

The influence of discipline on the learning process in secondary schools in Nandi County, Kenya

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Abstract

The research of the study explored on The Role of Discipline on the Learning Process in Secondary schools in Nandi County, Kenya. The respondents, including form three students, teachers, principals and parents participated in the study to determine whether discipline has an effect on the learning process. Questionnaires were instruments prepared for students and interview schedules were guide instruments used to get responses from parents, teachers and principals. Purposive sampling was used to identify the students as respondents, and the sample of the study was 1000 respondents. Analysis of data was done after collection and Descriptive statistics was used which included frequencies, percentages, mean and standard deviation. Differences within and among groups were determined by use of analysis of variance (ANOVA) and Pearson Correlation was used to determine relations. Reliability statistics indicated that the instruments were reliable with a coefficient of .743. In the study, the mean of discipline was 2.03 and that of learning process was 2.22. The interpretation of the study is that lack of or low discipline has a negative effect on the learning process which affects overall academic outcomes in Secondary schools. Hence, discipline should be upheld in all schools for a better learning process to be realised.

Key Words: Role of discipline, learning process, effects, Secondary School, academic outcomes, Nandi County.

Introduction

This study explored on the role that discipline plays in the whole learning process in Secondary Schools in Nandi County so that academic outcomes are enhanced. Order in secondary schools by students is an important virtue that is expected of them not only in the learning institution, but also in the neighborhood of schools, at home, in church and anywhere where humans inhabit. The main objective of learning organizations is that after a given period of study by students, there should be good academic outcomes attained by them which is beneficial to the society at large and can only be realized when students follow guidelines provided in learning institutions. The role of discipline in people's lives is to ensure that there is order, efficiency, punctuality, organization and

focus on particular tasks, as stated by (Cuemath, 2021).

Discipline refers to a set of rules and regulations which should be followed while undertaking any task or activities given which help individuals to complete within given fixed periods of time (Cuemath, 2021). Discipline, as explained by Emenike and Lekpa (2020) helps in creating a good learning environment where students get prepared for the future of adulthood when disruptive behavior is eliminated. However, indiscipline of students in learning institutions has been on the rise and is a great challenge in learning institutions internationally (Simuforosa & Rosemary 2014).

Statement of the Problem

Discipline of students at all levels of their study is a vital virtue that significantly impacts on the learning process and holistic development of students which includes their social, moral, spiritual, academic and physical growth. Despite its importance, discipline has not been consistently upheld in many Kenyan learning institutions, leading to increased instances of student indiscipline. This issue poses a threat to academic outcomes and the overall learning process in schools (Kosgei & Jeruto, 2020).

A disciplined student life is crucial as it promotes correct actions which enable the students to succeed, manage time efficiently and perform well academically (Singh, 2020). However, indiscipline of students in secondary schools has been manifested through behavioral problems like theft, student unrest and destruction of school property (Atieno & Simatwa, 2012). Such behaviors, not only disrupts the learning process but also tarnishes institution's reputation and negatively influence other students. Despite numerous commissions established by the Kenyan government, such as Departmental committee on Education and Research (2019) to investigate and address student unrests, indiscipline still persists. The Basic Education act of 2013 outlines, yet challenges remain, including low academic achievements and compromised quality education due to poor student concentration (Adeyemo & Olabode, 2020). Given these concerns, this research aims to investigate the impact of student indiscipline on the learning process and academic outcomes in secondary schools in Nandi County, Kenya.

Research Question

1. What is the role of discipline on the learning process of students in Secondary schools in Nandi County?
2. How does student discipline influence academic performance and the overall

learning environment in secondary schools within Nandi County, Kenya?

Significance of the Study

Findings from this study on the role of discipline of students and its impact on the learning process is of importance because it will create additional benefits to students, parents, teachers and different states including the government of Kenya. These benefits will be evident when issues that relate to indiscipline are discovered and solutions sought so that students have better academic outcomes which in turn produce economic and social returns when people invest in education (Wango, 2011). The positive outcome will be achieved through discipline programs that can be organized in schools by way of guidance and counseling of students which in turn will foster moral and academic enhancement and enable students to grow up as disciplined, self-reliant and socially integrated individuals (Eshetu, 2014), who will be able to understand themselves because disciplined students have time to listen to advice given by teachers and parents, hence, benefit from the learning process provided (Bechuke & Debeila, 2012). Disciplined students will adhere to the school programs and activities, and be prepared for responsibilities that are ahead of them in school, hence, plan their activities well so that they can achieve the most out of the school (Bechuke & Debeila, 2012), therefore, Improve academic performance and be appreciated by teachers, parents, fellow students and even other stakeholders because of upheld discipline.

Justification of the Study

Student discipline in Kenyan Secondary schools has been a desire for all stakeholders: parents, teachers, community and learners, but its absence seriously hampers teaching and disrupts learning process making education to be unsuccessful when the disruptive behavior of students supersedes that of the expected laid out objectives of education. Turito,

(2021) states that discipline is the most critical aspect in a student's life because there is need for them to practice discipline which enables them to adhere to school rules for good learning process in the classroom. Further, Turito (2021) explains that the learning process is enhanced because discipline enables students to pay close attention to teaching, provides a stress-free learning environment, facilitating student preparation for academic tasks as a daily routine, molds character of students who set good examples to others.

Literature Review

Role of Discipline in Learning Institutions

Discipline of learners is a very important virtue in the achievement of set objectives and goals of every student. Discipline requires students to be assertive in whatever they plan to do and requires strict adherence to cultural standards and values that have been set by the institution for them to avoid getting distracted from their set objectives. There are various reasons why student life requires a disciplined person to have life which can offer them the best out of their endeavors (Bechuke & Debeila, 2012). Academic life without discipline can bring about a lot of challenges and issues which students have ability to evade when they make correct and informed choices. Sources of literature for the study will be from journals, books, Theses and Dissertation documents. Areas of focus in this chapter were as enumerated below:

1. Role of discipline in learning institutions
2. Causes of indiscipline and Student views on factors that contribute to indiscipline
3. Role of parents and teachers in discipline of learners
4. Impact of discipline on the learning process
5. Measures taken to curb indiscipline of students

Discipline of students is an important virtue that is expected of them not only in the learning institution, but also about schools, at home, in church and anywhere where humans

inhabit. The main objective of learning organizations is that after a given period of study by students, there should be good academic outcomes attained by them which are beneficial to the society at large and can only be realized when students uphold discipline. The role of discipline in people's lives is to ensure that there is order, efficiency, punctuality, organization and focus on particular tasks, (Cuemath, 2021).

Discipline plays a very important role in the learning process as explained by Emenike and Lekpa (2020) that it helps in creating a good learning environment where students get prepared for the future of adulthood when disruptive behavior is eliminated. Successful students are the pride of any nation because the knowledge gained through rigorous study, yield products that benefit the country when students become innovative in coming up with ideas that solve every day issues. Perpetrators in discipline issues need to be dealt with through dissemination of information to them to gain knowledge and skills in education, therefore enable the wayward students to embrace peace for better learning outcomes (Opere, Kamere and Wawire, 2019).

Effective learning process in the classroom with good teacher and student relationships including proper peer adjustment, is a product of discipline in learning institutions because of compliance with school rules that are provided (Emenike & Lekpa, 2020). Presence of discipline helps in adherence to rules and regulations of institutions, cultural standards and values, especially when students are self-disciplined. Discipline enables students to give guidance and direction in managing behavior for an orderly stable study life (Association for the Development of Education in Africa (ADEA, 2021).

Appropriate school behavior policy is set out by the school administration which enables students to promote acceptable norms and behavior through self-discipline and show

respect to teachers, fellow students and their parents. Well-mannered students do not bully or cause any kind of harm to others and in the process have time created and managed for study and completion of given assignments by their teachers, hence, maintain an environment that befits learning. Discipline also helps to regulate the conduct of learners so that students restrain themselves from temptation to flout school rules and regulations but instead focus on their objective of study by training themselves to obey rules and be systematic in life which when properly implemented is formula for success (Vedantu, 2023).

Discipline impacts positively on the learning process by creating a stress-free environment that enables students to apportion time to various activities, hence, improve their planning through observing and maintaining a set out daily routine. It also molds learner behavior and creates their motivation, setting good examples and positively contributes to better academic outcomes. Various studies have shown a positive relationship between discipline in learners and their school performance, showing that performance improves when discipline is enhanced (ADEA, 2021).

Omari (2015) observed that discipline of students is one of the factors that influence upward performance in schools because students benefit from learning when there is order maintained in the classroom. Omari continues to state the importance of discipline that teachers are availed time and space to prepare, check and correct learners' work in an environment occupied by disciplined students, as presence of rules and regulations help in creating an environment fit for learning. Eshetu (2014) states that discipline is a necessary requirement for successful academic outcomes, when learners access educational information through their instructors and learning resources that aid them to learn.

Learning institutions have a duty in enforcing rules or code of conduct which guide learner behavior, but parents also have a role to play in ensuring consistency in adherence to the rules. Aspects of behavior such as dress code, hairdos, and basic manners are inculcated at home. Parents and educators, especially heads of institutions, are the two crucial pillars with significant influence on grooming of learners. Unless discipline is tackled from an early age, achieving quality education with full learner impact will remain a challenge. Thus, if learners at all levels are disciplined, they are most likely to acquire the requisite knowledge and skills with ease because they are focused and self-driven (ADEA, 2021). School rules and regulations are guides that help in managing student behavior, for its absence impacts negatively on learning process and academic outcomes and also creates citizens who are unmanageable (Akech, Ngwacho, & Nyatuka, 2022)

Despite the busy working schedules of parents, they still need to spend time with their children discussing various issues, including their discipline. There is also needed to strengthen guidance and counseling in schools, so that learners are helped to attain set values. Students, whose social and spiritual discipline is strong, have a high chance of excelling in school academics. The most valuable discipline is self-discipline, which learners should cultivate within themselves by setting standards and determining how far they can attain amidst numerous obstacles (ADEA, 2021) and is supported by Gelles, Lord, Hoople, Chen, Mejia, (2020) that self-discipline of students enables them to achieve set objectives of studies even when challenges arise because they learn to be flexible and adjust to different situations instead of giving up on studies. Self-discipline among students is the most important kind of discipline because it makes learners do the right even when not observed by their educators or parents.

Indiscipline is a challenge that contributes to poor learning and academic progress in schools (Emenike & Lekpa, 2020). Absence of discipline by students has eroded good values and behavior, therefore, causing decline in academic success. Since children are a very important asset to parents and serve as potential human resource to a nation, it is important that their discipline is ensured so that they can take over from the older generation in managing discipline of younger generations that come after them (Kennedy & Godwin, 2018).

Influence of Discipline on the Learning Process

The presence of discipline in learning institutions creates enormous impacts on the learning process and does not discriminate because it transcends boundaries of race, class of people and even gender. The positive impact is due to a created conducive learning environment for both learners and their teachers, as they enjoy the daily learning experiences which are realized because of upheld discipline of observance of rules in school by learners as monitored by their teachers (Turito, 2021).

Strong relationships between educators and their learners promote better academic attainment (Makendano, 2016). Martin and Loomis (2013) explain that the community in which learning institution is situated also has great influence on learners, meaning that the local community should provide positive support to enhance positive outcomes of the institution. According to Zimmerman and Kitsantas (2014), students' high academic performance can be enhanced when importance to focus on learning process is maintained by individual learners because school programs are prepared by teachers to enable them to boost ability in attaining academic improvement in their studies.

Students lose focus on their educational goals when discipline is not present in their study

life because these goals are derived through hard work, managing time well, having respect for other people and being self-determined in undertakings at hand (Gitome Katola, & Nyabwari, 2013). The implication is that students who are disciplined do not have their attention diverted from academic work due to their being psychologically prepared for academic endeavors. The team continues to state that disciplined students are unlikely to get involved in disciplinary issues and therefore get appreciated by teachers, parents, fellow students and general interested parties in education due to positive academic achievement. This aids students in boosting self-concept which in turn improves academic attainment further (Gitome et al., 2013).

Zhao and Kuo (2015) found out in their study which focused on student self-discipline that general discipline is paramount if good academic achievement is to be realized and that discipline encompasses personal attributes, as obedience to authority, being polite, orderliness and a show of social competence. The characteristics help students' academic performance because they will have competence as they undertake academic tasks that require perseverance, completion of assignments as scheduled, setting of goals and making plans to achieve them achieved without waiting for supervision from teachers or parents.

Njoroge and Nyabuto, (2014) pinpoints that discipline is one of the requirements for student academic success because presence of discipline yields academic improvement and achievement of expected goals as teachers maximize time for lessons well because students show readiness to learn, giving motivation to the teacher to even create more time for them aside the time tabled. Academic success is enhanced when students complete assignments at stipulated periods so that teachers can make further arrangements for revision and remedial work.

According to Cuemath (2021), discipline of students is important and is attained through the following points: Time management - This involves students being able to set out time for given tasks and scheduling the time well without wasting it on unnecessary duties, as time wasted is never recovered. This helps them to stay motivated and concentrate in work at hand and prevents procrastination of tasks that should be accomplished, hence, giving students development of mental peace and good health.

Leadership - Great leaders are not born but created by way of having tight schedules through maintaining discipline which helps in generation of positive attitudes towards society, confidence and eagerness to accomplish great duties. Decision making - Students who are disciplined have time to revise their work so that their decisions get improved by aligning body and mind with ideas and goals that are set. This kind of discipline helps in regulating orderliness and increases productivity in study activities. Achievements - Students get motivated and concentrate in their studies when they are disciplined. This helps them to have higher achievements than those who are not disciplined in their activities.

Stability and structure - Students are sure of success in their study life because discipline helps to schedule and organize activities and tasks in a proper structure which makes students to be stable as they undertake studies. Responsibility and control - Discipline enables students to regularly follow planned schedules and timetables through responsibility and self-control which not only helps in academic success, but also in building good relations with other people. Respect. Disciplined students show respect to self and others by working hard in their studies, therefore achieving goals which make them to earn respect from other people in society (Turito, 2021).

Improvement of mental health - Discipline helps students not to suffer from anxiety and stress because they take control of study life and tasks given so that they overcome their fear of failure and have controlled emotions which maintain and improve mental health. Maintaining peace in society - Discipline enables students to have law and order which prevents unacceptable activities, hence, enabling them to live in societies that are full of peace and harmony. Stay active - Disciplined students create time for every activity that is put in schedule in such a way that academic and physical health is improved. They are able to determine what is best for them as they decide on eating habits, exercise, sleep and wake up patterns. Turito (2021) further states that student discipline is paramount in their study life which enables them to do well in their academic endeavors because of proper time management, establishment of an ideal precedent for all students, reinforcement of self-restraint, being stress-free due to enhanced learning process.

Improved discipline in the classroom enables learning to be achieved as teachers provide advice and guidance to students which aids in attaining objectives because of being orderly in class activities (Kharisma, & Suyatno, 2018).

Discipline plays a central role in shaping the classroom environment by creating a sense of order and predictability that supports both teaching and learning. Research indicates that disciplined environments foster student engagement, reduce disruptive behavior, and create optimal conditions for academic achievement (Klieme et al., 2009; Hochweber et al., 2014). When students understand the rules and consequences, they are more likely to participate actively in classroom activities. This clarity contributes to reduced anxiety and increased motivation, especially among students who thrive in structured settings (Seidel & Shavelson, 2007; Zimmerman & Kitsantas, 2014). Thus, a disciplined setting

supports consistent academic performance and enhances teacher effectiveness.

The adoption of positive discipline strategies, rather than punitive measures, has been found to improve student behavior and academic success. Positive behavioral interventions encourage accountability, emotional regulation, and intrinsic motivation, all of which contribute to better classroom dynamics (Horner et al., 2017; Sugai & Simonsen, 2012). These approaches shift the focus from punishment to teaching desirable behaviors, reinforcing a supportive learning culture. Schools implementing such strategies have reported reductions in suspension rates and increases in instructional time (Bear, 2010; Skiba et al., 2006). The focus on encouragement and reinforcement creates trust and mutual respect between students and educators.

Discipline also significantly contributes to student mental health, reducing instances of anxiety, depression, and emotional distress when applied fairly and consistently. A well-disciplined environment is often perceived as safe and nurturing, factors that are closely tied to emotional well-being and academic persistence (Graham et al., 2006; Ozer & Weinstein, 2004). Students in such settings report higher levels of school connectedness and emotional stability. These mental health benefits translate into better focus, memory retention, and overall academic performance (Suldo et al., 2008; Thapa et al., 2013). Therefore, discipline indirectly supports learning by fostering psychological safety and emotional readiness.

Another significant dimension of discipline is its influence on student autonomy and self-management skills. Disciplined students often exhibit better time management, goal-setting abilities, and task completion rates, which are crucial traits for academic success (Zimmerman, 2002; Cao et al., 2017). They learn to regulate their own behaviors without

external supervision, demonstrating responsibility and independence. These self-regulatory behaviors are predictive of long-term educational attainment and personal development (Duckworth & Seligman, 2005; Zimmerman & Schunk, 2011). In this sense, discipline equips learners with life skills that extend beyond the classroom.

Consistency in disciplinary practices also enhances teacher-student relationships, which are critical to academic achievement. When students perceive that discipline is applied fairly and equitably, their trust in teachers increases, leading to better cooperation and reduced resistance to instruction (Blank & Shavit, 2019; Pianta et al., 2012). This trust fosters a sense of belonging, which is known to increase classroom engagement and learning outcomes. Teachers, in turn, benefit from reduced classroom stress and more time for instruction (Hamre & Pianta, 2006; Gregory & Ripski, 2008). Therefore, consistent discipline not only improves student behavior but also enhances the instructional environment.

Restorative discipline practices provide an alternative method of maintaining discipline while preserving student dignity and community cohesion. By emphasizing dialogue, empathy, and conflict resolution, restorative methods reduce suspensions and promote accountability through non-punitive means (Morrison & Vaandering, 2012; Riestenberg, 2023). Students are encouraged to reflect on their behavior, understand its impact, and actively participate in repairing relationships. This collaborative approach strengthens peer relationships and promotes inclusivity in learning settings (Payne & Welch, 2013; Armour, 2016). As a result, restorative practices foster both discipline and social-emotional development.

Classroom management strategies that reinforce discipline have also been found to contribute to improved instructional time and

student focus. Teachers who employ clear rules, routines, and non-confrontational corrective measures are more likely to maintain productive learning environments (Evertson & Weinstein, 2006; Wang et al., 1993). Strategies such as proactive reinforcement, seating arrangements, and verbal cues help minimize disruptions without escalating conflicts. These techniques are especially effective in large or diverse classrooms where maintaining order is challenging (Emmer & Evertson, 2017; Seufert et al., 2022). Well-managed classrooms, therefore, serve as a foundation for both discipline and effective pedagogy.

Discipline has also been linked to the development of social and emotional competencies such as empathy, respect, and cooperation. Students who internalize disciplinary values tend to display greater emotional intelligence and social awareness, both of which are essential for collaborative learning (Elias et al., 1997; Durlak et al., 2011). These students are less likely to engage in bullying, exclusion, or other disruptive behaviors, enhancing the social climate of the classroom. The cultivation of these soft skills also contributes to long-term career readiness and civic engagement (Zins et al., 2004; Jones et al., 2013). Thus, discipline supports the holistic development of students as learners and as members of society.

Inconsistent or harsh disciplinary measures, such as suspensions and expulsions, have the opposite effect by alienating students and disrupting their educational trajectories. Research shows that exclusionary discipline contributes to academic failure, school disengagement, and increased dropout rates, particularly among marginalized students (Losen & Martinez, 2013; Balfanz et al., 2014). These approaches often fail to address the root causes of misbehavior and may even exacerbate them. Students subjected to these measures experience decreased self-esteem and a greater likelihood of future infractions

(Skiba et al., 2011; Noltemeyer et al., 2015). Consequently, discipline must be applied judiciously and constructively to avoid detrimental effects.

Finally, discipline fosters a sense of routine and stability that contributes to students' academic endurance and physical well-being. Students who adhere to structured daily routines tend to sleep better, eat regularly, and manage stress more effectively, all of which impact cognitive function and academic performance (Cao et al., 2017; McEwen & Sapolsky, 1995). The predictability of disciplined routines helps students build resilience and develop habits that promote lifelong learning. Teachers also benefit from reduced behavioral unpredictability, allowing for more efficient planning and instruction (Marzano & Marzano, 2003; Freiberg & Lapointe, 2006). In this way, discipline supports not only academic but also physiological and emotional development.

The Benefits of Family-School-Community Partnerships

Partnership between the family, school and community yield various benefits because when the groups work together in ensuring that the students in secondary schools and otheschools'ing institutions avoid distractive behavior from studies, good products will be witnessed, especially when discipline takes a positive role in students' lives and educational benefits will be witnessed because the family, community and schools partner together.

Partners from education, business, philanthropy, health and social services have increasingly assumed responsibility for the education of a country's children. However, although the value of family-school-community partnerships is not questioned, the reasons for success and failure are not sufficiently understood (Leonard, 2011). Being a partner in education, Leonard (2011) argues that this implies three aspects which are namely (a) deliberate association, which

results in an exchange of knowledge (b) goods or services delivered (c) effects that are intended to have great benefits to the learners, teachers, parents and the school administration. Collaborative partnerships between teachers, parents and community remind students of their expectations that are associated with learning and study behavior as they keep focus on academic rigor (Kasyan, 2022).

According to the Neperville Community Unit School District 203 (NCUSD, 2013), partnerships can improve the school's programs and climate, provide family services and support and increase parents' skills and leadership, connect families with others in the school community, and help teachers with their work. However, the main reason to create such partnerships is to help all the learners to succeed at school and in adulthood. Hence, when parents, teachers, learners and other stakeholders view each other as partners in education, a caring and responsible community will be created. Cooperation between teachers and parents provide positive aspects in learning as rules and regulations are enacted with parents taking their parental roles (Simeo, & Tangi, 2022).

According to The Net Industries (TNI, 2013), although parental involvement may be reflected in current educational policies and practices, it includes a wide range of actions but generally refers to both the parents' and family members' use of and investment in resources in their children's schooling. Such investment can occur in or outside of the school with the intention of improving children's learning. Parental involvement at home includes discussions about schoolwork, helping with homework and reading with children; parental involvement at school can be in the form of the parents volunteering in the classroom, attending workshops, and cultural and sporting events which are performed for purposes of enhancing learning (TNI, 2013).

Rygus (2012) noted that even with the current climate of achievement testing and school accountability, some schools have failed to exploit the parents as a readily available resource for varied reasons. Rygus (2012) noted that positive parents in learners' achievement are effective resources who can help in improving students to better their discipline and academic performance and that their involvement has positive effect on the learners, the teachers as well as the school. This is supported by Simeo and Tangi, (2022) that parents can offer support when they ensure that their children follow school rules and regulations. Accordingly, parental involvement was found to create a home environment which is favorable to learning, aiding communication between home and school, parents volunteering at school, attending school functions, assisting with homework of their children, and decision-making at school, as well as collaborating with the community in education matters. Building firm relationships and regular communication enhances learning among young children and even though relationship-building is time-consuming, it is the school administration and the teachers' responsibility to build relationships with the parents (Simeo & Tangi, 2022).

Furthermore, the children's own perceptions of their parents' involvement and expectations are also effective and influential in their education. At home, the parents can demonstrate their involvement by reading to their children, assisting with homework, having regular discussions about the school or schoolwork with their children, and conveying their expectations for their future (Rygus, 2012). On their part, the teachers need to contact the homes to notify them of a job done well or their children's progress, not only when they are lacking in their performance, or when their behavior is causing problems, but also when there is positive academic performance.

Belle, (2016) asserts that the schools that have improved their partnership programs with the parents and the community have fewer learners sent to the principal, given detentions or suspensions because discipline issues are minimized. This claim is reiterated by Martin and Loomis (2013) who notes that better behavior among learners is a major advantage to positive educational outcomes of learners due to parental involvement. Parental involvement affects the achievement in such core subjects as reading, mathematics and science, the behavior of learners, their school attendance and their attitude, as well as their adjustment to the school (Belle, 2016).

Parents can have positive effects on their children's reading skills and boost their reading comprehension by monitoring their reading and making sure that there are always books available in the home for students to have further study while at home. Teachers and parents show concern to learners when they guide and shape their behavior in order to make successful progress in learning (Anderson, Ritter, & Zamarro, 2019). Studies indicate an overwhelming connection between literary resources in the homes and the children's reading skills because children get time to have more studies and monitoring from parents during their studies (Belle, 2016). This also helps the students to get busy with work, therefore, minimizing room for indiscipline.

Adolescents deal with a lot of challenges as they navigate depression, social pressures, influence from society and even drug dependency. These show that adolescents need help from parents, teachers and the community in general (Anderson, Ritter, & Zamarro, 2019). Learners who observe their parents' support for their education and enjoy good communications are more likely to continue their studies beyond secondary school. Parental involvement affects the learners' academic achievement, attitudes and engagement with school, and their perception

of their own potential. Their socio-economic and cultural backgrounds also influence the involvement of the parents in the education of their children. Socio-economic status incorporates the parent's income, level of education and his or her occupation. A positive relationship between the socio-economic status of the family and the academic achievement of the learners is well-established and that involvement is more likely to occur in families with a more educationally and financially stable background (Anderson, Ritter, Zamarro, 2019).

Part of the community are places of worship where people learn good practices that improve lives when students create a safe school environment, learn to practice self-discipline, collaborate with other learners to transform negative attitudes to positive ones which enable students to achieve better outcomes (Warman, 2021). When worship is followed appropriately, whether in Church, Mosques, or any other places of worship, desired values are inculcated into everyday activities, which include discipline in learning environment (Addai-Mununkum, 2019). According to Clauson (2019), students who adhere to religious practices and attend worship regularly, outperform in terms of discipline than those who do not.

Gender also affects discipline of learners because it takes a vital role in making meaning of who people are, affecting perception of themselves and others. Therefore, schools need to take responsibility in teaching and creating conditions where gender diversity of learners is put into consideration. Gender identity is an inherent sense of people's identity in terms of being masculine, feminine, in between, or neither (Rafferty, 2018). Discipline of learners is improved when teachers understand their gender and address students appropriately and avoid gender bias.

3. Methodology

3.1 Research Design

This study employed a descriptive research design. The design was appropriate for investigating and describing the existing roles of parents and teachers in promoting student discipline and how this influenced the learning process and academic performance among secondary school students in Nandi County, Kenya. The approach enabled the researcher to systematically collect, analyze, and interpret data without manipulating any variables.

3.2 Population

The population of the study area of Nandi County is of 249 public secondary schools and the sample was 25 secondary schools, which comprised all categories of learning: Mixed Day, Mixed Boarding, Girls' and Boys' schools. The researcher collected information of the study from Form 3 students in all the categories of learning whose number was 1000 out of the total population of 63104 students in the County (Nandi County Education Office, 2023). Teachers and principals from the secondary school institutions and some parents in the County were also involved in the study.

3.3 Sample and Sampling Techniques

Stratified Sampling was used in the study to ensure that all the categories of Boys', Girls' and Mixed Day schools get represented in the study. Stratified sampling ensures that all the sub-groups are represented for participation in the study (Role, 2015). Furthermore, Purposive sampling was also used, which is also termed as subjective sampling and a non-probability type of sampling that enabled the researcher to make own judgment on selection of participants for study (Formplus, 2021). For the purpose of this research therefore, Purposive sampling was used in selecting form three students in secondary schools to participate in the study because they had

stayed long enough in school to understand requirements needed, unlike forms one and two, while form four class needed not be involved due to their preparations for national examinations. To arrive at the stated schools, all the school names according to their categories were written on a piece of paper, then, random sampling was done to arrive at the expected participants.

3.4 Research Instruments

The researcher used self-structured interview schedules and questionnaires which were constructed from information gathered from literature review. The questionnaires were closed-ended structured questions which were responded to by Form three students because the class will have stayed in the school long enough to understand situations required for studies, unlike Forms one and twos. Form four students did not participate as they were candidates.

Scaled items were developed because they would allow easier and accurate data analysis, hence, precise interpretation of the responses. Numeric comparisons would easily be done with use of scaled items. Open-ended questions were preferred by the researcher for the interview schedules which were responded to by teachers, principals and parents because open-ended questions give chance for respondents to give their own views which have rich and extra information than when the respondents are restricted to particular responses. This enabled the researcher to gain more knowledge from observation of respondents during interview. The researcher also observed the school environment and behavior of students within school to determine their response to communications made in terms of management of time then recorded the observations to make conclusions on how disciplined students are in managing time.

3.5 Validity of the Research Instruments

Validity refers to the degree to which an instrument can measure what it is supposed to in a study (Jackson 2014). Middleton, (2022) explains that there are four types of validity that are used in research studies: Criterion validity evaluates how well tests used in a study can predict concrete outcome of results obtained. Face validity shows whether the content of a test looks suitable from the surface. Content validity assesses if all aspects of a study are represented, meaning that the test should cover all parts of the subject in study. Construct validity ensures that methods of measurement used in the study match constructs to be tested in the study, for instance, questionnaires should have questions or statements that are relevant to the study.

The instruments which were used in the study were questionnaires and interview schedules, which the researcher ensured of their validity by presenting them to experts in the school of Education at UEAB where they were scrutinized for face validity and content validity. Content validity seeks to measure effectiveness of academic performance in secondary schools when discipline of students is contained. This was measured through the topics discussed in literature review. Face validity refers to the likelihood that a question may be misinterpreted which lead to misleading responses from respondents. Therefore, the researcher used simple language in the questionnaires and also during interview so that participants could easily comprehend the questions and respond to them appropriately.

3.6 Reliability of Research Instruments

An instrument is said to be reliable when respondents give accurate and consistent results when administered repeatedly (Jackson 2014). Research experts from Department of Education at the University of Eastern Africa, Baraton checked the research instruments. The exercise ensured that the instruments covered valuable aspects of the study and were evenly spread to cover the whole study. A pilot study was carried out in Uasin-Gishu County to establish reliability of the instruments before the actual study was done. The County chosen for the pilot study has some similarities with study area in terms of accessibility and most people are from the same ethnic group. Cronbach Coefficient correlation was employed in the pilot study to test whether the instruments meet expected reliability of at least 0.7, because the minimum requirement for reliability is 0.6.

Findings

Demographic Profile of Student Respondents

Table 1 below indicates demographic profile of students as respondents in the study which showed the number of girls and that of boys in secondary schools in Nandi County which were all the categories of schools in the County. Percentage has been given per gender and cumulative percentage for all the respondents.

Gender of the Participants

Table 1: Number of Student Participants per gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Boys	570	57	57	57
Girls	407	43	43	43
Total	977	100.0	100.0	100.0

The table above represents the number of respondents in the study as: 570 boys and 407 girls which make a total of 977 learners. The percentage participation of boys was 57 while that of girls was 43 which made a total of 100 percent. This indicates a slightly higher number of boys than that of girls, which could be because girls' education has not been given the importance that is deserved. Some parents consider education of girls as waste of time and resources because as girls grow up to adulthood, they believe that girls get married off and resources spent on them benefit other families. They also feel that as soon as girls are of age, they should get married for the parents to gain dowry from them instead of spending money on their schooling which is in line with Gelles, Lord, Hoople, Chen and Mejia (2020). Many of the parents think that sitting in school and being talked to by teachers is not as productive as performing duties at home like caring for young children, grazing livestock, working in farms and learning to prepare good food for their future families.

Some girls who get pregnant early in life set a bad example to other girls and make parents think that the behaviour is due to the freedom given when girls go to school. The parents believe that girls who get pregnant before marriage are indisciplined, and their thoughts concur with studies done by Ndwiga, Momanyi and Mwal'wa, (2022) who opined that parents and teacher have a role to play in guidance of students to avoid early pregnancies which affect their learning

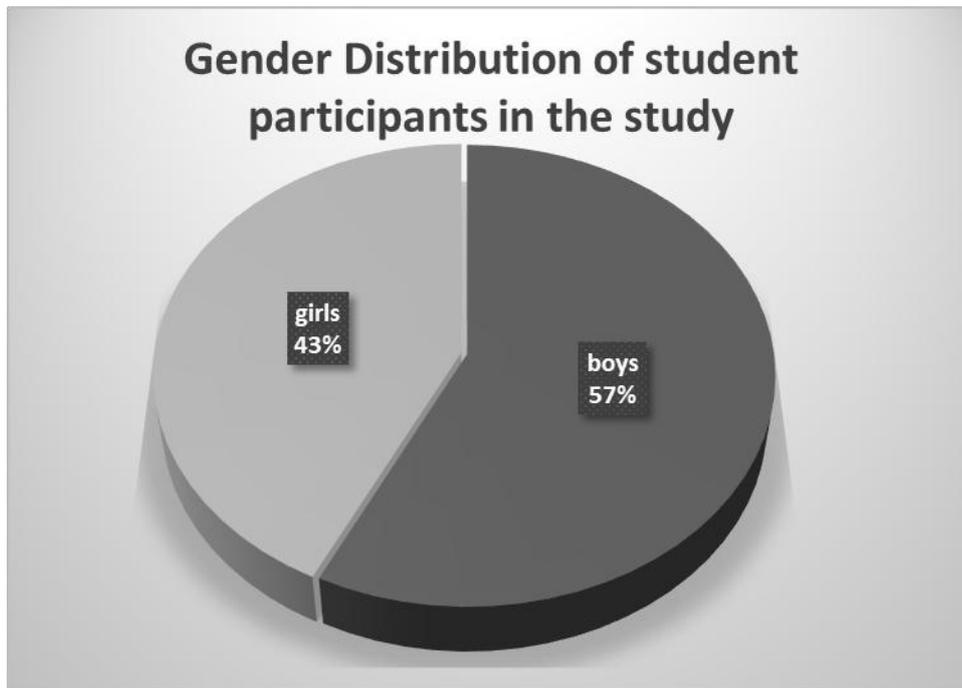
process. Some of the parents therefore felt that allowing girls to pursue education and making their fee payment was a waste of resources and valuable time and was one of the reasons for lower population of girls in secondary schools in Nandi County as compared to that of boys.

The number of boys is higher than that of the girls because of the thought of some parents on education of boys that resources which are spent on them is of value and gets back to the parents when the boys get employed and earn salaries that improve their families' wellbeing and help in preparation of taking fatherhood responsibilities of their future families and acquisition of wealth, hence, find benefit in educating them than the girls and is the reason why there are more boys who go to school as compared to the number of girls in Nandi County Secondary schools and agrees with study done by Murungi, (2013). The other reason could be fear of teenage pregnancies as in the cases of girls who get pregnant while in secondary school as parents find it a waste of financial and time resource when girls drop out of school, hence, prefer education of boys than that of the girls.

Figure below gives percentage gender distribution of students who were respondents in the study in all school categories when put together that is, all the girls and all the boys in secondary schools in Nandi County who were respondents.

Gender Distribution of Students

Figure 1: *Gender Distribution of Students*



Students who responded to the questionnaires in the study as indicated in the figure above is that the boys were 57 percent while the girls were 43 percent giving a total of 100 percent which covered respondent students in Mixed Day schools, Girls' Boarding schools and Boys' Boarding schools. This is an indication that the information gathered from the

students in the study was from both boys and girls and therefore, almost balanced as there was no gender bias, although percentage of boys who go to secondary school was higher than that of the girls giving implication that in Nandi County, or parents prefer to take boys to secondary schools than the girls or that most of the girls drop out of school early.

School Type

Figure 2: School Type- Boys' Boarding, Girls' Boarding and Mixed Day

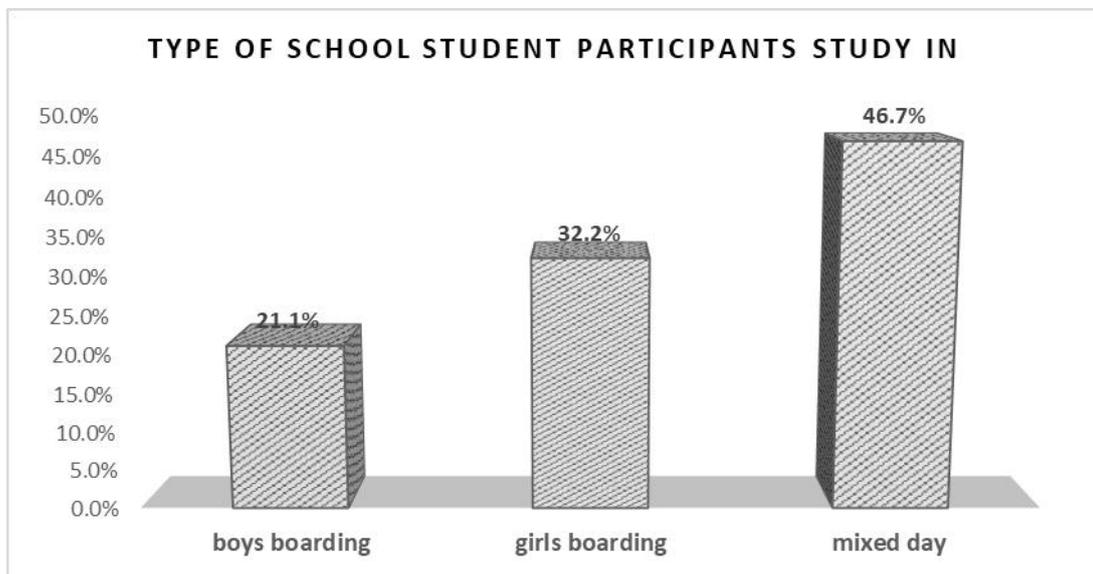


Figure 2 indicates the percentage number of students who responded in the study in all the secondary school categories of Boys' Boarding, Girls' Boarding and Mixed Day Secondary schools in Nandi County.

Student respondents of the study indicated in the figure above is that those in boys' boarding schools were 21.1 percent, while those in girls' boarding were 32.2 percent and mixed day schools had the most number of student respondents of 46.7 percent as compared to those in Girls' boarding and boys' boarding when observed individually. Indication from the demography is that more learners go to mixed day schools than Girls' or Boys' boarding schools in Nandi County. The reason of the high number of students in day schools could be because most of the day schools can be easily accessed by students in terms of distance. Free secondary education provided for by the government has encouraged many students to join day schools more than they do to boarding schools. The other reason is that there have been more instances of student undisciplined behaviour

in boarding schools than in Day schools as in cases of school torching and destruction of school property and is in line with studies done by Odoyo, et al (2016). Some students who do not value education prefer to be destructive to school learning resources, therefore, prompting some parents and students to opt for Day schools. The other indication noted is that there is danger of the boy child being left out of education because of the small percentage in boarding schools as compared to that of the girls. There have been cases of undisciplined students who destroy school property as indicated by Odoyo, et al (2016), and could be a discouraging factor to parents who would have wished to take their children to boys' boarding schools. Due to undisciplined behavior of some students, some parents may have feared that their children could take part in destructive activities which have financial implications on them.

Distribution of Students According to Type of School

Table 2: Students in - Boys' Boarding, Girls' Boarding and Mixed Day

Student Category	Frequency	Percent	Valid Percent	Cumulative Percent
Boys boarding	206	21.1%	21.1%	21.1%
Girls boarding	315	32.2%	32.2%	53.3%
Mixed day	456	46.7%	46.7%	100.0%
Total	977	100.0%	100.0%	100.0%

In table 2 the participation of the students showed that 206 were from Boys boarding, 315 were from Girls boarding and 456 from Day schools. The information reflects that there were more students in mixed day schools than in boys and girls boarding schools, but when the number of students in the boarding schools was put together, the

total was 531 as compared to 456 in day schools and the difference was 0.07%. The difference is minimal, therefore did not affect the study. This means that most parents preferred to have their children learn in boarding schools than in Day secondary schools which could be due to unavailability of facilities which enable the students to

further their studies while at home. One of the facilities is the sitting room which is a common area for all family members and visitors and does not make it conducive for private study. A study room could be a better place to study, but some parents find it unnecessary use of resources in putting up one such facility, hence, prefer to have their children in boarding schools.

While children are at home studying, parents chip in to educate them on moral values which enable them to grow as disciplined students as Vedantu (2023) states that students who have had positive discipline from their early years of life get organized, which is a healthy trait for successful study life. Parents need to utilize available time with their children to ensure that most of the teachings on discipline is done by them throughout their children's lives and especially before they attain school-going age. During study time at home, parents also monitor their children's organization and help them to plan their work well, like having personal timetable to ensure that all the learning areas are catered for which also aids in balancing their studies for better academic performance in school which concurs with observations made by Cuemath (2021) who stated that discipline is a personality trait that

leads an individual to be honest, hard-working, motivated and encouraged to do any given tasks to completion at given timelines.

There is also indication that there were more girls in boarding schools than in day schools. The reason could be that many parents feel that girls are safer in boarding schools than in day schools in terms of pregnancy prevention and is indication that parents abdicate most of their responsibilities to teachers in school. Trust given to teachers by parents is a positive sign that teachers take their tasks of mentorship of students seriously, while parents need to do better for their children while at home because children listen to their parents more than they do to other people and they are the first educators to their children. Adolescents deal with a lot of challenges as they navigate depression, social pressures, influence from society and even drug dependency. These agree with statements that adolescents need help from parents, teachers and community in general so that they may overcome challenges faced during adolescent stage as stated by (Anderson, Ritter, & Zamarro, 2019).

The number Participants

Table 3: Principals, Teachers, Chiefs and Parent Participation

Participants	Male	Female	Male (%)	Female (%)
Principals	21	4	84.0%	16.0%
Teachers	15	10	60.0%	40.0%
Parents	21	34	38.2%	61.8%
Chiefs	4	1	80.0%	20.0%
Totals	61	49		

Teachers who were respondents in the study were 25 comprising of 15 male and 10 female. The percentage representations were 60% for the male teachers and 40% for the female teachers. The researcher interviewed the form three class teachers after seeking for permission from the school principals.

Participation of male teachers was higher than that of female teachers showing that there is likelihood that more male teachers have been employed in public secondary schools in Kenya than the female teachers. The information of number of teachers is

supported by Cowling (2024) as illustrated below:

Table 4: Trends in the Number of Teachers Per Year

Year	Number of Female Teachers	Number of Male Teachers
2015	33,910	51,525
2016	35,561	53,249
2017	38,248	56,576
2018	40,467	58,805
2019	43,124	62,110
2020	46,996	66,159
2021	50,487	69,792

The illustration given above is clear indication that throughout the years, the number of female teachers who were employed by the Kenyan Government has been lower than the number of male teachers and this explains why there were more male respondents in the study area of Nandi than female teachers. The case of few female teachers not only applies to Nandi County, but also to other Counties in Kenya. Principals who responded comprised of 21 males and 4 females with percentage of 84% and 16% respectively. There was a great margin between the male and female principals which may be due to a small number of female principals in Nandi County. In Kenya, the number of female teachers who take administrative positions is lower than that of their male counterparts as studied by Purdul, Thinguri, and Muiru (2020) that males dominated institutional leadership more than females as a result of traditional and cultural attitudes and the position which society has placed on women that, men work better than them.

The Ministry of Education and the Teachers Service Commission realize that there is a notable need to facilitate community sensitization in order to drum up support for women in leadership positions in education so that more women are also placed in leadership

and that, TSC should implement to fullest the 2007 policy on identification, selection, appointment, deployment, and training of heads of post-primary institutions to enable balancing in leadership roles, which will enable more interested female teachers to hold leadership roles in learning institutions.

The administrative sector comprising of 5 chiefs of whom 4 were male and 1 was female participated in the study by being interviewed by the researcher. Again, leadership in the civil administrative sector indicates that men take more positions than women and this finding agrees with the study done by (Purdul, Thinguri & Muiru, 2020) who encouraged balancing of leadership roles for both genders. The mentioned administrators were the willing participants for the interview. Parents whose prior arrangements had been made by the researcher with the help of school principals were available around the schools where data was collected from and were also interviewed. Most of them understood Kalenjin dialect, but those who were of different tribes within Nandi County were interpreted for. The male parents were 21 and female parent participants were 34 which represented 38.2% and 61.8% respectively indicating that female parents participated more than the male parents in the study.

Role of Discipline on the Academic Performance

General Academic Performance

Table 5: Parents' Report on General Academic Performance

General Academic Performance	Number of Parents	Percentage
High	10	18.2%
Average	20	36.4%
Low	25	45.4%
Total	55	100.0%

The information is in line with reports from (Akech, Ngwacho, & Nyatuka, 2022) that School rules and regulations are guide that help in managing student behaviour, for its absence impacts negatively on learning process and academic outcomes and creates citizens who are unmanageable. Further, (Emenike & Lekpa, 2020) noted that

Table 6: Rate of Student Indiscipline

Rate of Performance of Undisciplined Students	Number of Parents	Percentage
High	0	0%
Average	11	20%
Low	44	80%
Total	55	100%

Parents who observed that indiscipline students scored highly were 0%, while those of average rating were 20% and those who gave a low rating in academic performance of the students were 80% which indicated that the largest number of students were undisciplined. From the researcher's interview of parents which was verbal, the information given showed their responses regarding students' academic performance that 10 parents felt that students performed highly, which represented 18.2% of the parents and their statements were:

There are students who do well because they always like to go to school. The statement explains the reason for the students' good performance according to the

indiscipline of students is a big challenge because it is a contributor to poor learning and academic progress in learning institutions. Parents were asked how they rated undisciplined students, and the following were their responses:

Rate of Student Indiscipline

parents—that when students have interest in attending school, they also get motivated to work towards better achievement academically. Such students show willingness to study and find out responses to challenging learning areas.

I wish all children were like student 'A' who finds time to read. This remark implies that the student referred to as 'A' is disciplined, values time, and prioritizes learning, which leads to improved academic performance.

The response from respondent parents in the study indicates the desire of many other parents for their children to perform well at school because of their children's effort to do

their best in their studies. This explains that there could be other factors that make some students not do well in their studies like peer influence, economic factors, absence of motivation from relatives, friends and teachers.

Even when parents visit school, the students are seen walking fast as they

perform school activities.

The parents were pleased that some of the students did exemplary well at school because of their show of interest in their academic work and wished that all the students would emulate them. This indicates that some parents have desire for good performance of students and struggle to ensure that the best is done for their children in terms of desired basic and school requirements.

Report of students who did well according to parents' observation is supported by (ADEA, 2021) that various studies have shown a positive relationship between discipline in learners and their school performance, showing that performance improves when discipline is enhanced. The parents who said that the students performed averagely were 20 and this represented 36.4% of the 55 parents. The statements they gave in support of their views that students were average performers were:

Some students try in academics, but they sometimes stay at home due to fee payments and other school requirements.

Sometimes they are found idling with students who don't like school, which could easily influence the students to drop out of school.

The remaining 45.4% of the parents gave their opinions as to why the students had low academic performance and made the following statements:

The students do not seem to care about their performance even though parents provide for their school needs

Teachers complain about the behavior of the students

Even at home the students do not take time to help their parents

The indication is that the largest percentage of parents said that many students had low general academic performance which is disappointing because that is normally not the expectation of all education stakeholders, since everyone would like students to perform well in their academic attainments. From statements made by some of the parents interviewed, discipline of students needs to be prioritized because some of them struggle to provide requirements, but students still lag in their academic performance. Other reasons that could have caused the low performance may be due to the kind of economic activity of tea harvesting in Nandi County, where students can get money for their own personal needs other than school requirements. This could have made them to think that struggling for academic progress at school is unnecessary because even those who may have done well in academic endeavors after KCSE examinations in their neighboring villages could be tea harvesters. Some of the statements made by parents were:

Those students who are not disciplined don't have time for studies

Because they don't behave well in school, they cannot ask for help from teachers

How can they get good grades when they do not even look at their books?

The statements made agree with observations made by Gelles, Lord, Hoople, Chen, Mejia, (2020) that self-discipline of students enables them to achieve set objectives of studies even

when challenges arise because they learn to be flexible and adjust to different situations instead of giving up on studies. Self-discipline among students is the most important kind of discipline because it makes learners to do the right even when not observed by their educators or parents. Discipline takes a very important role in the learning process as explained by Emenike and Lekpa (2020) that it helps in creating a good learning environment where students get prepared for the future of adulthood when disruptive behavior is eliminated. Furthermore, the information stated by Arthur is that parents can have positive effects on their children's reading skills and boost their reading comprehension by assisting them to read and making sure that there are always books available in the home which enables children to acquire more knowledge through reading different books on their own (Arthur, 2018). Parents take an active responsibility inculcating reading culture of their children which enables them to acquire more knowledge and avoid being undisciplined.

The findings of the research study done on the role of discipline on the learning process gathered from student responses were analyzed and each statement responded to indicated mean and standard deviation. The statements reflect how students were rated discipline-wise and the implication that the statements indicate on the learning process.

I communicate politely which had $M = 1.60$, $SD = 0.69$ indicated that students did not value importance of communicating to teachers, parents and their fellow learners politely. Poor communication from students impacts negatively on learning because there is no other means from which students take instruction, apart from getting proper guidance from their teachers and parents. Similarly, the statement *I understand the need to respect parents* had $M = 1.74$, $SD = 0.82$ showing a very low mean and standard deviation on respect of parents from their

children, which is an indicator of student indiscipline of both parents and teachers because if children have no respect for parents, the same behaviour will likely be replicated in school. *Presence in school always improves academic performance* had a very low mean showing $M = 1.69$, $SD = 0.78$, which signifies that student did not find importance in presenting themselves in school always to enable learning process implementation. The statement implies rampant absenteeism of students which means that learning does not go on progressively and lacks flow and connectivity of learning areas. *I complete work in time* had $M = 1.68$, $SD = 0.72$, indicating that students' major aim of being in school was of no value to them as completion of school work should be of essence as the main objective of being in learning institutions. *I find time to revise my work* had $M = 1.59$, $SD = 0.78$, again giving the picture of why students' performance gets low due to inability to revise schoolwork. The results show that there is lack of interest to study because when there is a will, a way will always be found.

The overall $M = 1.66$, $SD = 0.758$ which give a reflection that there was no discipline from the students. Turito (2021) stated that student discipline is paramount in their study life which enables them to do well in their academic endeavors because of proper time management, establishment of an ideal precedent for all students, reinforcement of self-restrain, being stress-free due to enhanced learning process. The idea of discipline as a requirement for successful learning process is also supported by (ADEA, 2021) that presence of discipline helps in adherence to rules and regulations of institutions, cultural standards and values, especially when students are self-disciplined. Discipline enables students to give chance to guidance and direction in managing behavior for an orderly stable study life of students.

Responses from interview of parents regarding the role that discipline plays in students' academic performance indicated that 45.4% of the parents said that the students who showed low level of discipline also had low academic performance; 36.4% said that the performance of students was average and those who rated them highly were 18.2%. Some statements made by parents include:

Parent A - *These children don't even come home with their books.* The statement showed that students did not find reason to carry some of their books for revision and completion of assignments while at home. The picture is that of a don't-care attitude towards academic work which may be due to indiscipline of the students or that parents do not provide environment where their children can have personal study. B - *As soon as they get home, they change their uniform and loiter on the road.* This statement depicts students who have no guidance from their parents and therefore, do as they wish. Learners who have proper guidance would not dare to just leave home without their parents' consent, or further still, may be that no assignments are given at school as homework and indicates that the students may be under-fed academically. C - *Those who are rude to parents discourage them from providing school requirements.* Due to student lack of respect, parents fail to provide for their academic requirements, because children need to motivate their parents to provide for them, especially on monetary issues.

Findings reflect a greater percentage of undisciplined learners being, high and the information is in line with report from (Akech, Ngwacho, & Nyatuka, 2022) that School rules and regulations are guide that help in managing student behaviour, for its absence impacts negatively on learning process and academic outcomes and also creates citizens who are unmanageable. Further, (Emenike & Lekpa, 2020) noted that indiscipline of students is a big challenge

because it is a contributor to poor learning and academic progress in learning institutions. Parents who observed that undisciplined students scored highly were 0%, while those of average rating were 20% and those who gave a low rating in academic performance of the students were 80%. The last rating carried the largest share of undisciplined students.

CONCLUSION

Discipline of learners impacts positively on the learning process when students uphold this important virtue. Low discipline of learners has a negative impact on the learning process. Principals of the learning institutions need to monitor discipline of students and the learning process by ensuring that correct measures are put in place that enable students to succeed in their studies.

Barriers to the learning process include: absenteeism of learners to school, truancy, uncompleted assignments, lack of interest in studies, noise-making in class, teachers who do not attend lessons, ineffective school administration, parents who abdicate their responsibilities to teachers and relatives, lack of parental guidance, poverty, among other barriers. The barriers, which are indiscipline actions, need to be looked into by all stakeholders (Teachers, parents, administrative leaders and members of the community) who need to take their roles seriously in order to improve discipline of all learners for successful learning process when student discipline is enhanced.

Recommendations

The researcher recommends that all stakeholders of education: Ministry of Education, parents, teachers, community and students, need to take a lead role in enhancing discipline of secondary school students. This will enable the students to focus on their studies, hence, have better learning process and academic outcomes.

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