The Role of Parents and Teachers in Promoting Student Discipline and Academic Performance in Secondary Schools: A Case of Nandi County, Kenya

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Abstract: This study explored the role of parents and teachers in promoting student discipline for enhanced learning and academic performance in secondary schools in Nandi County, Kenya. The research involved 1,000 respondents, including Form Three students, teachers, principals, parents, and chiefs. Data were collected using questionnaires (for students) and interview schedules (for teachers, principals, parents, and chiefs). Purposive sampling was employed to select the participants. Data analysis involved descriptive statistics—frequencies, percentages, means, and standard deviations. Inferential statistics, including Analysis of Variance (ANOVA) and Pearson's correlation, were used to examine group differences and relationships among variables. Instrument reliability was confirmed with a Cronbach's alpha coefficient of 0.743. The study found that the mean score for discipline was 2.03 and that of the learning process was 2.22, indicating that poor discipline negatively impacts the learning process and, consequently, academic achievement. The study concludes that discipline plays a crucial role in facilitating effective learning and recommends that both parents and teachers uphold consistent disciplinary support to enhance educational outcomes.

Keywords: Role of parents and teachers, Discipline, learning process, Secondary School, Academic outcomes, Nandi County.

1.Introduction

Learning progress in education is often reflected in students' academic outcomes, especially when set goals are achieved by disciplined learners. However, maintaining discipline in public secondary schools has been a persistent challenge for educators since their inception (Emenike & Lekpa, 2020). The ultimate goal of education is to transform individuals in ways that not only benefit their personal development but also contribute positively to their families, communities, and society at large. This transformation can only occur effectively when discipline is firmly established within the learning environment (Cuemath, 2021).

Discipline is commonly defined as the ability of individuals to adhere to established rules, regulations, norms, and values that govern their communities. It enables individuals to coexist harmoniously and function efficiently with minimal supervision (Kasau, Okoth, Kalai,

& Kimani, 2022). According to Cuemath (2021), discipline is also a personality trait characterized by honesty, hard work, motivation, and the commitment to complete tasks within specified timelines.

In secondary education, both parents and teachers play a pivotal role in fostering discipline, which is essential for sustaining the learning process and enhancing academic achievement. Understanding their roles and how they influence student discipline is vital for developing strategies that support better learning outcomes.

1.1 Statement of the Problem

Discipline is a foundational aspect of student development that significantly influences the learning process and contributes to holistic growth—social, moral, spiritual, academic, and physical. In the Kenyan education system, however, discipline has not been consistently maintained, particularly in secondary schools. This has led to rising cases of indiscipline, which adversely affect students' academic performance and overall school climate (Kosgei & Jeruto, 2020).

Although discipline fosters positive habits such as time management, responsibility, and goal achievement (Singh, 2020), many schools continue to experience persistent behavioral challenges among students, including theft, unrest, and vandalism (Atieno & Simatwa, 2012). These behaviors disrupt teaching and learning, lower institutional reputation, and negatively influence other students' conduct.

Despite the establishment of various interventions such as the Departmental Committee on Education and Research (2019) and the stipulations outlined in the Basic Education Act of 2013 student indiscipline remains a pressing concern in Kenyan secondary schools. Reports of poor concentration, declining academic achievement, and diminished educational quality are becoming increasingly common (Adeyemo & Olabode, 2020).

This situation raises the question of the effectiveness of the key stakeholders, particularly parents and teachers, in managing and promoting student discipline. It is within this context that the present study seeks to examine the role of parents and teachers in fostering student discipline for improved learning outcomes and academic performance in secondary schools in Nandi County, Kenya.

1.2 Justification of the Study

Student discipline in Kenyan secondary schools remains a central concern for key stakeholders' parents, teachers, the community, and learners themselves. Its absence not only disrupts classroom instruction but also undermines the achievement of educational objectives. When student misconduct outweighs the intended goals of the education system, the quality and effectiveness of learning are significantly compromised.

Turito (2021) emphasizes that discipline is one of the most critical aspects of a student's life, as it fosters adherence to school rules, enhances concentration during lessons, and creates a stress-free environment conducive to learning. Discipline enables students to develop a consistent academic routine, prepares them for academic tasks, and contributes to character development by encouraging responsibility, respect, and self-regulation.

Given the fundamental role that discipline plays in academic success, it is essential to examine the contributions of both parents and teachers in fostering and maintaining it. Their influence is instrumental in shaping student behavior and cultivating learning environments that support academic growth and positive social outcomes. This study is therefore justified by the need to explore and strengthen these roles to promote discipline and improve academic performance in secondary schools.

1.3 Research Question

What roles do parents and teachers play in promoting student discipline for enhanced learning and academic performance in secondary schools in Nandi County, Kenya?

2. Literature Review

2.1 Discipline and the Learning Process

The presence of discipline in educational institutions significantly influences the learning process across social, economic, and gender boundaries. A positive and conducive school environment—characterized by adherence to rules and mutual respect—enhances both teaching and learning outcomes (Turito, 2021). When students uphold discipline and teachers effectively monitor behavior, a productive and engaging educational atmosphere is fostered.

The relationship between teachers and students is also critical. Strong teacher–student interactions encourage learners to seek academic support and engage actively in school life, ultimately promoting higher academic achievement (Makendano, 2016). Jinot (2018) emphasizes the influence of the broader community, noting that schools situated in supportive communities benefit from better student outcomes. These communities contribute through resources and infrastructure that facilitate student success.

Zimmerman and Kitsantas (2014) further argue that student achievement is enhanced when learners remain focused on their educational goals, supported by structured

school programs designed by teachers to promote academic growth. Conversely, when discipline is lacking, students are more likely to lose focus, mismanage their time, and struggle to maintain academic motivation (Gitome, Katola, & Nyabwari, 2013). Disciplined students tend to develop a strong self-concept, leading to increased recognition from peers, teachers, and parents, which reinforces their academic success.

Zhao and Kuo (2015) found that discipline is a key predictor of academic achievement, highlighting attributes such as self-regulation, politeness, and perseverance. These traits equip students to complete assignments, set goals, and follow through without external supervision. Similarly, Njoroge and Nyabuto (2014) emphasize that disciplined students show readiness to learn and complete academic tasks on time, motivating teachers to invest more effort in their development through extra guidance and support.

2.2 Role of Parents and Teachers in Student Discipline

Both parents and teachers play a central role in cultivating discipline among secondary school students, given their frequent and sustained interactions with them. According to Jinot (2018), one contributing factor to student indiscipline is parental neglect, including inconsistent or excessively harsh disciplinary measures, which negatively impact children's social and emotional development.

Vedantu (2023) underscores the importance of early discipline in developing organizational skills essential for academic success. Parents serve as the first role models for their children, shaping values and behaviors through daily interactions. When parents consistently model discipline, enforce routines, and guide their children toward self-control, they foster resilience and focus in the academic journey.

Indiscipline among students has also been linked to rising teenage pregnancy rates, sometimes resulting from poor guidance at home or sexual abuse (Kumar, 2017). Such incidents interrupt students' education, lower academic achievement, and disrupt the planned curriculum, ultimately affecting long-term educational goals.

During the COVID-19 pandemic, students with strong self-discipline were better able to cope with the challenges of remote learning, while others struggled due to lack of structure and parental supervision. Gelles et al. (2020) observed increased cases of misbehavior and teenage pregnancies during this period, attributing these outcomes to inadequate parental involvement. Jinot (2018) reiterates the need for parents to invest more time in nurturing positive values and discipline in their children.

Parental involvement in education—through parenting, communication, volunteering, home-based learning support, decision-making, and community collaboration—plays a critical role in shaping student behavior and academic progress (Jinot, 2018). Imbogo and Flora (2018) emphasize that the home is the foundation of discipline, and that parents must collaborate closely with teachers to reinforce discipline and promote a successful learning experience.

Kaluma (2021) notes that schools often struggle with managing students with poor discipline and stresses the importance of parental engagement as a key factor in shaping student behavior. Mbaki (2018) adds that discipline creates a climate conducive to academic success, enabling students to stay focused, prepare adequately for exams, and actively participate in school programs. Benefits of effective parental involvement include improved academic performance, reduced dropout rates, lower delinquency, and a more positive attitude toward learning (Imbogo & Flora, 2018).

Teachers are also instrumental in promoting discipline in schools. According to Subiarto et al. (2021), teachers must ensure that school rules and expectations are consistently upheld, thereby shaping students' behavior and character. As role models, teachers influence student conduct through their actions, attitudes, and work ethic. Ansori (2020) advocates for teachers to embody honesty, diligence, self-respect, and fairness, as students often emulate the behavior they observe.

Ramdan and Yanti-Fauziah (2019) describe teachers as mentors, instructors, and moral guides whose influence extends beyond the classroom. Character development can be promoted through both curricular and extracurricular activities such as simulations, lectures, and habit-building exercises led by teachers (Uli, 2018). Kharisma and Suyatno (2018) reiterate that students often adopt the values modeled by their teachers, including integrity, cooperation, and respect for school norms.

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 had 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 the 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 observations of respondents during interview. The researcher also observed the school environment and behavior of students within schools 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 the 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.

4. Results and Discussion

4.1 Role of Parents in Student Discipline

Parents play an important role in discipline of their children for better academic achievements at school which is the reason why the researcher found that it was necessary to interview them during the study because they matter a lot in discipline of their children. This is in line with Imbogo and Flora (2018) who pointed out that the home is the primary source of discipline where parents or guardians instil values and shape their children to be successful people in life.

Responses of parents as shown by the table 8 indicates that the rate of student discipline according to 20% of the parents was good while 32.7% said that it was average and 47.3 stated that it was low. A greater percentage of low discipline of students in Nandi County according to the parents was indicated. When the researcher asked them how they were able to identify the students in the category with low discipline, parents gave the following expressions:

> Students are reluctant when attending to school activities.
> Parents were concerned that some of their children were coerced to do school assignments and personal study which did not yield much fruit because of the unwillingness and lack of interest from the students.
> When asked about their school performance, they do not respond.
> Parents complained that for the low performing students it was not easy to know their performance unless parents asked from their teachers because their children hid results from them which could be due to the fact that low performance ashamed the students that they did not want their parents to know how they had performed.
>
> When students are at home, they spend more time in other activities but not in their Studies. Parents said that their children preferred to take their time in other activities like visiting friends and relatives or playing games instead of taking time in school activities
>
> Their schoolwork is not neat.
> Observance of their exercise books indicated very untidy work and poor handwriting which showed very little interest and attention of the students in their work.
> Some of the students are forced to go to school.

Parents observed that school absenteeism and truancy was caused by students who had to be forced to attend school because the students lacked their own initiative and interest to go to school which could be due to demotivating factors like torn school uniforms, peer influence, undisciplined students at school, lack of interesting activities at school and continued low academic performance which is pointed out by Marieke (2018), that teachers create a good relationship with students by encouraging them in their academic work and initiating activities that interest the students to strive for better performance. Ellen G. White, a co-founder of the Seventh-day Adventist Church and a prominent Christian author on education and spirituality, emphasized on character development, self-control, and moral education as keys to true discipline that promotes learning. Her views on student discipline are found throughout her writings, especially in books like *Education*, *Child Guidance*, and *Messages to Young People* and White states that student discipline can be enhanced to promote learning by having moral and spiritual foundation of Godly discipline which should be grounded in connection to God and therefore, students should be taught by parents, religious leaders and teachers that self-discipline is part of living a godly life as White made her statement that:

> *"True education... is the harmonious development of the physical, the mental, and the spiritual powers."* — *Education*, p. 13

Parental and Teacher Influence by way of being role models encourage students to have acceptable behaviour when teachers and parents live out the discipline, they expect their children to have since they are influenced more by example than by words. Development of Self-Control by students was White's encouragement to students that they should not just have obedience for fear of external punishment from parents or teachers, but that they need to develop self-governance which does not involve being monitored. Consistent and loving discipline from parents and teachers should be done which encourage students to change from their wayward behaviour because of fairness and love shown to them. Parents should inculcate in their children the habit of being punctual, orderly and industrious which will naturally promote learning at home and school as White continues to state that:

> *"The youth should be taught to be faithful in the performance of every duty."* — *Messages to Young People*, p. 173

Education of the Whole Person involves shaping the mind, body and character in harmony with God's guidance and White stated that discipline is not just about behaviour but also learning that the whole being has been endowed with power akin to that of God which enables them to think and do as expect of their creator, God.

Frequency of Parents Attending Disciplinary Meetings

at School

Table 1: *Frequency of Parents Attending Disciplinary Meetings at School*

Rate of Attendance	Number of Parents	Percentage
Weekly	0	0%
Monthly	19	34.5%
Termly	36	65.5%
TOTALS	**55**	**100.0%**

Parents were asked how frequently they attended school disciplinary meetings involving their children. The findings revealed that none of the parents attended such meetings on a weekly basis. Nineteen parents, representing 34.5%, indicated that they attended disciplinary meetings monthly, while 36 parents, accounting for 65% of the total, reported that they only attended once per school term. When probed further on why most of them only attended once a term, the parents responded with the following verbatim remarks:

"Where do I get time to go to school frequently?"
"There is nothing to do in school after paying fees."
"Let teachers do their work in school; there is no need for parents going to school."
"Our children can give us the school report when they get home."

These responses reflect a general lack of parental engagement in school disciplinary matters. It emerged that many parents take a long time before following up on their children's behaviour in school. Despite being invited to monitor their children's progress, some parents did not take the invitations seriously, thus failing to attend key disciplinary meetings.

Previous research on parental responsibility in students' academic and behavioural development supports this observation. Belle (2016) asserts that schools with well-established partnerships with parents and the community experience fewer disciplinary cases, including suspensions and detentions, due to improved student behaviour. Martin and Loomis (2013) reiterate that enhanced student discipline is a significant benefit of parental involvement. They argue that when parents actively monitor their children's activities, they not only promote positive behaviour but also discourage misconduct. As a result, learners are better positioned to concentrate on their studies and avoid non-academic distractions, ultimately supporting their academic growth.

4.2 Role Played by Teachers in Discipline

Table 2: *Teachers' Rating on Student Discipline*

Rate of Student Discipline	Number of Teachers	Percentage
High	5	20.0%
Average/Moderate	8	32.0%
Low	12	48.0%
Totals	**25**	**100.0%**

Teachers' responses on student discipline revealed varied perspectives. Eight teachers, representing 32%, reported that students exhibited *average* discipline. Twelve teachers (48%) stated that students demonstrated *low* discipline, while five teachers (20%) indicated that students displayed *high* levels of discipline. These findings suggest that, according to teacher observations, a majority of students demonstrated low discipline. When asked to elaborate on their perceptions, some teachers provided the following verbatim responses:

"Some of our learners are very good in discipline; we hardly find them committing mistakes."
"We are proud of those students with high discipline because they manage their school work well."
"The students who are average in discipline require some monitoring in school work."
"Average learners in discipline are easily convinced by wrongdoers to participate in unwanted activities."
"Undisciplined students give teachers a lot of problems, which interfere with the learning process."

Teachers were also asked whether there was discipline cases witnessed in the schools, and they narrated the following cases: Truant and absent students, Use of mother tongue by students while in school, Students who get rude to teachers, Fights among students and boy-girl relationships in school. The observations made are in line with studies done by Ndwiga, Momanyi and Mwal'wa, (2022) who pointed out that indiscipline of students included: disobedience to school authorities, fighting other students and even teachers, lack of respect by students, lack of interest in studies which leads to inability to balance between academic work and other activities. Absence of discipline manifests itself when there are: Teenage pregnancies, violence, absenteeism, Mother-tongue speaking in school, incomplete class work, dropping out of school, damage of school property, drug abuse and noisemaking among other indiscipline cases.

When asked how students responded to bells, teachers said that most students waited for supervision for quick response whether after break, lunch or in the morning. This was a show of improper time management and lack of interest in their studies. Teachers responded to remedies to student indiscipline that Parents needed to give their children more attention so that improvement of behaviour can be witnessed. This is in line with Imbogo and Flora, (2018) who observed that students showed improved behavior when there is parental involvement because there will be better academic outcomes, reduced drop-out rates from school, decrease in student delinquency and enhanced positive attitude to learn. Parents to enquire of student wellbeing when they are in school by making school visits for this helps in early identification of challenges students may have encountered, therefore, finding remedies in good time. Subiarto, Wakhudin, Universitas, Muhammadiyah and Purwokerto,(2021) state that discipline of students can be enhanced by teachers when they ensure that rules and regulations are adhered to which help students to develop behavior patterns, improve character and be prepared for planned academic tasks. The community around the school play a vital role when they monitor indiscipline cases and help in reporting to principals or teachers who in turn take measures to curb the problems before they escalate to unmanageable issues. Teachers play an important role when they attend their lessons and give assignments to enable students to be more engaged in schoolwork, hence prevent idleness.

Learners perfect their communication when teachers encourage them to communicate in English or Kiswahili while in school as they role model to their students. This is in agreement with study done by Subiarto, Wakhudin, Universitas, Muhammadiyah and Purwokerto (2021), who stated that discipline of students can be enhanced when teachers ensure that rules and school regulations are adhered to by students among which are avoidance of mother-tongue in communication while in school, because communication in the desired language enhances their comprehension of learning activities and content of their study. Proper communication also improves student self-esteem while with other people who monitor and encourage them to improve in their studies.

Responses of students to items on discipline indicate that 6 out of the 29 items showed that students were moderately disciplined while 16 were of low discipline and 5 showed that they were not disciplined which indicates that most of the students according to the study were of low discipline which impacts negatively on their study life and are in line with points made by Marieke (2018) that discipline promotes healthy relationships between other students and teachers because the stronger the relationship, the better students have understanding in academic work, knowledge and goodwill which aids them when the going in school work gets tough. Students should also be made aware of school expectations early enough by their teachers to enable understanding of rules and regulations by the learners and prevent misguidance from other students who may not see the value of being disciplined. Some students may have been forced by their parents to go to school, hence disrupt learning due to lack of interest to learn. The students who have focus for their studies need to avoid such disruptive learners by showing no interest in them and reporting them to their teachers so that they can be guided on achievement of objectives in their studies. Therefore, parents lay the foundation and provide reinforcement at home, while teachers implement and nurture discipline within the school setting. The collaboration between both parties is vital for shaping well-disciplined learners who can achieve academic success.

Interpretation Scale

POINT	SCALE RANGE	EXPLANATION	VERBAL INTERPRETATION
4	3.25-4.00	Strongly Agree	Highly interested in learning
3	2.50-3.24	Agree	Moderately interested in learning
2	1.75-2.49	Disagree	Low interest in learning
1	1.00-1.74	Strongly Disagree	Not interested in learning

4.2.2 Student Learning Process

Table 3: *Student learning process*

Descriptive statistics

Statement on Learning Process	Mean	SD	Verbal Interpretation
I feel that personal discipline in class is important	1.72	0.73	Not interested in learning
There is need to find time for study	2.31	1.16	Low interest in learning
Revision of work given in school will help in improving my grades	1.47	0.93	Not interested in learning
I find it necessary to have time management for attainment of good grades	2.11	0.78	Low interest in learning
Apart from class work, I find my own extra work to do at home	2.07	0.86	Low interest in learning
Many students make noise while in class	2.56	0.99	Moderate interest in learning
I like studying in class	2.31	1.16	Low interest in learning
During and after lessons, I ask questions	2.02	0.82	Low interest in learning
I look for time to read class notes at home and in school	2.23	0.78	Low interest in learning
I take time to read my notes for understanding	2.31	1.16	Low interest in learning

Descriptive statistics

Statement on Learning Process	Mean	SD	Verbal Interpretation
Parents and teachers are the ones who make me go to school	2.18	0.91	Low interest in learning
I like spending time to study at school and at home	2.58	0.95	Moderately interested in learning
There is need to work hard in studies	2.77	0.98	There is need to work hard in studies
I find place and space to do studies at home	1.74	0.92	Not interested in learning
Assignments given at school are tiresome to me	2.17	0.73	Low interest in learning
Getting good grades in school is as a result of being disciplined	2.15	1.03	Low interest in learning
Cheating in examination is a bad practice	1.58	0.83	Not interested in learning
Preparing well for examinations helps me to get good grades	2.15	0.91	Low interest in learning
Preparing well for examinations helps me to get good grades	3.42	0.59	Highly interested in learning
My greatest objective is to do well in secondary school	2.62	0.97	Moderately interested in learning
Overall Mean	**2.22**	**0.36**	**Low interest in learning**

The analysis of students' responses regarding the learning process revealed varied levels of interest and engagement. The item *"Preparing well for examinations helps me to get good grades"* recorded the highest mean score of 3.42 (SD = 0.59), indicating that students were highly interested in learning in this aspect. The low standard deviation suggests a strong agreement across respondents, confirming that examination preparation is widely recognized as vital to academic success. Similarly, the statement *"There is need to work hard in studies"* had a mean of 2.77 (SD = 0.98), reflecting moderate interest among students. This suggests that while a number of learners value effort, some may not fully embrace the principle of diligence in academics. This supports Dweck's (2006) theory on growth mindset, which emphasizes the importance of effort and perseverance in academic achievement.

The item *"I like spending time to study at school and at home"* had a mean of 2.58 (SD = 0.95), indicating moderate interest in learning and revealing that a portion of students are engaged in academic activities beyond the classroom. In a similar range, *"My greatest objective is to do well in secondary school"* had a mean of 2.62 (SD = 0.97), suggesting an optimistic outlook toward academic achievement for many students. Meanwhile, *"Many students make noise while in class"* (mean = 2.56, SD =

0.99) implies a moderate interest in learning, though it also alludes to possible classroom management issues that can interfere with academic focus and productivity (Emmer & Evertson, 2016).

A cluster of items scored within the low interest in learning category (mean scores ranging from 2.50 to 1.75), highlighting challenges in student engagement. These include *"I feel that personal discipline in class is important"* (mean = 1.72, SD = 0.73), *"I find place and space to do studies at home"* (mean = 1.74, SD = 0.92), and *"Revision of work given in school will help in improving my grades"* (mean = 1.47, SD = 0.93). These responses suggest a general lack of self-discipline, poor home study environments, and limited commitment to revision—all of which are crucial to academic success, as noted by Zimmerman (2002) and Marzano (2003). Particularly concerning is the response to *"Cheating in examination is a bad practice"*, which had a mean of 1.58 (SD = 0.83), indicating not interested in learning and possibly pointing to ethical challenges or a poor understanding of academic integrity.

Other statements such as *"There is need to find time for study"* (mean = 2.31, SD = 1.16), *"I take time to read my notes for understanding"* (mean = 2.31, SD = 1.16), and *"I like studying in class"* (mean = 2.31, SD = 1.16) all point

to low interest in learning, but the relatively high standard deviations in these cases suggest varying levels of motivation among students. This variation may reflect inconsistencies in study habits, learning environments, or support systems available to different learners.

Furthermore, statements such as *"During and after lessons, I ask questions"* (mean = 2.02, SD = 0.82), *"Apart from class work, I find my own extra work to do at home"* (mean = 2.07, SD = 0.86), and *"I find it necessary to have time management for attainment of good grades"* (mean = 2.11, SD = 0.78) confirm that most students do not exhibit strong self-regulated learning behaviours. This is supported by Pintrich & De Groot (1990), who stress the importance of self-motivation and cognitive engagement in achieving academic goals.

The overall mean for statements of students on the learning process was 2.22 which indicate that most of the learners in Nandi County have low interest in learning and is not a good indicator for enhanced progress in schoolwork. Vedantu, (2023) pointed out that students can restrain themselves from temptation to flout school rules and regulations by focusing on their objectives of study by training themselves to be systematic in life which becomes a good ingredient for success.

When students display a don't-care attitude in learning, it also affects others who would have shown interest and progress in learning and continues to hamper the learning process in the whole institution as reflected in the statement:

- Parents and teachers are the ones who make me go to school
- Assignments given at school are tiresome to me

Statements made by the students is a clear indicator of indiscipline because the students only go to school when parents and teachers coarse them to. Furthermore, the students do not find assignments being important to them but seem as a burden. The findings agree with those from Singh, (2020) who supports that discipline enables students to manage time, stay active, become focused, have self-control, become free of stress, be good examples to other students and therefore, attain better academic success. The advice given by Singh enables students to be proactive in their studies because when they have focus on their studies and time is well managed, they reap fruits of their labor by way of improved academic achievements which leads to self-satisfaction.

Students also find time for productive activities like sports which enable them to stay active instead of getting engaged in undisciplined behavior which is detrimental to the learning process but instead engage in academic activities that produce positive outcomes and these are in agreement with Mbaki (2018) who states that discipline of students helps in creating a climate that is conducive to learning process because it aids in realization of school goals and objectives.

4.2.3 Graphical Presentation of Student Learning Process

Figure 1: *Graphical Presentation of Student Learning Process*
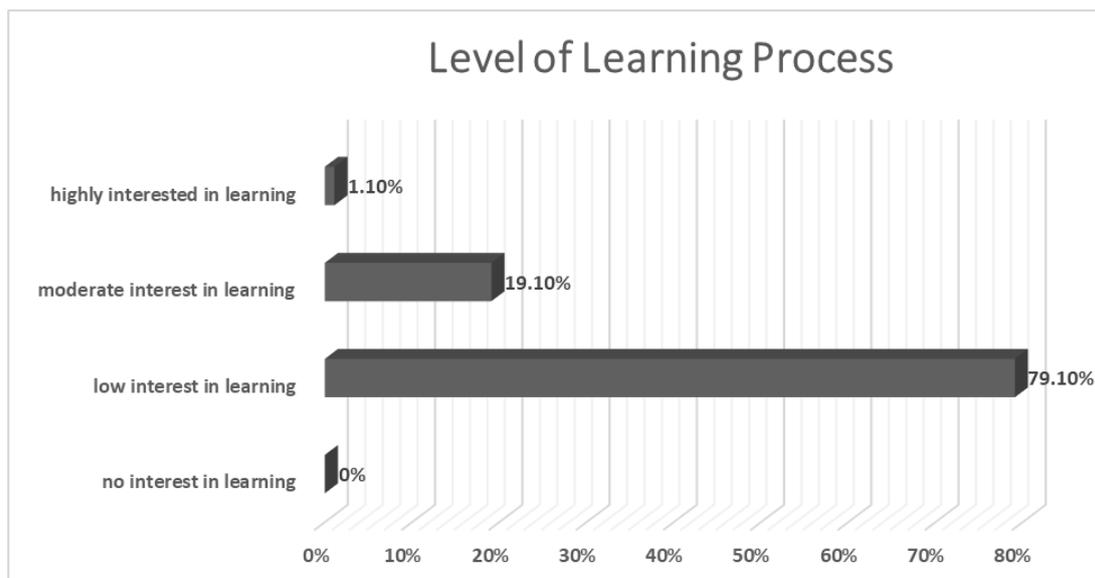
According to the results attained from the study as represented in the above figure, students with high interest in learning were 1.10% of the total, while 19.10% were those with moderate interest in learning and those with low interest in learning carried the largest percentage of 79.10. When most of the learners do not show interest in learning, there is likelihood that the students have indiscipline which cannot be in line with requirements for order, efficiency, punctuality, organization and focus on tasks, as stated by (Cuemath, 2021). White, (2005) gives insight to teachers and parents that training children for self-governance is the object of discipline because disobedience ends in disaster and suffering. She further states that children should be taught to view their parents and teachers as God's representatives on earth, because they act in harmony with Him, and should therefore be accorded the respect deserved.

4.2.4 How Discipline can be Improved at School and at Home

During interviews, parents were asked to share their views on how they could contribute to improving student discipline both at home and at school. Most parents expressed a willingness to be more involved in their children's education and provided the following suggestions:

"Ensure that our children attend school always."
"Prepare children for school before opening by ensuring that their school requirements are made available by their parents."
"Make regular visits to school to ascertain presence of our children in school and monitor their behaviour."
"Monitor wellbeing of our children while at home and activities they get engaged in."

These responses reflect a shared understanding among parents that discipline is a shared responsibility between home and school. They recognize the importance of consistent school attendance, adequate preparation, parental presence in the school setting, and active monitoring of children's behaviour at home. This aligns with findings by Epstein (2001), who emphasized the significance of family-school partnerships in enhancing student discipline and academic outcomes. Parental involvement, particularly in supervision and communication with schools, has been shown to reduce behavioural issues and promote a positive learning environment.

In addition to parents' views, the researcher included the following points that will help in enhancing discipline both at home and school.

At Home
Parents need to establish a routine that is adhered to by all family members where rules at home should be consistently applied and promotion of open communication between parents and their children done so that each pass on the message that is required. Furthermore, parents need to be role models of positive behaviour to their children and have
Limitations of distractive elements during study time at home like watching television, listening to radio and entertaining visitors as they reinforce their children's efforts and improvement on academic work.

At School
While at school, teachers should set clear expectations and school rules for the students and strive to lead by example and have consistency in positive and negative rewards to students as they enable students to engage in rule-making and also promote a positive school climate where students feel safe as they perform their schoolwork. There is also great need in creating varied classroom management techniques which enable the students to have interest in their learning for ultimate participation.

Home-School Strategies
There need for the Home-School strategies to have regular communication between parents and teachers where they Create consistent expectations of parents, teachers and students as they encourage and support social emotional learning. The statements made by parents were in line with Imbogo and Flora (2018) who noted that the home is the primary source of discipline by parents and guardians who shape their children for successful lives by way of teaching and reminding them of the values achieved when an individual is disciplined. Vedantu (2023) supports that parents are role models to their children from early years of life and should therefore teach them the value of discipline because children emulate the behaviour and actions of their parents which include: showing responsibility by getting actively involved in family tasks, avoidance of absenteeism to duties allocated at their workstations and proper management of time. These actions help students to learn by sight and emulate what they see from their parents.

4.2.5 How Community can Improve Discipline and Academic Performance of Students

Parents were asked during interview what the community can do to improve discipline and academic performance of students, and their responses were:
   a) Principals to inform parents of their children's misbehaviour and academic performance when need arises
   b) Community to report any incidences of undisciplined students to school and government administration

c) The community to request leaders to arrange for forums where they discuss discipline issues within the community
d) Religious institutions as part of the community to organise seminars that help teenagers to improve discipline

Parents were asked during interview who they felt were mostly involved in solving discipline issues of students while in school and their responses were as tabled below:

4.2.6 People Mostly Involved in Solving Discipline Issues of Students

Table 4: People Mostly Involved in Solving Discipline Issues of Students

People Involved	Number of Parents	Percentage
Parents	13	23.6%
Teachers	37	67.3%
Other people	5	9.1%
Totals	**55**	**100.0%**

The table 4 shows that people mostly involved in solving student discipline issues were teachers according 67.3% of the parents while 23.6% said that parents were involved mostly and those who said that other people were involved were 9.1%. This showed that those who had an enormous role to play in student discipline were teachers who showed a greater percentage of involvement than parents and other people. The community needs to take a more active role in student discipline for expected achievements which is in line with sentiments made by Kasyan, (2022) that collaborative partnerships between teachers, parents and community remind students of their expectations that are associated with learning and study behaviour as they keep focus on academic rigor. Indication from the statement is that all partners need to work together in support of students to learn and be better and successful people in society.

Simeo, and Tangi, (2022) are also in agreement that 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 and teachers doing their part of teaching and guiding students while in school. Collaboration of both parents and teachers helps in rooting out unwanted behaviour of learners and the learning process is encouraged when parents attend educational meetings organized by school administration, making provisions of school requirements, and making visits to school to inquire on their children's academic performance. Simeo, and Tangi, (2022) continue to state

that the community plays a crucial role in shaping student discipline and academic outcomes. This is done by creating a supportive, value-driven environment that reinforces what is taught by enhancing a positive and safe learning environment which make students to feel safe in their communities and school and are therefore more likely to focus on schoolwork and develop good behaviour. In addition, having access to Learning Resources Community libraries, youth centres and internet access points support academic growth as students get engaged in the facilities outside of school.

Mentorship Programs that involve professionals, elders, and faith leaders to mentor students helps instil discipline, give them motivation and direction in their academic work and behaviour. Furthermore, Guest Talks and Career Days which are done by bringing in successful community members to share experiences can inspire students to set goals and stay focused. Parenting Workshops that are community-organized sessions on positive student discipline and homework support strengthen the home-school connections. Family Engagement Activities that bring parents and students together reinforce mutual responsibility for behaviour and success. Faith-Based and Civic Groups like Churches, mosques, temples, or community organizations can be promoted to reinforce moral values and respect for authority. Community Service like helping the needy, keeping social areas clean and any other community service encourage students to engage in activities that build responsibility, humility, and a sense of belonging in them.

Community-School Collaborations can be done by involving businesses and local organizations that can provide funding, supplies, or volunteers to enhance the learning environment. Neighbourhoods that watch around schools help in reducing crime and distractions near schools, hence, improve student focus and attendance in school. Clubs and Sports Teams that are structured after-school programs keep students engaged and teach teamwork, time management and discipline. Tutoring and Remedial Classes can be organized where community-led academic support groups can help struggling students catch up and regain confidence in their academic work. Community recognition of students' achievements in academic, behaviour, or service which is done in public builds pride and motivation of the students and encourages others to emulate them. Youth awards and scholarships are local incentives that can enhance both good discipline and academic excellence.

5. Conclusion and Recommendations

5.1 Conclusion

The study sought to investigate the role of parents and teachers in promoting student discipline in secondary schools in Nandi County, Kenya, and how this influences the learning process and academic performance. Findings from parents, teachers, and students indicate that discipline levels in many schools are relatively low. Parents cited factors such as absenteeism, lack of motivation, negative peer influence, and inadequate school support as key contributors to indiscipline. Teachers reinforced these concerns by identifying behavioral issues like truancy, disrespect, and disregard for school rules.

Both groups acknowledged their shared responsibility in guiding students toward self-discipline. While parents lay the foundation of moral and behavioral values at home, teachers reinforce them through structured guidance and enforcement of school norms. However, the study revealed a disconnect in consistent implementation of discipline strategies and limited collaboration between schools and families.

The study concludes that student discipline is central to successful learning outcomes and moral development. When both parents and teachers are actively involved in guiding and monitoring students, it fosters an environment conducive to academic excellence and responsible citizenship.

5.2 Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

Strengthen Parent-School Collaboration
Schools should establish structured forums such as regular parent-teacher conferences, home visits, and joint counseling sessions to promote active parental involvement in student discipline and academic progress.

1. Develop Clear Discipline Policies
   Schools should formulate and consistently enforce discipline policies that are well-communicated to students and parents. These policies should emphasize restorative rather than punitive approaches to discipline.
2. Promote Guidance and Counseling Services
   Schools should invest in trained counselors who can offer support to students facing behavioral, emotional, or academic challenges. Peer counseling programs can also be introduced to encourage mutual support among students.
3. Parental Sensitization on Their Role
   Workshops and community-based sensitization programs should be organized to educate parents on the importance of their involvement in school activities and their children's academic and behavioral development.

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