

Indiscipline and Academic Performance of Pupils in Njoro Division Nakuru District Kenya

Stephen Mbaabu Rukaaria

College of Education, Kampala International University, Uganda

ABSTRACT

This study determines the effects of indiscipline on academic performance in Njoro Division of Nakuru District Kenya. The study employed a descriptive survey to determine how deviance affects performance in the Division. The study concluded that due to rampant discipline problems teachers are demotivated and resourceful. This lowers both the performance and the quality of education. The study recommends careful monitoring of the students who break school rules, hence strengthening of school rules in the schools. The study further recommended for curriculum adaptations to suit learners with discipline problems in the schools.

Key words: Indiscipline, Academic Performance, Pupils, Njoro Division, Nakuru District.

INTRODUCTION

This study reviews literature on indiscipline problems, which are defined differently by scholars [1–3]. Indiscipline problems can be categorized into four categories: moral considerations, personal considerations, legal considerations, and safety considerations [4, 5]. Moral considerations involve considering actions based on societal implications, while personal considerations involve actions rooted in personal preferences [6–9]. Legal considerations include state or local school laws and administrative rules, while safety considerations involve behaviors that pose a threat to students' health and safety [10]. Classroom disturbances can be categorized into physical aggression, student affinity, attention seeking, challenging authority, and constructive criticism [11, 12]. Indiscipline problems in schools can be broadly classified into four categories: interrupting learning, antisocial behaviors, causing harm, and resulting in loss or damage to school equipment or personal belongings [13, 14].

The objective of this study is to determine the relationship between indiscipline and academic performance of pupils in

This study seeks to: -

Find out the causes of Indiscipline in the schools of Njoro Division.

What are the effects of Indiscipline in the schools of Njoro Division?

These classifications help educators understand and address the various issues faced by students in schools. Juvenile delinquents are individuals who are typically juvenile but are convicted of criminal behavior for adults [15–18]. Recent research indicates that juvenile delinquents exhibit abnormalities more often than average citizens [19]. These children engage in stealing, aggression, and temper tantrums, leading to bullying and isolation. The lack of attention and guidance in schools has resulted in poor performance in examinations. Research has shown a decline in student performance in Njoro Division, with many cases of indiscipline reported. The research aims to investigate the effects of discipline problems on students' performance and develop intervention strategies for teachers and parents to help improve discipline at home and in school.

Objective of the Study

Njoro Division Nakuru District Kenya.

Specific Objective of the study

Find out the effects of indiscipline in the schools of Njoro Division.

Find out the measures that can be undertaken to solve the problem of indiscipline.

Research Questions

What are causes of Indiscipline in the schools of Njoro Division?

What are the measures that can be undertaken to solve the problem of indiscipline?

Significance of the Study

The finding of the study will; Provide information that can be used by Ministry of Education. Policy makers to argue government to draw up policies that can help eliminate indiscipline in schools in order to ensure academic achievement of pupils. Increase awareness of the Headteachers, Board of Governors and PTA and Teachers on

the need of schools to put up stronger rules and regulations that can fight indiscipline in order to achieve better academic performance. It will also contribute to the existing literature about better education service delivery and provoke further research in this field.

LITERATURE REVIEW

The social theory suggests that children's behavior is affected by the differences in methods of upbringing, practiced by different cultures [20–22]. This theory acknowledges that some personality characteristics are innate and that each infant is handled by a unique mother. The study aims to develop intervention strategies for teachers and parents to help students improve their discipline at home and in school. This study aims to investigate the relationship between indiscipline and academic performance in Njoro Division Nakuru District Kenya. Learners with behavioral disorders are often misunderstood by society, often labeled as problematic children, disobedient, undisciplined, or juvenile delinquents. This stigmatizes them and leads to their

exclusion from learning situations. The study seeks to determine the effectiveness of strategies used to motivate these learners and whether they have worked. Most learners with behavioral difficulties have never been assessed, so no known cause has been explained. The lack of assessment has led to the need for interventions to counter or reduce their difficulties. The study aims to identify the strategies used with these learners, such as reinforcement of rewards and sanctions, and their effects on their behavior, performance in class, and school attendance. The specific objectives of the study include identifying the causes of indiscipline in Njoro Division schools, examining its effects, and identifying measures to solve the problem.

METHODOLOGY

Research Design

This study used a descriptive cross sectional survey [23, 24]. The research was drawn from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

Research Environment

This study was conducted in the selected schools of Njoro Division, Nakuru District Kenya.

Research Subjects

The target population in this study consisted of teachers in Njoro division Nakuru District. The respondents who were the teachers were drawn from the five schools of the division and 30 Teachers out of about five hundred teachers in the division were used in this study.

Instruments and Data collection

Questionnaires were used to extract information from teachers. Library search was used to source for data related to the study and observations were done on the state of indiscipline in these schools.

Data Collection Procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise [25]. The letter was handed to the head teacher before Questionnaires are distributed to teachers. The data collected was sorted and categorized after which it was analyzed.

Statistical treatment of data

The frequencies and percentages were used to determine the number of sample respondents used in the research process

and the number that participated positively in contribution to the research.

RESULTS

Data is represented using descriptive statistics inform of frequencies and percentages to show their nature and trends. NB. Total Frequency for all tables — 25. 60% of the respondents were female teachers while 40% of them were male teachers. (Table 1) This is so because most of the teachers in the Division are female teachers. 48% of the respondents are diploma holders; 32% of them hold A-Level certificates while 20% hold O-Level certificates (Table 2). None of the respondents were KCPE Certificate drop outs. It

is clear to point out the most highly qualified teachers among the respondents as Diploma holders (Table 3). From the above table, it can be observed that 88% of the total respondents had training in child psychology. This is done in teacher training colleges 12% of the respondents do not have this training. This means that most of the teachers have the knowledge on how to handle deviance in schools. Table four above clearly indicates that majority (84%) of the respondents recommended that the curriculum should be

Adapted to suit learners with discipline problems. 16% of the respondents feel that there is no need of curriculum adaptation rather the learners are the ones to change (Table 4). The above table shows that 24% of the respondents would prefer that deviant students should be expelled from schools. 32% of the respondents stated that corporal punishment can be administered. To correct behavior, 44% of respondents indicated that these learners should be counseled to change their behavior (Table 5). The table above shows that 40% of the respondents believe that learners with discipline problems can perform at the same level with the others. 60% disagreed completely (Table 6). From the above table, it is clear that the majority of respondents (84%) have discovered that deviant students are resistant to academic tasks. Only 16% feels otherwise (Table 7). In the above table it is

observed that 88% of the respondent recommended the use of learning resources in a teaching process. This would assist in creating great interest to the learners in particular subject. Most of the truant cases reported in schools are caused by idleness. If the learners are involved fully in a lesson then the discipline problems would be minimal (Table 8). From the data obtained from the field 92% of the respondents indicated that teaching and learning resources can be very effective in teaching learners with discipline problems. Just a small percentage (8%) of the respondents felt otherwise (Table 9). From the above table, all the respondents agreed with the statement that reinforcements influence a child's behaviour positively or negatively. Learners should be motivated through incentives, in a controlled way (Table 9).

Table 1: The teachers involved in the exercise.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Male | 10 | 40 |
| Female | 15 | 60 |

Source: Field Data

Table 2: Academic Qualifications.

| Response | Frequency | Percentage |
|------------|-----------|------------|
| Diploma | 5 | 20 |
| A — Levels | 8 | 32 |
| KCSE | 12 | 48 |
| KCPE | 0 | 0 |

Source: Field Data

Table 3. Teachers training in Child Psychology

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 22 | 88 |
| No | 3 | 12 |

Source: Field data

Table 4. Adaptation of curriculum to suit learners with discipline problems

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 21 | 84 |
| No | 4 | 16 |

Source: Field data.

Table 5. Handling of learners who are truant.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Beat | 8 | 32 |
| Expel | 6 | 24 |
| Counsel | 11 | 44 |

Source: Field data.

Table 6. Learners with discipline problem can perform at the same level with the rest.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 10 | 40 |
| Disagree | 15 | 60 |

Source: Field data.

Table 7. Learners with discipline problem are resistant to academic tasks

| Response | Frequency | Percentage |
|----------|-----------|------------|
| True | 21 | 84 |
| False | 4 | 16 |

Source: Field data.

Table 8. Learning resources can help learners with discipline problems to learn.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 22 | 88 |
| No | 3 | 12 |

Source: Field data.

Table 9: How effective teaching and learning resources can be in teaching learners with discipline problems.

| Response | Frequency | Percentage |
|----------------|-----------|------------|
| Very effective | 23 | 92 |
| Not effective | 2 | 8 |

Source: Field data.

Table 10: Reinforcement influences a child's behaviour positively or negatively.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 25 | 100 |
| Disagree | 0 | 0 |

Source: Field data.

DISCUSSION

Out of 30 questionnaires sent to schools, only 25 were answered (Tables 1-10). The study used tables to analyze data, revealing that all teachers have an O level certificate or above, with many having education diplomas. 88% of respondents have child psychology training, which equips teachers with knowledge about child growth and behavior. Over 60% of respondents believe that indiscipline students cannot perform at the same level as disciplined students due to their divided attention. 84% of respondents confirmed this, stating that indisciplined students are resistant to academic tasks. A large percentage of respondents believe that using teaching and learning resources can improve disciplined learners by capturing their attention and interest in the content. Table ten shows that reinforcements can influence child behavior positively and negatively, indicating that they should be used wisely to bring good results. Overall, the

To address this issue, the study recommends that. First, schools should monitor indiscipline students carefully, as they can negatively influence other learners and spoil them. Stronger rules should be implemented to prevent such behavior. Second, schools should establish disciplinary panels with guidance and counseling personnel to determine the causes of deviance, determine punishment methods, and keep records of truant acts. Third, teaching and learning resources should be prepared and used to break monotony in teaching

study highlights the importance of effective teaching methods and resources in addressing disciplined students.

In the Njoro Division of Nakuru District, Kenya, academic performance in both Primary Schools has been significantly impacted by indiscipline. This is due to learners who engage in counterproductive activities and fail in exams due to lack of concentration [19-26]. The study found that indiscipline leads to a drop in academic performance and lowers the quality of education. Teachers are demotivated and resourceful in schools with rampant discipline problems, which negatively affect students' performance and hinder the realization of objectives. They spend most of their time controlling or solving discipline problems among learners, leading to a negative impact on the school's overall performance.

CONCLUSION

methods and capture learner interest in a subject. Fourth, teachers should use reinforcers or incentives to motivate students to improve their behavior, leading to improved performance. In conclusion, effective classroom learning cannot be achieved without effective discipline. By implementing these recommendations, schools in the Njoro Division of Nakuru District can work towards achieving their educational goals and improving student outcomes.

REFERENCES

1. Alcorn, M.D.: Better teaching in secondary schools. Holt, Rinehart and Winston (1970)
2. Uguana, I.: Classroom Indiscipline and Academic Performance of Primary School Pupils in Social Studies in Calabar South Local Government Area of Cross River State, <https://papers.ssrn.com/abstract=3849709>, (2021)
3. Mwakibinga, L.E.: SCHOOL ENVIRONMENT AND STUDENTS' INDISCIPLINE IN SECONDARY SCHOOLS IN NYAMAGANA DISTRICT, TANZANIA.
4. Sobočan, A.M., Bertotti, T., Strom-Gottfried, K.: Ethical considerations in social work research. *Eur. J. Soc. Work.* 22, 805–818 (2019). <https://doi.org/10.1080/13691457.2018.1544117>
5. Identifying and Analysing an Ethical Issue, https://www.physio-pedia.com/Identifying_and_Analysing_an_Ethical_Issue
6. Ethics, an Overview | Boundless Management |, <https://www.coursesidekick.com/management/study-guides/boundless-management/ethics-an-overview>
7. Hyatt, J., Gruenglas, J., Hyatt, J., Gruenglas, J.: Ethical Considerations in Organizational Conflict. *IntechOpen* (2023)
8. Culiberg, B., Cho, H., Kos Koklic, M., Zabkar, V.: The Role of Moral Foundations, Anticipated Guilt and Personal Responsibility in Predicting Anti-consumption for Environmental Reasons. *J. Bus. Ethics.* 182, 465–481 (2023). <https://doi.org/10.1007/s10551-021-05016-7>
9. Talbert, M.: Moral Responsibility. In: Zalta, E.N. and Nodelman, U. (eds.) *The Stanford Encyclopedia of Philosophy*. Metaphysics Research Lab, Stanford University (2023)
10. School Safety & Security | Laws, Policy & Improvement, <https://study.com/academy/lesson/school-safety-security-law-policy.html>
11. Slifko, K.E.: TEACHER-STUDENT RELATIONSHIPS INFLUENCING CLASSROOM MANAGEMENT OF CHALLENGING BEHAVIORS: A CASE STUDY.
12. Pace, J.L., Hemmings, A.: Understanding Authority in Classrooms: A Review of Theory, Ideology, and Research. *Rev. Educ. Res.* 77, 4–27 (2007). <https://doi.org/10.3102/003465430298489>
13. Mares, J.: Students' Indiscipline in the Classroom. *Pedagog. Orientace.* 28, 556 (2018). <https://doi.org/10.5817/PedOr2018-4-556>
14. Lochan, D.: STUDENTS' PERCEPTIONS OF INDISCIPLINE AT THREE PRIMARY SCHOOLS IN ONE EDUCATIONAL DISTRICT IN CENTRAL TRINIDAD. (2010)
15. From Youth Justice Involvement to Young Adult Offending | National Institute of Justice, <https://nij.ojp.gov/topics/articles/youth-justice-involvement-young-adult-offending>
16. White, B.A.B., Temple, J.A., Reynolds, A.J.: Predicting Adult Criminal Behavior from Juvenile Delinquency: Ex-Ante vs. Ex-Post Benefits of Early Intervention. *Adv. Life Course Res.* 15, 161–170 (2010). <https://doi.org/10.1016/j.alcr.2010.10.005>
17. New York Juvenile Crimes, Delinquency and Youthful Offender Proceedings, <https://www.new-york-lawyers.org/juvenile-crimes.html>
18. Miller, J.: *21st Century Criminology: A Reference Handbook*. SAGE Publications, Inc., 2455 Teller Road, Thousand Oaks California 91320 United States (2009)
19. Loeber, R., Farrington, D.P., Petechuk, D.: *Child Delinquency: Early Intervention and Prevention: (510482006-001)*, <https://doi.apa.org/doi/10.1037/e510482006-001>, (2003)
20. Grusec, J.E.: Social Learning Theory. In: Benson, J.B. (ed.) *Encyclopedia of Infant and Early Childhood Development (Second Edition)*. pp. 221–228. Elsevier, Oxford (2020)
21. Westhoff, M., Bhattacharya, S., Hofmann, S.G.: Cognitive behavioral therapy (CBT). In: *Reference Module in Neuroscience and Biobehavioral Psychology*. Elsevier (2023)
22. Telzer, E.H., van Hoorn, J., Rogers, C.R., Do, K.T.: Chapter Seven - Social Influence on Positive Youth Development: A Developmental Neuroscience Perspective. In: Benson, J.B. (ed.) *Advances in Child Development and Behavior*. pp. 215–258. JAI (2018)
23. Thomas, L.: *Cross-Sectional Study | Definition, Uses & Examples*, <https://www.scribbr.com/methodology/cross-sectional-study/>
24. Ugwu, Chinyere. N. and Eze Val, H. U. (2023). Qualitative Research. *IDOSR JOURNAL OF COMPUTER AND APPLIED SCIENCES* 8(1) 20-35. <https://www.idosr.org/wp-content/uploads/2023/01/IDOSR-JCAS-8120-35-2023.docx.pdf>
25. Val Hyginus Udoka Eze, Chidinma Esther Eze, Asiati Mbabazi, Ugwu Chinyere N, Ugwu Okechukwu Paul-Chima, Ogenyi, Fabian Chukwudi, Ugwu Jovita Nnenna, Alum Esther Ugo and Obeagu Emmanuel I. (2023). Qualities and Characteristics of a Good Scientific Research Writing; Step-by-Step Approaches. *IAA Journal of Applied Sciences* 9(2):71-76. <https://www.iaajournals.org/wp-content/uploads/2023/08/IAA-JAS-9271-76-2023.docx.pdf>
26. Salgado, J.F., Cuadrado, D., Moscoso, S.: Counterproductive Academic Behaviors and Academic Performance: A Meta-Analysis and a Path Analysis Model. *Front. Psychol.* 13, 893775 (2022). <https://doi.org/10.3389/fpsyg.2022.893775>

CITE AS: Stephen Mbaabu Rukaaria (2024). Indiscipline and Academic Performance of Pupils in Njoro Division Nakuru District Kenya. IAA JOURNAL OF COMMUNICATION 10(1):16-23. <https://doi.org/10.59298/IAAJC/2024/101.1623.10000>