranking of indiscipline.**

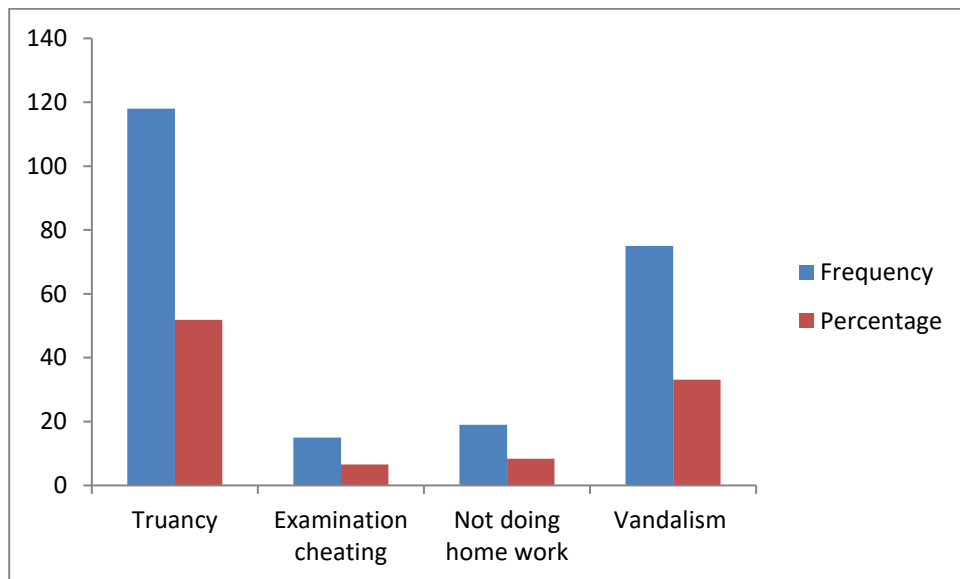
According to the figure 4.1, the highest form of indiscipline as revealed by the deputy principles is truancy at 50percent.

The teachers were asked to identify the leading form of indiscipline among students (Figure 4.2). According to figure 4.2 the highest form of indiscipline as revealed by teachers is truancy. This was supported by 32.2 percent of the respondents.



**Figure 4. 2: Teachers ranking on forms of indiscipline.**

According to figure 4.3, most of the respondents showed that the highest form of indiscipline is truancy which was supported by 51.9 percent of the respondents.



**Figure 4. 3: Students ranking on forms of indiscipline.**

From the findings in figures 4.1, 4.2 and 4.3, the respondents indicated that the leading form of indiscipline in public secondary schools in Vihiga sub-County is truancy.

The study required to establish if discipline has effect on academic performance. The responses given by teachers are shown in table 4.10

**Table 4. 10: Effect of forms of discipline on students’ academic performance (Source: author, 2020)**

|       | Teachers  |         | Students  |         |
|-------|-----------|---------|-----------|---------|
|       | Frequency | Percent | Frequency | Percent |
| No    | 14        | 16.1    | 53        | 23.3    |
| Yes   | 73        | 83.9    | 174       | 76.7    |
| Total | 87        | 100.0   | 227       | 100.0   |

According to table 4.3, 83.9 percent of the teachers and 76.7 percent of students agreed that discipline has effect on academic performance. Therefore, it can be deduced that truancy, examination cheating, vandalism and not doing homework have effect on academic performance.

The findings in figures 4.1, 4.2 and 4.3, resonates with Flannery, *et al.* (2012) who while looking at the most effective disciplinary responses in reducing reoccurrence and growth of truancy indicated that truancy was common among secondary schools. A study carried out by Ametepee *et al.* (2009) in secondary school in Zimbabwe revealed that the most common type of indiscipline across the different schools was leaving the school campus without permission, truancy. Other studies (Ngwokabuenui, 2015) have also highlighted vandalism (Yildirim, 2017), examination cheating (Jekayinfa *et al.*, 2011; Adow *et al.*, 2015) and not doing homework (Simuforosa and Rosemary, 2014; Silva *et al.*, 2017) as indiscipline cases that affect students’ performance in secondary schools.

The findings in table le 4.3 are consistent to Rosemary, (2014) who documented that when students are indiscipline they learn less and destruct their peers from learning. They also

stress their teachers which distract them from teaching. Teachers lose almost four hours a week dealing with indiscipline students which leads to poor academic performance. The findings also are in agreement with Mugali, (2005) study which reported that effects of students' indiscipline are poor performance as teaching and learning process is affected. Mugambi, (2006) states that indiscipline has great effect on academic performance this is because most of the time is spent on indiscipline cases and less time on teaching and learning. This delays completion of syllabus within time schedule which translates into inadequate preparation for examination by students and poor academic performance.

#### **4.5 Effect of truancy on students' academic performance**

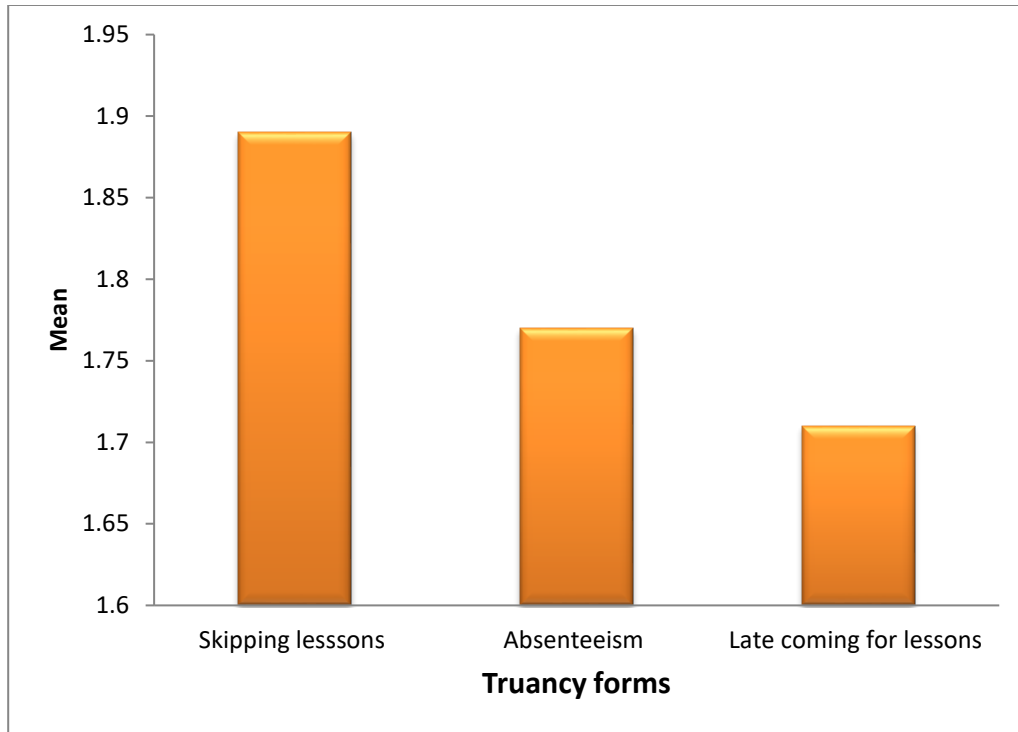
The first objective sought to establish the effect of truancy on students' academic performance. According to Matayile, (2001), truancy is deliberate absence from school on the part of learners without knowledge and consent of the parents or teachers. A truant is a student who might be absent from school altogether or from particular reason without knowledge of the teacher and parent (Freire and Amado, 2006). Truancy is measured by using information on unexcused absences, captured in school attendance records. Previous studies have linked truancy to their academic performance (Oluremi, 2013). There have been further suggestions that truancy undermine effective learning processes and may lead to poor academic performance. Therefore, to identify effect of truancy on academic performance, the present study asked respondents to indicate if there is truancy in their respective schools. The findings are shown in table 4.11.

**Table 4. 11: The presence of truancy in school.**

| Response | Teachers  |         | Students  |         |
|----------|-----------|---------|-----------|---------|
|          | Frequency | Percent | Frequency | Percent |
| No       | 21        | 24.1    | 56        | 24.7    |
| Yes      | 66        | 75.9    | 174       | 75.3    |
| Total    | 87        | 100     | 227       | 100.0   |

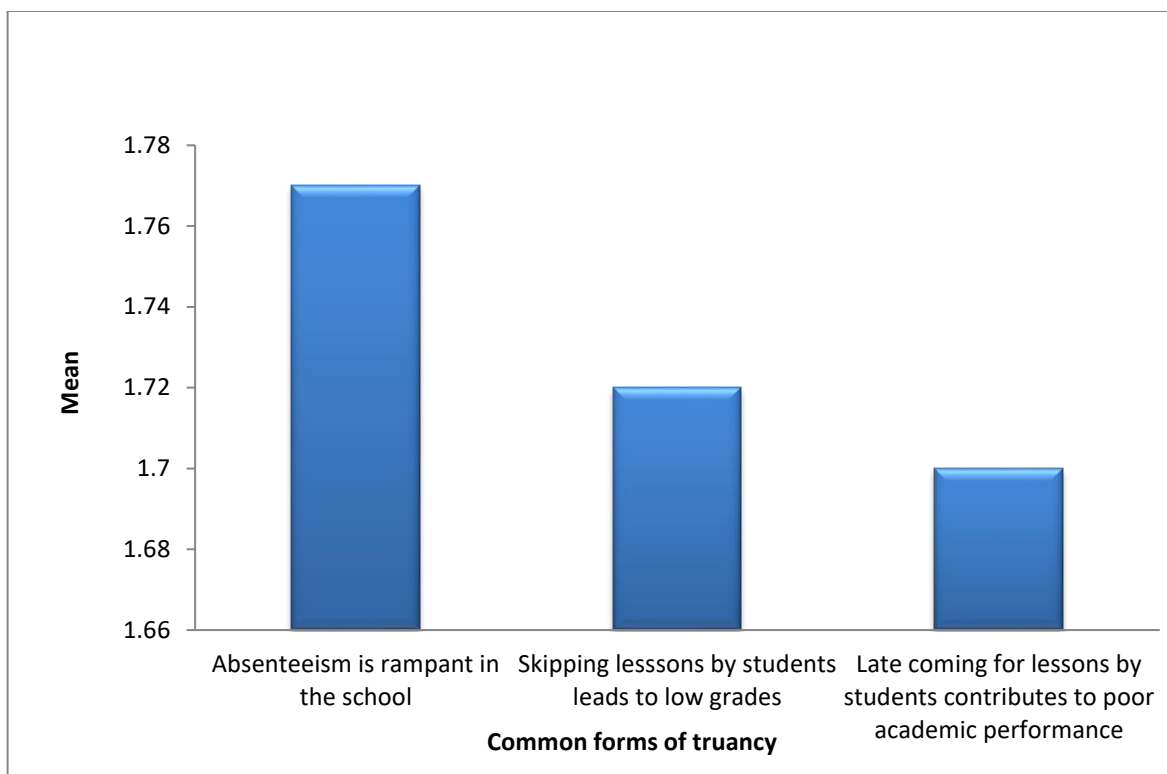
As shown in table 4.4, 75.9 percent of the teachers and 75.3 percent of the student agreed that truancy is experienced in majority of the public secondary schools in Vihiga sub-County. From the finding the rate of truancy is rampant in the schools in the study area. As indicated by the deputy principals' in the study interview guides, the most affected schools are day schools. One of the respondents stated that, "in day schools, some students leave home but fail to reach school". "Meaning the parent and the teachers are not aware of the student' whereabouts", he added.

The students were asked to give the most common form of truancy. The responses are shown in figure 4.4. According to the figure, the common form of truancy in public secondary schools in Vihiga sub-County is skipping lessons.



**Figure 4. 4: Commons form of truancy as stated by the students**

The teachers were asked to identify the most common form of truancy. Their responses are shown figure 4.5. As shown in the figure, the highest form of truancy is absenteeism, followed by skipping lessons while the least is being late for lessons by students.



**Figure 4. 5: Common forms of truancy as stated by teachers.**

The study sought to identify if truancy has effect on academic performance (Table 4.12).

**Table 4. 12: Effect of truancy on students' academic performance**

| Response | Teachers  |         | Students  |         | Deputy    |            |
|----------|-----------|---------|-----------|---------|-----------|------------|
|          | Frequency | Percent | Frequency | Percent | frequency | Percentage |
| No       | 13        | 15      | 38        | 16.7    | 1         | 12.5       |
| Yes      | 74        | 85      | 189       | 83.3    | 7         | 87.5       |
| Total    | 87        | 227     | 227       | 100.0   | 8         | 100        |

As shown in table 4.12, 85 percent of the teachers, 83.3 percent of the students and 87.5 percent of the deputy principals agree that truancy has effect on academic performance.

Figure 4.4 showed that the common form of truancy in public secondary schools in Vihiga sub-County is skipping lessons. This implies that some students in public secondary schools in Vihiga Sub County can be in school but fail to attend lessons. According to



Sälzer and Heine, (2016), this form of truancy can be motivated by factors related to boredom, negative attitude towards learning, the teacher or the specific subjects. Absenteeism was highlighted as the second common form of truancy by students. The students fail to attend school and the least late coming of students for lessons especially after the breaks that the students take between lessons. In figure 4.5, as revealed by teachers, the highest form of truancy is absenteeism, followed by skipping lessons while the least is being late for lessons by students. The students who are truant miss lessons or some of the content being taught. This findings supports Njeru, (2012) who reported high rate of absenteeism in secondary schools of which majority were day schools.

Based on the findings in table 4.12, majority of the respondents supports that truancy has effect on students' academic performance in the public secondary schools in Vihiga Sub County. The responses indicate that students in Vihiga Sub County schools fail to attend school without permission. The present studies therefore postulate that there's high level of truancy in public secondary schools in Vihiga Sub-County. The high level of truancy (absent from school, missing lessons or coming to class late) in turn lowers the students' academic performance because they miss teaching and learning process. This findings corresponds to a study carried out by Wanderi, (2010) who documented that a student who is absent from school or skip lesson may likely score forty points less than non-truant classmates. The findings are also consistent with Darmody, (2008) who discussed the negative effect of truant behavior on students' academic performance in Irish. Elsewhere, Mugambi, (2006) advanced that truancy lowers students academic performance.

#### 4.6 Examination cheating and its effect on academic performance

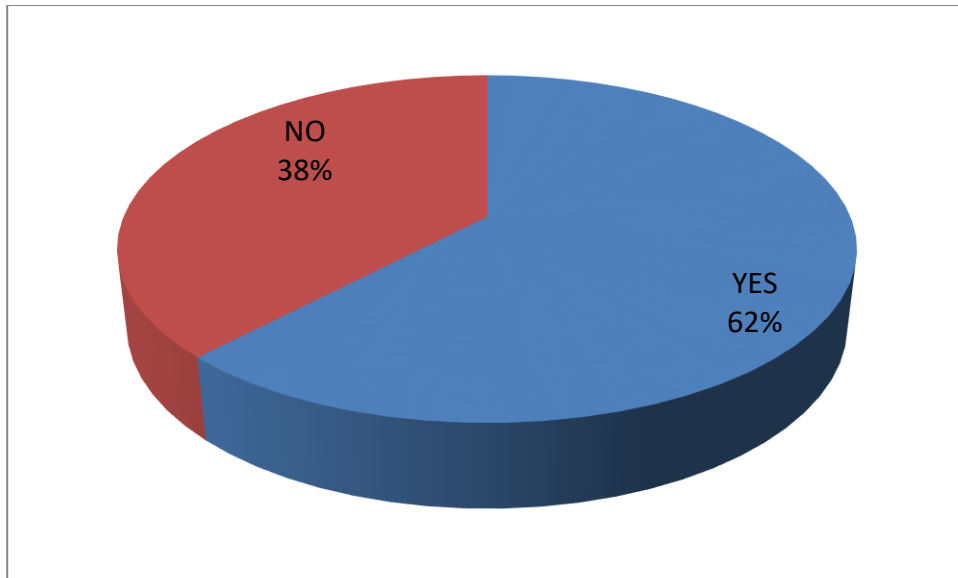
The second objective sought to establish the effect of examination cheating on students' academic performance. Cheating in examination refers to the candidates' act of gaining unfair advantage or unmerited favour over others in examination (Kinuthia, 2009). Examination cheating can take place before or during examination process. Learners may have prior knowledge before sitting for the real examination paper, hence having time to thoroughly prepare notes to use during the examination (Ndala, 2006). Earlier studies have indicated that significant number of learners cheat in secondary school examinations (Chabari, 2010). Cheating in examination can be measured through observation or survey studies where learners are asked to voluntarily state whether they have been involved the vice. In this study, the respondents were therefore asked to state if cheating in examination has effect on the students' academic performance (Table 4.13).

**Table 4. 13: Deputy Principal's response on examination cheating in school.**

|       | frequency | Percentage | Cumulative percentage |
|-------|-----------|------------|-----------------------|
| No    | 7         | 87.5       | 87.5                  |
| Yes   | 1         | 12.5       | 100                   |
| Total | 8         | 100        | 100                   |

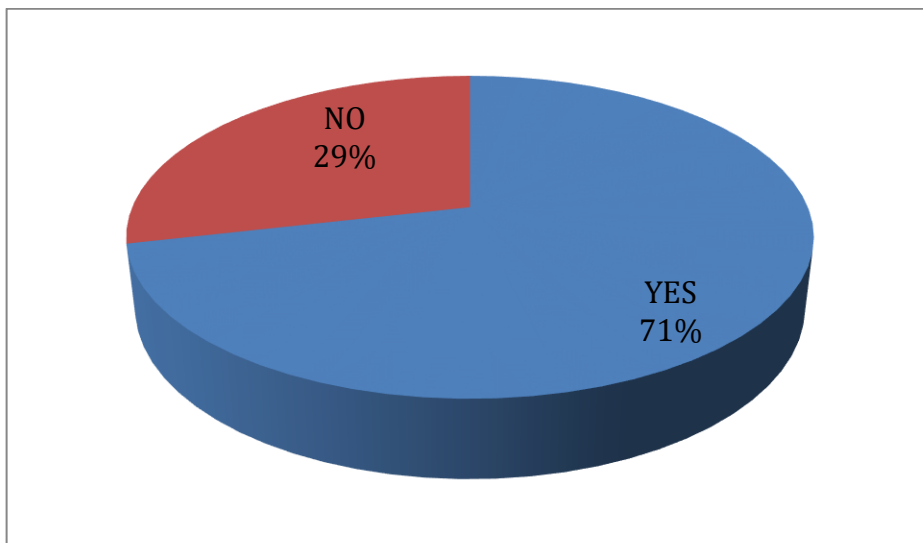
Based on table 4.6, 87.5 percent of the respondents agreed that there is examination cheating in the schools. This means students use unauthorized means to during examination to achieve higher grades.

The teachers were asked to give response if students are involved in examination cheating is their schools. The response is shown in figure 4.6. From the figure 4.3, (62.07%) agree that there's examination cheating in the school. This show that there is still rampant cases of examination cheating in schools in Vihiga Sub-County.



**Figure 4. 6: Teachers’ response on examination cheating.**

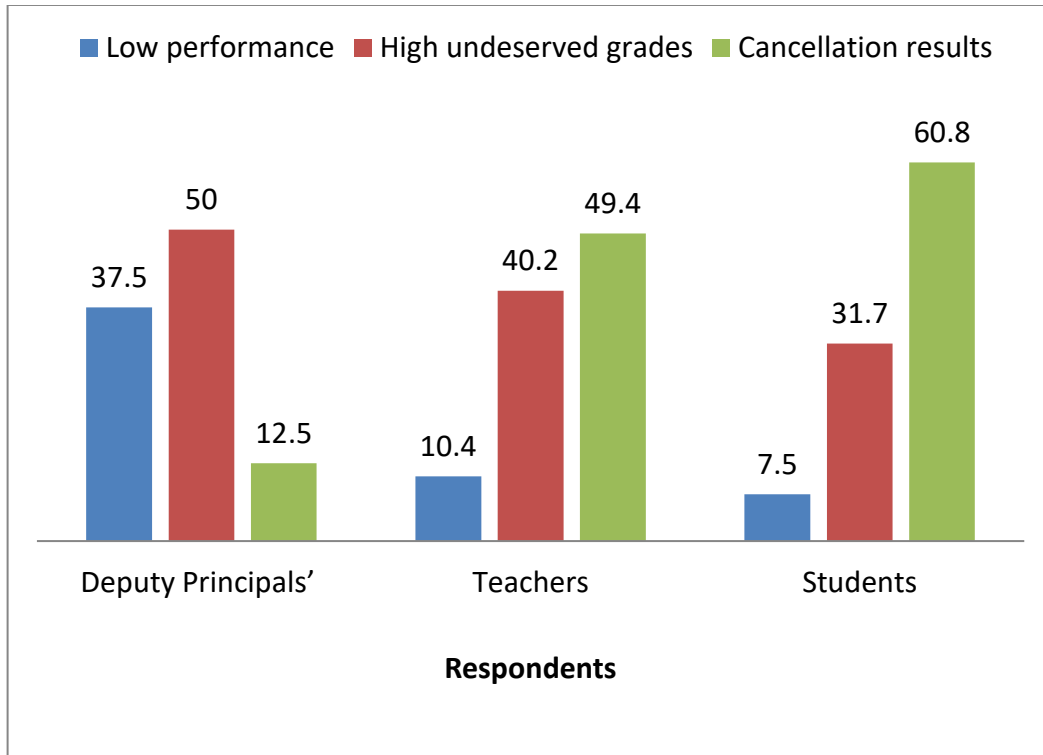
The students were asked if there’s examination cheating in their schools, the responses are given in figure 4.7



**Figure 4. 7: Student’s response on examination cheating**

As shown in figure 4.7, 71 percent of the respondents agreed that there’s examination cheating in the schools that the study was conducted.

The respondents were required to rank some of the effects of examination cheating on academic performance (Figure 4.8).



**Figure 4. 8: Effects of examination cheating on academic performance**

Based on the results in figure 4.8, the deputy principals clearly indicated that the most common effect of examination cheating on performance is high undeserved grades (50%) followed by cancellation of results (37.5%). The teachers on the other hand indicated that the leading effect of examination cheating is cancellation of results (49.4%) followed by high undeserved grades (40.2%). The students when asked to rank the effect of examination cheating revealed that the leading effect of examination cheating on performance is cancellation of results (60.8%) followed by high undeserved grades (31.7%).

During the interviews with the deputy principals it was revealed that students who are found to have done cheating during examination have their results cancelled. The affected students, according to the respondents, are forced to repeat the class and reseat the examination. According to one of the respondents, after cheating in examination some students get high undeserved grades. He states, “In KCSE such students are placed in higher courses than their ability. They later fail to cope with the course forcing them to repeat or drop from it”. The respondent added that, “students who cheat in examination obtain high grades and secure good jobs. They may later become incompetent in their work place affecting country’s economy negatively”.

To further identify effect of examination cheating on academic performance the researcher asked the deputy principal to give the KCSE results of their schools from 2014 to 2018. The findings are represented in table 4.14.

**Table 4. 14:KCSE results for seven sampled public secondary schools in Vihiga Sub County from the year 2014 to 2018**

| SCH'OOOL | YEARS |      |      |      |      |
|----------|-------|------|------|------|------|
|          | 2014  | 2015 | 2016 | 2017 | 2018 |
| A        | 8.72  | -    | 6.3  | 5.3  | 5.9  |
| B        | 6.2   | 6.3  | 4.7  | 4.5  | 5.0  |
| C        | 5.3   | 6.1  | 4.0  | 3.0  | 3.9  |
| D        | 6.2   | 4.9  | 3.9  | 3.7  | 4.1  |
| E        | 4.1   | 3.5  | 2.8  | 2.4  | 2.5  |
| F        | 4.2   | 4.3  | 2.6  | 2.9  | 3.2  |
| G        | 6.2   | 6.3  | 3.8  | 3.1  | 3.4  |

As shown in the table 4.14, school A in 2015 missed results because they were cancelled by Kenya National Examination Council (KNEC) due to examination cheating. The affected students were forced to repeat and reseat examination in 2016. The deputy

principal agreed that the students were psychologically affected and had to go through a lot of guidance and counseling. The researcher also wanted to find out from the deputy principals why all the schools registered drop 2016. They attributed this to the measures put in place by the government that reduced examination cheating that was rampant in 2014 and 2015.

From the deputy principals, teachers and students' responses in table 4.13 and figures 4.6 and 4.7 it can be deduced that there's high cases of examination cheating in public secondary schools in Vihiga Sub- County. These findings are in agreement with Chabari's, (2010) findings. The author, in the study that aimed at establishing the causes of examination cheating among learners, documented that there are high cases of examination cheating due to the pressure on student to achieve high grades. Gelder, (2012) concluded, while looking ate rate of examination cheating among learners, that about (25%) of the students out of the study population had committed examination cheating. In Spain, a study carried out by Midgley (2004) found that 60 percent of the student's in schools had participated in examination cheating.

During the interviews with the deputy principals it was revealed that students who are found to have done cheating during examination have their results cancelled meaning the students are forced to repeat the class and reseat the examination. The findings are in agreement with (Nyandoro, 2011) who concludes that effects of examination cheating include examination results being cancelled or withheld and sometimes culprits being fined or imprisoned. Ouma, (2016) concludes that examination cheating leads to examination

results that are not credible and makes education system of a country questionable. The illustration in table 4.14 supports previous study by Ouma, (2016) who noted that in 2014 and 2014 most of the students sitting for KCSE accessed examination few hours or even a day before sitting for it. The findings are also in agreement with Njeru, (2012) who suggested that students access the examination before time and use them to revise getting high undeserved grades. Once the examination cheating is curbed the students get their deserved grades.

#### **4.7 Vandalism and academic performance**

The third objective of the study was to determine if there is vandalism in public secondary schools in Vihiga Sub-County and its effect on students’ academic performance. Kamba, (2010) defines vandalism as intentional destruction of property for pleasure. This entails purposeful or malicious damaging, violation, defacement or destruction of public or private property by persons who are not the owners of property. Vandalisms in school can be measured through audit of physical properties, structures and other school assets. Through vandalism, learners destroy their own schools, and this may cause the collapse of teaching and learning. Additionally the destruction could pose health risk to learners and teachers. There have been concerns world-wide about vandalism in schools. Therefore, this study sought to establish from the respondents if vandalism exists in their schools and in which forms. The deputy principals’ response on vandalism is shown in table 4.15.

**Table 4. 15: Deputy Principal Responses on vandalism in schools.**

|       | frequency | Percentage | Cumulative percentage |
|-------|-----------|------------|-----------------------|
| No    | 2         | 25         | 25                    |
| Yes   | 6         | 75         | 100.0                 |
| Total | 8         | 100        | 100.0                 |

From table 4.16, it is evident that vandalism exists in most of the school because high number of the deputy principals gave their response as Yes (75%)

The teachers were also asked if students engaged in vandalism in their school. Their responses are shown in table 4.16

**Table 4. 16: Teacher’s response on presence of vandalism in school.**

|       | frequency | percentage | Cumulative percentage |
|-------|-----------|------------|-----------------------|
| No    | 7         | 8          | 8                     |
| Yes   | 80        | 92         | 100                   |
| Total | 87        | 100        | 100                   |

As recorded in the table, majority of the teachers (92%) who respondent agreed that there is high rate of vandalism in public schools in Vihiga sub-County.

The study also sought to evaluate the extent by which vandalism as a form of indiscipline affect academic performance of students attending public secondary schools in Vihiga sub-County. Teachers were asked to state their level of agreement with the statement regarding to vandalism in public secondary schools in the study area. The questionnaires involved statements on a five point likerts scale represented as 5 (strongly agree), 4 (Agree), 3 (undecided), 2 (Disagree) and 1 (Strongly disagree). The findings are presented in the table 4.17.



**Table 4. 17: Teachers’ response on the effect of vandalism on academic performance.**

|   | SA    | A     | UD    | D     | SD    | Mean | Std. Deviation |
|---|-------|-------|-------|-------|-------|------|----------------|
| (Effects of vandalism   | 5     | 4     | 3     | 2     | 1     |      |                |
| Vandalism is a common form of indiscipline                    | 46    | 20    | 8     | 7     | 6     | 4.07 | 1.256          |
|   | 52.9% | 23.0% | 9.2%  | 8.0%  | 6.9%  |      |                |
| Vandalism leads to destruction of text books and notes        | 43    | 20    | 13    | 5     | 6     | 4.02 | 1.229          |
|   | 49.4% | 23.0% | 14.9% | 5.7%  | 6.9%  |      |                |
| Vandalism leads to destruction of classrooms                  | 33    | 20    | 19    | 7     | 8     | 3.72 | 1.300          |
|   | 37.9% | 23.0% | 21.8% | 8.0%  | 9.2%  |      |                |
| Vandalism leads to destruction of the library                 | 28    | 14    | 23    | 15    | 7     | 3.47 | 1.319          |
|   | 32.2% | 16.1% | 26.4% | 17.2% | 8.0%  |      |                |
| Vandalism leads to destruction of food stuffs and the kitchen | 21    | 17    | 18    | 14    | 17    | 3.13 | 1.453          |
|   | 24.1% | 19.5% | 20.7% | 16.1% | 19.5% |      |                |
| Vandalism leads to destruction of the Laboratory              | 25    | 16    | 21    | 10    | 15    | 3.30 | 1.440          |
|   | 28.7% | 18.4% | 24.1% | 11.5% | 17.2% |      |                |

Majority of teachers (52.9%) strongly agreed at a mean of 4.07 that vandalism is a common form of indiscipline. About 49.4 percent of the teachers strongly agreed, at a mean of 4.02, that vandalism leads to destruction of textbooks and student’s notes. This means the students will have inadequate learning and revision material. When asked about vandalism and destruction of properties, at a mean response of 3.72, 37.9 percent of the teachers strongly agreed to the statement that vandalism leads to destruction of classroom. Whether vandalism leads to the destruction of library, kitchen and laboratory, 32.2 percent, 24.1 percent and 28.7 percent of the teachers supported that respectively at mean response of 3.47, 3.13 and 3.30 respectively.

This study went further to determine whether there is a correlation between vandalism as form of indiscipline and academic performance (Table 4.18).

**Table 4. 18: Relationship between vandalism and students’ academic performance**

|                      |                     | Correlation |                      |
|----------------------|---------------------|-------------|----------------------|
|                      |                     | Vandalism   | Academic performance |
| Vandalism            | Pearson Correlation | 1           | .365**               |
|                      | Sig. (2-tailed)     |             | .001                 |
|                      | N                   | 87          | 87                   |
| Academic performance | Pearson Correlation | .365**      | 1                    |
|                      | Sig. (2-tailed)     | .001        |                      |
|                      | N                   | 87          | 87                   |

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

Table 4.18 shows a positive correlation between vandalism, a form of indiscipline and students’ academic performance in Vihiga sub-County at  $r=0.365$  and  $p=0.001$ . This result indicates that, according to teachers in the study area, vandalism significantly influences students’ performance.

The study employed a regression model to test the variation in the dependent variable (students’ performance) by means of the independent variable (vandalism) as opined by the teachers in selected schools. The findings are presented in Table 4.19.

**Table 4. 19: Regression analyses model for the effect of vandalism on academic performance.**

| Model Summary <sup>b</sup> |                   |          |                   |                            |                 |                   |     |     |               |
|----------------------------|-------------------|----------|-------------------|----------------------------|-----------------|-------------------|-----|-----|---------------|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | Change Statistics |     |     | Sig. F Change |
|                            |                   |          |                   |                            |                 | F Change          | df1 | df2 |               |
| 1                          | .365 <sup>a</sup> | .134     | .123              | .70894                     | .134            | 13.098            | 1   | 85  | .001          |

a. Predictors: (Constant), Vandalism

b. Dependent Variable: students\_Performance

The outcome of the model revealed that  $R = 0.365$  while R-Square value (coefficient of determination) is 0.134. The value of R- square (0.134) indicates that the independent variables (Vandalism) explain 13.4 percent of the variation in the dependent variable (student performance) leaving 86.6percent unexplained. This implies that, according to teachers in Vihiga sub-County, there other factors that influence student’s performance in addition to vandalism.

**Table 4. 20: Regression model ANOVA for the effect of vandalism on academic performance.**

|       |            | ANOVA <sup>a</sup> |    |             |        |                   |
|-------|------------|--------------------|----|-------------|--------|-------------------|
| Model |            | Sum of Squares     | Df | Mean Square | F      | Sig.              |
| 1     | Regression | 6.583              | 1  | 6.583       | 13.098 | .001 <sup>b</sup> |
|       | Residual   | 42.720             | 85 | .503        |        |                   |
|       | Total      | 49.303             | 86 |             |        |                   |

a. Dependent Variable: students’ Performance

b. Predictors: (Constant), Vandalism

As shown in table 4.20, it is significant that vandalism has a level of effect on the students’ performance. A linear regression revealed that vandalism could significantly influence the students’ performance in the study area with  $F(1, 85) = 13.098$  at  $p = 0.0001$ .

The study employed model coefficients to provide standardized and un standardized coefficients to clarify the trend of the regression model and to ascertain the level of significance of the study variables (Vandalism and student performance) (Table 4.21).

**Table 4.21: Regression coefficients for the effect of vandalism on academic performance**

|       |            | Regression Coefficients <sup>a</sup> |            |                           |       |      |              |         |      |                         |       |
|-------|------------|--------------------------------------|------------|---------------------------|-------|------|--------------|---------|------|-------------------------|-------|
|       |            | Unstandardized Coefficients          |            | Standardized Coefficients |       |      | Correlations |         |      | Collinearity Statistics |       |
| Model |            | B                                    | Std. Error | Beta                      | T     | Sig. | Zero-order   | Partial | Part | Tolerance               | VIF   |
| 1     | (Constant) | 2.316                                | .351       |                           | 6.604 | .000 |              |         |      |                         |       |
|       | Vandalism  | .342                                 | .095       | .365                      | 3.619 | .001 | .365         | .365    | .365 | 1.000                   | 1.000 |

a. Dependent Variable: Students' Performance

From the table, the regression equation can be formed with the formulae:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \dots$  where  $Y$ =student performance (dependent variable);  $\beta_0$ = Constant;  $\beta_1$ =Coefficient and  $X$ =independent variables. Therefore, from the equation, vandalism affects the students' performance  $Y=2.316 +0.342.X_1$  (vandalism). These results elaborate that vandalism was at zero students' performance would still be influenced at 2.316 by other factors. In addition, the equation shows that taking the independent variable at zero, a unit increase in vandalism would lead to a 0.342 decrease in the scores of student's performances.

In an effort to evaluate the qualitative aspect of the effect of vandalism on academic performance, students were required to give their level of agreement with the statements regarding vandalism. The questionnaires involved statements on a five point likerts scale represented as 5 (strongly agree), 4 (Agree), 3 (undecided), 2 (Disagree), 1 (Strongly disagree). The findings are presented in table 4.22.

**Table 4. 22: Students’ response on the effects of vandalism on academic performance.**

|   |       | SA    | A     | UD    | D     | SD    | Mean | Std. Deviation | N   |
|---|-------|-------|-------|-------|-------|-------|------|----------------|-----|
| Vandalism is a common form of indiscipline                    | 114   | 64    | 17    | 17    | 18    | 114   | 4.05 | 1.257          | 227 |
|   | 50.2% | 28.2% | 7.5%  | 7.5%  | 7.9%  | 50.2% |      |                |     |
| Vandalism leads to destruction of text books and notes        | 93    | 77    | 20    | 20    | 14    | 93    | 3.95 | 1.192          | 227 |
|   | 41.0% | 33.9% | 8.8%  | 8.8%  | 6.2%  | 41.0% |      |                |     |
| Vandalism leads to destruction of classrooms                  | 85    | 68    | 18    | 18    | 18    | 85    | 3.81 | 1.242          | 227 |
|   | 37.4% | 30.0% | 7.9%  | 7.9%  | 7.9%  | 37.4% |      |                |     |
| Vandalism leads to destruction of the library                 | 77    | 72    | 25    | 25    | 19    | 77    | 3.72 | 1.269          | 227 |
|   | 33.9% | 31.7% | 11.0% | 11.0% | 8.4%  | 33.9% |      |                |     |
| Vandalism leads to destruction of food stuffs and the kitchen | 47    | 48    | 38    | 38    | 43    | 47    | 3.08 | 1.403          | 227 |
|   | 20.7% | 21.1% | 16.7% | 16.7% | 18.9% | 20.7% |      |                |     |
| Vandalism leads to destruction of the Laboratory              | 79    | 62    | 22    | 22    | 30    | 79    | 3.61 | 1.389          | 227 |
|   | 34.8% | 27.3% | 9.7%  | 9.7%  | 13.2% | 34.8% |      |                |     |

Based on the results, at a mean of 4.05, 50.2 percent of the students agreed that vandalism is a common form of indiscipline in public secondary schools in Vihiga sub County. At a mean of 3.95, 41.0% of the students strongly agreed that vandalism leads to destruction of textbooks and students notes. When this happens students are affected because it disrupts the teaching and learning process due to limitation in resources. They will also lack revision material for their examination. At a mean of 3.81, 34.7 percent of the students strongly agreed that vandalism leads to destruction of classroom in the public secondary schools in Vihiga sub County. Once a classroom is destroyed teaching and learning process may stop which delays the syllabus coverage, making students have little time for their revision before the examination. Students strongly agreed at 33.9 percent (3.72) that vandalism leads to destruction of the library resources such as text books, reference

material, library chairs and tables. This makes the students have inadequate revision lowering their academic performance. About 20.7 percent and 21.1 percent of the students agreed that vandalism lead to destruction of food stuffs and kitchen (mean: 3.08). When asked whether vandalism leads to the destruction of laboratory 34.8 percent of the students strongly agreed to that statement at a mean of 3.61. This form of vandalism delays teaching and learning activities that take place in the laboratories. This means students will have inadequate to do the experiments.

The study sought to establish the correlation between vandalism as form of indiscipline and students' response on its effect on academic performance (Table 4.23).

**Table 4. 23: Correlation between vandalism and academic performance**

|                      |                     | Vandalism | Academic performance |
|----------------------|---------------------|-----------|----------------------|
| Vandalism            | Pearson Correlation | 1         | .128**               |
|                      | Sig. (2-tailed)     |           | .054                 |
|                      | N                   | 227       | 227                  |
| Academic performance | Pearson Correlation | .128**    | 1                    |
|                      | Sig. (2-tailed)     | .054      |                      |
|                      | N                   | 227       | 227                  |

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

The results revealed a positive correlation ( $r=0.128$ ) between vandalism and a form of indiscipline and students' academic performance in Vihiga sub-County at  $p=0.054$ . This finding indicate that according to students, vandalism influence their academic performance. However, the effect is not significant at  $p\leq 0.005$ .

A regression model resulting from regression analysis is presented in table 4.24. The regression model objective was to test the variation in the dependent variable (students'

performance) by means of the independent variable (vandalism) as opined by the students in the study area.

**Table 4. 24: Regression model of students’ response on the effects of vandalism on academic performance**

| Model Summary <sup>b</sup> |                   |          |                   |                            |                   |          |     |     |               |
|----------------------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|                            |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1                          | .128 <sup>a</sup> | .016     | .012              | 2.79651                    | .016              | 3.762    | 1   | 225 | .054          |

a. Predictors: (Constant), Vandalism

b. Dependent Variable: Students’ Academic Performance

The outcome of the model revealed that R =0.128 while R-Square value (coefficient of determination) is 0.016. The R- square value (0.016) shows that the independent variables (Vandalism), according to students opinion, explain 1.6 percent of the variation in the dependent variable (student performance) leaving 98.4 percent unexplained. This implies that students believe that there are other major factors that negatively affect students’ performance in addition to vandalism.

The 4.25 shows the regression model ANOVA of students’ response on the effect of vandalism on students’ academic performance.

**Table 4. 25: Regression model ANOVA for students’ response on the effects of vandalism on academic performance.**

| ANOVA <sup>a</sup> |            |                |     |             |       |                   |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model              |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
| 1                  | Regression | 29.419         | 1   | 29.419      | 3.762 | .054 <sup>b</sup> |
|                    | Residual   | 1759.610       | 225 | 7.820       |       |                   |
|                    | Total      | 1789.029       | 226 |             |       |                   |

a. Dependent Variable: Students’ Academic Performance

b. Predictors: (Constant), Vandalism

As presented in table 4.25, it is significant that according to students attending public schools in Vihiga sub-County, vandalism has a level of effect on the students' performance. Based on the linear regression, vandalism could significantly influence the students' performance in the study area with  $F(1, 225) = 3.762$  at  $p = 0.054$ . The  $p$  value was more than 5 percent.

Table 4.26 below shows correlation between vandalism and students' performance.

**Table 4. 26: Regression coefficient for students' response on the effects of vandalism on academic performance.**

| Model        | Regression Coefficients <sup>a</sup> |            |                           |  |        |      |              |         |      |                         |       |
|--------------|--------------------------------------|------------|---------------------------|--|--------|------|--------------|---------|------|-------------------------|-------|
|              | Unstandardized Coefficients          |            | Standardized Coefficients |  | T      | Sig. | Correlations |         |      | Collinearity Statistics |       |
|              | B                                    | Std. Error | Beta                      |  |        |      | Zero-order   | Partial | Part | Tolerance               | VIF   |
| 1 (Constant) | 9.226                                | .801       |                           |  | 11.517 | .000 |              |         |      |                         |       |
| Vandalism    | .079                                 | .041       | .128                      |  | 1.940  | .054 | .128         | .128    | .128 | 1.000                   | 1.000 |

a. Dependent Variable: Students' Academic Performance

The study sought to determine the coefficient of variation, a measure of the degree of the relationship between the independent variables and the dependent variable. This aimed at clarifying the trend of the regression model and to ascertain the level of significance of the study variables (Vandalism and student performance). A model coefficient analysis was carried out to provide standardized and unstandardized coefficients (Table 4.19). Based on the table, the regression equation with the formulae:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \dots$  vandalism affects the students' performance  $Y = 9.226 + 0.079.X_1$ . This is according to the opinion of the students attending public secondary schools in Vihiga sub-County. The equation further indicates that if vandalism is held at a zero constant, students' performance would still be negatively impacted by other factors at 9.226 score. However,



if independent variable was taken at zero then, a unit increase in vandalism would lead to a 0.79 reduction in the scores of student's performance.

The present study's findings on the effect of vandalism on the students' academic performance in public secondary schools in Vihiga Sub-County are in agreement with previous studies. For instance results in table 4.9 are consistent with Ochieng, (2007) who reported in his study that 70 percent of schools have been affected by destruction of school property through arson or theft. The objective findings are consistent with Okinyo, (2010) findings that unrest leads to the destruction of school infrastructure. Ochieng, (2007) also agree that during vandalism property is not only destroyed, but also students are injured. This burden is transferred to the parents, the school as well as the government as they face economic constrains of repairing the damaged properties and medication for the injured students.

The findings from the study are in agreement with Black, (2002) who observed that vandalism lead to loss of learning time of 5 to 30 days because of suspension and closure of the school. The loss of learning time may lead to poor syllabus coverage which translates to poor performance by the students during examination. When this happens, students are later on released into institutions of higher learning when they are not fully equipped with required knowledge and skills. Ochieng, (2007) in his submission concludes that damaging of school property leads to suspension of students and sometimes indefinite closure of the affected schools once there is massive vandalism. When students are sent home learning is paralyzed which reduce contact hours between the teachers and students.

This eventually, as emphasized by Ochieng, (2007) would lower the students' academic performance. Furthermore, the findings of the third objective concur with Mutayile, (2001) findings. The author advances that when a student is suspended, they are physically out of school and therefore not able to attend classes and sit for examinations. This implies that suspension takes away part of students' learning time which may cause a decline in the students' academic performance.

#### **4.8 Effects of Homework on Academic Performance**

The fourth objective of the study sought to establish the influence of homework on students' academic performance. Magogha, (2009) defines homework as work assigned to students by the teacher to be done outside class. It has been previously suggested that observed that homework has a potential to raise standards, extend curriculum coverage and improve students study habits. Homework also serves as a feedback to the students and teachers if teaching and learning has taken place. The Chi-square test was used to measure the effects of homework on students academic Performance. Therefore, the respondents were asked to give their opinion on statements relating to homework and academic performance on a five point likerts scale as 5 (strongly agree), 4 (Agree), 3 (undecided), 2 (Disagree), 1 (Strongly disagree) as shown in table 4.27.

**Table 4. 27: Teachers’ response on homework and academic performance on homework**

| Response  | SA          | A           | UD          | D           | SD          | Mean | Std.Deviation |
|---|-------------|-------------|-------------|-------------|-------------|------|---------------|
| Learners who do homework regularly perform better     | 44<br>50.6% | 12<br>13.8% | 13<br>14.9% | 9<br>10.3%  | 9<br>10.3%  | 3.84 | 1.413         |
| Students copy homework                                | 38<br>43.7% | 17<br>19.5% | 11<br>12.6% | 10<br>11.5% | 11<br>12.6% | 3.71 | 1.430         |
| Students download homework                            | 17<br>19.5% | 19<br>21.8% | 10<br>11.5% | 25<br>28.7% | 16<br>18.4% | 3.76 | 1.381         |
| Students are assisted to do homework                  | 36<br>41.4% | 23<br>26.4% | 8<br>9.2%   | 9<br>10.3%  | 11<br>12.6% | 2.82 | 1.544         |
| Students spent most of the time doing homework        | 20<br>23.0% | 11<br>12.6% | 14<br>16.1% | 25<br>28.7% | 17<br>19.5% | 3.84 | 1.493         |
| Homework facilitate practice of the content learnt    | 45<br>51.7% | 15<br>17.2% | 8<br>9.2%   | 13<br>14.9% | 6<br>6.9%   | 4.33 | 1.138         |
| Homework helps to improve study skills                | 54<br>62.1% | 22<br>25.3% | 4<br>4.6%   | 7<br>8.0%   | 0<br>0.0%   | 2.98 | 1.422         |
| Teachers mark homework regularly                      | 15<br>17.2% | 23<br>26.4% | 12<br>13.8% | 18<br>20.7% | 19<br>21.8% | 4.28 | 1.148         |
| Homework leads to better understanding of the content | 52<br>59.8% | 21<br>24.1% | 6<br>6.9%   | 6<br>6.9%   | 2<br>2.3%   | 2.85 | 1.529         |

As shown in table 4.27, 50.6 percent of the respondents strongly agreed, at a mean of 3.84, that students who do homework regularly perform better than those who do not. The findings further revealed that most students who fail to do homework end up copying the homework from their classmates. This was strongly agreed to at 43.7 percent and a mean of 3.71. The study also found out that high number students in the study area do not download homework from the internet as 28.7 percent and 18.4 percent strongly disagreed and disagreed at a mean of 3.76. This finding could be related to the fact that in boarding school students are not allowed to have electronic devices which they can use in downloading the homework. Those in day schools also have limited access to the electronic gadgets. At 41.1 percent the respondents strongly agreed that students are

assisted to do homework by their peers, parents or other members of the community. This was at a mean response of 2.82.

The respondents also strongly agreed at 51.7 percent and a mean of 4.33 that homework facilitates the practice of content taught in class. The respondents also strongly agreed at 62.1 percent and a mean of 2.98 that homework helps the students to improve their study skills. The response shows that homework leads to better understanding of the content as 59.8 percent agreed. On whether teachers mark homework the study revealed mixed opinion by the students. At 20.7 percent and 21.8 percent respondents disagreed and strongly disagreed respectively at a mean of 4.28 to the statement that teacher mark homework regularly. However at the same mean, 17.2 percent and 26.4 percent of the respondents strongly agreed and agreed to the statement respectively. At a mean of 2.85, 59.8 percent of the strongly supported that homework leads to better understanding of the content by the students.

Furthermore, this study carried out a correlation and regression analyses to establish the relationship between homework and teachers’ opinion on how it affects academic performance of students (Table 4.28)

**Table 4. 28: Relationship between homework and students’ academic performance as per teachers’ response.**

|                      |                     | Correlations |                      |
|----------------------|---------------------|--------------|----------------------|
|                      |                     | Homework     | Academic performance |
| Homework             | Pearson Correlation | 1            | .376**               |
|                      | Sig. (2-tailed)     |              | .000                 |
|                      | N                   | 87           | 87                   |
| Academic performance | Pearson Correlation | .376**       | 1                    |
|                      | Sig. (2-tailed)     | .000         |                      |
|                      | N                   | 87           | 87                   |

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

There was positive correlation ( $r=0.376$ ) between homework and students' academic performance in Vihiga sub-County at  $p=0.0001$  (Table 2.29). This result indicates that, according to teachers in the study area, homework significantly influences students' performance.

**Table 4. 29: Regression analysis model for teacher response on the relationship between homework and students' academic performance**

| Model Summary |                   |          |                   |                            |
|---------------|-------------------|----------|-------------------|----------------------------|
| Model         | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1             | .376 <sup>a</sup> | .141     | .131              | .70567                     |

a. Predictors: (Constant), Homework

A regression analysis was carried out to test the variation in the dependent variable (students' performance) by means of the independent variable (homework) (Table 4.29). The outcome of the regression model revealed that  $R = 0.376$  while R-Square value (coefficient of determination) is 0.141. The value of R-square (0.141) implies that the independent variable (homework) influence about 14.1 percent of the variation in the student performance (dependent variable). The remaining 86.6 percent of the variation in the student performance is influenced by other factors which are not captured here. This implies that, according to teachers in public schools in Vihiga sub-County, homework only influences about 14.1 percent variation in the students' performance in the sub-County.

Table 4.30 shows the regression model ANOVA for the students' homework and how it affects the students' performance.

**Table 4. 30: Regression model ANOVA for teacher response on the relationship between homework and students’ academic performance**

| ANOVA <sup>a</sup> |            |                |    |             |        |                   |
|--------------------|------------|----------------|----|-------------|--------|-------------------|
| Model              |            | Sum of Squares | Df | Mean Square | F      | Sig.              |
| 1                  | Regression | 6.976          | 1  | 6.976       | 14.009 | .000 <sup>b</sup> |
|                    | Residual   | 42.327         | 85 | .498        |        |                   |
|                    | Total      | 49.303         | 86 |             |        |                   |

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Homework

As shown in table 4.30, it is significant that homework has a level of effect on the students’ performance. A linear regression revealed that homework could significantly influence the students’ performance in the study area with  $F(1, 85) = 14.009$  at  $p = 0.0001$ .

The study employed model coefficients to provide standardized and unstandardized coefficients to clarify the trend of the regression model and to ascertain the level of significance of the study variables (homework and students’ performance) (Table 4.31).

**Table 4. 31: Regression coefficient for teacher response on the relationship between homework and students’ academic performance**

| Regression Coefficients <sup>a</sup> |            |                             |            |                           |       |      |
|--------------------------------------|------------|-----------------------------|------------|---------------------------|-------|------|
| Model                                |            | Unstandardized Coefficients |            | Standardized Coefficients | T     | Sig. |
|                                      |            | B                           | Std. Error | Beta                      |       |      |
| 1                                    | (Constant) | 1.991                       | .424       |                           | 4.691 | .000 |
|                                      | Homework   | .434                        | .116       | .376                      | 3.743 | .000 |

a. Dependent Variable: Academic performance

From the table, the regression equation deduced with the formulae:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \dots$ . From the equation, homework affects the students’ performance  $Y = 1.991 + 0.434.X_1$  (homework). These results reveal that if homework was never a factor affecting students’ performance, then their performance would still be influenced at 1.991. On the other hand, if the independent variable was at zero, a unit shift in homework would lead to a 0.434 shift in the scores of student’s performances. This shows that teachers in

public secondary schools in Vihiga sub-County believe that homework in addition to other factors not in the study influence students' performance.

The study sought to identify if students do homework and if it has effect on academic performance. To establish the relationship between homework and students' performance, statements about students understanding of homework and how it influences their academic performance were evaluated. The questionnaires involved statements on a five point likerts scale as 5 (strongly agree), 4 (Agree), 3 (undecided), 2 (Disagree), 1 (Strongly disagree) as shown in table 4.32.

**Table 4. 32: Students' response on effect of homework on academic performance**

| ResponseSA  | A            | UD          | D           | SD          | Mean         | Std. Deviation |
|---|--------------|-------------|-------------|-------------|--------------|----------------|
| Learners who do homework regularly perform better     | 139<br>61.2% | 43<br>18.9% | 17<br>7.5%  | 13<br>5.7%  | 139<br>61.2% | 4.22<br>1.204  |
| Students copy homework                                | 77<br>33.9%  | 90<br>39.6% | 24<br>10.6% | 18<br>7.9%  | 77<br>33.9%  | 3.81<br>1.235  |
| Students download homework                            | 46<br>20.3%  | 69<br>30.4% | 53<br>23.3% | 30<br>13.2% | 46<br>20.3%  | 3.21<br>1.356  |
| Students are assisted to do homework                  | 68<br>30.0%  | 90<br>39.6% | 24<br>10.6% | 16<br>7.0%  | 68<br>30.0%  | 3.75<br>1.195  |
| Students spent most of the time doing homework        | 38<br>16.7%  | 29<br>12.8% | 82<br>36.1% | 45<br>19.8% | 38<br>16.7%  | 2.70<br>1.368  |
| Homework facilitate practice of the content learnt    | 130<br>57.3% | 60<br>26.4% | 8<br>3.5%   | 12<br>5.3%  | 130<br>57.3% | 4.27<br>1.094  |
| Homework helps to improve study skills                | 150<br>66.1% | 63<br>27.8% | 1<br>0.4%   | 6<br>2.6%   | 150<br>66.1% | 4.54<br>0.810  |
| Teachers mark homework regularly                      | 40<br>17.6%  | 42<br>18.5% | 69<br>30.4% | 56<br>24.7% | 40<br>17.6%  | 2.74<br>1.457  |
| Homework leads to better understanding of the content | 127<br>55.9% | 78<br>34.4% | 6<br>2.6%   | 3<br>1.3%   | 127<br>55.9% | 4.41<br>0.823  |

Table 4.32 reveals that majority of the students (61.2%) strongly agreed to the statement that students who do homework perform better than those who do not do homework (mean response 4.22). The findings show that students copy homework from one another as revealed by 39.6 percent of the respondents at a mean of 3.81. This is caused by the fact that most of the teachers are keen on the students' completion of homework rather than the quality of it. The study findings show that some students are assisted to do homework by their classmates, peers and other members of the community as strongly agreed to by 30.0 percent of the respondents at 3.75. Homework therefore act as a feedback to the parents on what the student is doing in school. At a mean of 4.27, 57.3 percent of the respondents strongly agreed that when students do homework they practice the content taught in class.

When students do homework they develop study habits which makes them read more on what the teacher taught during the lesson. This statement was strongly supported by 66.1 percent of the respondents at a mean of 4.54. From the findings it is evident that majority of the students do not do homework in Vihiga sub-county this is aided by the fact that majority of the teachers do not give or mark homework. The deputy principals in their interviews noted that the results in their school are between mean score of 2 and 4 this could be because majority of the students do not do homework. They added that majority of the top ten students in academic performance do homework always.

Furthermore, this study carried out a correlation and regression analyses to establish the relationship between homework and students' opinion on how it affects academic performance of students. Table 4.33 shows the relationship between homework and students' academic performance.



**Table 4. 33: Relationship between homework and students’ academic performance**

| Correlations                   |                     |          |                                |
|--------------------------------|---------------------|----------|--------------------------------|
|                                |                     | Homework | Students’ Academic Performance |
| Homework                       | Pearson Correlation | 1        | .324**                         |
|                                | Sig. (2-tailed)     |          | .000                           |
|                                | N                   | 227      | 227                            |
| Students’ academic performance | Pearson Correlation | .324**   | 1                              |
|                                | Sig. (2-tailed)     | .000     |                                |
|                                | N                   | 227      | 227                            |

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

There was positive correlation ( $r=0.324$ ) between homework and students’ academic performance in Vihiga sub-County at  $p=0.0001$  (Table 3.34).

**Table 4. 34: Regression model for students’ response on effect of homework on academic performance**

| Model Summary <sup>b</sup> |                   |          |                   |                            |
|----------------------------|-------------------|----------|-------------------|----------------------------|
| Model                      | R                 | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                          | .324 <sup>a</sup> | .105     | .101              | 2.66764                    |

a. Predictors: (Constant), Homework

b. Dependent Variable: Students’ Academic Performance

The study employed a regression model to test the variation in the dependent variable (students’ performance) by means of the independent variable (homework) as opined by students attending public secondary schools in Vihiga sub-County (Table 4.34). The outcome of the model revealed that  $R = 0.324$  while R-Square value (coefficient of determination) is 0.105. The value of R- square indicates that the independent variables (homework) affect 10.5 percent of the variation in the dependent variable (student performance). This reveals that homework influence about 10.5 percent of variation in students’ performance in the study area.

**Table 4. 35: Regression model ANOVA for students’ response on effect of homework on academic performance**

|       |            | ANOVA <sup>a</sup> |     |             |        |                   |
|-------|------------|--------------------|-----|-------------|--------|-------------------|
| Model |            | Sum of Squares     | Df  | Mean Square | F      | Sig.              |
| 1     | Regression | 187.857            | 1   | 187.857     | 26.398 | .000 <sup>b</sup> |
|       | Residual   | 1601.172           | 225 | 7.116       |        |                   |
|       | Total      | 1789.029           | 226 |             |        |                   |

a. Dependent Variable: Students’ academic Performance

b. Predictors: (Constant), Homework

As shown in table 4.35, it is significant that homework has a level of effect on the students’ performance. A linear regression revealed that homework could significantly influence the students’ performance in the study area with  $F(1, 225) = 26.398$  at  $p = 0.0001$ .

**Table 4. 36: Regression Coefficients for students’ response on effect of homework on academic performance**

|       |            | Regression Coefficients <sup>a</sup> |            |                           |       |      |
|-------|------------|--------------------------------------|------------|---------------------------|-------|------|
| Model |            | Unstandardized Coefficients          |            | Standardized Coefficients | T     | Sig. |
|       |            | B                                    | Std. Error | Beta                      |       |      |
| 1     | (Constant) | 4.948                                | 1.141      |                           | 4.337 | .000 |
|       | Homework   | .195                                 | .038       | .324                      | 5.138 | .000 |

a. Dependent Variable: Students’ Academic Performance

The study employed model coefficients to provide standardized and un standardized coefficients to clarify the trend of the regression model and to ascertain the level of significance of the study variables (homework and student performance) (Table 4.36). From the table, the regression equation can be formed with the formulae:  $Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3$ . From the equation, homework affects the students’ performance  $Y = 4.948 + 0.195.X_1$ . These results elaborate that if homework is held at zero, students’ performance would still be influenced at 4.948. On the other hand, the equation shows that taking the

independent variable at zero, a unit shift in homework would lead to a 0.342 shift in the ratings of student's performance.

From these findings it can be deduced that homework has effect on students academic performance as those who do homework perform better than those who do not do. When students do homework they practice content, study more and understand the content taught in class improving their academic performance. Homework helps students to study further what they had been taught during teaching and learning in class. The students also look for more questions helping them to understand the concept more. An increase in time spent on homework has a positive effect on students' grades. One to three hours of homework a week, a low ability student can achieve grades commensurate with an average ability student who do not do homework.

The present study's findings on the effect of homework on the students' academic performance in public secondary schools in Vihiga Sub-County are in agreement with previous studies. For instance, in study carried out by Mann, (2006) it was shown that homework is a critical tool used in learning, revision and attainment of better grades by students. The author recommended that teachers should embrace the tool in evaluation of students' progress. Desarrollo, (2007) in a study that looked into how homework contributes to learners' academic progress documented that homework is an extension of school work and is intended to encourage the student to learn and the teachers' intention is to help the student review, apply and absorb what they have learnt in class. These findings are also in agreement with Munyiri, (2008) who concluded that homework improves students' understanding of subjects, since they apply knowledge and skills learnt in class.

The students also learn from the mistakes they make when doing homework which make them perform well in class and final examination.

The current study reveals that some teachers do not mark homework regularly. This is consistent with Muola, (2010) who reported that most teachers do not consistently mark homework and few who mark do not revise with the learners. This was further emphasized by Chabari, (2010) who concluded that most teachers fail to mark homework leaving students unguided. This study suggests that homework help students practice what they learn in class (Makhoha, 2010) Furthermore, this study postulates that when a teacher gives positive comment on student's homework, they become and develop a positive attitude towards teaching and learning, improving their academic performance. Similar sentiments were echoed by Gelder, (2010) who argued that homework to some extent improve students self motivation and self discipline. Momanyi, (2007) suggested that some students do homework for the sake of completion to avoid punishment. Finally, homework as revealed in this study acts as a communication between students, teachers and parents and the role of the parent is to ensure that homework is done by the student. Similar thoughts were as well advanced by Muola, (2010).

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

In this chapter, a summary, conclusions and recommendations arrived at in relation to the research questions and findings have been presented. The study focused on the effects of students discipline on their academic performance in the public secondary schools in Vihiga Sub County, Kenya.

#### **5.2. Summary of the study**

This study sought to determine how students' discipline affect their academic performance in the public secondary schools in Vihiga sub-county, Kenya. The objectives were: to determine the extent to which students' truancy affect academic performance, to determine effect of students' examination cheating on academic performance, to examine ways in which students' vandalism of teaching and learning resources affects academic performance and finally to establish extent to which students' homework affects their academic performance. The study also included summary of the literature review, the theoretical framework and the conceptual framework. The study adopted descriptive research design. Questionnaires and interview schedule were employed as the main data collecting instruments.

The 556 respondents were identified through simple random sampling techniques. The reliability of data collecting instruments was ascertained by use of Pearson moment correlation and the coefficient derived was 0.7 which meant that the instruments were reliable. The pilot study was conducted before actual data collection. The questionnaires were delivered and collected from selected schools in person by the researcher. Interviews

were administered to the deputy principals on truancy and examination cheating. The data obtained was subjected to SPSS using descriptive statistics and correlation analysis. Information was presented in form of tables, graphs and pie-charts.

### **5.3 Summary of the study findings**

The findings enable the researcher to draw the summary of the study, conclusions, recommendation and suggestions for further research.

#### **5.3.1 Truancy on academic performance**

The study sought to determine effects of students' truancy on their academic performance. The findings (87.5%) of the deputy principals (74%) of the students (81%) of the teachers agree that there is truancy in schools. From this it is evident that students miss to attend classes. These students therefore miss teaching and learning processes which lower their academic performance.

#### **5.3.2 Examination cheating on the students' academic performance**

On the effect of examination cheating by students on their academic performance, 87.5 percent of the deputy principals, 85 percent of teachers and 83.3 percent of the students agreed that there is examination cheating in the public secondary schools in the study area. From the findings the leading effect of examination cheating is cancellation of the examination results. Students also get high undeserved grades because they access to examination before time or use illegal material to answer the questions. When examination cheating is curbed, like the year 2016 it leads to lower performance compared to the previous years.

### **5.3.3 Effects of vandalism on the students' academic performance**

Vandalism in school has effect on the students' academic performance. As revealed by the majority of the study participants, vandalism leads to destruction of text book, students' notebook. In classroom desks and other learning materials are destroyed. This means students may have limited resources for their revision. Laboratory equipment may also be destroyed during vandalism this interfere with practical lessons. Students may not carry out practical lowering the academic performance because practical is part of examination. Library is also affected by vandalism. This leads to destruction of library materials this include textbooks and reference material used by students during their revision for examination This means student will have inadequate resources for teaching learning this will in turn lower their academic performance.

Vandalism may also lead to closure of the school. The students are sent home as a punishment. Students may stay home over two weeks as other schools are learning this causes loss of learning and teaching hours hence lowering the students' academic performance. This study finding revealed that students who engage in vandalism are suspended from school. Suspension takes away part of students' time which may disrupt the students learning time and poor academic performance by the victim. Students vandalism and their academic performance positively correlated at  $r=0.365$  and  $p=0.001$ . This means that vandalism significantly influence students' performance. Regression analysis  $R= 0.365$  while R-square value is 0.134. This means vandalism explain 13.4 percent of variation in students' performance. This implies that an increase in vandalism may lead to a decrease of 0.42 in the scores of students in performance.

#### **5.3.4 Effect of students' failure to do homework on their academic performance**

This study's finding on the effect of homework on the students' academic performance show that majority of the teachers give homework once a week and not after every lesson as recommended by MOEST. Majority of the students are given homework rarely therefore they do not review the content taught in class. This could be the reason why Vihiga Sub-County has been ranked the last in Vihiga county K.C.S.E results for the last five academic years. The findings also show that students' who do homework regularly perform better than those who do not. This is because home work assists the students practice content taught in classroom and study further on what was taught. The finding also shows that homework and students' academic performance correlated positively there at  $r=0.376$  and  $p=0.001$ . This indicates that homework significantly influences students' performance. Regression analysis outcome reveal that  $R=0.37$  while R- square value is 0.141. This implies that homework influences 14.1 percent of variation in students' performance. This means a unit shift in homework would lead to 0.34 shifts in the students' performance.

#### **5.4. Conclusions of the study**

Maintaining discipline remains a difficult task to stake holders in education sector. The indiscipline cases interfere with learning and teaching processes which negatively influence the students' academic performance. Based on the study objectives and findings this study concludes that:

- From the current study's findings, truancy, a form of indiscipline is common among students attending public secondary schools in Vihiga sub-County, Kenya. Truant students develop low ability to learn, loses interest, drop out of school and



fail in terminal examinations. All these impact negatively on the students' academic performances.

- The findings revealed that vandalism is a common indiscipline cases that occur among students attending public secondary schools in Vihiga sub County. When students vandalize school properties they interfere with teaching and learning process. This form of indiscipline therefore affects the students' academic performance.
- According to the findings, cheating in examination is common among students attending public secondary schools in Vihiga sub County Kenya. Students who cheat in examination have their results cancelled, they miss examinations, they are suspended or asked to repeat classes which affect their academic performance.
- Failure to do homework is common among students attending public secondary schools in Vihiga sub County. Students who fail to do homework end up copying from others and these eventually impacts negatively on their academic performance.

### **5.5 Recommendation**

- The study recommends that that there is need to enhance student' discipline in order to facilitate effective teaching and learning, this will make the students achieve their full potential.
- Schools should strengthen guidance and counseling to address issues affecting students and make them truant.

- Class attendance registers should be marked and every student tracked to minimize truancy.
- All stakeholders should ensure that examination procedures are followed. Students should be frequently being reminded consequences of examination cheating. Teachers should give and mark homework regularly. Parents should be involved in schooling process so as to monitor student's discipline. All stakeholders should be involved in formulation of school policies and regulation this will make them aware and ensure that these policies are followed reducing indiscipline. This will go a long way in ensuring the students achieve their academic targets.

### **5.5. Suggestions for further study**

1. The present study narrowed down on truancy, vandalism, cheating in examination and failure to do homework as a construct of effect of students' discipline on their academic performance. Further studies can look at broader integrative framework of students' academic performance with leadership style, socio-economic status, school rules and regulations and parental involvement in the students' academic performance.
2. The present study was carried out in public secondary schools in Vihiga sub County that entails different dynamics of school, learning and work environment. Therefore, in order to come up with more information on the study subject, this study suggest replications of the relationships tested in this study be carried out in different regions of the country for generalizations to these findings in other parts of the country.

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## APPENDICES

### Appendix1. Letter of introduction

Kosgei Rachel

P O Box 76,

Maragoli.

Dear Sir/Madam

REF: PARTICIPATION IN RESEARCH

I am a postgraduate student pursuing a master degree in Education Administration at University of Nairobi. My area of study is; effect of students' discipline on students' discipline on academic performance in public secondary schools in Vihiga Sub-County. Kenya.

I hereby kindly request you to allow me in your institution to obtain important information for the research.

The identity for the respondent will be treated with utmost confidentiality and shall not be unduly disclosed. Such information will only be for this academic study and not otherwise.

Your assistance and cooperation will be greatly appreciated.

Yours Faithfully,

Rachel Kosgei

## Appendix 2. Teachers' questionnaire

Dear Respondent,

### RE: Questionnaire on effect of students' discipline on academic performance in public secondary school Vihiga Sub- County, Kenya

My Name is Rachel Kosgei a student at University of Nairobi, undertaking a Master Degree in Education Administration. As part of my Master Degree project, I am carrying out a study on the above topic and your views and contributions will be highly appreciated. The questionnaires will be treated confidential and the data collected will be used for academic and scholarly purposes only. For more information on how to hand in fully completed questionnaire, you write to [rachelambehi@gmail.com](mailto:rachelambehi@gmail.com) or call 0722691536.

Section A: Demographic Information.

Please indicate your gender.      Male                       Female

Please indicate your age bracket

20-30 years     31-40 years     41-50 years     51 – 60 years

What is your teaching experience?

0-10 years     11–20 years        21- 30 years     above 30 years

What is your highest professional qualification?

PhD       Diploma     Masters     Bachelor's Degree

Type of the School

a) Mixed Day     b) Boarding Girls     c) Boarding Boys

d) Mixed day &Boarding

## **SECTION B: FORMS OF INDISCIPLINE**

What are the common forms of indiscipline experienced in the school?

- a.) Truancy [   ]
- b.) Examination Cheating [   ]
- c.) Vandalism [   ]
- e.) Failure to do homework [   ]

From the answer above, do you think the indiscipline cases have an impact on the Performance? YES [   ]      NO [   ]

## **SECTION C: TRUANCY**

From your view as a teacher, do you believe truancy is a major academic indiscipline in your school?      YES [   ]      NO [   ]

If YES, Which form of truancy is common in your school from the list below.

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

How has truancy affected the school KCSE performance?

## **SECTION D: EXAMINATION CHEATING**

Is there any form cheating in examinations in your school?

YES [   ]      NO [   ]

If yes, what form of cheating the learners engaged in? Tick (√) the appropriate answer.

- i.** Unauthorized materials during exams [   ]
- ii.** Unauthorized materials during exams [   ]
- iii.** Use of mobile phones during examination [   ]
- iv.** Use of notes written on walls and desks. [   ]

What was the effect on academic performance?

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**SECTION D: VANDALISM**

Has your school experienced vandalism as form of indiscipline?

YES [ ] NO [ ]

If YES, what was the impact of vandalism?

- i. Destruction of text books and notes [ ]
- ii. Destruction of classrooms [ ]
- iii. Destruction of the library [ ]
- iv. Destruction of laboratory [ ]
- v. Suspension and closure of school [ ]

**SECTION C: HOMEWORK**

Rate the following statement. *(Please indicate by using the extent to which you agree on the following statement on a five point likerts scale whereby 5: strongly agree, 4; Agree, 3: undecided, 2: Disagree, 1: Strongly disagree shown in the table below.*

| <b>Section D:Homework</b>                       | SA | A | UD | D | SD |
|---|----|---|----|---|----|
| Students who do homework perform better         |    |   |    |   |    |
| Students are assisted to do homework            |    |   |    |   |    |
| Students spent most of the time doing homework  |    |   |    |   |    |
| Homework leads practice of the content learnt   |    |   |    |   |    |
| Homework helps to improve study skills          |    |   |    |   |    |
| Teachers mark homework regularly                |    |   |    |   |    |
| It leads to better understanding of the content |    |   |    |   |    |

**Section D: Students' academic performance**

Is there improvement in your overall performance as compared to your entry marks?

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

What is the average K.C.S.E means score in the school?

1-2 [ ] 2-3 [ ] 3-4 [ ] 4-5 [ ] Above 5 [ ]

What is the average number of student joining colleges and university in the school?

**1-5** [ ] 6-10 [ ] 11-15 [ ] 16-20 [ ] Above 20 [ ]

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

Declining [ ] Constant [ ] Increasing [ ]

**THANK YOU FOR YOUR CONTRIBUTION**

### **Appendix 3. Students Questionnaire**

Dear Respondent,

Re: Effect of students' discipline on academic performance in public secondary schools in Vihiga Sub-County, Kenya.

My Name is Rachel Kosgei a student at University of Nairobi, undertaking a Master Degree in Education Administration. As part of my Master Degree project, I am carrying out a study on the above topic and your views and contributions will be highly appreciated. The questionnaires will be treated confidential and the data collected will be used for academic and scholarly purposes only. For more information and clarification and how to hand in fully completed questionnaire, you write to [rachelambehi@gmail.com](mailto:rachelambehi@gmail.com) or call 0722691536.

#### **Section A: Demographic Information.**

Please indicate your gender. Male  Female

Please indicate your age bracket

12-14 years  15-17 years  18-20 years  above 20 years

Level of the School

a) Mixed Day  b) Boarding Girls  c) Boarding Boys

d) Mixed/Boarding

#### **SECTION B: FORMS OF INDISCIPLINE**

What are the common forms of indiscipline experienced in the school?

a.) Truancy

b.) Examination Cheating

c.) Vandalism

e.) Failure to do homework [ ]

From the answer above, do you think the indiscipline cases have an impact on the performance? YES [ ] NO [ ]

**SECTION C: TRUANCY**

From your view as a student, do you believe truancy is a major academic indiscipline in your school? YES [ ] NO [ ]

If YES, Which form of truancy is common in your school from the list below?

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

How has truancy affected the school KCSE performance?

**SECTION D: EXAMINATION CHEATING**

Is there any form cheating in examinations in your school?

YES [ ] NO [ ]

If yes, what form of cheating the learners engaged in? Tick (✓) the appropriate answer.

- i. Unauthorized materials during exams [ ]
- ii. Unauthorized materials during exams [ ]
- iii. Use of mobile phones during examination [ ]
- iv. Use of notes written on walls and desks. [ ]

What was the effect on academic performance?

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**SECTION D: VANDALISM**

Has your school experienced vandalism as form of indiscipline? YES [ ] NO [ ]

If YES, what was the impact of vandalism?

- i. Destruction of text books and notes [ ]
- ii. Destruction of classrooms [ ]
- iii. Destruction of the library [ ]
- iv. Destruction of food stuffs and the kitchen [ ]
- v. Destruction of laboratory [ ]

**SECTION C: HOMEWORK**

Rate the following statement. *(Please indicate by using the extent to which you agree on the following statement on a five point likerts scale whereby 5: strongly agree, 4; Agree, 3: undecided, 2: Disagree, 1: Strongly disagree as shown in the table below.*

| <b>Section D:Homework</b>                       | SA | A | UD | D | SD |
|---|----|---|----|---|----|
| Students who do homework perform better         |    |   |    |   |    |
| Students download homework                      |    |   |    |   |    |
| Students are assisted to do homework            |    |   |    |   |    |
| Students spent most of the time doing homework  |    |   |    |   |    |
| Homework leads practice of the content learnt   |    |   |    |   |    |
| Homework helps to improve study skills          |    |   |    |   |    |
| Teachers mark homework regularly                |    |   |    |   |    |
| It leads to better understanding of the content |    |   |    |   |    |

**Appendix 4. Interview schedule for the deputy principal**

1. How long have you served in your current position?
2. What type students’ indiscipline cases are common in your school?
3. What measure have you used as a school to handle these cases?
4. Does your school have active guidance and counseling programs?
5. How has guidance and counseling programs helped to reduce cases of indiscipline in your school?



**6.** How have academic indiscipline impacted on the students' performance at KCSE in your school for the past five years?

**7.** What is the school K.C.S.E performance for the last 5 years?

|                      |      |      |      |      |      |
|----------------------|------|------|------|------|------|
| Type of school       |      |      |      |      |      |
| Year                 | 2014 | 2015 | 2016 | 2017 | 2018 |
| Results (Mean Score) |      |      |      |      |      |

**8.** Has your school been involved in exam cheating?

**9.** If YES, how did impact the students' KCSE performance?

**10.** Have your handled the cases of students truancy in your school?

**11.** What impact has truancy contributed to the overall performance of the students at KCSE?

**12.** Do you have cases of vandalism in your school?

**13.** If YES, how have the cases impacted on the KCSE performance among the students?

