Discipline as a Factor in Academic Performance in Kenya

Philomena Mukami Njoroge, Ann Nduku Nyabuto

Abstract

Discipline is a vital ingredient for the success of students’ academic performance. The Government of Kenya through the Ministry of Education (MOE) has always set up commissions of enquiries anytime the secondary schools unrests become a great concern, especially when it leads to massive destruction of property and death of students. The MOE has always wanted to get to the bottom of the matter and establish ways in which discipline can be enhanced. However, discipline in public day secondary schools has deteriorated in the past few years, especially since the ban of the cane jeopardizing the national goals of economic and industrial development (MOE 2008). In spite of efforts by the schools, indiscipline is the order of the day and it may be assumed that it hampers good academic performance. The Teachers Service Commission (TSC) has further ensured that each school has a teacher-counselor to strengthen discipline yet many schools particularly in Ruiru District have continued to find it difficult to establish a strong culture of good discipline. The academic performance in Ruiru District has continued to deteriorate. The schools have also been experiencing students’ indiscipline. Although there are many factors that affect the academic performance, the factor of indiscipline has not been conclusively looked in to. It was therefore important and urgent to have an in-depth assessment of the role of discipline on academic performance in order to solve the problem. In view of the above, the task of this paper is to assess the causes of indiscipline, ascertain the relationship between students’ discipline and academic performance, find out challenges faced by teachers in dealing with students’ indiscipline and develop strategies for improving discipline in public day secondary schools in Ruiru district, Kiambu County in Kenya.

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Factors Affecting Implementation of Performance Appraisal in Public Secondary Schools in Kenya: A Survey of Kirinyaga Central Sub County. The results clearly indicate that the academic performance of students is affected by other factors apart from teacher’s effort. These results also agree with those of Pettijohn, Pettijohn, and Taylor (2000) who did a study on performance appraisal usage and criteria on sales people and found out that sales people had positive perception of performance appraisal but the criteria used for evaluating their performance were not appropriate since two sales people in the same firm can put the same effort but realize. The effectiveness of performance appraisal systems in private universities in Kenya: an assessment of Kabarak. Paper ID: NOV151246. Table 1:2 Academic Performances in Kenya Certificate of Secondary Examination in Central Province between 2007-2010, in terms of mean score. County 2007 2008 2009 2010 Nyeri 4.480 4.883 4.976 5.127 Nyandarua 4.395 4.862 4.879 4.985 Murang’a 4.523 4.717 4.754 4.919 Kirinyaga 4.104 4.792 4.834 5.119 Kiambu 4.197 4.377 4.458 4.574 Provincial mean 4.285 4.784 5.165 4.945 Source: Provincial. The teachers also lack parents’ support especially on matters related to discipline and academics. There are however other factors that may influence academic performance in KCSE examination like the quality of teachers, administrative set-up, parental occupations, quality of internal supervision and lack of commitment by the teachers.