



Influence of Disciplinary Actions on Discipline among Public Secondary School Students in Kiambu County, Kenya

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ABSTRACT

Good school discipline ensures effective teaching and learning. Indiscipline is a major challenge facing schools in Kenya and it comes in many forms such as fights among students, truancy, drug abuse, dropout from schools and drop in academic performance and the problem is major challenges facing schools in Kenya. The government has recommended robust interventions at the school level to control the indiscipline. Nevertheless, students continue to exhibit immense behavioural problems. It is therefore necessary to assess the effectiveness of the numerous behaviour change interventions put in place. This study investigated the influence of school-based behaviour change interventions on students' discipline in public secondary schools in Kiambu County. The study was guided by the following four objectives; to explore the influence of teacher counselling interventions on discipline among public secondary school students in Kiambu County, Kenya; to examine the influence of student peer counselling interventions on discipline among public secondary school students in Kiambu County, Kenya; to assess the influence of mentorship interventions on discipline among public secondary school students in Kiambu County, Kenya and; to determine the influence of disciplinary actions on discipline among public secondary school students in Kiambu County, Kenya. The study was centred on the Ecological Systems Theory (EST). Based on the correlational research design, the study targeted the 227 principals 3,479 guidance and counselling teachers and the 89,065 students in Kiambu County. From these, the study sampled 23 principals, 97 teachers and 398 students using the simple random sampling technique. Data was collected using questionnaires, interview guides, and field observation schedules. The data were analysed using descriptive statistics in line with the study objectives. On quantitative data from the questionnaires; frequencies, percentages, means, and standard deviations were used. Statistical Package for Social Science (SPSS) aided in data analysis. The null hypothesis was tested using inferential statistics where, Pearson product moment correlation coefficient (r) test was used at a significance level of 0.05. Qualitative data from open-ended questions in the questionnaires, interview guides, and secondary data transcripts were analyzed using content analysis procedures. The findings showed that there was evidence of positive and significant relationship between students' discipline and; school discipline actions ($r=0.599, p<0.05$). Based on these findings, it is evident that school discipline actions indeed influence students' discipline in the study area. Interventions around these areas should thus be strengthened to holistically enhance students' discipline in the schools studied. The study recommends that school disciplinary actions should be well regulated to make them responsive to the punishment needs of schools. The Ministry of Education should regularly review school disciplinary policy to make it responsive to the evolving demands for disciplinary actions in schools.

Keywords: Disciplinary Actions, Kiambu County, Public Secondary Schools, School Discipline

I. INTRODUCTION

The school environment, often referred to as the ecology, significantly impacts students' behaviors due to the considerable amount of time they spend there and the interactions they experience (Cortina & Fazel, 2015; Welsh & Little, 2018). Research indicates that teachers and classmates have immense effects on students' behaviors, making the school ecology crucial in addressing indiscipline among students. Various school-based behavior change interventions, such as guidance and counseling, mentorship, and disciplinary actions, are implemented to address these challenges.

Guidance and counseling programs in schools have been instrumental in enhancing students' discipline by providing personalized support and guidance to develop core values, social skills, and emotional intelligence (Oyieyo, 2012; Chindo, 2022). Additionally, these interventions contribute to the cultivation of well-rounded individuals who exhibit empathy, responsibility, and resilience (Nkinga et al., 2018). Studies have shown positive outcomes of guidance and counseling interventions on students' behavioral outcomes and academic performance in various contexts.



Disciplinary actions implemented by schools also play a significant role in shaping students' discipline (Williams et al., 2020). Research conducted in different countries, including the United States, Nigeria, and Uganda, has highlighted the influence of school disciplinary frameworks on students' behavioral outcomes. While some studies have shown positive effects of disciplinary actions on students' discipline, others have indicated mixed outcomes, suggesting that disciplinary practices could have both direct and inverse influences on students' behavior (Ssenyonga et al., 2019; Cortina & Fazel, 2015).

However, despite the implementation of various interventions, the prevalence of indiscipline cases, such as drug and substance abuse, truancy, gang behavior, and early sexual debut, remains high in Kiambu County, Kenya (Magai & Malik, 2018; Ndaita, 2016). Empirical evidence suggests that a considerable proportion of adolescents in the county exhibit behavioral problems, posing significant challenges to their well-being and development. Studies focused on Kiambu County have highlighted the high levels of indiscipline among secondary school students despite the deployment of discipline management interventions (Gesare, 2019). Factors such as drug use, sneaking out of school, bullying, and rudeness persist, indicating the need for systematic evaluation of the efficacy of school-based interventions in addressing these challenges (Ndaita, 2016; Gesare, 2019).

Overall, while several school-based interventions influence discipline among students, their efficacy in Kiambu County remains unclear. The relationship between these interventions and students' discipline needs to be systematically assessed to understand their combined influences and address the persistent challenges of indiscipline in the county effectively. This underscores the importance of conducting a comprehensive study to evaluate the influence of disciplinary actions on discipline among public secondary school students in Kiambu County, Kenya.

1.1 Statement of the Problem

The persistent prevalence of student indiscipline in Kenyan schools, particularly in Kiambu County, poses a significant challenge to effective teaching and learning processes (Republic of Kenya, 2001; Mwaniki, 2018; Ndaita, 2016). Despite robust interventions recommended by the government, including guidance and counseling, mentorship, and disciplinary actions, students continue to exhibit various behavioral problems, such as truancy, drug abuse, violence, and academic underperformance (Republic of Kenya, 2001; Mwaniki, 2018; Ndaita, 2016).

In Kiambu County, the situation is particularly concerning, with high rates of drug and substance abuse, early sexual engagement, violent school strikes, and academic challenges among secondary school students (Ndaita, 2016; Kiambi, 2018; Kenya County Profile, 2015; Njeri, 2022). Despite efforts to address these issues, including the implementation of behavior change interventions, the effectiveness of these interventions in curbing student indiscipline remains uncertain (Ndaita, 2016; Kiambi, 2018; NACADA, 2014; Kiambu County Director of Education Office, 2018).

Therefore, the current study aims to investigate the influence of guidance and counseling, mentorship, and disciplinary actions on students' discipline in public secondary schools in Kiambu County. By addressing the knowledge gaps and providing insights into the effectiveness of these interventions, the research seeks to contribute to the development of more targeted and effective strategies for tackling indiscipline among students in the county.

1.2 Objectives of the Study

To determine the influence of disciplinary actions on discipline among public secondary school students in Kiambu County, Kenya

1.3 Research Hypotheses

The following research hypotheses have been formulated to guide the investigation:

H₀₁: There is no statistically significant relationship between disciplinary actions and discipline among public secondary school students in Kiambu County, Kenya.

II. LITERATURE REVIEW

2.1 Disciplinary Actions Interventions and Students' Discipline

These are direct interventions such as punishments and suspensions meted on students after indiscipline incidents. Williams et al. (2019) examined *Middle school teachers' academic and behavioural perceptions of their students and expectations for high school graduation*. Data were collected from a diverse dyadic sample of 1,653 seventh graders and 63 teachers. The study established that school disciplinary frameworks contributed to better



behavioural outcomes. This current study assessed the level to which the disciplinary policies employed by schools reinforced school behaviour change interventions and vice versa.

Gage et al. (2019) studied *the effect of school-wide positive behaviour interventions and supports on disciplinary exclusions (SWPBIS)*. The Study employed propensity score matching to examine the differences in suspension and expulsion rates for 98 schools that were implementing SWPBIS and those who were not doing so. The study findings showed that schools that were using the SWPBIS framework had fewer cases of suspensions. This showed possible changes in negative behaviours.

Ssenyonga et al. (2019) carried out a study on, *Stress and positive attitudes towards violent discipline are associated with school violence by Ugandan teachers*. Data was collected from a sample of 291 teachers and 702 students using questionnaires. These were drawn from 12 public secondary schools in the southwestern region of the country. The study showed that there was no significant relationship between teacher's violent disciplinary methods and students' disciplinary outcomes.

Anyanwu et al. (2019) carried out a study on, *Students' perception on the effect of disciplinary suspension on their psychological well-being in public secondary schools in Lang'ata Sub-County, Nairobi County, Kenya*. The study was anchored on the deterrent and reformatory theories of punishment. Based on the phenomenological and descriptive research designs, data was collected from Form 2 and 3 students as well as discipline and counselling masters/ mistresses. The study showed that disciplinary measures had both positive and negative effects on the students. The study did not expressly show the level to which the discipline measures affect the behavioural outcomes of the students. This therefore underlines the importance of this current study.

Brugar (2016) carried out a study on, *Teaching social studies/history to elementary school students through a discipline-specific approach*. Based on mixed research methods, the study investigated the level to which disciplinary actions affected students learning. The findings show that the specific disciplinary interventions had different outcomes for students' academic performance and discipline in the schools studied. Schools with effective disciplinary frameworks had fewer indiscipline cases than schools. This current study investigated the level to which the disciplinary actions of schools affected students' discipline in Kiambu County.

Edwards (2016) investigated the nexus between school racial composition and racial inequality in the discipline. The findings showed that discriminatory disciplinary interventions meted on students from minority groups resulted in differential effects on behaviour. In this regard, it was pertinent for disciplinary actions to take cognizance of the different demographic attributes of students to check discipline inequality. Since schools have students' various backgrounds, it is important to ensure balance in dispensing discipline. This current study set out to investigate the level to which responsive discipline actions based on individual students' attributes affect their discipline in Kiambu County.

Anyon et al. (2016) in study on, *Restorative Interventions and School Discipline Sanctions in a Large Urban School District*, employed multilevel modeling of 9,921 student discipline records. The study showed that some discipline actions tended to focus on special groups of students. In this regard, youth from "Black, Latino, and Native American youth groups, boys, and students in special education tended to be overrepresented in suspensions and expulsions." This also led to skewed disciplinary outcomes among students from these groups. Restorative interventions aimed at achieving balanced disciplinary interventions were thus recommended to ensure balanced behavioural outcomes among the students. This current study investigated the level to which the disciplinary actions, and their perceived impartiality, affected the behaviour of students.

Okonofua et al. (2016) carried out a study entitled *Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents*. The study hypothesized that high suspension rates were linked to major negative life outcomes among students such as incarceration and unemployment. Data was collected from various environments. The findings showed that teachers' mindsets regarding discipline had a direct effect on the quality of teacher-student relationships. It also affected students' suspensions. In this regard, it was pertinent to put in place interventions aimed at enhancing teacher-student relationships through interventions aimed at appreciating the essence of various disciplinary actions among students. Overcoming negative attitudes towards discipline actions could enhance students' discipline as envisaged by this current study.

Ehiane (2018) carried out a study on, *The nexus between Discipline and academic performance in selected secondary schools in Lagos, Nigeria*. The study conceptualized that discipline had positive impacts on the academic performance of students. The study showed that effective school discipline had positive effects on students' behaviour, which consequently affected their general academic performance. This current study tested the veracity of these findings in Kenya, which was not the focus of the former study.



Nyongesa et al. (2016) carried out a study on, *Teachers' disciplining styles and their influence on pupils' behaviour modification in primary schools in Kimilili Sub-County, Kenya*. The study was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive- indiscipline had constantly escalated in Kenya. This was evidenced by "general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use" among others. Based on the mixed research approach, findings showed that "the majority of teachers preferred caning pupils rather than guidance and counselling them." Further, most of the disciplinary methods employed had positive effects on the pupils' behaviours. This current study investigated the influence of disciplinary actions on students' behaviour in Kiambu County.

M'muyuri (2021) carried out a study titled *Education democratization and students' discipline in public secondary schools in Meru County*. Based on the social learning theory, social systems theory and social factor theory, the study adopted the descriptive survey research design. Data was collected from a sample of 384 student's leaders in addition to 10 principals and 195 principals. The study underlined the central role played by government discipline policy in enhancing the discipline of students. The government emphasized strategies such as punishing, guidance and counselling, suspensions and parental involvement in dealing with indiscipline. According to Khatete (2014), the MOE also laid emphasis on "the rights of children which culminated in the banning of corporal punishment from schools in April 2001." The key aim of the policy was to enhance students discipline by checking riots, truancy, and all manner of rebellion among other behavioural problems. However, indiscipline in Kenyan secondary schools remains a major challenge.

The enactment of democratic policies by the Government of Kenya in "The Basic Education Act" aimed to promote students' participation in Board of Management (BOM) meetings (Republic of Kenya, 2013). The objective was to involve students in decision-making processes and foster better relationships between students, teachers, and the school administration. By doing so, the government aimed to address negative perceptions of teachers as authoritarian figures and enhance overall discipline among students (Republic of Kenya, 2013). However, the implementation of these policies resulted in mixed outcomes, as it did not completely eradicate students' indiscipline. Therefore, it became crucial to assess the extent to which government discipline policies influenced disciplinary actions in schools and, consequently, students' discipline in Kiambu County.

Previous studies conducted by Khatete (2014) and M'muyuri (2021) did not specifically focus on this aspect, highlighting the need for further research in this area. This emphasizes the significance of the current study, which examined the impact of school behaviour change interventions on students' discipline in public secondary schools in Kiambu County. The study's findings revealed that improving discipline requires schools to establish a routine and rhythm within the classroom. By setting clear expectations and requirements for students, they would know what to anticipate and understand their responsibilities, potentially leading to positive changes in negative behaviours.

2.2 Theoretical Framework

This study was based on three theories: the Ecological Systems Theory (EST). The theory was advanced by Bronfenbrenner (1979) to explain how the environment of a person influences their behavioural outcomes. Bronfenbrenner adapted ecological systems to discuss the different system levels that influence the development of a person (Ettetal & Mahoney, 2017). These include the microsystem whereby the person is exposed to a pattern of activities, roles, and interpersonal relations in one on one setting such as home, school, peers and neighbourhood among others. The second system is the meso-system which incorporates linkages occurring between numerous settings where the developing person is located such as home and school.

The third system is the exo-system which includes one or more social settings that do not involve the developing person as an active participant. In these settings, events occur that affect or are affected by what happens in the set containing the developing person. These could be the parental workplace whereby an individual can be affected by the context in which the parent works through acquired values among others. The last system is the macro-system. This includes influences from culture, subculture, and other extended social structures (Ettetal & Mahoney, 2017). The last system is chrono-system. In this one, the development of a person is affected by affected over time by numerous influences that occur at school, home, or in the country at large.

Critiques of the Problem Behaviour Theory (PBT) argue that individuals need to remain within a specific ecological context to be consistently influenced by all the systems involved. Relocating to a different location or country can result in changes in the systems, leading to different patterns of development (Tudge et al. 2016). In the context of this current study, the Ecological Systems Theory (EST) is highly relevant as it acknowledges that adolescents' behaviour is influenced by the ecological environment in which they grow. Within this framework,



school-based behaviour change interventions play a crucial role in shaping students' discipline. Implementing measures such as guidance and counselling, peer counselling, mentoring, and involving parents in disciplinary processes in secondary schools can help create an ecological context in which indiscipline among students can be effectively addressed.

The strength of Ecological Systems Theory (EST) lies in its holistic approach, taking into account multiple systems that influence behaviour. By considering the context in which individuals develop, the theory provides a comprehensive understanding of the factors that may influence students' discipline in this study. However, the theory's complexity and lack of specificity could present challenges in its application. Researchers may find it difficult to measure and analyze the interactions between different systems effectively.

Nonetheless, in the context of the current study, Ecological Systems Theory (EST) was quite relevant as it recognized that students' behaviour and discipline are influenced by their ecological environment, encompassing various systems in their lives. The study aimed to understand how school-based behaviour change interventions operate within this ecological context to address indiscipline among students.

By emphasizing the impact of different systems, from the school microsystem to the larger cultural macrosystem, the study gained valuable insights into the factors affecting students' discipline. The theory's developmental perspective aligned well with the focus on students' discipline, which could evolve over time and be influenced by interventions implemented during their academic journey. To address the challenges posed by the theory's complexity, the study carefully considered the practical implications of its concepts. The finding of the study could offer actionable insights for improving students' discipline through the implementation of school-based interventions.

III. METHODOLOGY

3.1 Research Design

This study was based on the correlational research design which is a type of non-experimental research in which the researcher seeks to understand the kind of relationships variables have with one another. Correlation design permitted the researcher to measure the degree and direction of these relationships among these variables as well as making predictions about one variable from the other. The degree of coefficient is expressed as correlation coefficient (Mugenda & Mugenda, 2003). The correlational design is considered a paramount in observational research as no variables are manipulated by the researcher. The correlational research design was useful in examining the interconnectedness of selected predictor and responsive variables which made it suitable.

In this study correlation design was used to determine the relationship between teacher counselling, peer counselling, mentorship, disciplinary actions and students discipline in public secondary schools in Kiambu County. The design was appropriate for analyzing the relationships between the independent variable - school-based behaviour change interventions and the dependent variable - student indiscipline as it was unbiased in its examination of the link between.

3.2 Location of the Study

The study focused on public secondary schools in Kiambu County. The county is one of the five counties of the former Central Province of Kenya. It is one of the most populous Counties in Kenya. According to the Kenya National Bureau of Statistics, it had a population of 2.418 million in the 2019 National Census (KNBS, 2019). The county is comprised 13 sub-counties namely: Kiambaa, Kikuyu, Gatundu North, Thika East, Gatundu South, Limuru, Githunguri, Juja, Kabete, Kiambu, Thika West, Lari and, Ruiru. With a total area of Kiambu County is 2,449 km², the main economic activities in the county are agricultural and commercial activities. The main crops grown are coffee, tea and dairy farming. Small scale farming is also common. Kiambu is also a largely commercial county with numerous small and medium enterprises. The county was chosen because it is characterized by high levels of indiscipline as observed by Kabiru et al. (2018) who argues that 22% of children in the county had behavioural problems, which is above the national average of 18%. Also, literature on the relationship between school-based behaviour change interventions and discipline in the area is scanty. This meant that making empirically informed recommendations on ways of dealing with indiscipline in the County remained an elusive goal.

3.3 Target Population

Mugenda and Mugenda (2008) defines the population for any study as all objects in the research site which are affected by the stated research problem. It was the portion of the study from which the researcher could practically



reach to select a representative sample. The study targeted all the 227 public secondary schools in Kiambu County with a total of 227 principals, 3,479 teachers and 89,065 students in the county (Kiambu County Government, February 2021). The study focused particularly on public secondary students. Involving public secondary students in studies about discipline in their schools in Kenya is of utmost importance as it empowers them to become active participants in shaping their own educational environment. By including students in these studies, their perspectives, experiences, and opinions are given due consideration, leading to more informed and effective discipline policies. Such engagement fosters a sense of ownership and responsibility among students, encouraging them to take accountability for their behavior and academic performance. Moreover, student involvement promotes a sense of trust and mutual respect between students and school authorities, ultimately creating a more conducive and harmonious learning environment that enhances overall academic achievement and personal development.

Table 1
Target Population

Category	Target Population
Principals	227
Teachers	3,479
Students	89,065

3.4 Sampling Technique and Sample Size

Martínez-Mesa et al. (2016) defined sampling as the process of selecting a number of individuals or objects from a population in such a way that the selected group contains elements representative of the characteristics found in the entire group. This study used three types of sampling procedure namely; purposive sampling, stratified sampling and simple random sampling. Purposive sampling was used to select study location, public secondary schools and forms three and four students. The schools were further stratified into four categories namely: day, mixed day/boarding, girls boarding and boys boarding. The study used simple random sampling technique in selecting the school categories that is; four boarding schools for boys, six boarding schools for girls, three-day schools and ten mixed day schools. A total of 23 schools out of the total 227 schools were selected for study. This represents 10% of the total number of public secondary schools in Kiambu County. This sample is considered enough in social science study which recommends a minimum of 10% (Martínez-Mesa et al. 2016)

Simple random was further used in each of the three categories of the study participants namely; principals, teachers and students to obtain the respondents. In this regard, the study participants were randomly selected from the schools sampled.

To obtain the sample of teachers and students, the study used simplified formula for calculating sample size as put forward by Yamane (1967).

The formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n=the sample size

N= the population size

e= sampling error (assumed at 0.1 for teachers & 0.05 for students)

For principals, a sampling error of 10% was used. This was informed by considerations for making it possible to reach them adequately for interviews. Furthermore, 10% is considered enough for a representative sample in descriptive studies (Kasomo, 2007).

While the overall sample size might seem relatively small, it was deemed adequate as it accounted for approximately 10% of the total population. Moreover, the study into consideration the level of heterogeneity within the population and the resources available for data collection and analysis. By sampling a diverse group of principals, teachers, and students, the study aimed to capture a comprehensive view of disciplinary practices and experiences in Kenyan schools. This carefully selected sample offers valuable insights into the dynamics of discipline within these educational institutions, paving the way for informed decision-making and potential improvements in fostering a conducive learning environment for all stakeholders involved. In this regard, the study sampled 23 principals, 97 teachers and 398 students as presented in Table 2.



Table 2
Sample Size

Category	Population	Sample	Sampling Procedure
Principals	227	23	$n_1=N (10\%)$
Teachers	3,479	97	$n_2=N/1+N (0.1)^2$
Students	89,065	398	$n_3=N/1+N (0.05)^2$

3.6 Research Instrument

Data was collected using questionnaires, interview guides, and observation schedules. By employing these different data collection methods, the researcher aimed to ensure a comprehensive and robust understanding of the research topic. The triangulation of data allowed for cross-verification, identification of patterns and inconsistencies, and the development of a more complete picture of the educational landscape in Kiambu County. The varied perspectives provided by questionnaires, interviews, and observations enhanced the validity and reliability of the data, as each method brought its own unique strengths to the study.

IV. FINDINGS & DISCUSSIONS

4.1 Response Rate

This section presents the response rate of the study participants. Data was collected using questionnaires and interviewing various respondents. Table 5 shows the response rate from the sampled participants in the three categories that is principals, teachers and students. Four hundred and ninety nine (499) respondents of the 518 respondents (96.3%) sampled participated in the study. From these respondents, 18 out of 23 principals (78.3%) were interviewed. At the same time, 83 out of 97 teachers (85.6%) were interviewed while 398 out of 398 students (100.0%) responded to the questionnaires. According to Saleh and Bista (2017) the response rate is a critical aspect of the study as it reflects the proportion of participants who actively engaged in the research. A higher response rate (above 60%) generally enhances the reliability and generalizability of the study's findings, as it suggests that the sample is more representative of the target population. In this case, the response rates for principals, teachers, and students indicated a good level of participation, which enhanced the credibility of the study's results. The response rate is shown in Table 3 below:

Table 3
Response Rate

Category	Sample	Responded	Response Rate
Principals	23	18	78.3
Teachers	97	83	85.6
Students	398	398	100.0
Average	518	499	96.3

4.1.1 Disciplinary Actions and Students' Discipline

The fourth objective of the study was to determine the influence of disciplinary action on discipline among public secondary school students in Kiambu County, Kenya. The findings from likert-scale statements, open-ended questions and interviews are presented in the following sections.

Table 4
Disciplinary Frameworks and Better Behavioural Outcomes

Descriptive Statistics					
School disciplinary frameworks contribute to better behavioural outcomes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.20
Teachers	83	1.00	5.00	4	1.28

Table 4 shows that to a high extent (M=4) the students noted that school disciplinary frameworks contribute to better behavioural outcomes. These findings underlined the pertinence of strong disciplinary frameworks and their implementation in schools since they could contribute to better behavioural outcomes among students in Kiambu



County. The finding aligned with the study by Williams et al. (2019) who established that “school disciplinary frameworks in the USA contributed to better behavioural outcomes.” The study established the various interventions put in place by assistant principals to deal with indiscipline cases in schools. Based on the critical race theoretical framework, the study showed that various school discipline interventions for African American students such as peer counselling and assorted guidance and counselling interventions were employed. These played pivotal roles in checking indiscipline among the students studied. The findings of this current study agreed with those of the former study that shows that disciplinary actions militate against indiscipline in Kenyan schools.

Table 5
Violent Disciplinary Methods and Positive Students’ Disciplinary Outcomes

Descriptive Statistics					
Violent disciplinary methods such as canning in schools have positive students’ disciplinary outcomes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	3	1.66
Teachers	83	1.00	5.00	2	1.28

Table 5 shows that to a moderate extent (M=3) the students and teachers agreed that violent disciplinary methods such as canning in schools had positive students’ disciplinary outcomes. The teachers agreed to a low extent (M=2) to the statement. The findings showed that canning and other violent disciplinary actions should be used as a last result among students since they did not have strong positive outcomes. This aligned with the findings by Ssenyonga et al. (2019) who showed that there was no significant relationship between teacher’s violent disciplinary methods and students’ disciplinary outcomes. As such, disciplinary practices could have inverse as well as direct influences on students’ disciplines. In this case of this study, it was evident that disciplinary actions had direct influence on school indiscipline.

Table 6
Discipline Measures and Positive and Negative Effects on Students

Descriptive Statistics					
Discipline measures have both positive and negative effects on the students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.10
Teachers	83	1.00	5.00	4	0.98

Table 6 show to a high extent (M=4) that the students and teachers agreed that discipline measures had both positive and negative effects on the students as shown in Table 31. This means that whereas disciplinary actions could contribute to better disciplinary outcomes among students, sometimes it could affect them, negatively; defeating the essence of such actions. These findings agreed with the study by Williams et al. (2019) who drew a positive link between disciplinary actions and behavioural outcomes among students. It was thus important to enhance students’ behaviours through stringent behavioural interventions. These findings further disagreed with the study by Ssenyonga et al. (2019) who elicited that there was no significant relationship between teacher’s violent disciplinary methods and students’ disciplinary outcomes. As such, from the study findings disciplinary measures could have both positive and negative influence on the students’ behaviour.

Table 7
Schools with effective disciplinary frameworks and Reduced Students’ Indiscipline

Descriptive Statistics					
Schools with effective disciplinary frameworks have fewer indiscipline cases than schools without such frameworks					
	N	Min	Max	Mean	Std. Dev.
Teachers	83	2.00	5.00	4	0.84

Table 7 shows that the teachers agreed to a high extent (M=4) that schools with effective disciplinary frameworks had fewer indiscipline cases than schools without such frameworks (M=4). This shows that when schools put in place effective disciplinary frameworks their tendency curb indiscipline was enhanced. It was thus necessary for



schools strengthen their disciplinary actions. These findings further align with the study by Williams et al. (2019) that showed that disciplinary measures affected the discipline of students positively. There is need to constantly review disciplinary frameworks regularly to ensure that they remain effective. This study established that effective disciplinary framework had positive effects on students' behaviour in Kiambu County.

The study by Nyongesa et al. (2016) on *Teachers' disciplining styles and their influence on pupils' behaviour modification in primary schools in Kimilili Sub-County, Kenya* showed that disciplinary actions played key roles in the discipline of students. Nyongesa established that although various disciplinary styles were in place in schools - corrective, supportive, and preventive - indiscipline had constantly escalated in Kenya. This was evidenced by "general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use" among others. Most of the disciplinary methods employed had positive effects on the students' behaviours

Table 8

Discipline Actions Based on Individual Students' Attributes and Students Discipline

Descriptive Statistics					
Responsive discipline actions based on individual students' attributes affect students discipline in our school					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	33.00	4	1.90
Teachers	83	1.00	5.00	4	1.00

Table 8 shows to a high extent ($M=4$) that the student and teachers agreed that discipline actions based on individual students' attributes affect students discipline in our school. Thus, the disciplinary actions that were effective and aligned with the needs of the students affected behavioural outcomes among such students. Edwards (2016) investigated the connection between school racial composition and racial inequality in the discipline. The findings showed that discriminatory disciplinary interventions meted on students from minority groups resulted in differential effects on behaviour. In this regard, it was pertinent for disciplinary actions to take cognizance of the different demographic attributes of students to check discipline inequality. Since schools have students with various backgrounds, it was important to ensure balance in dispensing discipline. This current study finding showed that when the disciplinary actions are aligned to individual students needs they are effective on the students' behaviour in Kiambu County

Table 9

Negative Attitudes towards Discipline Actions and Students' Discipline

Descriptive Statistics					
Negative attitudes towards discipline actions could challenge students' discipline as well as their academic performance					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.13
Teachers	83	1.00	5.00	4	1.13

Table 9 shows that the students and teacher agreed to a high extent ($M=4$) that negative attitudes towards discipline actions could challenge students' discipline as well as their academic performance. This study findings showed the perceptions and receptivity of students towards disciplinary actions could determine their likelihood to register positive behavioural outcomes after being disciplined. The study by

Okonofua et al. (2016) on "Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents" showed that teachers' mindsets regarding discipline had a direct effect on the quality of teacher-student relationships. It also affected students' suspensions. This called for interventions aimed at enhancing teacher-student relationships through interventions aimed at appreciating the essence of various disciplinary actions among students. This study emphasized the need to overcome negative attitudes towards discipline actions in secondary schools. If these disciplinary actions do not factor in the potential impacts that such actions could have on attitudes towards them, the reasons for these actions can be defeated.

In this regard, it was pertinent for disciplinary actions to take cognizance of the different demographic attributes of students to check discipline inequality. Since schools have students' various backgrounds, it is important to ensure balance in dispensing discipline. This current study corroborates the study by Edwards (2016) that shows that responsive discipline actions based on individual students' attributes affect the discipline of students in Kiambu



County. Schools should thus study students carefully before embarking on disciplinary interventions to ensure that the chose actions are responsive to the needs of the specific students. Furthermore, both students and teachers noted to a high extent ($M=4$) that the school administration supports the disciplinary actions used on students as presented in Table 10 below.

Table 10

School Administration Supports the Disciplinary Actions

Descriptive Statistics					
The school administration supports the disciplinary actions used on students					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.34
Teachers	83	1.00	5.00	4	0.93

Furthermore, both students and teachers noted to a high extent ($M=4$) that the school administration supports the disciplinary actions used on students as presented in Table 35. The findings showed that the pertinence of support of disciplinary actions by schools since it contributed to better disciplinary outcomes among students. The school administration could play a key role in creating an environment that supports the application of disciplinary actions in schools. This could go on to enhance students' discipline in secondary schools. The main preoccupation of schools should thus be ensuring that the school environment is well set to respond to students' disciplinary problems. This can be achieved by ensuring that all the various interventions take into consideration the specific needs of the schools. This is pivotal since as explained by the Problem Behaviour Theory (PBT) (Jessor, 1977), *The behavioural choices of students can be influenced by the relationships that they sustain in their environment*, (Ma & Shive, 2000).

The importance of the support of schools for disciplinary actions cannot be overemphasized. Schools play a critical role in providing a safe and supportive learning environment, as emphasized by Hussein and Hussein (2010). By ensuring security and removing triggers for conflict and violence, schools created a foundation for positive behaviour and discipline among students. This allowed students to communicate their thoughts, ideas, and motivations, engage constructively in classroom activities, meet their psychosocial needs, and work through challenges in a way that connects together different facets of their personalities thanks to a supportive learning environment (Omar, 2013).

On the other hand, the teacher must depend on positive reinforcement techniques rather than punitive ones while using contemporary disciplinary measures to teach discipline and protect the student's honor and reputation (Darwazah, 2014). This was crucial to enhance the receptivity of students to disciplinary actions. If the gap was created between students and teachers within the processes of implementing different behaviour management strategies in Kiambu County, then their efficacy would be greatly reduced.

A supportive learning environment, as noted by Omar (2013), enabled students to freely communicate their thoughts, engage constructively in classroom activities, and work through challenges. This environment allowed students to connect different facets of their personalities, fostering personal growth and development. Teachers' use of positive reinforcement techniques and contemporary disciplinary measures, rather than punitive approaches, as suggested by Darwazah (2014), was crucial in enhancing students' receptivity to disciplinary actions. When students feel respected and supported, they were more likely to respond positively to discipline and guidance.

As such, the effectiveness of behaviour management strategies depends on the relationship between students and teachers. Creating a positive and engaging school climate reduces the emergence of negative behaviours and promotes positive social behaviours and beliefs (Masadia, 2014). A positive school climate nurtured the academic, emotional, and social abilities of students, contributing to a harmonious and cohesive learning environment. This perspective is supported by William et al. (2012) who demonstrated the academic excellence of students in small schools and the superior academic performance of students in modern small and large schools compared to older institutions. William et al. (2012) highlighted the need to improve learning settings to maximize the anticipated gains. The school administration should, therefore, meticulously integrate disciplinary actions into their work processes to create a conducive learning environment that fosters academic excellence and positive behaviour.

Conversely, Dare & O'Donovan (2002) shed light on the influence of school administration in fostering a stimulating learning environment. The results showed that, from the perspective of instructors, school administration had little involvement in creating an engaging learning environment. To address this, the researcher suggested holding workshops and seminars on contemporary classroom management and effective student interaction. Achieving these goals should be a priority for school administrators to ensure a positive and supportive learning environment. By



prioritizing a positive school climate, schools in Kiambu County can ensure that disciplinary actions are more successful in achieving their intended goals.

As a result, schools should be well poised to ensure that disciplinary actions succeeded through collaboration between teachers and students as affirmed by one of the respondents who said that:

The school administration has a key role to play in disciplinary processes in schools. The schools should ensure that the behaviour management interventions they roll out succeed by integrating the input of teachers and school administrators as well as that of students (Respondent 6, Kiambu County, May 2022).

These findings were consistent with previous research conducted by Valdebenito et al. (2018), which also highlighted the significance of school interventions in shaping students' discipline. According to Valdebenito et al. (2018), the way interventions are implemented within the school environment can have a profound impact on students' behavioural choices. When students are provided with proper guidance and support to avoid problem behaviour, they are more likely to refrain from engaging in such behaviours. This aligns with the outcomes observed in this study.

The role of parents in supporting school-level interventions cannot be understated, as noted by Oyieyo (2012). Collaborative efforts between schools and parents can significantly influence students' behaviour. By fostering a positive and supportive environment both at home and in school, students are more likely to demonstrate improved discipline and conduct.

In Kiambu County, the interventions implemented proved to be pivotal in enhancing discipline among secondary school students. The interventions were thoughtfully designed to be responsive to the unique behaviour management needs of schools. This adaptability allowed for interventions that effectively addressed specific challenges and promoted positive behavioural change.

The current findings resonate with the previous research by Valdebenito et al. (2018) and Oyieyo (2012), as both studies underlined the efficacy of school behaviour change interventions in mitigating disciplinary issues. The positive impact of such interventions was evident in the improved discipline observed among students in secondary schools. When implemented effectively and with parental support, these interventions can foster a positive and supportive environment that encourages students to make better behavioural choices.

Table 11
Restorative Interventions and Balanced Behavioural Outcomes among the Students

Descriptive Statistics					
Restorative interventions aimed at achieving balanced disciplinary interventions enhance balanced behavioural outcomes among the students					
	N	Min	Max	Mean	Std. Dev.
Teachers	83	3.00	5.00	4	0.65

Table 11 shows that the teachers went on to agree to a high extent (M=4) that restorative interventions aimed at achieving balanced disciplinary interventions enhanced balanced behavioural outcomes among the students. In this regard, it can be deduced that efforts to ensure balance in disciplinary actions contributed to favourable behavioural outcomes among students. These findings were presented in Table 36. Anyon et al. (2016) in "Restorative Interventions and School Discipline Sanctions in a Large Urban School District" found that restorative interventions aimed at achieving balanced disciplinary interventions ensure enhanced students' discipline. The study showed that some discipline actions tended to focus on special groups of students. In this regard, youth from "black, Latino, and Native American youth groups, boys, and students" in special education tended to be overrepresented in suspensions and expulsions." This also led to skewed disciplinary outcomes among students from these groups. Restorative interventions aimed at achieving balanced disciplinary interventions were thus recommended to ensure balanced behavioural outcomes among the students. This current study investigated the level to which the disciplinary actions, and their perceived impartiality, affected the behaviour of students' behavioural outcomes among the students.

This current study showed that disciplinary actions, and their perceived impartiality, affected the behaviour of students. It was thus pertinent for schools to establish strong and responsive strategies aimed at strengthen disciplinary intervention in schools.

The response to interview questions showed that disciplinary action has a significant effect on the discipline among public secondary school students. The findings showed that the specific disciplinary interventions had different outcomes for students' academic performance and discipline among the students studied. These findings were in line



with a study by Williams et al. (2019) that shows that “school disciplinary frameworks contributed to better behavioural outcomes.” These firms were corroborated by one of the respondents who said:

There is need to ensure that schools have elaborated disciplinary frameworks. This is important since schools that have good frameworks manage indiscipline well than schools that do not have such frameworks. It is also important to come up with good approaches to enhance behavioural outcomes (Respondent 5, Kiambu County, May 2022).

This study showed that it is essential to establish well-defined disciplinary frameworks within schools as emphasized by (Fabelo et al., 2011). Schools that have comprehensive disciplinary frameworks tend to effectively manage issues of indiscipline compared to those that lack such frameworks. A clear and elaborated disciplinary framework provides a structure and set of guidelines for addressing disciplinary incidents, promoting consistency and fairness in disciplinary actions. It helped create a conducive learning environment where students understand the boundaries and expectations of behaviour.

Furthermore, developing effective approaches to enhance behavioural outcomes is crucial. Schools should adopt strategies that go beyond punitive measures and focus on preventive and proactive interventions. Such approaches may include promoting positive behaviour through rewards and recognition, implementing social-emotional learning programmes, fostering a sense of belonging and connectedness among students, and providing counselling and support services.

By emphasizing positive behavioural outcomes and implementing proactive measures, schools can create a culture that encourages responsible behaviour and reduces instances of indiscipline. It was important to foster a collaborative approach involving teachers, administrators, students, and parents to develop and implement these approaches effectively. Regular evaluation and monitoring of the outcomes will help identify areas of improvement and ensure the continuous enhancement of behavioural outcomes in schools.

Overall, having well-elaborated disciplinary frameworks and implementing effective approaches to enhance behavioural outcomes are vital in promoting a positive and disciplined school environment. These efforts contribute to the overall well-being and academic success of students while fostering a culture of respect, responsibility, and positive behaviour.

Therefore, repeating a grade or leaving school was twice as likely for students with just one disciplinary contact during their middle and high school years as it was for those without any. In Kiambu County, the findings make it apparent that indiscipline could affect the performance of students. In this regard, one of the respondents said.

Students with behavioural problems are likely to perform poorly as compared to students with good behaviour. It was thus important for schools to constantly monitor students to ensure that their negative behaviours were put in check (Respondent 7, Kiambu County, May 2022).

Academic success among students was typically further hampered when disciplinary actions results in expulsion from the learning environment. Numerous mechanisms that contributed to the issue have been identified through studies. First, suspensions result in a straightforward loss of teaching time. According to Skiba and Noguera (2010), increased academic learning time was associated with higher levels of student accomplishment; thus, denying students access to this learning time is counterproductive. Second, when a student is expelled from school, they may lose interest in the institution, its rules, and their coursework, which will lower their motivation to succeed academically (Gregory et al., 2010). Students were more prone to repeat inappropriate behaviour and even turn to breaking the law in the greater society when ties to school were severed. In Kiambu County, it was important, as result of these potential implications of indiscipline, to ensure that disciplinary challenges among students were quickly dealt with through all possible means. In this regard, one of the respondents said that:

Indiscipline has myriads of negative influences on the performance of students. In this regard, it was important to deal with indiscipline promptly through all possible means (Respondent 5, Kiambu County, May 2022).

Simba et al. (2004) advanced that academic achievement was better if there was good discipline. Academic performance measures a learner's aptitude and proficiency in a subject, a school, or a specific set of skills. Discipline was beneficial because it developed character and helped people learn in productive ways. Nobody can succeed in life



unless they have self-discipline. In the context of Kiambu County, it was important to ensure that indiscipline in schools was dealt with through the creation of a firm environment that incorporates all indiscipline cases.

The foregoing findings was aligned with the Ecological Systems Theory (EST) (Bronfenbrenner, 1979). The findings showed clearly that the school environment in Kiambu County schools influenced students' behavioural outcomes. Bronfenbrenner discussed the different system levels as Bronfenbrenner (1979) shows five systems that influence the development of a person. These include the microsystem whereby the person is exposed to a pattern of activities, roles, and interpersonal relations in one on one setting such as home, school, peers, neighbourhood etc. The school environment in Kiambu County as a micro environment played important roles in dealing with students' indiscipline through the interventions that were put in place there. The second system is the meso-system which incorporates linkages occurring between numerous settings where the developing person is located such as home and school. It was thus pertinent for parents in Kiambu County to collaborate with teachers in creating "a meso-environment which guided students in the right directions." Parents should support teachers in ensuring that indiscipline was managed. This was supported by one of the teachers who said that:

The home environment plays a crucial role in guidance students in the right directions. It was thus important to ensure that parents back up teachers and the school environment in ensuring that indiscipline is checked. (Respondent 5, Kiambu County, May 2022).

The third system is the exo-system which includes one or more social settings that do not involve the developing person as an active participant. In these settings, events occur that affect or are affected by what happens in the set containing the developing person. These could be the parental workplace whereby an individual can be affected by the context in which the parent works through acquired values among others. The last system is the macro-system. This includes influences from culture, subculture, and other extended social structures (Bronfenbrenner, 1993). The last system is chrono-system. In this one, the development of a person is affected by affected over time by numerous influences that occur at school, home, or in the country at large. In line with these findings, it is imperative for the larger community to support behavioural interventions in schools. Some of the respondents in this study pointed out that religious and government institutions could play important roles in guidance students appropriately. Risk-taking behaviours at the community level should be controlled by reducing the risks in the community: One of the respondents had this to say to this end:

It is important to control risk taking behaviours in the community. This can be achieved by ensuring that the community was devoid of negative influences that could promote or sustain indiscipline among students. This was possible by creating rapport between the society and the schools. The government can also support schools by support disciplinary interventions through relevant policies. (Respondent 5, Kiambu County, May 2022).

It can be concluded that disciplinary actions in schools aligned to the EST since the home, societal and school ecologies of students affected their behaviour. In this regard, school behaviour change interventions determine the discipline of students. Measures such as guidance and counselling, peer counselling, mentoring and parental involvement within disciplinary processes in secondary schools create an ecology in which indiscipline among students can be checked. Schools should thus constantly strengthen behavioural interventions within the student's environment.

Brugar (2016) in a study on teaching social studies/history to elementary school students through a discipline-specific approach show that the specific disciplinary interventions had different outcomes for students' academic performance and discipline in the schools studied. Schools with effective disciplinary frameworks had fewer indiscipline cases than schools. This current study affirmed that disciplinary actions of schools affected students' discipline in Kiambu County. To this end, schools with effective disciplinary frameworks had fewer indiscipline cases than schools' situations where disciplinary actions were not effected. To support this, one of the respondents said:

Discipline measures had both positive and negative effects on the students. This in turn affects the academic performance of the students (Respondent 10, Kiambu County, May 2022).

Furthermore, the majority of schools already had stringent measures to implement enforce discipline in schools. For example, during opening days, students are searched at the gate to make sure they do not smuggle in goods that



are prohibited. The schools also made sure that students behave well all the times while on school premises, encourage students to cooperate with each other, and by punishing and caning. However, this could be challenged by the fact that government policy had called for banning of caning in schools (Khatete, 2014). Since April 2001, the MOE laid emphasis on “the rights of children which culminated in the banning of corporal punishment from schools.” The key aim of the policy was to enhance students discipline by checking riots, truancy, and all manner of rebellion among other behavioural problems. Nevertheless, schools in Kiambu County continued to face numerous behavioural challenges which had pushed them to constantly come up with a blend of interventions to curb it. Furthermore, discipline was influenced by peer pressure. As such, peer pressure breeds bad character. To support this, one of the respondents said:

Peer pressure convinces them to take certain actions, and when they do, they suffer the natural consequences – which they are not mature enough to handle. Peer pressure can lead students to alcohol, drugs, unsafe sex practices, blatant disrespect for authority, and aggression toward family member (Respondent 8, Kiambu County, May 2022).

The findings showed that to improve discipline, schools must make sure that the classroom has a routine and a rhythm. Students need to know what to expect from the class and what is required of them in this manner. This study finding was aligned with the findings by Gage et al. (2019) who noted that classroom management lead to fewer cases of indiscipline. This showed possible changes in negative behaviours. In addition, the teachers noted that school should have a discipline control procedure to keep the students in check. A proper code of conduct, rules, and regulations must be followed. This view was supported by Ssenyonga et al. (2019) who found that strict school rules kept bad behaviour such as school violence at bay. Further, the findings showed that schools should reward good behaviour. This would encourage other students to behave better. As a result, they would put in an effort to become a better student and to be disciplined (Okonofua et al., 2016).

The findings showed that principals were working hard to implement disciplinary measures in schools. Specifically, there was reduction of drug and substance abuse in schools. The teachers also encourage students to be honest with each other, avoid stealing from other students, respecting each other and avoid speaking mother tongues. As a result, the findings showed that Schools with effective disciplinary frameworks had fewer indiscipline cases than schools’ situations where disciplinary actions were not affected which further supports the findings by (Williams et al., 2019). Furthermore, students who observed high discipline experience improvement in their academic performance. To support this, one of the respondents said:

High discipline means keeping yourself focused on assignments or in classes, not getting yourself distracted during learning or times of study and making sure that you're on track with deadline, this will ultimately lead to high academic performance (Respondent 12, Kiambu County, May 2022).

The fourth hypothesis was to examine if there was a statistically significant relationship between and discipline among public secondary school students in Kiambu County.

H₀₄: There is no statistically significant relationship between disciplinary actions and discipline among public secondary school students in Kiambu County, Kenya

Table 12
Correlation between Disciplinary Actions and Discipline

Disciplinary Actions Scores	Students Discipline Scores	
	Pearson Correlation	.599**
Sig. (2-tailed)	0.000	
R ²	0.359	
N	481	

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



The findings in Table 12 shows that there was positive and significant correlation between disciplinary actions and discipline ($r=0.599, p<0.05$). These findings showed that the disciplinary actions meted on students were correlated with their behavioural outcomes. The null hypothesis was thus rejected. These findings aligned with the study by Williams et al. (2019) who “examined middle school teachers’ academic and behavioural perceptions of their students and expectations for high school graduation.” The study established that school disciplinary frameworks contributed to better behavioural outcomes. Brugar (2016) supports these findings by affirming that the specific disciplinary interventions had different outcomes for students’ academic performance and discipline in the schools studied. Schools with effective disciplinary frameworks had fewer indiscipline cases than schools without. The findings of this current study affirmed that the disciplinary actions of schools reinforced school behaviour change interventions.

The findings further aligned with the study by Gage et al. (2019) on “the effect of school-wide positive behaviour interventions and supports on disciplinary exclusions (SWPBIS).” The study showed that the disciplinary actions used by schools such as suspension and expulsion rates for 98 schools that were implementing SWPBIS and those who were not doing so had fewer cases of suspensions. This showed that disciplinary action had positive impacts on students’ discipline.

The findings of this study were in disparity with those of Ssenyonga (2019) in Uganda on “stress and positive attitudes towards violent discipline are associated with school violence by Ugandan teachers.” The study showed that there was no significant relationship between teacher’s violent disciplinary methods and students’ disciplinary outcomes. These findings showed that disciplinary actions do not always yield the desired outcomes. Whereas disciplinary actions could have positive effects in some instances and negative effects in other cases. Schools should thus meticulously choose the disciplinary actions they apply on their students to make them more responsive to disciplinary needs.

4.8 Students’ Discipline

The respondents were asked to indicate their level of agreement with the following statements regarding students’ discipline. The findings were presented in the following sections. The students agreed to a high extent ($M=4$) that school behaviour change interventions have enhanced participation in school programmes as presented in Table 13. This could contribute to enhanced discipline as shown by Government of Kenya in “The Basic Education Act” that enacted democratic policies aimed at including students in Board of Management (BOM) meetings (Republic of Kenya, 2013).

Table 13

School behaviour Change Interventions and Participation in School Programmes

Descriptive Statistics					
School behaviour change interventions have enhanced participation in school programmes					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.37
Teachers	83	1.00	5.00	4	0.99

The aforementioned act created a good platform for propping up students’ participation in decision making as well as bridging the gap between students, teachers and the school administration. This was aimed at curbing negative perceptions of teachers as “dictators, cruel, and punishers” and by so doing enhancing discipline among students. This was in line with Ministry of Education guidelines (GOK, 2013). In line with the provisions of the government of Kenya Act, it is evident that the measures put in place by the government to check indiscipline, when coupled with school interventions play pivotal roles in checking indiscipline among students.

Table 14

Reduction in Absenteeism Due to School behaviour Change Interventions

Descriptive Statistics					
There is a reduction in absenteeism due to school behaviour change interventions					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.18
Teachers	83	1.00	5.00	4	1.11



As presented in Table 14, the students and teachers also agreed to a high extent ($M=4$) that there was a reduction in absenteeism due to school behaviour change interventions. The findings showed that reduction of absenteeism was an indicator of enhanced discipline among students. As the behaviours of students changed positively, there were likely to remain in school and focus on their studies. These findings were in line with the study by Nyongesa et al. (2016) in “teachers’ disciplining styles and their influence on pupils’ behaviour modification in primary schools in Kimilili Sub-County, Kenya.” The study by Nyongesa was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive- indiscipline had constantly escalated in Kenya. This was evidenced by “general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use” among others. The findings of this study showed that “the majority of teachers preferred caning pupils rather than guidance and counselling them.” Further, most of the disciplinary methods employed had positive effects on the pupils’ behaviours. This current study affirmed that the influence of disciplinary actions on students’ behaviour in Kiambu County.

Table 15

Reduction in Drug and Substance Abuse Due to School behaviour Change Interventions

Descriptive Statistics					
There is a reduction in drug and substance abuse in our schools due to School Preventive interventions					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.32
Teachers	83	1.00	4.00	4	4.52

The study also sought to find out if there was reduction in drug and substance abuse due to school behaviour change interventions. The findings are presented in Table 15. The teachers and students also agreed to a high extent ($M=4$) that there was a reduction in drug and substance abuse in our schools due to School Preventive interventions. The high standard deviation in teachers’ responses (4.52) showed that their opinions were very diverse. Nevertheless, the findings showed that reduction in abuse of drugs and substances was a main indicator of disciplinary outcomes in the study population. The findings were aligned with a study by Magai and Malik (2018) on “Emotional and Behavioural Problems in Children and Adolescents in Central Kenya in Kiambu County” that showed that substance use was a challenge facing students in the county. The findings of this current study were significant since they showed the contribution of behaviour management strategies towards enhancing students’ discipline in the county. The findings of the study also agreed with a study by Nyongesa et al. (2016) that showed that disciplinary management strategies play key roles aimed at dealing with “general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use” among others.

Table 16

Reduction in Drug and Substance Abuse in Schools Due to School Preventive Interventions

Descriptive Statistics					
Behavioural interventions have led to a reduction in unsafe sexual behaviours and abortions in our schools					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.36
Teachers	83	1.00	5.00	4	0.89

The teachers and students agreed that behavioural interventions had led to a reduction in unsafe sexual behaviours and abortions in our schools ($M=4$). The findings as shown in Table 16 indicate that Kiambu County was faced with high incidences of indiscipline cases and risk-taking behaviour such as drug and substance abuse, truancy, gang behaviour, and early sexual debut. Reduction in these vices was thus a pointer of enhanced behavioural outcomes. Schools should thus put in place responsive interventions aimed at reining in on indiscipline among students. This was aligned with the study by Magai and Malik (2018) which showed that these were the main indicators of discipline among students.

There are numerous indiscipline challenges facing students in Kenyan schools. Carpenter et al. (2002) pointed out that disciplinary challenges among students such as truancy, disruptive behaviour, and low academic achievement



are factors that often degrade the quality of educational outcomes. Interventions by mentors are crucial allies in the attempt to develop and mold students, and they have a significant impact on the personality features of the students. Mentoring has a beneficial impact on students' achievement, behaviour, and academic success when teachers and administrators collaborate to help pupils. The foregoing findings show that behaviour management strategies such as mentoring among others which were investigated in this study are crucial in dealing with indiscipline among students in Kenya.

Table 17

Reduction in Reduction in Fighting in Schools Due to School Preventive

Descriptive Statistics					
There is a reduction in fighting in our schools due to the disciplinary interventions					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.28
Teachers	83	1.00	5.00	4	0.88

The findings in Table 17, shows that discipline interventions had managed to check indiscipline among students in Kiambu County. This showed that behavioural interventions had positive impacts on students' discipline. This finding is supported by the finding by Magai and Malik (2018) that showed the immense discipline challenges facing students in Kiambu County. The two found that in the county, 27% of those aged 6 to 18 years had behavioural problems compared. These high levels of indiscipline thus call for informed interventions. Reduction in fighting incidences could show the success of School Preventive interventions. This underlined the importance of checking unruly behaviour among students.

The findings of this study affirmed that it was important to have responsive discipline management strategies among students as shown by Anyanwu et al. (2019) in the study, on *students' perception on the effect of disciplinary suspension on their psychological well-being in public secondary schools in Lang'ata Sub-County, Nairobi County, Kenya*. The study was anchored on the deterrent and reformatory theories of punishment. The findings of this current study showed that disciplinary action focused on students as envisaged by theories of punishment play crucial roles in dealing with school indiscipline. This was particularly so since discipline measures had both positive and negative effects on the students.

Table 18

Reduction in Reduction in Bullying in Schools Due to School Preventive Interventions

Descriptive Statistics					
There is a reduction of bullying of others among students due to the school-preventive measures					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.17
Teachers	83	1.00	5.00	4	0.82

The students and teachers agreed to a high extent that there was a reduction of bullying of others among students due to school-preventive measures as presented in Table 18. The findings affirmed that reduction in bullying was a main indicator of school behavioural outcomes. The gravity of indiscipline cases in Kiambu County were identified by Ndaita (2016) in "teachers' disciplining styles and their influence on pupils' behaviour modification in primary schools in Kimilili Sub-County, Kenya." The study was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive- indiscipline had constantly escalated in Kenya. This was evidenced by "general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use" among others."

The findings of this current study supported the findings by Ndaita which showed high levels of drug use, sneaking out of school, bullying and rudeness in Kiambu County among others despite the fact that the schools deployed various discipline management interventions. The reduction in bullying incidences was thus a gain in checking indiscipline in the county through behaviour change interventions. These findings were a pointer to the need for systematic school behaviour management interventions aimed checking indiscipline in schools within the stipulated time period.

**Table 19***Behaviour Change Strategies Have Led Reduction of Destruction of School Property*

Descriptive Statistics					
Behaviour change strategies have led reduction of destruction of school property					
	N	Min	Max	Mean	Std. Dev.
Students	398	1.00	5.00	4	1.26
Teachers	83	1.00	5.00	4	0.90

Furthermore, to a high extent (M=4), the students and teachers observed that behaviour change strategies had led reduction of destruction of school property as shown in Table 19.

The findings showed that disciplinary actions employed had positive effects on students' behaviours. When the behaviours changes, wanton destruction of school property was curbed. This finding was similar to the finding by Nyongesa et al. (2016) in "*teachers' disciplining styles and their influence on pupils' behaviour modification in primary schools in Kimilili Sub-County, Kenya*" underlines the importance of reduction in indiscipline cases among students.

The study by Nyongesa et al. (2016) was motivated by the fact that although various disciplinary styles were in place in schools - corrective, supportive, and preventive- indiscipline had constantly escalated in Kenya. This was evidenced by "general refusal to follow school rules and regulations, high levels of strikes, vandalism of school property, arson cases, bullying, absenteeism, as well as increased alcohol use" among others. Based on the mixed research approach, findings show that "the majority of teachers preferred caning pupils rather than guiding and counseling them." Further, most of the disciplinary methods employed had positive effects on the pupils' behaviours. This current, although undertaken in Kiambu County which is in another part of Kenya underlines the importance of the influence of disciplinary actions on students' behaviour. As such, the findings of this study were a pointer to the fact that School Preventive interventions were bearing the expected results.

The findings from interviews showed that the various school measures put in place to check indiscipline had resulted in positive discipline outcomes among the students studied. These findings agreed with the study by Williams et al. (2019) in "The discipline gatekeeper: assistant principals' experiences with managing school discipline in urban middle schools." The study sought to establish the various interventions put in place by assistant principals to deal with indiscipline cases in schools. Based on the critical race theoretical framework, the study showed that various school discipline interventions for African American students such as peer counselling and assorted guidance and counselling interventions were employed. These played pivotal roles in checking indiscipline among the students studied. This current study affirmed that there was "a positive link between disciplinary actions and behavioural outcomes among students."

Students responded positively to interventions put in place to check their discipline and this had created a conducive leaning environment in the schools. In support of this, one of the respondents said:

There were improvements in students discipline among students. Some of our colleagues who were previously faced with discipline challenges were now well behaved and were performing well in school due to the interventions put in place by schools to enhance discipline (Respondent 17, Kiambu County, May 2022).

The findings further showed that the students' discipline was changing positively due to the discipline interventions put in place in the schools, further supporting the findings by Williams et al. (2019). As such, it was pertinent to reinforce disciplinary actions in the schools since this had positive implications on the discipline of the students. In support of this, one of the respondents said:

Our students were recording good disciplinary outcomes due to the various measures put in place in our schools to check disciplinary challenges. Students who had improvements in discipline started performing well in examinations. In a nutshell, it can be concluded that interventions to enhance discipline among students (Respondent 8, Kiambu County, May 2022).

According to the findings schools had implemented various measures to address disciplinary challenges, and as a result, students have been achieving positive disciplinary outcomes. Those students who had shown



improvements in their discipline have also experienced a positive impact on their academic performance, as reflected in their examination results.

By implementing effective disciplinary strategies and interventions, our schools had created an environment that promotes responsible behaviour and encourages students to adhere to the expected standards of conduct. These measures have helped in instilling discipline among the students, leading to improvements in their overall behaviour and attitudes.

The positive correlation between improved discipline and academic performance suggests that when students exhibit discipline, they are better able to focus on their studies, engage in learning activities, and perform well in their examinations. Disciplinary interventions have not only fostered a conducive learning environment but have also had a direct impact on students' motivation, self-discipline, and academic achievements.

Therefore, it was evident that the interventions implemented to enhance discipline among students had played a crucial role in promoting their academic success and overall development. These positive outcomes further highlighted the importance of continued efforts to nurture discipline and maintain a supportive disciplinary framework within our schools.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

The purpose of this study was to examine the impact of school-based behaviour change interventions on students' discipline in public secondary schools in Kiambu County. The study aimed to investigate the influence of preventive measures such as counselling, mentorship, and disciplinary actions on indiscipline among students. The findings indicate a positive and significant correlation between students' discipline and teacher counselling interventions, student peer counselling, mentorship interventions, and school discipline actions. Regardless of other factors, all these variables could predict students' discipline in public secondary schools in Kiambu County.

These findings highlight the influence of school discipline actions, mentorship interventions, student peer counselling, and teacher counselling interventions on students' discipline in the study area. Despite the potential influence of the school environment on student indiscipline, interventions implemented within the same environment effectively curbed such behaviour. This aligns with the ecological systems theory, which suggests that an individual's behaviour is influenced by their environment. According to the personal construct theory, consistent exposure to guidance and counselling through peers and counselling teachers, mentorship, and disciplinary actions can impact students' behavioural choices and reduce indiscipline by reshaping their value systems. It is crucial to strengthen interventions related to these school-based behaviour change strategies in order to comprehensively enhance students' discipline in the schools under study.

5.2 Recommendations

Based on the study's findings, it is recommended that school disciplinary actions be subject to well-regulated government policies to ensure their responsiveness to schools' punishment needs. Clear guidelines and regulations regarding disciplinary actions are essential to maintain fairness, consistency, and effectiveness in addressing disciplinary issues. Therefore, it is advisable for the Ministry of Education to regularly review and update school disciplinary policies to meet the evolving demands for disciplinary actions in educational institutions.

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