

Original Research Article

RELATIONSHIP BETWEEN STUDENT DISCIPLINE AND ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN HABASWEIN SUB-COUNTY WAJIR COUNTY

ABSTRACT

This study explored on the relationship between student discipline and academic performance of secondary school students in Habaswein Sub-County. The research design adopted in this study was a survey research design. The target population was 1251 teacher and students, which comprised of 7 deputy principals, 7 guidance and counseling masters, 70 teachers from each school and 1167 students of school secondary schools in Habaswein sub-county. The study purposively sampled 231 respondents. Data for the study was collected using semi structured questionnaires. Quantitative data was analyzed using descriptive statistics using frequencies and percentages while qualitative data were categorized according to themes. It was found that drug abuse is adversely affects academic performance of secondary school students in Habaswein Sub-County since it is characterized with absenteeism. The study reveals that students strikes ($p < 0.01$) had a significant relationship with academic performance of secondary school students in Habaswein sub-county ($r = 0.426$), absenteeism ($p < 0.01$) had significant relationship with academic performance of secondary school students in Habaswein sub-count ($r = 0.444$), the relationship between bullying and academic performance of secondary school students in Habaswein sub-county ($p < 0.01$) is significant ($r = 0.422$) and drug abuse ($p < 0.01$) had a significant relationship with academic performance of secondary school students ($r = 0.361$).

Keywords: Absenteeism, Academic performance, Bullying, Drug abuse, Secondary school, Students strikes

INTRODUCTION

Background of the Study

Education is the intelligent, optimistic, and respectful nurturing of learning that is performed in the premise that all should have the opportunity to share it (Simba et al., 2016). However, the problem of school indiscipline affects many countries (Al-Raqqad et al., 2017). Bullying which is an aspect of indiscipline made many students to despise and even fail to attend. This led to country-wide campaigns against bullying /victim problems. More so, According to Maphosa and Kuttickatu (2011), teachers viewed disciplining as being synonymous to punishing them while from students' point of view; teachers mostly applied punitive disciplinary strategies when dealing with students' misbehavior in schools. In Kenya, Indiscipline of secondary schools and unrest has been recorded over the years. In Habaswein sub-county, Habaswein boys' secondary school a dormitory was burnt worth 3 million Kenya shillings by two students (Ministry of education 2017). Student protests and violence are common and can be dated back to the turn of the twentieth century, when the first example was documented at Maseno school in 1908 (Simba et al., 2016). Officials from the Ministry of Education have frequently denounced student violence, indiscipline, and incidences of juvenile hooliganism, warning that "wanton damage of school property would not be condoned (Kosgei, 2020). The nationwide attention and criticism of these school unrests has been received. Diverse initiatives and talks among many stakeholders in the education system have also been made in an attempt to identify long-term solutions to

these issues ((Ministry of education, 2017). This motivated this study to explore disciplinary methods employed with the intention to fix students for offences they commit before they could take action this indicated mixed reaction between teachers and students' perceptions in the maintenance of desired, appropriate and acceptable student behavior.

Statement of the Problem

Despite the government's various initiatives aimed at students, instructors, and the general teaching and learning context, secondary school performance in Habaswein sub-county has been awful (Wanjala & Wanjala, 2017). According to Ahmed (2018), the performance of scientific subjects in Wajir County, particularly Habaswein Sub County, has been a serious issue for the county administration and the national government at large. The performance has resulted in poor mean marks for the majority of pupils, jeopardizing their prospects of obtaining a further education. Poor performance at the national level has resulted in a low number of people pursuing professions in science. This poor performance has been associated with the status of discipline in these schools. Indiscipline cases has been affecting performance of secondary school students in Habaswein sub- county. Some school administrators have reported cases of truancy, absenteeism and drug abuse, Persistent late coming to school and damages to school property. However, there is scanty literature explaining students strikes, absenteeism, drug abuse and bullying as factors affecting academic performance of secondary school students in Habaswein sub-county (Olatide et al., 2020) Therefore, this study was conducted to lock this gap

Objectives of the study

The study was guided by the following objectives

- i. To examine relationship between students strikes and academic performance of secondary school students in Habaswein sub-county.
- ii. To relate absenteeism and academic performance of secondary school students in Habaswein sub-county.
- iii. To associate drug abuse and academic performance of secondary school students in Habaswein sub-county.

Hypotheses of the Study

The study sought to test the following hypotheses

H₀₁: Students strikes do not significantly affect academic performance of secondary school students in Habaswein sub-county.

H₀₂: Absenteeism does not significantly affect academic performance of secondary school students in Habaswein sub-county

H₀₃: Drug abuse does not significantly affect academic performance of secondary school students in Habaswein sub-county

H₀₄: Drug abuse does not significantly affect academic performance of secondary school students in Habaswein sub-county

LITERATURE REVIEW

The Concept of Discipline

Indiscipline is not only a Kenyan affair but also is a wide world problem which needs to be looked into. According to Mbah (2020). bullying as indiscipline case in Japan today is worrisome plan. Most importantly educator and other concerned people should recognize this problem as their problem and the best in dealing with it". He notes that -: "while we should also work for both improvements in various factors affecting education and humanization of the education environment, the problem of bullying must primarily be solved by implementing overall reforms involved at home, schools and community. Al-Raqqad et al. (2017) Suggest that

the home is the first and fundamental side for the character formation of children. Children grow their life experience expand from home to school and from school to community. Thus, the author further recommends that the schools should make efforts to enrich moral education through all education activities in cooperation with the family”.

Farley (1985) speaking on the British system of education says that “discipline by the teacher in class leads to success”. Farley (1985) says that “the country social and moral future depend greatly on the success the class-room teacher achieves “. The culture of blaming students always whenever there is indiscipline problem is something shared by many people throughout the world. Thus, whenever there is strike it is the students who are blamed always (Olatide et al., 2020). This approach to students’ protests is kin to the attitude which authorities in the U.S.A took towards students protest in sixties indiscipline is not fair.

In the Korogocho slums, Ondigo, Birech, and Gakuru (2019) found that marijuana, miraa, alcohol, and cigarettes, according to the report, are the most often overused drugs among secondary school students, and they have ruined their core values, affecting their social skills growth and academic performance. Slum living, peer pressure, traffic, and poverty are all variables that lead to drug and substance addiction among students, according to the survey. Drug abuse has been shown to have a negative impact on students' academic performance. Okari's (2018) found that drug abuse among students led to school dropouts, strained relationships with other students, a lack of interest in studying, truancy, a short attention span, and health issues like anxiety, headaches, sleepiness, and confusion, all of which contributed to poor academic performance.

Mbah (2020) found that school bullying is still prevalent in the majority of schools, according to the data, and has an impact on students' academic performance and attendance. The majority of students reported incidents of bullying to their instructors, while other students reported incidents of bullying to their professors. Bullying is still pervasive, and it has a detrimental influence on the majority of Cameroonian children's academic achievement. Fraser, Edwards, and Williams (2018) found a significant link between bullying and academic success. According to the research, traditional bullying has been and continues to be a severe problem in schools. Bullying, according to Al-Raqqad (2017), happens in almost every school, public or private, to varied degrees. Kiplagat and Nyongesa (2017) observed that student absenteeism causes low academic achievement because students lose out on what is being taught, fail examinations, and must repeat them. Kariba's (2015) study showed that student absence had an effect on academic performance, albeit the significance level was not high enough to prove this definitively.

RESEARCH METHODOLOGY

Both the positivist research paradigm and the interpretative approach paradigm are used in this study. To collect data, the current study used a descriptive research approach. The survey research design was employed to characterize the qualities of existent phenomena. It was used because it provided in-depth insights into the research issue by defining the factors of interest.

The study targeted the 7 deputy principals, 7 guidance and counseling masters, 70 teachers from each school and 1167 students of school secondary schools in Habaswein sub-county. The sub-county has 70 teachers. Thus, the target population was 1251 elements. The study purposively sampled the 1 deputy principals from each school, 7 guidance and counseling masters from each school, 10 teachers from each school in addition 21 students from each school. Thus, the sample population was 231 subjects. the study specifically used homogeneous purposive sampling which picks up a small sample with similar characteristics to describe some particular sub-group in depth (Gupta & Rangi, 2014).

The researcher employed the internal consistency approach, especially the Cronbach's Alpha test, to determine the instruments' dependability. The Cronbach's Alpha approach compares the items in the tool to determine their consistency by calculating the Cronbach's Alpha correlation coefficient (reliability coefficient). (α). Cronbach's Alpha has an absolute value between 1 and 0. When the Cronbach's Alpha equals or surpasses 0.7, the tool is considered consistent. The tool, on the other hand, is seen to be inconsistent. When a tool is found to be inconsistent, the components in the tool are examined to ensure consistency. This examination of an inconsistent tool entails either modifying the item or removing the item (inconsistent item) from the tool altogether. The tool should be scrutinized until it is consistent (Cronbach's Alpha of 0.7). Otherwise, because its components are internally reliable, I kept it as a consistent method for future data collecting.

FINDINGS AND DISCUSSION

The research just administered questionnaire to 231 teachers and students, and 147 of them answered, producing a response rate of 147 (66.22%), which is excellent for getting reliable data (Mugenda & Mugenda, 2008). According to Mugenda & Mugenda (2008), a response rate of half of the sample size is suitable for research, with a 60% rate being high and a 70% rate being good.

Among the respondents, 6(85.71%) were male while female was 1(14.29%). The response rate showed gender inequality among secondary schools in Habaswein sub-county which was violation of the Kenya constitution (2010), which advocates for 2/3rd gender. According to Kenya's constitution (2010), each gender shall not account for more than two-thirds of total participation (Government of Kenya, 2010). According to the Kenya constitution (2010), there should be gender diversity in every population representation. Accordingly, the present study sought to operate within the requirement of the Kenya constitution (2010) by ensuring gender diversity in the study population sample representation, where each gender was allowed equal chance to participate in the study. However, this was not possible in that among secondary schools in Habaswein sub-county, the female is very few when compared to their male counterparts. In the case of the present study, the male; 85.71%, are more than 2/3rd of the total population while the female; 14.29%, are less than 1/3rd of the total population.

While majority of 5(71.43%) of the respondents had bachelor's Degree, 2(28.57%) had master degrees. Thus, most of the deputy principals of secondary schools in Habaswein sub-county were university undergraduates with a few postgraduates among this rank.

In terms of discipline, 7 (100%) of them answered that they had encountered some type of indiscipline in respective schools. While a majority of 4(57.14%) showed the students in their schools abused drugs, 3(42.86%) showed that there was no drug abuse in their schools. All of them, 7(100.00%) showed that indiscipline influence students' academic performance.

Hypothesis testing

The research sought to establish existence of relationship between the independent variables (IVs) and the dependent variables and hence justify the research titles. Guided the research objectives, to examine relationship between; students strike, absenteeism, drug abuse and bullying and academic performance of secondary school students in Habaswein sub-county. the study established related hypothesis. These hypotheses were tested using Pearson's Product Moment (PPM) correlation. The correlation analysis was carried out using Pearson's. Product Moment (PPM), at 5% level of significance (α). The results obtained are captured in Table 1.

Table 1: Relationship between IVs and the DV

Correlations

		Performance of secondary school students in Habaswein sub-county	students strike	Absenteeism	bullying	Drug Abuse
Performance of secondary school students in Habaswein sub-county	Pearson	1	.426**	.444**	.422**	.361**
	Correlation					
	Sig. (2-tailed)		.000	.000	.000	.000
	N	147	147	147	147	147
students strike	Pearson	.426**	1	.548**	.605**	.656**
	Correlation					
	Sig. (2-tailed)	.000		.000	.000	.000
	N	147	147	147	147	147
Absenteeism	Pearson	.444**	.548**	1	.615**	.618**
	Correlation					
	Sig. (2-tailed)	.000	.000		.000	.000
	N	147	147	147	147	147
bullying	Pearson	.422**	.605**	.615**	1	.732**
	Correlation					
	Sig. (2-tailed)	.000	.000	.000		.000
	N	147	147	147	147	147
Drug Abuse	Pearson	.361**	.656**	.618**	.732**	1
	Correlation					
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	147	147	147	147	147

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results in Table 1, the study tested the following hypotheses;

Hypothesis 1: Relationship between students strikes and academic performance of secondary school students

H₀₁: Students strikes does not significantly affect academic performance of secondary school students in Habaswein sub-county.

H_{a1}: Students strikes significantly affect academic performance of secondary school students in Habaswein sub-county

These results show that students strikes ($p < 0.01$) had a significant relationship with academic performance of secondary school students in Habaswein sub-county since the probability value (p-value) for the relationship was less than 0.05. This provides sufficient evidence to deduce that students strikes are estimators of a. academic performance of secondary school students in Habaswein sub-county. In addition, the relationship between each students strikes ($r = 0.426$ and

academic performance of secondary school students in Habaswein sub-county was moderate because the coefficient of correlation (r) was between 0.3 and 0.6

Hypothesis 2: Relationship between absenteeism and academic performance of secondary school students

H_{02} : Absenteeism does not significantly affect academic performance of secondary school students in Habaswein sub-county

H_{a2} : Absenteeism significantly affects academic performance of secondary school students in Habaswein sub-county

The results show that absenteeism ($p < 0.01$) had significant relationship with academic performance of secondary school students in Habaswein sub-county since the probability value (p -value) for the relationship was less than 0.05. These results provide adequate information to conclude that absenteeism is a suitable predictor of academic performance of secondary school students in Habaswein sub-county. More so, the relationship between absenteeism ($r = 0.444$) and academic performance of secondary school students in Habaswein sub-county was moderate because the coefficient of correlation (r) was between 0.3 and 0.6

Hypothesis 3: Relationship between bullying and academic performance of secondary school students

H_{03} : Drug abuse does not significantly affect academic performance of secondary school students in Habaswein sub-county

H_{a3} : Drug abuse significantly affects academic performance of secondary school students in Habaswein sub-county

Grounded on results in Table 1, the relationship between bullying and academic performance of secondary school students in Habaswein sub-county ($p < 0.01$) is significant since the probability value (p -value) for each relationship was less than 0.05. This shows that bullying is a good estimator of academic performance of secondary school students in Habaswein sub-county. furthermore, the relationship between bullying ($r = 0.422$) and academic performance of secondary school students in Habaswein sub-county is moderate because the coefficient of correlation (r) was between 0.3 and 0.6

Hypothesis 4: Relationship between drug abuse and academic performance of secondary school students

H_{04} : Drug abuse does not significantly affect academic performance of secondary school students in Habaswein sub-county

H_{a4} : Drug abuse significantly affects academic performance of secondary school students in Habaswein sub-county

The results in Table 1 show that drug abuse ($p < 0.01$) had a significant relationship with academic performance of secondary school students in Habaswein sub-county since the probability value (p -value) for the relationship was less than 0.05. this means that drug abuse g has significant effect on academic performance of secondary school students in Habaswein sub-county. So, that drug abuse is a suitable predictor of academic performance of secondary school students in Habaswein sub-county. In addition, the relationship between drug abuse ($r = 0.361$) on academic performance of secondary school students in Habaswein sub-county was moderate because the coefficient of correlation (r) was between 0.3 and 0.6.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Findings

The study established school strikes by students had low impact on student's academic performance. This was demonstrated by 31(46.97%) disagreed to the assertion that strikes by the students towards teachers affected academic performance of students. However, strike cause distortion of the school calendar which leads to fail to coverage of course effectively or as outlined. While other schools are completing their syllabus the schools, the students in school having strike do not have the' incapacity to complete theirs. This means that effective learning improves academic achievement which enhanced by satisfactory completion of the course outline. More so, strike propagates destruction in school property which cause shortage of essential facilities such as book, desks, laboratories, learning tools as it also leads to damage in the classroom. This shortage influence on academic accomplishment. This is because students may fail to complete the course effectively, decreasing their academic result. Furthermore. property damage may potentially result in the school's closure.

The results in Table 1 showed that absenteeism very highly affected student's academic performance in Habaswein sub-county; where 50.00%) of the respondents strongly agreed that absenteeism affected academic performance of students. Absenteeism, which may be missing lesson for even up to two weeks greatly affects performance because it disrupts the entire academic activities. An absent student misses' lessons which adversely affects the academic performance. That is absenteeism is associated to poor academic performance which makes continuous class attendance a critical component in academic performance. Those pupils who miss out on teaching and learning opportunities, lower their academic performance in that such students lose out on what is being taught, fail exams.

Most secondary school, 57.14%, are prone to drug abuse by student and his drug abuses has physiological effect when introduced to the body. The most common drugs that students abused include; "miraa", "kubel" and tobacco. These drug which are used to stimulate the brain are usually obtained from fellow students and the schools' neighborhoods. New entrants into drug rings are driven by peer pressure, poor living conditions and the surrounding. The study established that drug addiction is a poor indicator of their academic success. Drug misuse among kids was linked to school dropouts, absenteeism, a short attention span, and health issues such as anxiety, headaches, sleepiness, and disorientation, all of which contributed to poor academic performance. This has an influence on their academic achievement, since children are taking longer to complete secondary school despite the requirement of four years. This is seen in the impact they have on the student's overall academic performance.

The study established that bullying seeks to harm, intimidate, or coerce the vulnerable students. It is a form of harassing, intimidating, harming and coercing someone and thereby exposing students to torture. Bullying in schools creates an unsafe atmosphere for children, limiting their ability to adjust to classroom activities and resulting in poor academic performance. Bullying in schools therefore has a negative impact on academic achievement since it affects a student's physical, social, psychological, and emotional well-being. Bullied kids develop fear and lack self-confidence, which affects their school personality. Bullying has an impact on secondary school students' academic performance in the Habaswein sub-county because bullied victims lose interest in studying, resulting in low performance since their focus is diverted from learning to worrying about self. That is lack of concentration of contents resulting to poor performance. This was because it created fear in the hearts and minds of the learners in addition to stress, low concentration which led to failures in examinations.

Conclusions

The study concludes that school strikes are detrimental to the academic performance of school in Habaswein sub-county. They manifest in form of; distortion of the school calendar which leads to fail to coverage of syllabus effectively, destruction of school property which cause shortage of essential facilities, closure of schools, and suspensions. This leads to low academic performance of school in Habaswein sub-county because students fail to complete the course, decreasing their academic performance levels.

The study also concludes that absenteeism has a very high disastrous effect on academic performance among secondary schools in Habaswein sub-county. Absenteeism means missing lesson which greatly affects performance to the point of disrupting the entire academic activities. Thus, it is associated to poor academic performance by its breaking continuous class attendance; which a critical component in academic performance.

Further, the study concludes that drug abuse adversely affects academic performance of secondary school students in Habaswein sub-county. In addition, it highly lead to absenteeism, school dropouts, lack of interest in studying, truancy, a short attention and confusion, all of which led to declining academic performance. This is clear from the influence they had on the student's overall academic achievement.

Lastly, the study concludes that bullying hamper academic performance of secondary school students in Habaswein sub-county by its nature of harming, intimidating, coercing and exposing victims to torture. It generates an insecure environment for students, which negatively effects their capacity to adapt to class activities, resulting in low academic achievement. Thus, bullying in schools has a detrimental influence on academic performance because it impairs the physical, social, psychological, and emotional well-being of the student. Bullied students gains anxiety and low self-confidence, which reduces their personality qualities at school. .

Recommendations

Based on the findings, the study suggest that schools Habaswein sub-county should review their policies on discipline for both students and teachers. These policies should advocate for direct participation of all stakeholders in school discipline issues. Proper channels of communication with students may be established by organising frequent discussion sessions in which students are free to express their opinions without fear of censure.

Secondly, the study recommends that there is a need to educate pupils on the necessity of attendance, the negative impacts of absence, and school laws regulating the same. There is a need to include parents by holding frequent meetings and working with them to develop tactics that are most suited to their children. Other difficulties, such as bullying and bad peer relationships, should be communicated to parents so that they can give the appropriate support and encouragement. The school should aim to establish a joyful and learning atmosphere and inculcate in our pupils a good attitude toward academics and class activities, which will minimise absenteeism.

Thirdly, the study recommends that school in Habaswein sub-county strengthen their guidance and counselling efforts by bringing in professionals to train teachers and parents, who will then be able to properly advise pupils about dangers of drug misuse.. Furthermore, the school should actively engage children in useful activities and keep them away from drug abusers. School-wide awareness programmes and workshops should be organised to educate kids about drugs and the dangers of using them

Lastly, the study recommends that, in order to avert bullying, there should be collaboration between the schools and the parents as the counsellor to collaboratively instill good values in

their students using their guidance and counselling sessions. There is need for the parents to be equipped with skills and knowledge on matters related to classroom management and control. In addition, the schools should implement effective supervision across their premises.

Areas of Further research

The study was limited to secondary schools in Habaswein sub-county which restricted the applicability of the findings to the zeduary within the sub county. So other studies should be done in all the sub counties in Wajir to verify the findings in this study.

REFERENCE

- Ahmed, A. M. (2018). Principals Perception Of Factors Contribution To Students Poor Performance In Chemistry In Public Secondary Schools In Wajir County, Kenya (Master Research Project, Kenyatta University).
- Al-Raqqaad, H. K., Al-Bourini, E. S., Al Talahin, F. M. & Arank, R. M. E. (2017). The Impact of School Bullying On Students' Academic Achievement from Teachers Point of View. *International Education Studies*, 10(6),44-50
- Farley, R. (1985). Your discipline in school, London, New Education Press.
- Fraser, S., Edwards, D. & Williams, R. (2018). The effects of traditional bullying on the academic performance of learners at the primary level in Guyana. *International Journal of Educational Policy Research and Review*, 5(8), 144-153 <https://www.journalissues.org/IJEPRR/>
- Gupta, S. K. & Rangi, R. (2014). Research methodology. Methods, tools and techniques (4th ed.). New Delhi: Kalyan Publishers
- Kariba, R. M. (2015). An Investigation of Influence of Student Absenteeism on Academic Performance of Secondary School Students in Nyandarua, Kenya. *Research on Humanities and Social Sciences*, 5(9), 95-99
- Kiplagat, P. & Nyongesa, S.. (2017). Attendance Dilemma and Its Consequence on the Academic Performance of Students in Public Mixed Secondary Schools, Kisii, Kenya. *International Journal of Innovative Research and Advanced Studies (IJIRAS)*. 4. 132-139.
- Kosgei, J. R. (2020). *Effect of students' discipline on their academic performance in public secondary schools in Vihiga Sub-County, Kenya* (Masters Research Project, University of Nairobi).
- Maphosa C. & Kuttickatu (2011) South African Journal Education. Education Disciplinary capabilities after the banning of corporal punishment in South African schools. *EASA*. 30, 387-399.
- Mbah, R. M. (2020). *The perception of students about school bullying and how it affects academic performance in Cameroon* (Master's Thesis, Memorial University of Newfoundland)
- Mugenda, O. M. & Mugenda, A. G. (2008) *Research methods: Quantitative and qualitative approaches*. Nairobi Kenya: ACTS
- Ondigo, Q., Birech, J., Gakuru, O.N. (2019). Drugs and Substance Abuse among the Secondary School Students in Korogocho: Implications for Behaviour and Performance. *IRA International Journal of Education and Multidisciplinary Studies*, 14(3), 67-79. doi: <http://dx.doi.org/10.21013/jems.v14.n3.p4>
- Okari, J. O. (2018). *Effects of drug abuse on academic performance among secondary school students in Masaba North Sub County, Nyamira County, Kenya* (Masters Research Project, University of Nairobi).
- Olatide, A. E., Ojo, O., Alonge, B. P. & Funmilayo, O. G. (2020). Impact of Strike Actions on Students and Government in Tertiary Institutions in Ekiti State, Nigeria. *European Journal of Social Sciences*, 59(4), 360-364. <http://www.europeanjournalofsocialsciences.com/360>.

- Simba, N. O., Agak, J. O. & Kabuka, E. K. (2016). Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County, Kenya. *Journal of Education and Practice*, 7(6), 164-173
- Wanjala, G. & Wanjala, E. (2017). Level of teachers' efficiency in work performance in public secondary schools in Wajir North District, Kenya. *International Journal of Scientific Research and Innovative Technology*, 4(4).23-36

UNDER PEER REVIEW

UNDER PEER REVIEW