

Forms Of Students' Indiscipline And Their Influence On Academic Performance Among Public Boarding Secondary School Students In Makueni County, Kenya

Josphine Omwaka

School of Education, Kenyatta University, Nairobi,
Kenya

Dr. Madanji Gabriel

School of Education, Kenyatta University

Abstract: *Indiscipline among learners has been and continues to be a major concern among education stakeholders across all levels of learning in Kenya and globally. Several education scholars have occasionally associated indiscipline cases among learners with poor academic performance. However, relevant scientific literature is hardly available on indiscipline and its influence on academic performance among learners in public boarding secondary schools, especially with reference to Makueni County. Therefore, this study statistically assessed different forms of students' indiscipline behaviors and their influence on academic performance in public boarding secondary schools in Makueni County, Kenya. The study is significant as its findings will help education stakeholders to understand how different forms of indiscipline behaviors among high school students affect their academic performance. Therefore, policy makers will be in informed position to form comprehensive programmes to curb indiscipline for improving academic performance in the county. The study targeted a population of 73,836 education stakeholders in Makueni County including 293 deputy principals, 293 guidance and counseling teachers and 73,250 students. Multistage and simple random sampling techniques was used to select 498 respondents, which included 29 Deputy Principals, 29 teachers in charge of Guidance and Counselling, and 435 students from 29 public boarding secondary schools in Makueni County. Data was collected through Questionnaires. The study applied different quantitative techniques in the analysis of data through which insightful findings were established. Noise making was established as the most common form of indiscipline behavior among the secondary school students while indiscipline behaviors among students were established to have negative and statistically significant influence ($r = -0.388$; p value = 0.010) on their academic performance. The study concludes by recommending the need for cultivation of self-discipline among the students as means of safeguarding their academic performance.*

Keywords: *Indiscipline behavior, academic performance, public boarding secondary school, Makueni County*

I. INTRODUCTION

Education is among the key pillars for achievement of vision 2030 in Kenya. However, the education sector cannot achieve the objectives of vision 2030 unless the stakeholders strictly adhere to the set behaviour patterns. This study highlights different forms of indiscipline that influence performance of public boarding secondary school students in Makueni County. Such forms include truancy, unrests, examination malpractices etc. the study also sought to determine the influence of indiscipline on academic

performance. The study was informed by the trends in academic performance in KCSE for the past five years from 2017-2022 and an observation by Kaluku (2023) that a certain level of discipline must be enforced for a school to have a conducive academic environment. He pointed out that this kind of environment is a key ingredient for better academic performance and achievement of general objectives of an education system. It is for this reason that education has historically been conducted within the confines of disciplinary framework. Proponents of the formal and even informal education settings are convinced that an education system

should be free from any form of disruptive behavior for the academic excellence to be realized (Stone, 2020). This narrative forms the great emphasis on discipline among all categories of schools across the globe.

Discipline involves shaping a child's identity, mainly through setting example, putting emphasis on a given action or some moral codes of conduct that should be adhered to and sometimes admonishing a child in order to inculcate the right behaviour in them (Fang, 2021). School discipline is regulation of students and maintenance of order or observance of school rules in schools. The rules stipulate the expected standards of dressing, time management and how the learners relate to one another and other stakeholders within the school environment (Drake, 2024). Conversely, indiscipline causes a lot of damage of property, learning and teaching resources and loss of life as the indiscipline learners disregard the set rules (Waryold & Lancaster, 2023).

Similarly, in the recent years there have been increasing numbers of indiscipline issues including the cases of unrests especially at the secondary school level (Kariithi, 2024). The year 2016 reported very many incidents of arson where over 130 schools were burnt and infrastructure destroyed within the months of May and August. Mwoma (2017) confirms that indiscipline in schools lead to dismal performance and rampant transfers of students. Indiscipline is caused by student behavior that deviates from the expectations of the school. Being a worldwide problem, it spreads from political, social, geographical, and economical to gender boundaries (Atama Alioma, 2021). In many cases poor school administrative methods, ethics of both teaching staff, students' behaviours and laxity in school rules have resulted in indiscipline leading to crimes in schools as reported in many countries e.g., England, India, Africa, etc. (Nwokoji, 2024).

STATEMENT OF THE PROBLEM

The focus of many studies done in Kenya has been on the forms of indiscipline and the causes of the same. The education stakeholders are constantly being faced with the challenge of managing indiscipline in secondary schools especially in the 21st Century. Cases of indiscipline in schools have brought a lot of financial and social losses. These effects also affect learners as they waste valuable time meant for studies thus making them perform dismally in their KCSE as shown in table 1.1.

Year	2016	2017	2018	2019	2020	2021	Average
Indiscipline cases	43	29	14	17	59	31	32
KCSE mean score	3.915	3.005	3.119	3.625	3.003	3.175	3.307

Table 1: Makueni County KCSE Mean Scores and Riots from 2016 - 2021

In Makueni County, the number of indiscipline cases has been increasing despite strategies employed by the education stakeholders to curb the same. Similarly, the county's academic performance has not been impressive in terms of the KCSE results posted in the last six years. However, no study has been carried out to establish whether there is any significant influence of indiscipline cases and academic performance within the said county. The current study was undertaken so as to statistically assess the influence of

indiscipline on academic performance in KCSE among public secondary schools within Makueni County. It is necessary for this gap of knowledge to be filled by a study that statistically determined the extent to which indiscipline has influenced academic performance in public secondary schools in the County.

THEORETICAL FRAMEWORK

Herbert Spencer's Social Systems Theory pioneered in the 19th century between 1820 and 1903 as quoted by Offer (2019) was used to lay sound theoretical framework for the study. The theory describes organizations such as schools as a combination of multiple interdependent components working interdependently to achieve a common goal. Therefore, school in the current study is considered as an organic system that is living as well as a dynamic organization. School as a system consists of inter-dependent and constantly interacting smaller social institutions such as students, teachers, BOM, Government Education Officers, and parents who are working together to achieve the common goal of transforming students into responsible and productive members of society. The theorist contend that a social system operates within some formal or informal regulations that are meant to guide the process of achieving its desired common goal. As such, sustainability of the social system depends on unhindered flow of its norms, activities, and synergized operations of each subsystem. A failure by any subsystem to follow the system's norms would create disharmony and prevent the system from achieving the common goal. Similarly, a school system is expected to run in a seamless manner, uncompromised synergy, and fidelity to the set rules. The social systems analogy and the norms guiding cooperation among the subsystems point to the critical role of school rules and professional standards of teachers in facilitating the realization of a successful school system. The theory suggests that failure by a school subsystem, like students, to adhere to the set rules is likely to affect general success of the school system. Contextually, this success is often measured in terms of academic performance or mean scores in the National examinations. Therefore, it is theoretically viable to link breaking of school rules (indiscipline) and academic performance.

II. LITERATURE REVIEW

Indiscipline and cases of unrest in schools can take different forms like chronic absenteeism, verbal expressions that are not acceptable, how learners express their dissatisfaction, truancy cases, rudeness and disrespect, drug and substance abuse, not complying with rules and regulations, bullying, boycott, riots, destruction of property, arson, assaults and sexual immorality such as rape. According to Uguana (2021), almost half of the instruction time is usually wasted by activities that are not part of the class instruction where indiscipline is one major cause of the loss of teaching time. The use of drugs especially cannabis has been associated with unconventional lifestyles, thus leading to lots of

indiscipline in the Kenyan schools (Morris, 2016). The cases can be categorized into three.

First, there are cases related to negative peer influence which entails mass protests, vandalism and destruction of school property and joining of cults. Students seem to adopt eating habits, dressing styles, fashion and values from their peers because they seem to identify with them more than the adults. To them, the most valuable thing is the peer group especially at the adolescent stage. The groups demand blind conformity to norms to create sense of belonging. The ultimate goal is to do what the peers are doing whether it is good or bad and this ends up bringing conflicts between them and their teachers. On a study on the causes of unrest among students in public schools, Karanja (2018) attributed most of school unrests to peer influence among the students. Waithaka, (2017) also reported a similar finding in a study where 54.7% of the respondents strongly cited that many indiscipline cases in public secondary schools are caused by peer pressure. The contribution of peer pressure was closely followed by alcohol and substance abuse. The abuse of drugs among secondary school accounted for 20.7% influence on unrest cases (Karanja, 2018).

Second are the cases relating to poor habits which entail examination malpractices, wearing dirty or wrong uniform and even altering it, fighting and drug and substance abuse. Karanja (2018) reported that the most common form of indiscipline among the secondary school students was arson or vandalism. In their study, arson accounted for 24.1% of indiscipline cases while students' strike against school management accounted for 17.2 of the cases (Karanja, 2018). Bullying and drug abuse were ranked as third (6.9) and fourth common forms of indiscipline within public secondary schools in Kenya. Additionally, 38.7% of respondents in a study by Waithaka, (2017) strongly agreed that drug abuse is a common form of indiscipline within secondary schools in Kenya

Third are the cases that are related to disobedience to school authority and they include insult on the teachers and the non-teaching staff and assault on the student council because they do not acknowledge their seniority. According to a research done in Cameroon, it was realized that discipline can be caused by a number of factors. These factors can be student based, school based or based on the society. Student based factors may include the abuse of the seniority of the students' council, low self-esteem due to negative labels, poor study habits, restlessness and lack of attention in class.

School based factors include among others: poor management by some administrators, school rules and regulations that are harsh, not being involved in co-curricular activities, unconducive school environment, overcrowded classrooms and wrong methods of teaching applied by some teachers. On the other hand, Societal based factors may take the form of poor role models, vices such as corruption and favoritism, negative mass media influence, parental overprotection, negligence and rejection by parents and guardians. Statistics on these factors are overwhelming as reported by Waithaka (2017). Whereas fewer students (20%) attribute indiscipline to tough rules and regulations within their schools, majority of them (60%) strongly associate indiscipline cases to frequent ignoring of their complaints by the school administration. Inadequate measures to curb

indiscipline and meals of poor quality were other causes of indiscipline as strongly supported by 29.3% and 37.3% of the students respectively.

These studies reviewed focused majorly on the forms of indiscipline. The current study will seek insight into the forms of indiscipline with the aim of establishing how these forms influence students' academic performance in KCSE. Also, the study by Uguana (2021) is carried out in a primary school setting while the current study will take place in a secondary school setting.

III. METHODOLOGY

This study used descriptive survey research design in which quantitative approach was employed to examine different forms of indiscipline and their influence on academic performance in public boarding secondary schools in Makueni County. The study targeted Makueni County's Deputy Principals, teachers in charge of Guidance and Counselling, and students in public boarding secondary schools categorized into three i.e. Boys Boarding, Girls boarding and Mixed boarding schools. However, the students in Form one were not included in the study because they are relatively new to the environment and may not have been in a position to provide the required data.

Multistage and simple random sampling methods were adopted to select suitable number of respondents from the four categories listed in Table 2.

s/n	Category	Population targeted (n)	Sample Size (n)	%
1.	Deputy Principals	293	29	10%
2.	Guidance & Counselling	293	29	10%
3.	Students	73,250	435	0.59%
	TOTAL	73,836	483	0.67%

Table 2: Sample Size

The first stage of the sampling process involved selection of one school in each of the four categories from each of the seven sub-counties. In a sub-county where there was no school in any of the categories, a school with closest characteristics was selected to ensure equal representation for each sub-county. This led to selection of 28 schools which translates to 10% of the 293 boarding secondary schools from Makueni County. The decision to select 10% of the 293 boarding secondary schools was informed by 10% to 20% recommendation by Mills and Gay (2019). The next step entailed purposive sampling technique to select one Deputy Principal and one teacher in charge of Guidance and Counselling. Simple random Sampling was used to select fifteen (15) students from each of the 28 schools that were sampled.

IV. FINDINGS

RESPONSE RATE

The study realized an impressive rate of response both at the overall level 385 (88.41%) and from all categories of the sampled respondents as indicated in table 3.

s/n	Respondents Category	Distributed Questionnaires	Completed and Returned Questionnaires	Response Rate (%)
1.	Deputy Principals	29	24	82.76
2.	Guidance & Counselling	29	18	62.07
3.	Students	435	385	88.51
	TOTAL	483	427	88.41

Table 3: Rate of Response

It is notable that students recorded the highest level of response (88.51%) followed by Deputy Principals at 24 (82.76%) while the sampled teachers in the department of Guidance and counselling recorded the lowest but acceptable rate of response at 18 (62.07%) according to Rahal and Adorjan (2024) who stated that a response rate of at least 50% is acceptable for a social science survey and the general range is 50% to 80% of the sampled respondents.

DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

The demographic distribution of the respondents was analyzed with respect to the Sub County, category and type of school with which they affiliate as shown in table 4 below;

		Students		Teachers		Total	
		Cou nt	%	Cou nt	%	Cou nt	%
Sub County	Makueni	67	17.44	6	14.63	73	17.10
	Mbooni						
	East	47	12.31	5	10.78	52	12.18
	Mbooni						
	West	40	10.51	5	11.33	45	10.54
	Kibwezi	55	14.36	6	15.65	61	14.29
	Nzaui	45	11.54	6	13.44	51	11.94
	Makindu	28	7.18	4	7.29	32	7.49
	Mukaa	41	10.77	4	10.25	45	10.54
	Kilungu	24	6.15	2	6.34	26	6.09
School category	Kathonzweni	38	9.74	4	10.29	42	9.84
			100.0				
	Total	385	0	42	14.63	427	100.00
	Sub						
	County						
	School	170	44.28	20	47.13	190	44.50
	County						
	School	128	33.30	14	32.91	142	33.26
	Extra						
	County						
Type of the school	School	67	17.32	6	15.20	73	17.10
	National						
	School	20	5.10	2	4.76	22	5.15
			100.0		100.0		
	Total	385	0	42	0	427	100.00
	Boys'						
	School	56	14.49	8	17.18	64	14.99
	Girls'						
	School	82	21.30	9	22.43	91	21.31
	Mixed						
	School	247	64.21	25	60.39	272	63.70
			100.0		100.0		
	Total	385	0	42	0	427	100.00

Table 4: Demographic distribution of the respondents

From the above table, majority 73 (17.10%) of the respondents including sampled students and teachers were drawn from Makueni Sub County in which 67 (17.44%) and 6 (14.63%) of students and teachers respectively were sampled. The relatively higher turn up of the respondents from Makueni Sub County can be attributed to its central location within the County and accessibility of its schools around the County Headquarter. Respondents drawn from Kibwezi Sub County were the second largest portion of the study participants, contributing 55 (14.36%) of the students and 6 (15.65%) of the teachers who successfully took part in the study. This is attributable to the reality that Kibwezi Sub County has 68 public secondary schools, which is the highest among the nine (9) sub counties as per the data from Makueni County Statistical Abstract of 2023.

With regard to respondents' representation by category of schools, majority 190 (44.5%) of the respondents were drawn from sub county schools. The same trend is displayed in the distribution of the sampled students and teachers who were represented by 170 students and 20 teachers from the same category of schools. Respondents from County schools made up 142 (33.26%) of the respondents while those from Extra County schools were 73 (17.1%) of the 427 respondents who successfully took part in the study. Schools in the National schools category had the least 22 (5.15%) of the respondents. This representation pattern is attributable to the actual the actual distribution of the public secondary schools in Makueni County. For instance, the county is currently having only two secondary schools in the category of National Schools according to Musyimi et al. (2024).

In terms types of schools, most 272 (63.70%) of the respondents were drawn from mixed schools while respondents from girls' and boys' school made up 91 (21.31%) and 64 (14.99%) of the respondents respectively. The implication is that majority of secondary schools in Makueni County have students of both male and female gender as was also pointed out by Ndivo et al. (2021). Additionally, most 82 (21.30%) of the students who took part in the study were from purely girls' schools and 56 (14.49%) of them were from boys' secondary schools. This disparity is attributable to the growing number of girls who are being enrolled in secondary schools compared to the boys' enrollment as depicted in the Makueni County Statistical Abstract by Kenya National Bureau of Statistics (2023).

FORMS OF INDISCIPLINE AND THEIR INFLUENCE ON STUDENTS' ACADEMIC PERFORMANCE

To measure the study's first objective, various aspects of indiscipline among the students were examined including the overall frequency of students' involvement in indiscipline behavior and the common forms of indiscipline behaviors among the sampled schools.

FREQUENCY OF STUDENTS' INVOLVEMENT IN INDISCIPLINE BEHAVIOURS

The students were asked to indicate the frequency with which they engage in indiscipline behaviors. The response is presented in figure 1 below;

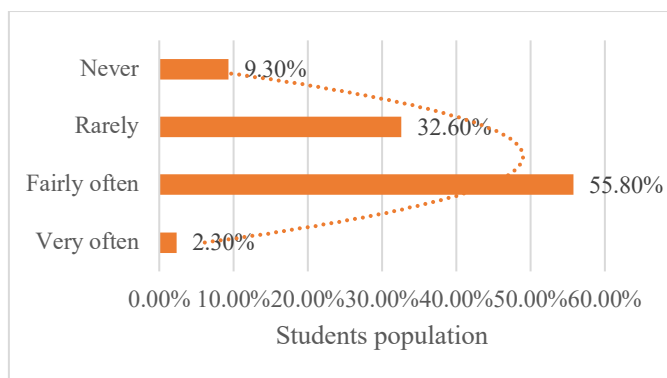


Figure 1: Frequency of engaging in indiscipline behavior

The data presented in the above figure indicates that indiscipline behaviors are fairly rampant in the sampled schools as per the student's perception. Majority 215 (55.8%) of the students indicated that they take part in indiscipline fairly often while 126 (32.6%) of them indicated that they rarely engage in such behaviors. However, 36 (9.3%) of the students who took part in the study reported that they had never engaged in indiscipline behavior while 8 (2.3%) of the students reported to have been engaging in indiscipline behavior very often. Overall, the results implies that most of the students from Makueni County are moderately disciplined and the indiscipline curve is normally distributed among the students population as can be seen from the dotted distribution curve. The students falling on the extreme end of the indiscipline scale are significantly fewer than the disciplined ones as was also reported in study by Muthusi (2019).

The above findings were also reinforced by survey from the sampled teachers whose responses on the level of their students' indiscipline are contained in table 5 below;

	Very Indiscipline		Fairly Indiscipline		Fairly Disciplined		Very Disciplined		Not aware		Mean	SD
	F	%	F	%	F	%	F	%	F	%		
Overall	6	14.3	36	85.7	0	0.0	0	0.0	0	0.0	2	0
Form 4	0	0.0	6	14.3	36	85.7	0	0.0	0	0.0	2.86	0.38
Form 3	0	0.0	18	42.9	24	57.1	0	0.0	0	0.0	2.57	0.53
Form 2	0	0.0	24	57.1	18	42.9	0	0.0	0	0.0	2.43	0.53

Table 5: Teachers' Responses on the Students' Indiscipline

Response from the deputy principals and teachers in charge of guidance and counselling departments confirm that students in the sampled schools are fairly indiscipline according to 36 (85.7%) of the teachers while 6 (14.3%) of them indicated their students are very indiscipline. The general picture from the findings is that just a few students are frequently involved in indiscipline behavior while majority of them are occasional participants in such behaviors. Additionally, the level of indiscipline among the students tend to decrease as they progress to higher classes. For instance, the proportion of the teachers who perceived their students to be fairly indiscipline decreased from 24 (57.1%) to 18 (42.9%) and then to 6 (14.3%) for students in forms 2, 3 and 4 respectively. This was also evidenced in the mean rating of the students' indiscipline level from 2.43 to 2.57 and then to 2.86 in a scale of 1 to 5 (1 representing Very indiscipline and 5 representing very disciplined levels). The findings mirrors those of Nthama et al. (2022) in which 68.4% of teachers indicated that their students engage in substance abuse on a regular basis.

FORMS OF INDISCIPLINE BEHAVIORS AMONG THE STUDENTS

The study also sought to some the most common forms of indiscipline behaviors among students from the sampled schools. Therefore, both the students and teachers were asked to indicate the frequency with which the students take part in behaviors listed in figures 2 and 3. The responses are presented as displayed in the said figures. Both categories of the respondents indicated the prevalence of each forms of indiscipline in terms of the frequencies with which the students engage in indiscipline behaviors.

According the data presented in figure 2, majority of the students indicated to have never engaged in all the 13 listed forms of indiscipline behaviors apart from noise making. As such, noise making by students while in classroom is the most common form of indiscipline in the sampled schools. This was illustrated by 122 (31.8%) of the students who indicated that they engage in noise making very often. However, behaviors such as taking part in burning of schools and organizing strikes were very rare among most of the students with 254 (65.9%) and 211 (54.8%) of the sampled students indicating that they have never engaged in burning of schools and organizing strikes respectively. The students' sentiments were also confirmed by 34 (80%) and 23 (55%) of the teachers who reported that burning of schools and organizing strikes respectively had never been witnessed in their schools (Figure 3). Additionally, close to 25 (60%) of the teachers were not aware of students' involvement in the destruction of schools' properties. The findings closely agree with Kosgei (2020) who reported vandalism as the least prevalent form of indiscipline among secondary schools students according to the study done in Vihiga Sub-County.

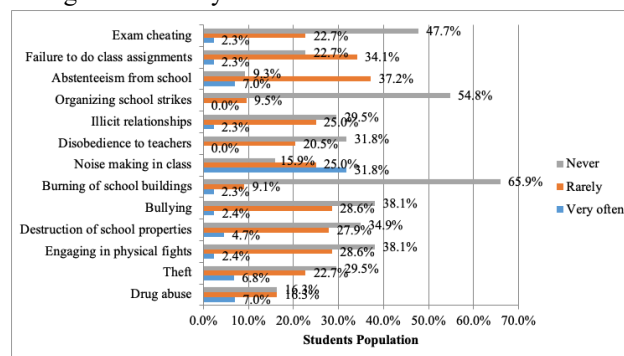


Figure 2: Students' perception on their engagement on different indiscipline behaviors

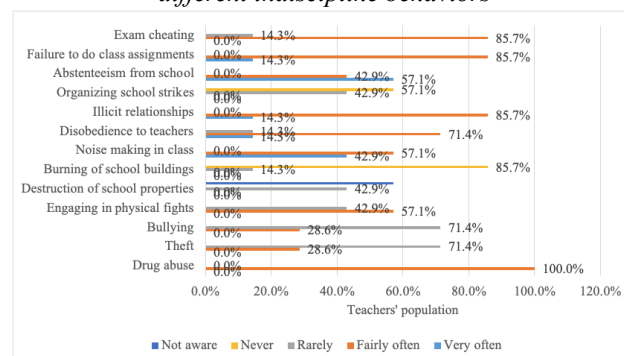


Figure 3: Teachers' perception on students' engagement on different indiscipline behaviors

According to 24 (57.1%) of the sampled teachers, absenteeism from schools was a common form of indiscipline among their students. Data from the students also confirms this perspective with 126 (32.7%) indicating that they occasionally fail to attend school. Such reports also mirror Kosgei (2020) whose study highlighted truancy as the most common form of indiscipline among this category of students.

Notably, the rest of the listed indiscipline behaviors including exam cheating, failure to do class assignments, engaging in illicit relationships, and disobedience to teachers, physical fights and drug abuse were fairly often among students from the sampled schools. The finding conforms to the views by Onyeonwuna and Ufuoma (2022) on the contemporary issues in education with regard to indiscipline behaviors both in schools and in society at large. The authors observed that such behavioral issues are key setbacks in the education system and their prevalence robs students of adequate time for meaningful study.

THE INFLUENCE OF INDISCIPLINE ON STUDENTS' ACADEMIC PERFORMANCE IN KCSE

The influence of indiscipline on students' academic performance was examined by first evaluating the academic performance before undertaking correlational analyses involving the academic performance against the trends of the indiscipline behavior among the students.

STUDENTS' ACADEMIC PERFORMANCE

Students' academic performance was examined from the perspectives of the students, teachers and the existing records of the schools' performance in the previous national examinations (KCSE).

Figure 4 shows analysis of students' rating of their academic performance while figure 5 shows the teachers' rating of academic performance among the same students. The general outlook of the students' academic performance is quite average according to both the students and the sampled teachers. For instance, more than half (210; 54.5%) of the students indicated that their academic performance is average while 131 (34.1%) of them were convinced that they had good academic performance. Similar trend is also observable in the response from the teachers of whom 36 (85.7%), 24 (57.1%) and another 24 (57.1%) indicated that their students in forms two, three and four respectively had average academic performance. The findings are conforming to Agnetta et al. (2022) in their observations that academic performance of secondary schools within Makueni County were quite average, without very high or very low performance across the county.

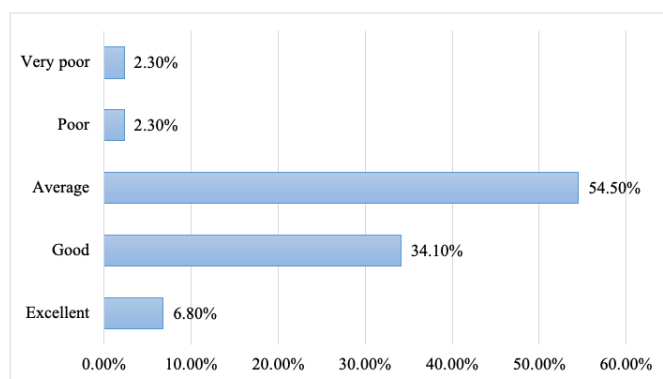


Figure 4. Students' perception on their academic performance

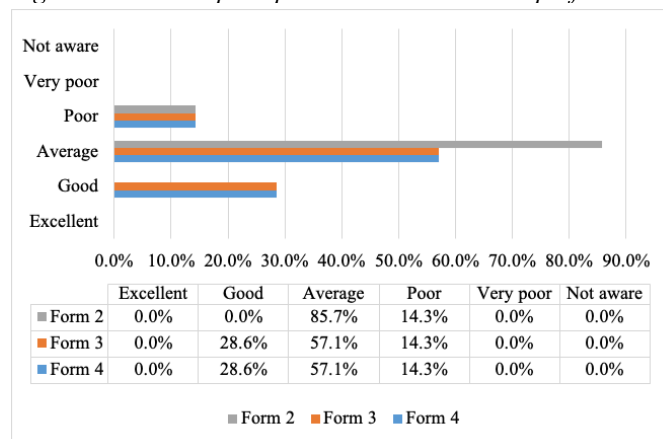


Figure 5. Teachers' perception on students' academic performance

However, the two categories of the respondents showed different perceptions in terms of poor or excellent academic performance of the students. The results in figure 4 indicate that 26 (6.8%) of the students perceive their performance to be excellent while none of the teachers acknowledged excellence in the performance of their students. The trend reveals some form of satisfaction among some of the students while none of the teachers is satisfied with the academic performance of their current students (Muriuki, Nzinga & Chiroma, 2022).

It is also important to note that none of the sampled teachers observed good or excellent academic performance among their form 2 students. Performance of the students in form 2 were either average or poor according to 36 (85.7%) and 6 (14.3%) of the sampled teachers. The two categories of students, those in forms 3 and 4 had displayed some good academic performance according to 12 (28.6%) of the sampled teachers. Therefore, the performance of form 2 students is relatively lower than those of the students in higher classes. Comparing this performance trend against that of indiscipline behavior as portrayed by table 5 reveals some inverse relationship between students' academic performance and level of indiscipline. To recall, findings in table 5 indicate that more teachers (24; 57.1%) reported that their form 2 students were fairly indiscipline. Therefore, rate of indiscipline is higher among this group of students while their performance is relatively low. The findings aligns with Aswani et al. (2020) who revealed that academic achievement is negatively and strongly linked to indiscipline levels among students. However, an objective examination of the possible association between

the two variables was done through correlation analysis presented in the following section of the report.

CORRELATION OF INDISCIPLINE AND ACADEMIC PERFORMANCE

To understand the influence of indiscipline behavior among students on their academic performance, the students' and teachers' responses on the two variables were subjected to correlation analyses whose results in terms of Pearson correlation index (r) and P-values are presented in table 6 below;

		How frequent do students engage in indiscipline behaviors?
How do you rate your academic performance?	Pearson Correlation	-.388*
	Sig. (2-tailed)	.010
	N	385

*. Correlation is significant at the 0.05 level (2-tailed).

Table 6: Frequency of Indiscipline behavior Versus Academic performance

The statistical values reveal a negative association between the frequency with which students engage in indiscipline behaviors and their academic performance. The correlation index of -.388 suggest that academic performance of a students is likely to drop by 38.8% if the student increases the frequency of engaging in indiscipline activities. This statistical link between the two variables were established to be significant by a p- value of 0.010, at 95% Confidence Interval (CI). Qualitative study undertaken by Kariithi (2024) among students and teachers in Kiambu County also agrees with these findings on the negative association between indiscipline and academic performance among secondary school students. The author reported that behavioral problems among students often leads to poor performance as indiscipline behaviors may even result in students being expelled or suspended from school (Kariithi, 2024).

Further analysis on the possible relationship between the two variables was done by asking the sampled teachers and students to indicate the extent to which they would attribute inadequate academic performance to indiscipline behaviors among the students. The responses to this inquiry was analyzed and presented in figure 6 below;

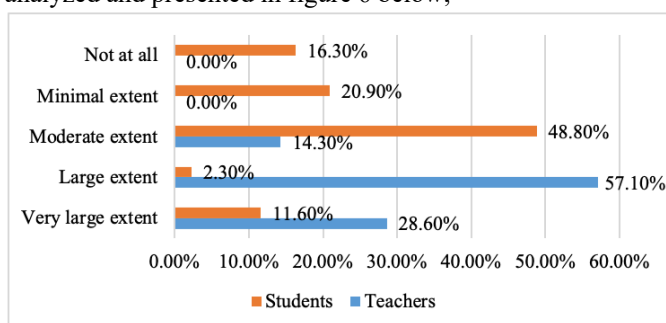


Figure 6: Opinion on Indiscipline and academic performance

Findings presented in the above figure provide additional confirmation of the association of inadequate academic performance and indiscipline levels among students. For

instance, majority (24; 57.1%) of the teachers indicated that they largely attribute inadequate performance among their students to indiscipline behaviors while 189 (48.8%) of the sampled students acknowledged that indiscipline behaviors affects their academic performance to a moderate extent. It is notable that all of the sampled teachers attributed inadequate performance to indiscipline behaviors while only 63 (16.3%) of the students perceived that indiscipline behaviors had no contributions to their academic performance. However, 45 (11.6%) of the students and 12 (28.6%) of the teachers indicated that indiscipline behavior contributes to inadequate academic performance among the students to a very large extent. The sentiments reinforce previous findings by Aswani et al. (2020) and Kariithi (2024) indicating that most secondary schools have recorded poor academic performance due to indiscipline behaviors among their students.

V. CONCLUSION AND RECOMMENDATIONS

CONCLUSION

Based on the findings presented in the previous sections of this report, the study concludes as follows;

- ✓ Public boarding secondary schools in Makueni County experience different forms of indiscipline among their students. However, such behaviors are manifested at different levels where noise making by students while in class is the most common form of indiscipline. The students are fairly indiscipline and those in form two are recognized as relatively notorious.
- ✓ Indiscipline behaviors among students pose negative and significant influence on the students' academic performance. Students with frequent engagement in indiscipline behaviors tend to record lower academic performance than their peers who rarely take part in such behaviors.

RECOMMENDATIONS

The outstanding influence of indiscipline behavior among students on the academic performance as has been established in this study persuades the researcher to recommend as follows;

- ✓ Both parents and teachers need to sensitize the students against all forms of indiscipline behaviors, including noise making while in class. The students as well as other education stakeholders may consider noisemaking as a negligible misbehavior but the study has established that it is very common among students and should be discouraged for better academic performance.
- ✓ All stakeholders in the Kenyan education system should encourage all students to cultivate self-discipline. This stands out as a possible means of ensuring that students' academic programs are not interrupted through indiscipline behaviors and disciplinary measures that may keep them out of school.

REFERENCES

- [1] Agnetta, P. M., Kiende, G. H., & Ogulu, O. N. (2022). Influence of Teacher Resource Utilization on Students' Academic Performance in Public Secondary Schools in Makueni County, Kenya. *Journal of Education*, 2(4), 11-25.
- [2] Aswani, J., Waithira, K., Jacinta, A., & Kwen, A. (2020). Indiscipline and academic achievement among secondary school students in Kilifi County, Kenya: A correlational study. *Journal of Education and Practice*, 11(11), 128-136.
- [3] Atama Alioma, B. (2021). *Teachers' professionalism and student discipline: a case of secondary schools in Arua municipality* (Doctoral dissertation, Kyambogo University).
- [4] Drake, R. (2024). Unsettling calm and order: the paradoxical dynamics of a white elementary teacher's racialized carceral logics. *International Journal of Qualitative Studies in Education*, 1-17.
- [5] Fang, N. (2021). Practice morality with etiquette: the new path of ideological and political education in colleges and universities from the perspective of ritual education of pre-qin confucian thinkers. *Francis Academic Press*, 85(5), 96.
- [6] Kaluku, E. N. (2023). *Influence of head teachers' administrative practices on students' discipline in public secondary schools in Machakos sub-county, Machakos county, Kenya* (Doctoral dissertation).
- [7] Karanja, S. D. (2018). *Resilience and Dispositions for Deviant Behaviour among High School Students in Kisumu County* (Doctoral dissertation, United States International University-Africa).
- [8] Kariithi, A. W. (2024). Influence of Disciplinary Actions on Discipline among Public Secondary School Students in Kiambu County, Kenya. *African Quarterly Social Science Review*, 1(3), 1-21.
- [9] Kenya National Bureau of Statistics. (2015). *2015 County Statistical Abstracts Makueni* (No. 2015; County Statistical Abstract). Kenya National Bureau of Statistics. <https://www.knbs.or.ke/wp-content/uploads/2023/09/2015-County-Statistical-Abstracts-Makueni.pdf>
- [10] Kosgei, J. R. (2020). *Effect of Students' discipline on their academic performance in Public Secondary Schools in Vihiga Sub-County, Kenya* (Doctoral dissertation, University of Nairobi).
- [11] Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
- [12] Morris, R. M. (2016). Assessing Substance Abuse among Secondary School Students in Kendu Zone, Homa Bay County, Kenya. *Journal of Health, Medicine and Nursing*, 24.
- [13] Muriuki, J., Nzinga, E., & Chiroma, J. (2022). The Influence of Teacher Transformational Leadership on Students' Academic Performance in Kirinyaga County Secondary Schools: A Qualitative Review. *Journal of Humanities and Social Science*, 27(3), 24-33.
- [14] Musyimi, C., Kasivu, G., & Nzomoi, J. (2024). Influence of education financing by non-state agencies on participation rates in public secondary schools in Makueni County, Kenya.
- [15] Muthusi, J. K. (2019). *Influence of Home-based Factors on Discipline of Students in Public Boys' Secondary Schools in Makueni Sub-county, Kenya* (Doctoral dissertation, University of Nairobi).
- [16] Mwoma, T. (2017). Children's reading ability in early primary schooling: Challenges for a Kenyan rural community. *Issues in Educational Research*, 27(2), 347.
- [17] Ndivo, J. M., Mwanja, P. M., & Mumo, R. M. (2021). Socio-Economic Factors Influencing Dropout rate among girls in public day secondary schools in Mukaa sub-county, Makueni County, Kenya. *Journal of Popular Education in Africa*, 5(10), 53-60.
- [18] Nthama, M. M., Mumo, R., & Kimeu, R. (2022). The Effects of Drug and Substance Abuse on Academic Performance of Students in Public Secondary Schools in Mavoko Sub County, Machakos County, Kenya. *Journal of Popular Education in Africa*, 6(10), 47-62.
- [19] Nwokoji, C. (2024). The Influence of the School towards Students' Indiscipline. *NIU Journal of Social Sciences*, 10(3), 155-163.
- [20] Offer, J. (2019). Herbert Spencer, sociological theory, and the professions. *Frontiers in Sociology*, 4, 77.
- [21] Onyeanwuna, O. S., & Ufuoma, O. A. (2022). Contemporary Behavioural Issues in Education. *International Journal of Education, Library and Information Communication Technology*, 1(1).
- [22] Rahal, A. and Adorjan, M. (2024). Design and Validation of Research Tools and Methodologies. United States: IGI Global.
- [23] Stone, L. (2020). Social Control and Intellectual Excellence: Oxbridge and Edinburgh (1560-1983). In *The RoutledgeFalmer Reader in History of Education* (pp. 15-32). Routledge.
- [24] Uguana, I. (2021). Classroom Indiscipline and Academic Performance of Primary School Pupils in Social Studies in Calabar South Local Government Area of Cross River State. Available at SSRN 3849709.
- [25] Waithaka, T. K. (2017). *Indiscipline in Public Secondary Schools: the Case of Nairobi County* (Doctoral dissertation, University of Nairobi).
- [26] Waryold, D. M., & Lancaster, J. M. (Eds.). (2023). *Student conduct practice: The complete guide for student affairs professionals*. Taylor & Francis.