

**Influence of Students' Involvement in Indiscipline on Academic Performance in Public Secondary Schools in Meru-South Sub County, Tharaka Nithi County Kenya**

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**Abstract**

Discipline is a fundamental determinant of students' academic performance, as it influences their concentration, class attendance, and compliance with school rules. This study sought to examine the influence of students' involvement in indiscipline on academic performance in public secondary schools in Meru-South Sub-County, Tharaka Nithi County, Kenya. This study was grounded in Self-Determination Theory. The study adopted a descriptive survey research design. The target population consisted of 7,500 students, 90 teachers, and 13 head teachers across 13 public secondary schools. Fisher's formula was used to determine the sample size of 353 respondents. Stratified sampling was employed and data were collected using structured questionnaires, interviews. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed thematically. The findings revealed a significant relationship between student indiscipline and academic performance. Schools with higher levels of discipline recorded better academic outcomes. The study concluded that effective discipline management enhances academic performance. It recommends that school administrators strengthen guidance and counseling programs and engage parents more actively in enforcing student discipline. The findings will assist education stakeholders in formulating targeted interventions to foster a more conducive learning environment for improved academic achievement.

**Keywords:** *Students' Involvement, Indiscipline, Academic Performance, Public Secondary Schools, Tharaka Nithi County*

**INTRODUCTION**

Discipline is the ability of Students to exhibit restraint and obedient behaviors (Dondo 2005). Discipline is a system of laws and regulations used to uphold order, control, and assist students to learn acceptable, pleasant, and desirable behavior to restore their behavior. In secondary schools, discipline ensures that students have consistency. In this safe and secure atmosphere, they can learn the meaning of rules, restrictions, and penalties as well as how to develop natural self-control or self-discipline. Whisman and Hammer, 2014; Ofori et al 2018; Oloyin et al 2019 observed students' discipline in Kenya and observed that academic indiscipline is a prevailing problem that affects the learning process in most secondary schools in Kenya. Teaching and learning activities are mostly interfered with by students' misconduct in the classroom which leads to school dropouts, repetition, and poor performance (Mugambi, 2006).

Indiscipline manifests itself in several ways. The most common forms are truancy, examination cheating, vandalism, and strikes. Globally, truancy has been revealed to harm the academic systems (Hassan et al., 2016; Gottfried, 2019). According to Makokha (2010), a truant student is a learner who misses school or lessons for a particular reason without the knowledge of their teacher or parents. The student in turn misses the teaching and learning process. In such a case, the student may not acquire the knowledge, skills, and attitude documented in the learning objectives and therefore lower their academic performance.

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

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

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

In Kenya, different public secondary schools have different ways of ensuring that discipline is maintained within schools. There are methods used in schools to instill discipline in learners such as guidance and counseling, introducing school rules to learners, and punishment to help manage discipline in schools. Successful management of discipline in most schools in Kenya is through cooperation between school heads, staff, students, parents, and the community around schools. This is however not the case in most secondary schools in Kenya, especially in Tharaka Nithi county where high levels of indiscipline have been

observed. Indiscipline has led to the poor academic performance of learners in most schools in Meru Sub-County in Tharaka Nithi County. Students have been observed to be so undisciplined especially when they are in school. This proves the importance of this research which provides findings on how to influence students' discipline on academic performance in public secondary schools in Meru- South Sub-County in Tharaka Nithi County.

To implement discipline in schools, core issues should be addressed. MOEST (2007), describes three types of discipline that is preventive, supportive, and corrective. Preventive discipline stops behavior from occurring, corrective discipline suppresses behavior and positively redirects misbehavior once it occurs. Supportive discipline encourages good behavior. According to KICD 2014, discipline for both boys and girls should be viewed as training that results in children being able to self-regulate, maintain order, obey, and cooperate. According to UNESCO's 2009 report, both high school males and girls exhibit instances of indiscipline. Disciplined boys and girls perform better in academics. Wells (2014) found in his study done in Boston that boys have more incidents of indiscretion than girls, although it was still very simple.

### **Statement of the Problem**

Persistent student indiscipline has been reported as a major hindrance to academic performance in public secondary schools across Kenya, and Meru South Sub-County is no exception. While national reports indicate improvement in access to education, cases of truancy, disrespect to teachers, examination cheating, and property destruction remain prevalent, contributing to poor performance outcomes (MOE, 2020; KNEC, 2021). In Meru South, anecdotal reports from teachers and administrators suggest rising incidents of classroom disruptions and absenteeism, yet no empirical study has systematically documented the specific nature, prevalence, or severity of these behaviors. Consequently, schools in the region continue to perform below expected academic benchmarks, particularly in Kenya Certificate of Secondary Education (KCSE) examinations (TSC, 2022), raising concern about the role of indiscipline in the observed academic decline.

Despite various discipline management efforts including the introduction of guidance and counseling programs, reinforcement of school rules, and parental engagement, evidence on their effectiveness remains scant (Mwangi & Wambugu, 2021). The lack of localized, data-driven insights makes it difficult for educational stakeholders to formulate responsive interventions suited to the unique socio-cultural context of Meru South Sub-County. Furthermore, previous studies in Kenya have focused on urban or national-level analyses (Ndetei et al., 2017; Nyabuto & Njoroge, 2014), leaving a significant research gap in rural settings like Tharaka Nithi County. This study, therefore, sought to examine how student indiscipline specifically influences academic performance in public secondary schools in Meru South Sub-County, thereby addressing a critical empirical and policy gap.

### **Purpose of the Study**

The purpose of the study was to establish the influence of students' involvement in indiscipline on academic performance in public secondary schools in Meru South sub-county, Tharaka Nithi County in Kenya.

## **LITERATURE REVIEW**

### **Empirical Literature**

In India, a study conducted by Singh and Kapoor (2021) investigated the influence of student indiscipline on academic performance in urban secondary schools in New Delhi. The study adopted a descriptive survey design involving 600 students and 120 teachers across 15 government-aided schools. Data collection instruments included structured questionnaires

and school disciplinary records. The research revealed that common forms of indiscipline such as absenteeism, verbal abuse, defiance, and classroom disruption had a direct negative impact on learners' academic performance. Notably, 68 percent of teachers reported losing over three hours weekly to managing indiscipline, while 54 percent of students admitted that disruptive behavior reduced their ability to concentrate in class. Statistical analysis using regression models indicated a strong inverse relationship between disciplinary issues and average academic scores, particularly in mathematics and science subjects. The study attributed poor academic results to instructional time lost in resolving conflicts and enforcing discipline policies. Singh and Kapoor emphasized the need for school-wide behavior management systems, teacher training in behavioral psychology, and parental sensitization programs to address the root causes of student indiscipline and improve academic engagement.

In Canada, the work of Tremblay and Pelletier (2020) explored the academic impact of behavioral infractions among secondary school students in Quebec. Using a longitudinal cohort study design, the researchers tracked 450 students over three academic years, combining school records with behavioral assessments and annual academic evaluations. The results showed that chronic behavioral issues such as tardiness, classroom disruption, and insubordination correlated with academic decline across all subjects, particularly among students from low-income backgrounds. The study employed hierarchical linear modeling to analyze changes in academic performance over time, revealing that students with three or more recorded disciplinary incidents per term had a 17 percent lower GPA than their peers. Qualitative interviews with school counselors highlighted that students with persistent behavioral problems often exhibited low motivation, poor self-esteem, and limited family support, which further diminished their academic resilience. Tremblay and Pelletier concluded that while discipline alone is not a predictor of performance, sustained behavioral challenges significantly disrupt academic continuity and foster a cycle of disengagement, low achievement, and further misconduct.

In Brazil, a mixed-method study conducted by Santos and Rocha (2019) examined the academic implications of student indiscipline in public secondary schools in São Paulo. The study engaged 500 students, 100 teachers, and 20 administrators through questionnaires, classroom observations, and focus group discussions. The most frequent disciplinary issues included absenteeism, examination cheating, aggression, and failure to complete assignments. Quantitative analysis revealed that schools with higher reported cases of indiscipline recorded significantly lower pass rates in national assessments. Teachers reported that behavioral infractions not only reduced instructional time but also contributed to increased stress and burnout, which in turn affected their instructional quality. The study also found that students involved in repeated disciplinary offenses demonstrated poor study habits, low levels of academic confidence, and higher dropout rates. Based on its findings, the study recommended institutional reforms such as integrating social-emotional learning, enhancing teacher-student rapport, and engaging local communities in co-managing student discipline to enhance academic achievement.

In Tanzania, a study by Mwenda and Mgeni (2020) explored the relationship between student misconduct and academic performance in public secondary schools in Dodoma. Using a cross-sectional survey design, the researchers sampled 420 students and 80 teachers from ten schools. The findings indicated that truancy, defiance, and examination malpractice were the most prevalent forms of indiscipline, with 60 percent of students reporting at least one suspension in the academic year. Regression analysis showed that students with repeated behavioral offenses scored an average of 15 percent lower in the national examinations

compared to those with clean conduct records. Teachers also reported that indiscipline led to delays in syllabus coverage and reduced participation in classroom activities. Mwenda and Mgeni concluded that student indiscipline negatively impacts academic achievement by reducing contact hours, lowering teacher morale, and disrupting the classroom environment. They recommended that schools develop behavior intervention frameworks, expand counseling services, and foster closer teacher-parent collaboration to address the root causes of indiscipline and improve learning outcomes.

In Rwanda, Ndayisenga and Mugisha (2019) conducted a qualitative case study in Kigali to assess how student behavior influenced academic performance. The study involved six secondary schools, with interviews conducted among 45 teachers and 30 students. The study focused on behaviors such as lateness, drug use, disrespect toward staff, and bullying. Teachers emphasized that indiscipline undermined the learning environment by disrupting class routines and demoralizing both students and educators. Notably, schools that had implemented peer mentoring and regular moral education programs recorded higher academic performance. Ndayisenga and Mugisha found that students who participated in disciplinary committees or student leadership roles exhibited better academic outcomes and improved behavior, suggesting that involving students in the maintenance of discipline fosters responsibility and academic engagement. The study recommended expanding peer-led programs, integrating ethics and civic education into the curriculum, and training teachers in non-punitive discipline strategies that reinforce positive behavior.

In Uganda, a quantitative study by Okello and Atimango (2021) assessed the effect of student misconduct on academic achievement in secondary schools in Gulu District. The researchers used a sample of 300 students and 90 teachers, collecting data through structured questionnaires and analysis of academic transcripts. The study identified habitual absenteeism, disrespect for school rules, and class disruptions as key disciplinary concerns. Using Pearson correlation analysis, the study revealed a statistically significant negative relationship between student indiscipline and academic performance ( $r = -0.63$ ,  $p < 0.01$ ). Teachers noted that students with poor behavior records had inconsistent attendance, weak time management skills, and limited academic focus. Furthermore, these students were more likely to perform poorly in science and technical subjects, where regular practice and attendance are crucial. Okello and Atimango concluded that to mitigate the effects of indiscipline, schools must strengthen guidance and counseling departments, promote student engagement initiatives, and involve parents in behavior monitoring.

In Kirinyaga County, a study by Kamau and Wanjiru (2020) explored the impact of student indiscipline on KCSE performance in public secondary schools. Employing a descriptive survey design, the study targeted 12 schools, involving 300 students and 60 teachers. The findings revealed that absenteeism, fighting, defiance, and examination malpractice were the most common forms of indiscipline. Schools with high levels of student misconduct recorded a mean score of 3.8 in KCSE, compared to 6.5 in schools with effective discipline mechanisms. Teachers reported that dealing with disciplinary cases consumed significant instructional time and that the learning environment in indisciplined schools was often tense and chaotic. The study concluded that effective discipline enhances academic focus and student performance, while indiscipline leads to instructional disruption and demotivation. Kamau and Wanjiru recommended school-wide discipline policies, parental involvement, and reinforcement of positive behavior to reduce student misconduct.

In Bungoma County, Mutua and Mbatha (2021) examined how student behavior influenced academic performance in mixed-day secondary schools. Using a mixed-method approach, the study involved surveys, academic record reviews, and interviews with 250 students and 50

teachers. The research showed that students who were frequently indisciplined had lower mean scores across all subjects. Indiscipline manifested through lateness, poor homework submission, and bullying. Teachers linked poor performance to low concentration levels, emotional distress among victims of indiscipline, and disjointed lesson delivery. Students admitted that chaotic classroom environments reduced their motivation and ability to learn. The study recommended the integration of character education, regular monitoring of student behavior, and deployment of school-based mentors to model positive conduct and academic excellence.

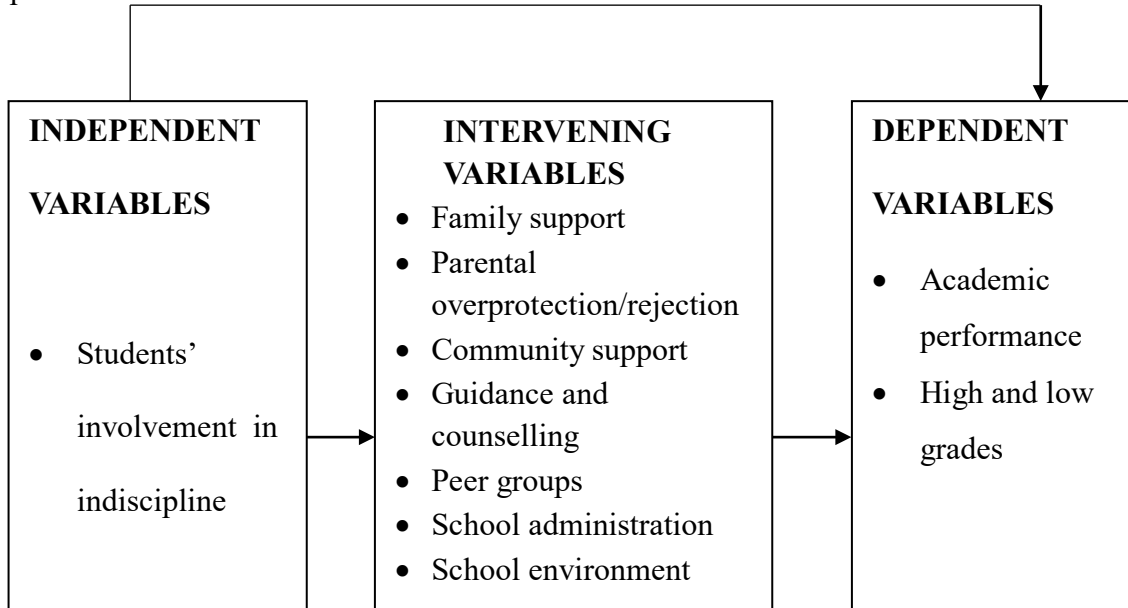
In Meru South Sub-County, a study by Njeru and Kathia (2025) assessed how student indiscipline affected academic achievement in public secondary schools. Using descriptive survey design, the researchers sampled 7500 students, 90 teachers, and 13 principals across 13 schools. Data was collected through questionnaires, interviews, and document analysis. The findings indicated that 92 percent of students and 95 percent of teachers believed that indiscipline such as truancy, cheating, and vandalism directly impacted performance. Schools with frequent disciplinary incidents recorded lower mean scores and high student dropout rates. It was noted that teachers spent over four hours per week addressing disciplinary issues, which compromised effective teaching. The study concluded that persistent student misconduct eroded learning time and institutional efficiency, thereby lowering academic outcomes. It recommended reinforcement of school guidance and counseling, regular mentorship sessions, and involvement of parents in school discipline systems to restore academic discipline and improve results

### **Theoretical Framework**

The study was anchored on Self-Determination Theory. Self-Determination Theory (SDT) is a macro-theory of human motivation and personality that emphasizes the importance of humans' evolved inner resources for personality development and behavioral self-regulation. The theory was initially developed by Edward L. Deci and Richard M. Ryan in the 1980s and has since been extensively refined and validated in educational contexts. The core assumption of SDT is that individuals have inherent psychological needs that must be satisfied in order to foster well-being, motivation, and optimal functioning. These needs include autonomy (the need to feel in control of one's behavior and goals), competence (the need to gain mastery and achieve outcomes), and relatedness (the need to feel a sense of belonging and connection with others) (Ryan & Deci, 2000; Ryan & Deci, 2017). When these needs are supported, individuals are more likely to engage in intrinsically motivated behavior that is consistent, self-directed, and sustainable. In educational settings, SDT has been widely used to understand the determinants of student behavior and academic outcomes. Self-Determination Theory offers a comprehensive and empirically supported model for understanding the relationship between student discipline and academic performance. By centering on psychological needs and contextual influences, the theory provides insights into why students engage in disruptive behaviors and how these behaviors negatively impact learning outcomes. Through its emphasis on autonomy, competence, and relatedness, SDT aligns well with the objective of this study and underpins the conceptual framework by highlighting the motivational processes that mediate between discipline and academic achievement.

### Conceptual framework of the study

A conceptual framework outlines the understanding of a researcher on how to explain a fact. It gives a clear map on actions required throughout the study using previous information and knowledge gained from other researcher's point of view and his observation on the research subject. The conceptual framework below shows effects of discipline to their academic performance.



**Figure 1: Conceptual Framework**

**Source:** Researcher (2025)

### METHODOLOGY

#### Research Methodology

This study employed a mixed-methods research design, integrating both qualitative and quantitative approaches to provide a comprehensive analysis of the influence of student discipline on academic performance.

#### Research Design

This study adopted a descriptive research design due to its effectiveness in capturing and analyzing data related to human behavior and social phenomena. Since the research involved human subjects, accuracy in data collection and analysis was of utmost importance.

#### Location of the Study

This study was conducted in Meru South sub-county, Tharaka Nithi County, Kenya, focusing on selected public secondary schools.

#### Target Population

Tharaka Nithi County comprises several public secondary schools; however, only 13 public secondary schools were selected for this study. The target population consisted of 7,500 students, 90 teachers, and 13 head teachers across the 13 public secondary schools. The primary reason for selecting Meru South sub-county was the high rate of student indiscipline reported in public secondary schools, which has had a significant impact on academic performance. The sub-county has witnessed numerous cases of student unrest, absenteeism, and other disciplinary issues, leading to declining academic outcomes.

#### Sample Size

Fisher's formula was used to determine the sample size of 353 respondents.

Stratified sampling was used to divide the population into different categories (Begi, 2009). Selected schools in Tharaka Nithi County in Kenya were divided into two subgroups then a simple random sample was selected. Public secondary schools were divided into two groups which are; Group 1: Boys Secondary Schools and Group 2: Girls Secondary schools.

### **Research instruments**

This study utilized two primary research instruments: a questionnaire and an interview schedule, which were employed to collect data from both teachers and students.

The questionnaire was administered to a broad sample of respondents, primarily students and teachers, to collect quantitative data.

To complement the quantitative data, the researcher used a semi-structured interview schedule targeting a purposively selected group of teachers and school administrators.

### **Data Collection Procedures**

The researcher followed a structured approach to data collection to ensure adherence to ethical and professional research standards. First, an introduction letter was obtained from Mount Kenya University, which served as official authorization for conducting the research. Additionally, a research permit was acquired from the National Council for Research, further legitimizing the study. These documents were then presented to the District Education Officer to seek formal permission to conduct research within the selected schools.

Upon receiving the necessary approvals, the researcher scheduled appointments with the selected respondents to facilitate a smooth data collection process. The researcher personally visited the institutions, issued the questionnaires, and provided necessary instructions to ensure accurate responses. This meticulous approach not only ensured compliance with institutional regulations but also fostered trust and cooperation among respondents, ultimately enhancing the quality of data collected.

### **Data Analysis**

Descriptive statistics were employed to analyze the collected data. After collecting the data, it was coded and entered into a computer for analysis using the Statistical Package for the Social Sciences (SPSS) version 28 for Windows. Qualitative data analysis involved several steps, including data collection, organization, coding, and interpretation. The researcher employed narrative analysis to interpret responses obtained through interviews, allowing for an in-depth understanding of participants' experiences and perspectives. On the other hand, quantitative data analysis relied on descriptive statistics, utilizing frequency tables for effective presentation. This approach ensured that the data was accurately interpreted and clearly communicated, enhancing the overall reliability and validity of the research findings.

### **Ethical Considerations**

The researcher adhered to strict ethical guidelines to protect the rights of participants. Before data collection, permission was sought from relevant authorities, and informed consent was obtained from all respondents. The researcher ensured that all questionnaires were distributed with full disclosure of the study's purpose, allowing participants to make informed decisions about their involvement. Confidentiality was also prioritized, with all data being anonymized to protect respondents' identities. Moreover, the researcher-maintained professionalism and integrity throughout the research process, ensuring that data collection, analysis, and reporting were conducted transparently and ethically. By observing these ethical considerations, the study upheld high academic and professional standards, ultimately contributing to credible and reliable research outcomes.



## FINDINGS AND DISCUSSIONS

The data was collected using questionnaires and 326 respondents participated after consenting.

### Social Demographic Characteristics of Respondents

The study sought to understand the social demographic profile of the respondents in order to contextualize their perspectives on discipline and academic performance. Findings showed that females constituted a larger proportion of the sample, accounting for 56.5%, while males comprised 43.5%. This indicates that the views of female respondents were more prevalent in the study, which may reflect broader patterns of gender participation or availability during data collection.

In terms of age distribution, the majority of student respondents fell within the 15 to 17 years age bracket, making up 65.2% of the sample. This suggests that the data primarily reflects the experiences and opinions of students in mid-secondary school years (Form 2 and Form 3), who are generally more aware of and involved in disciplinary issues within the school setting. With regard to the type of school attended, the study found that 35.7% of the respondents were from boarding schools, making them the majority group in terms of institutional type. This points to the likelihood that boarding schools experience relatively more indiscipline cases, which the study attributes to intense peer interactions among students from diverse backgrounds. These interactions often expose students to conflicting values and behaviors, thereby increasing the potential for negative peer influence and deviant conduct within these environments.

### Influence of Students' Involvement in Indiscipline on Academic Performance

The study required to establish if indiscipline affects academic performance. The responses given by teachers are shown in Table 1.

**Table 1: Effects of indiscipline on academic performance**

Effects of indiscipline on academic performance	Frequency	Percentage
<b>Deputy principals</b>		
Yes	1	13%
No	7	88%
<b>Teachers</b>		
Yes	38	95%
No	2	5%
<b>Students</b>		
Yes	253	92%
No	23	8%

**Source:** Field Data (2025)

According to Table 1, 95 percent of the teachers and 92 percent of students agreed that discipline affects academic performance. Therefore, it can be deduced that truancy, examination cheating, vandalism and not doing homework affect academic performance.

The findings in Table 1 are consistent with Rosemary, (2014) who documented that when students are indisciplined they learn less and distract their peers from learning. They also stress their teachers which distracts them from teaching. Teachers lose almost four hours a week dealing with indiscipline students which leads to poor academic performance. The

findings also are in agreement with Mugali, (2005) study which reported that the effects of students' indiscipline are poor performance as the teaching and learning process is affected. Mugambi, (2006) states that indiscipline has a great effect on academic performance this is because most of the time is spent on indiscipline cases and less time on teaching and learning. This delays completion of the syllabus within schedule which translates into inadequate preparation for examination by students and poor academic performance.

### **Thematic Analysis on Indiscipline on Academic Performance**

The deputy principals were unanimous that indiscipline negatively impacts students' academic achievement. According to them, both minor and major disciplinary issues result in lost learning time, demotivation, and a breakdown of the academic culture within schools.

Respondent 4 explained,

*“When students are suspended for gross misconduct, they lose valuable class time. Some of them miss entire weeks of lessons, which are never recovered. Even when they return, they are mentally distracted and rarely catch up with their peers. This has a direct effect on their final exam performance.”*

Respondent 5 noted,

*“In cases of chronic truancy, some students miss entire topics. This makes it difficult for them to understand new content, and over time they fall so far behind that they lose the morale to try. Many of them end up performing poorly or dropping out altogether.”*

Respondent 6 stated,

*“Teachers spend so much time dealing with behavior issues that the actual teaching time is significantly reduced. This affects even the disciplined students, who find themselves in a chaotic learning environment. It becomes impossible to cover the syllabus effectively.”*

## **CONCLUSION AND RECOMMENDATIONS**

### **Conclusion**

A strong majority of respondents acknowledged a direct correlation between student indiscipline and academic underperformance. For instance, when students miss classes due to truancy or suspension, they lose valuable learning time, resulting in gaps in content coverage and understanding. Additionally, teachers reported that they lose significant instructional time while addressing disciplinary issues, which detracts from their primary role of delivering content. The cumulative effect is incomplete syllabus coverage, disjointed learning, and ultimately lower performance in national examinations. Students in schools with high levels of indiscipline often lack consistency in learning, and the general academic environment is characterized by disengagement, disorder, and low motivation.

### **Recommendations**

The study recommends that there is a need to enhance student discipline to facilitate effective teaching and learning, this will make the students achieve their full potential.

Schools should strengthen guidance and counseling to address issues affecting students and make them truant. Allowing students to air out their views in a non-judgmental environment helps to reduce incidences of strikes which cause loss of property and suspensions which lowers the students' academic achievement in the long run.

The present study was carried out in public secondary schools in the Meru South sub-county that entails different dynamics of school, learning, and work environment. Therefore, to come up with more information on the study subject, this study suggests replications of the

relationships tested in this study be carried out in different regions of the country for generalizations to these findings in other parts of the country.

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