



Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools in Wajir North Sub-County, Wajir County, Kenya

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Abstract: This research investigated the nature of influence of principals' discipline management strategies on students' academic performance of public secondary schools. Investigation was guided by General Systems Theory and Theory of student participation. Mixed methodology and descriptive design were used. The research target population was 2, 212 participants, 1 Sub-County Director of Education, 4 principals, 94 teachers, 1, 627 students and 486 parents. By use of Yamane's formula, a sample of 339 participants including 1 Sub-County Director of Education, 4 principals, 40 teachers, 194 students and 100 parents were selected. Questionnaires, interview guide and focus group guide tools were used to collect data. Testing for validity of instruments was done through vetting by experts where content validity was done with consultation with supervisor, but face validity was improved through preliminary testing. The instrument's reliability was tested using Cronbach's alpha formulae and adjusted to increase reliability coefficients to 0.70. Quantitative information was analyzed by use of frequency tables, but qualitative data analysis was done thematically then presented in narration while use of Karl Pearson correlation coefficient to test relationship was applied then results interpreted by use of graphs, percentages a long with frequency tables. Based on the research findings, it was revealed that discipline management needs to be effective, fair and consistent to facilitate academic performance of students. The study recommends motivation practices such as teachers' capacity building to help teachers develop enthusiasm to aid in change of attitude and creation of morale among students to study hence reducing cases of students' indiscipline.

Keywords: Discipline, Management, Practices, Academic, Performance

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1. Introduction

The success or failure of secondary school education for students is highly related to the management strategies of heads of institutions. This is because management of secondary public-school education, especially in Kenya, is centrally placed on the shoulders of principals of various public secondary schools (Teachers Service

Commission,2018). Therefore, the principal has been bestowed with a great responsibility of facilitating public secondary schools' students' academic achievements and one of the ways to achieve that is through proper management strategies. However, Omemu, (2017) observed that management strategies of the principals are highly concerned with shaping the school to the right direction in order to attain its objectives. In keeping with Omemu, (2017), in order for school goals to be attained

by principals the following management strategies should be carried out: planning strategy, organizing strategy, coordinating strategy, staffing strategy together with the strategy on decision making. This argument agrees with Jefferson as recorded by Onuma, (2016) who noted that strategies for management have to concern with welfare of workers, supportive supervision, facilitation of professional growth at place of work, employee counselling together with motivation or giving of awards. Therefore, principals' management strategies that include well outlined behavioral rules, encourage and motivate teachers to handle all class disciplines, increasing personal contacts with students, as well as management of staffs' developmental activities are some of the strategies that facilitate students' academic prowess in secondary school education (Omemu,2017).

Several factors influence the academic performance of students, for instance as some students may not top class may take leadership positions in same class although many people put into consideration and more emphasis on grades unlike other students' competencies. (Yusuf and Nur, 2023). Literature on education shows that secondary school education plays a great millstone on the lives of the students as far as their growth and development is concerned. According to the Brazilian National Curriculum Guidelines for students', education for students start improving on their autonomy, how they interact with their environment, as well as association with other factors such as mathematics and languages in their early learning stages. (Brasil, 2017). However,

results pertaining to students' performance and public policies show the importance of school policies on students' performance (Gresham, 2015 and Correia, 2016). Therefore, these prepositions are indicative of a direct impact exist as pertains management strategies on wellbeing of students in school as improved excellence in their studies are indicative of good entries to other academic levels.

1.1 Statement of the problem

National examinations in Kenya have an important space in students' lives in secondary schools at the end of their four years' study in schools. This is opined to the fact that learners who perform well are subject to better courses in universities and colleges as this examination acts as an entry to universities and colleges and pathways to certain careers for the students. Those learners who are great achievers on academic work, largely, are taken to have obtained education of high quality hence causing enhanced individual development leading to national development of the country. This is because the certification is used as a basis for selecting courses in universities or colleges (Mohamed, 2018). Although, the Kenyan government has placed mechanisms for ensuring learners are receiving good quality education across secondary schools in Kenya, outstanding achievement is still a challenge on academic performance in Wajir North Sub-County secondary public schools. This has been greatly influenced by observations that for the last five years' students' performance in KCSE has not yet been to expectations and in line with the provision of basic quality education as illustrated in table below.

Table 1: KCSE performance in public secondary schools in Wajir North Sub-County over five years

School	2020	2021	2022	2023	2024
Bute boys	8.988 B	7.10 C+	6.11 C	7.09 C +	4.62 C-
Bute girls	8.35 B-	6.81 C +	6.51 C+	5.5 C	3.426 D+
Bute mixed	8.04 B-	7.2243 C+	2.64 D	7.03 C+	4.41 D+
Danaba mixed	No exam	No exam	No exam	7.0 C+	7.1 C+

Source Sub-County Director of Education Office, 2023

Table 1 above demonstrates a downward trajectory of academic performance of secondary schools from 2020 to 2024 where Bute boys dropped from a mean of 8.988 (B) in 2020 to a mean of 4.62 (C) in 2024, Bute Girls dropped from a mean of 8.35 (B-) in 2020 to a mean of 3.426 (D+) in 2024 whereas Bute Mixed dropped from 8.04 (B-) in 2020 to a mean of 4.41 (D+) in 2024 although Danaba mixed despite being a newly established schools performed better in comparison to the other three schools in the Sub-County. Therefore, these downward trajectory in KCSE performance calls for the need to establish the cause of poor performance developing a need to study on influence of principals' management practices on students' academic performance in Wajir North Sub-County, Wajir County, Kenya.

1.2 Research Objective

To establish influence of discipline management practices on students' academic performance in public secondary schools in Wajir North Sub-County, Kenya.

2. Literature Review

Discipline is a crucial component in human behavior and particularly for the students while in school as it has a positive relationship to their academic performance as without discipline the school cannot attain its goals (Ouma, Simatwa and Serem, 2013). Therefore, a student who is disciplined is regarded as a student who conforms to the predetermined set of school rules and regulations

(Ali, et al., 2014). However, indiscipline is normally regarded as any form of behavior that is wrong and generally considered unacceptable in society (Omote, Thinguri and Moenga, 2015). Eshetu, (2014) discipline has always been acknowledged to be an essential tool in creating a positive environment for students' academic performance. Additionally, for successful teaching-learning processes, discipline is a basic requirement even for the classroom environment therefore should be a subject for concern for the teachers for quality education for the students (Eshetu, 2014). What all this means is that it is very necessary to take actions in a situation where students fail to comply with established school regulations as this can negatively impact them on their academic performance. The literature shows that students' indiscipline in secondary schools is experienced in the whole world (Omote, Thinguri and Omoenga, 2015).

According to Whisman and Hammer, (2014) on a study in United States of America in West Virginia it shown that 29.60% among third grade to eleventh grade learners had a one case or sometimes more referrals for demonstrating inappropriate conduct. However, on a study concerning students' discipline and academic performance in Finland observations made illustrated that degree of learners' discipline in secondary public schools has a direct positive relationship to academic performance and teachers has a responsibility in managing undesirable behaviors among students who break or fails to adhere to the set school rules and regulations (Erickson, Hanhimaki and Westerlund, (2021). Therefore, it means that it is necessary to continuously offer guidance as well as supervision from teachers, guardians or parents with the aim of hindering them from associating with habits that are high risk that they make them socially as well as ethically acceptable.

In Africa various studies have tried to show the level of discipline and effects on their education attainment in high schools for example in Nigeria it was observed that among the most common indiscipline cases affecting students in secondary schools in Nigeria includes fighting, truancy, being absent from school, damaging of school property, class disruption and dress code violation (Ajibora, Lukman and Ali, 2014). But student misbehavior is a common problem not only affecting secondary schools in Nigeria but also cutting across all over nations in Africa as similar situations are observed in Ghana whereas part of ensuring there is a conducive learning environment in schools in Ghana corporal punishment was burned in 2017 by the Ghana Education Service (Usman and Inusah, 2023). However, teachers together with other stakeholders had to come up with alternative ways of disciplining students as well as maintaining discipline in secondary schools.

In Kenya, Eustace and Maurice, (2019) on selected disciplinary problems in Nyeri Central secondary schools observed that among the most prevalent indiscipline issue among secondary school students includes noise making at 88%, theft for other students' property at 78%, cheating in examinations at 73%, lack of interest in learning at 72%. However, they also noted that among those least discipline cases include arson attacks at 08%, students striking at 18%, as well as assaults at 14%. But on measures to control students' indiscipline in secondary schools most common measure employed in schools include, inviting parents to schools for those students with inappropriate behavior, guidance and counselling, exclusion from school for a moment in case of bullying and assault as well as payment of damages caused. Consequently, the Kenyan Basic Education Act 2013 section 36(1) states that no student shall be taken through torture, cruel, inhuman punishment whether physical or psychological and section 36 (2) provides that any individual who contravenes this violates the law as it is offensive. Therefore, this means that, so that to maintain discipline of students in public schools to facilitate their academic performance there is need for principals to enhance discipline management strategies to curb indiscipline cases hence necessity for the study.

2.1 Theoretical Frameworks

Von Bertalaffy, (1956) General Systems Theory (GST) together with Alexander Astin's (1999) theory of student participation will form theoretical literature for the study.

2.1.1 General Systems Theory by Von Bertalaffy, (1956)

According to Von, (1956) a system comprises of a whole made of several interacting parts. Further, Arnold and Wade, (2015) a system involves the setting of subgroups or integration of factors that are interconnected depending on their functions and roles in an organized structure. Thus, a system may be defined as a set of parts that are connected to each other in such a manner as to work collectively with the purpose of achieving a given objective. General systems theory comprises of five main parts, that is; inputs, outputs, transformation process, environment as well as feedback. However, in general systems theory inputs includes resources such as human and financial resources needed in order to provide goods as well as services. On the other hand, transformation process encompasses management strategies application by principals to change inputs into outputs which is the academic achievements of the students.

This theory can be compared to education production. This is so because education is the most prioritized

function in human resources production while a production function is simply an average relation between the amount and quality of students' inputs and their schools to an associated measure of outputs for the school. What this encompasses is that, to ensure society demands are satisfied principals must determine clear as well precise objectives while applying strategies that will transform inputs which is education of the students into a qualified product which is their achievement in academics possessing certain competencies in terms of skills, knowledge or abilities which is the variation in management strategies. The theory was relevant in that as it aligns well research focus on influence of principals' management strategies as a contributing element in the environment of the student' on students' attainments in academics, - which is a measure whether learning has taken place and to which extent through improved KCSE grades at form four.

2.1.2 Alexander Astin's (1999) theory of student participation

Alexander Astin's (1999) theory of student participation put forward how desirable outcomes of schools are viewed in comparison to how students change and develop because of being involved. The theory states that, amount of learning together with personal growth associated with any educational program is directly related to quality as well as quantity of involvement of student in that program. Involvement entails students' behaviors in active participation in the learning process. Therefore, principals can help in creation of a conducive working environments that motivate teachers and other employees in a school to connect their personal values to the schools' goals, which provides workers to use their strengths and abilities in a meaningful manner. In academic performance, this means that students in public secondary schools learn not only from formal engagement in schools but also from informal set ups at home through engagement with their parents and the environment in which they live, such as discussions with peers, exposure to reading role models in their environment along with family study habits.

Therefore, the research put into consideration how social learning processes influence students' academic performance, considering both classroom work and broader managements strategies. Students' participation Theory gives a valuable mirror by which to evaluate multifaceted characteristic of knowledge development along with high school students' achievement in their studies in Wajir North Sub-County. By looking at this theoretical framework, hence analyse how various management strategies, including provision of resources, supervisory practices, discipline management and motivation practices influence students' academic

performance behaviours together with outcomes as in improved KCSE grades. For instance, how students' observations of their teachers' service delivery instruction (observational learning) along with their beliefs in their studying abilities (self-efficacy) are influenced by management strategies such as availability of resources and supervisory practices. However, additionally will explore the bidirectional association between personal, behavioural, and environmental factors, as students' academic performance is influenced by their engagement with teachers, peers, as well as the broader school community that is reciprocal determinism. By putting into considerations of the theory's key constructs together with their application to research context, deeper insights can be attained into complex interplay of personal, behavioural, and management factors that influence academic performance development in this specific educational setting.

3. Methodology

Mixed methodology was applied where quantitative together with qualitative data were collected. The questionnaires research tools were employed to obtain quantitative data while qualitative data by use of interview guides and focus group discussion guides data was collected. The rationale of mixed methodology was that it helps to remove errors that may occur while using qualitative or quantitative research hence more objective outcomes (Creswell and Plano, 2018). Descriptive design was applied where gathering of quantitative data was done by use of questionnaires from students and teachers and analyzed. Then qualitative data from principals and board of management members were also collected by use of interview guides together with focus group discussion guides and analysis done separately. However, descriptive design enabled drawing of conclusions from both types of data analyzed.

Research on impact of management strategies of principals on students' attainment in their academic endeavors was done in Wajir North Sub-County, Wajir County, Kenya. Wajir County has six constituencies and 16 Sub-Counties. However, there are 62 public secondary schools in Wajir county but among them are 4 secondary public schools in Wajir North Sub-County where the study took place. Concerning research, the population targeted was 1 Sub-County Director of Education 4 principals, 1618 students, 103 teachers, 486 parents making a total of 2212 respondents. By using the above Yamane's formula, a sample of 1 County Director of Education, 4 principals, 40 teachers, 194 students and 100 parents making up a total of 339 respondents. Tools used include questionnaires for gathering information from students and their teachers, interview guides which obtained information from principals together with Sub-County director of education and focus group discussion guides who helped to gather information from parents

were used to obtain both qualitative and quantitative information.

Main ethical considerations included: Privacy and confidentiality, anonymity, responsibility of researcher, access to study area, decorum and voluntary participation. Getting valid data involved accessing specific files which was a violation of privacy rights. However, respondents choose whether to respond to questions they are uncomfortable with. All respondents in the study had freedom to stay undisclosed and a person's personalities was not a salient feature. Researcher was very conscious to personal decorum during and after the study. To access study area researcher sought permission from necessary authorities such as County Director of Education in Wajir County, Wajir County Commissioner, County Government of Wajir and also made a formal introduction and presented Self introductory letter, Introduction letter provided by university and research license from National Commission for Science, Technology and Innovation (NACOSTI). High degree of proper and polite behavior in terms of speech, code of dressing, orderliness and adequate conduct before, during and after interacting with participants was observed. Finally, all participants were well informed that they have freedom of

participation and there would be no negative consequences for refusal to participate

4. Results and Discussion

4.1 Report on General Characteristics of Participants

Information on demographic characteristics of participant's was gathered from members of the institution where the study took place among them, participant's level of education, participant's gender and the age of learners in public high schools in Wajir North Sub-County.

4.2 Participant's Gender

Findings indicated that Sub-County Director of Education was a male, and all four principals were male. However, there were 13 (34.21%) female teachers and 25 (65.79%) male teachers, while parents who took part in research 40 (44.44%) were male and 50 (55.56%) were female but for students in secondary schools who participated in research 110 (57.89%) were male and female students contributed for 80 (42.11%) as shown in the figure below.

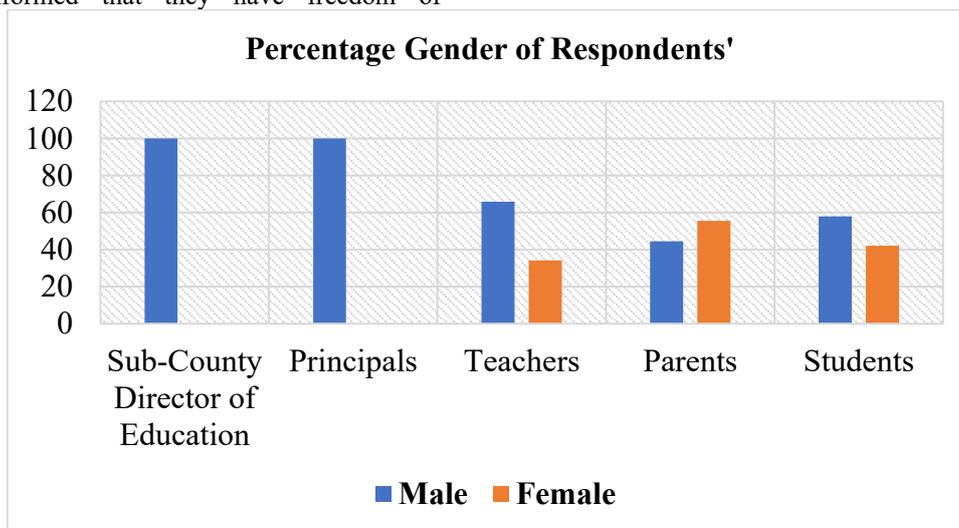


Figure 1: Percentage Gender of Respondents

The above figure demonstrated that, there was adequate gender parity as apart from parents where female participants were the majority at 50 (55.56%) all the other participants were dominated by male participants.

4.3 Respondent's Education Level

Education level for Sub-County Director of Education was captured together with principals, parents and

teachers. The findings indicated that for Sub-County Director of Education he had a degree as well as the principals. However, for teachers 3 (7.89%) had a post graduate qualification 24 (63.16%) had a degree while 11 (28.94%) had a diploma. On the other hand, 10 (11.11%) of parents had a post graduate qualification, those who had a degree were 8 (8.89%), while those who had a diploma were 15 (16.67%) and those who had a certificate were 54 (60.00%) as illustrated in figure 2 below.

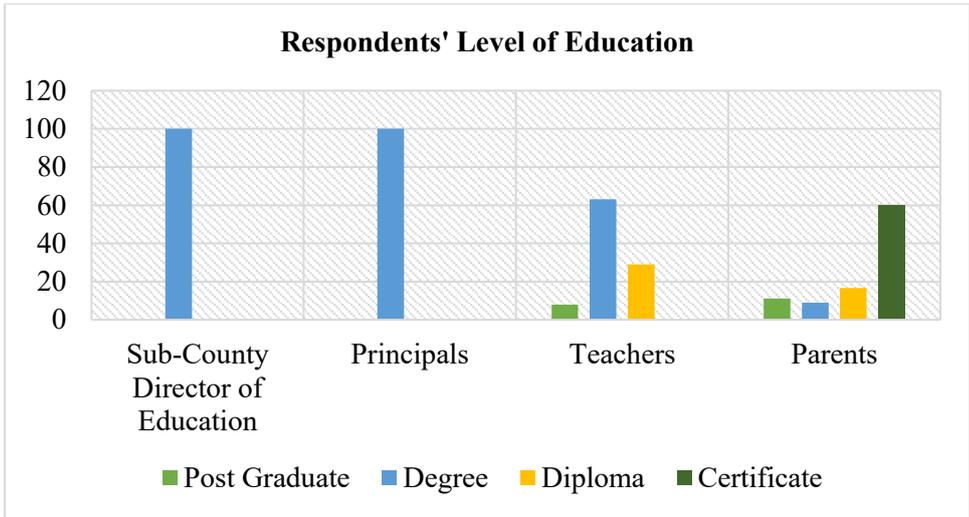


Figure 2: Respondents' Level of Education

4.4 Age of Students

Information pertaining to the age of the students was also captured by research questionnaire for students

where information gathered revealed that 66 (34.74%) were 16 years or below, 80 (42.11%) were of 17 years to 18 years while those who were 19 years and above contributed for 44 (23.16%) as demonstrated in the figure below.

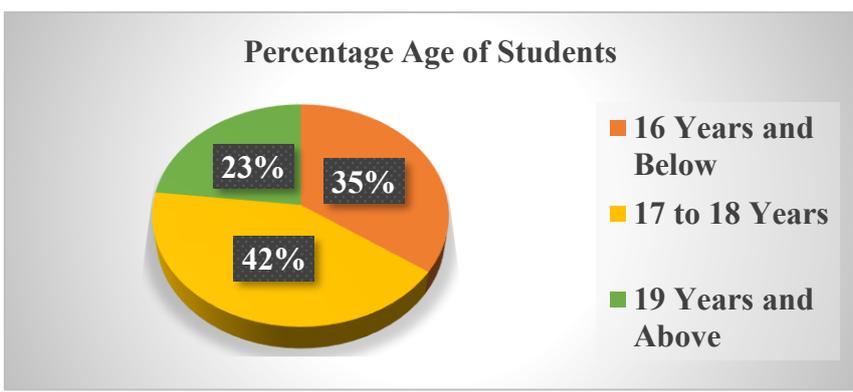


Figure 3: Percentage Age of Students'

4.2 Report on Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Students and teachers took part in answering research questionnaires to yield quantitative findings on the influence discipline management practices has on students' academic achievements. Information obtained from teachers' questionnaires was analyzed and recorded and presented as demonstrated in table below.

Table 2: Report on Teachers' Questionnaire on Frequencies on Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Statements		SA 5	A 4	U 3	D 2	SD 1
My school discipline policy has facilitated improvement in KCSE grades?	F	10	12	3	7	6
	%	26.32	31.58	7.89	18.42	15.79
Teachers time management in my school has enabled improved attendance in my school?	F	14	11	4	5	4
	%	36.84	28.95	10.53	13.16	10.53
Clarity of school rules in my school has facilitated improved graduation rates?	F	12	7	5	6	8
	%	31.58	18.42	13.16	15.79	21.05
Discipline policy has led to sustainable graduation rates in my school?	F	15	8	3	6	6
	%	39.47	21.05	7.89	15.79	15.79
My school's teachers' time management has led to improved standardized test scores?	F	10	14	6	4	4
	%	26.32	36.84	15.79	10.53	10.53
Clarity of school rules in my school has influenced, improvement in KCSE grade.	F	8	13	3	6	8
	%	21.05	34.21	7.89	15.79	21.05
Kindly indicate your level of agreement that discipline management practices influence students' academic performance.	F	20	11	2	2	3
	%	52.63	28.95	5.26	5.26	7.89

Source: Researcher, 2025

Discipline and education performance many are the times are said to go hand in hand and as result research examined effects of discipline management practices on learners' academic achievements in high schools. Therefore, when teachers were asked on whether discipline policy in secondary school has facilitated improvement in KCSE grades, 26.32% (10) of teachers strongly agreed, 31.58% (12) agreed, number of teachers who were undecided were 7.89% (3) while 18.42% (7) disagreed and 15.79% (6) strongly disagreed. Moreover, teachers' time management influence on learners' attendance attracted 36.84% (14) of teachers to strongly agree, 28.95% (11) agreed, 10.53% (4) were undecided, 13.16% (5) disagreed and 10.53% (4) strongly disagreed. In addition, teachers were asked on whether clarity of school rules has facilitated graduation rate where 31.58% (12) of teachers strongly agreed with this assertion, 18.42% (7) agreed, 13.16% (5) were undecided, 15.79% (6) disagreed and 21.08% (8) strongly disagreed.

As far as the influence of discipline on graduation rates was concerned 39.47% (15) of teachers strongly agreed it has an impact, 21.05% (8) agreed, 7.89% (3) were undecided, 15.79% (6) disagreed and 15.79% (6)

strongly disagreed. Moreover, 26.32% (10) strongly agreed that teachers time management has led to improved standardized test, 36.84% (14) agreed, 15.79% (6) were undecided, 10.53% (4) disagreed and 10.53% (4) strongly disagreed. Concerning clarity of school rules has influenced improvement in KCSE grades 21.05% (8) strongly agreed, 34.21% (13) agreed, 7.89% (3) were undecided, 15.79% (6) disagreed and 21.05% (8) strongly disagreed. Lastly, on influence of discipline management practices on students' academic performance teachers were examined on their views on general effects of discipline to educational achievements of learners in public high schools where half of teachers at 52.63% (20) strongly agreed, 28.95% (11) agreed, 5.26% (2) were undecided, 5.26% (2) disagreed and those teachers who strongly disagreed contributed for 7.89% (3).

On the other hand, students participated on questionnaires and provided quantitative information on effects of discipline on students' educational attainments whereby views collected were analyzed and presented in the following frequency table.

Table 3: Report on Students Questionnaire on Frequencies on Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Key: SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree, SD-Strongly Disagree, F-Frequency, %- Percentage

Statements		SA 5	A 4	U 3	D 2	SD 1
My school discipline policy has facilitated improvement in KCSE grades?	F %	70 36.84	80 42.11	20 10.53	8 4.21	12 6.32
Teachers time management in my school has enabled improved attendance in my school?	F %	86 45.26	76 40.00	10 5.26	10 5.26	8 4.21
Clarity of school rules in my school has facilitated improved graduation rates?	F %	100 52.63	62 32.63	6 3.16	14 7.37	8 4.21
Discipline policy has led to sustainable graduation rates in my school?	F %	112 58.95	54 28.42	10 5.26	6 3.16	8 4.21
My school's teachers' time management has led to improved standardized test scores?	F %	90 47.37	65 34.21	12 6.32	18 9.47	5 2.63
Clarity of school rules in my school has influenced, improvement in KCSE grade.	F %	62 32.63	84 44.21	14 7.37	10 5.26	20 10.53
Kindly indicate your level of agreement that discipline management practices influence students' academic performance.	F %	66 34.74	86 45.26	20 10.53	8 4.21	10 5.26

Source; Researcher, 2025

The statement on whether discipline policy has facilitated improvement in KCSE grades attracted 36.84% (70) of students to strongly agree, 42.11% (80) agreed, 10.53% (20) were undecided, 4.21% (8) disagreed and 6.32% (12) strongly disagreed. Secondly, students were asked whether teachers time management has influenced learners' attendance 45.26% (86) of students strongly agreed, 40.00% (76) agreed, 5.26% (10) remained undecided, 5.26% (10) disagreed while 4.21% (8) strongly disagreed. Concerning clarity of school rules facilitating graduation rate of students slightly more than half of students at 52.63% (100) strongly agreed, 32.63% (62) agreed, 3.16% (6) were undecided, 7.37% (14) disagreed while only 4.21% (8) who strongly disagreed.

Additionally, discipline policy influence on sustainable graduation rates attracted 58.95% (112) of students to strongly agree, 28.42% (54) agreed, 5.26% (10) were undecided, 3.16% (6) disagreed and 4.21% (8) strongly disagreed. Students were also asked on influence of teachers' time management on improvement on standardized test scores, 47.37% (90) strongly agreed, 34.21% (65) agreed, 6.32% (12) 9.47% (18) disagreed, 2.63% (5) strongly disagreed. In addition, concerning clarity of school rules influencing improvement of KCSE grades 32.63% (62) strongly disagreed, 44.21% (86) agreed, 7.37% (14) were undecided, 5.26% (10) disagreed while 10.53% (20) strongly disagreed. Consequently, students in public secondary schools were examined on whether discipline management practices influence students' academic performance where 34.74% (66) of students strongly agreed, 45.26% (86)

agreed, 10.53% (20) were undecided, 4.21% (8) disagreed while those students who strongly disagreed were 5.26% (10).

Quantitative findings of research suggest that when suitable strategies of management student's discipline such as guiding policies on student's discipline and consequences for portraying inappropriate behavior among students are well outlined cases of student's unrest reduces improving on student's discipline. These assertions are supported by findings of research done by Mohamed, Kimamo & Njuguna, (2023) in Tana North Sub-County, Kenya who established that positive discipline management practices such as involvement of stakeholders such as parents and student's involvement in decision making has a significant positive influence on academic performance among students in public secondary schools.

4.3 Report on Inferential Findings of Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Frequency of teachers and students were analyzed so that to examine existence of association of discipline management practices on students' academic achievements in secondary institutions then results recorded as shown below.

Table 4: Report on Teachers and Students Frequencies on Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Frequencies	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Teachers' (X)	20	11	2	2	3
Students' (Y)	66	86	20	8	10

Source; Researcher, 2025

Above frequencies were further subjected to Karl Pearson Analysis to determine relationship of discipline management and students' performance. Value of range of r was taken as negative 1 to positive 1. Where the

value of r was close to 1 there exist a strong negative or positive association but if close to zero the association is weak.

Table 5: Report on Karl Pearson Correlation on Discipline Management Practices Influence on Students' Academic Performance in Public Secondary Schools

Variable	$\sum X$	$\sum X^2$	N	$\sum XY$	r	Decision
Teachers (X)	38	538	5	2468	0.91	High Positive Correlation
Students (Y)	190	12316				

Source: Researcher, 2025

From Karl Pearson Correlation calculated $r = 0.91$ indicates there is a high positive interaction between discipline management activities on students' education achievements. Therefore, it is very important for principals to ensure proper discipline of students to facilitate their education achievements.

These observations are supported by a study conducted by Chepkwony, Ndaita & Andrey, (2024) on principals problem-solving practices as a management strategy of student's discipline where the study established that problem-solving skills of the principal has a positive impact on student discipline in public secondary schools whereby when students are well disciplined more time is dedicated to academic work resulting to improved student performance ($\beta_3 = 0.225$, $p = 0.007$).

4.4 Report on Thematic Analysis of Influence of Discipline Management Practices on Students' Academic Performance in Public Secondary Schools

Principals and Sub-County Director took part in interviews while parents in secondary institutions in Wajir North participated in focus group discussion that help to generate qualitative findings for the research. During focus group discussions one of the respondents noted that;

"When students' discipline is effectively managed by ensuring fairness is observed when dealing with discipline issues it helps to foster a sense of involvement with school activities for students as well as bringing about motivation to students to study. Therefore, when students in secondary schools becomes more engaged with school activities and become motivated in studies the effects of that are improved academic performance of individual students consequently the whole class and school at large helping schools develop a good culture of academic performance"

In keeping with respondents above it is important to observe fairness when handling discipline issues among students in secondary schools to foster engagement and motivation among students of public secondary schools so that schools can realize academic achievements for their students as being fair helps students cultivate the good behavior of engagement and motivation to study. In addition, these observations were also supported by one of the participants in an interview who observed that.

"There is a positive association of discipline of students and academic attainment of students. This is because schools that have a well implemented discipline policy for the school while adopting comprehensive approaches to handling of discipline for students often report higher scores in KCSE exams and graduation rates of students at end of four years course at high school"

These observations also are in support of inferential findings that a high positive relationship of $r=0.91$ between discipline management activities and learners' academic success in public high schools. In addition, during an interview one of the respondents added that;

“Consistency in discipline management practices application is normally associated with improved attendance rates where students engage with learning activities and become more engaged with academic works that consequently influence improved academic attainments among secondary school learners in public high schools”

According to this participant management of discipline requires consistency in order model behaviors of students so that students may cultivate positive behaviors that promote learning, hence improved academic performance. This is because in a group discussion these assertions were also noted where one of the respondents observed that:

“Effective discipline management practices facilitate development of a conducive teacher-student relationship and as a result teachers are able to cultivate trust and respect among learners then learners are more likely to accept disciplinary actions leading to better compliance to school rules and regulations consequently leading to improvement of behaviors of students and more time get dedicated to academic work resulting to improved academic performance”

Therefore, from what participants allude to concerning discipline management practices it can be drawn that fairness in handling discipline issues, consistence on approaches to discipline management and cultivation of trust and respect for teachers by students is a great millstone to achieve improved academic performance in public secondary schools.

These qualitative findings are in support by a report by Ministry of Education, (2019) that student unrest in secondary schools in public secondary schools was a leading cause of poor performance. However, the report also indicated that some of the effective management practices of the principals on management of student's discipline included involvement of educational stakeholders such as parents in management of student's discipline. Therefore, these findings suggest that when students' discipline is well managed it has a positive significant relationship with improved academic performance.

5. Conclusion and Recommendations

5.1 Conclusions

Discipline and performance of students have a high positive relationship where effective discipline management practices and consistency of application of school rules and regulation in a manner that is fair enables creation of trust and acceptance of disciplinary measures by students creating a student-teacher positive relationship helping in fostering of a learning environment suitable for academic performance for students in secondary schools. However, instances of ineffective discipline management strategies and inconsistency were observed to be in existence among some secondary schools where the most prone vice was identified as disobedience to school rules and regulations.

5.2 Recommendations

School Managements such as the Board of Management in secondary schools to ensure effectiveness, consistence and fairness on discipline management practices of various secondary schools.

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