DISCIPLINE STRATEGIES USED ON STUDENTS AND THEIR INFLUENCE ON ACADEMIC PERFORMANCE: A CASE OF RACHUONYO NORTH SUB-COUNTY, HOMABAY COUNTY

BY

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree award in any other University. No part of it may be reproduced without prior written permission from the author or Moi University

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DEDICATION

This work is dedicated to students and teachers in Homabay County. I also wish to dedicate this well researched work to great colleagues and my supervisors Dr. Momanyi and Dr. Kiaritha of Moi University. Your work and experiences will remain to inspire many scholars.

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ABSTRACT

Students in Rachuonyo North Sub County have been performing poorly in Kenya Certificate of Secondary Education over the past years. The focus of this research was to look into discipline strategies specifically suspension, manual labour and sending students home to call their parents and how these strategies influence students' academic performance. The objectives of the study were; to determine the influence of discipline strategies on academic performance of students, to investigate the influence of discipline strategies on academic performance by gender, and to determine the influence of discipline strategies on academic performance by academic level. The study was significant since it provided insight on the influence of discipline strategies on academic performance of students. The study was based on the Attribution theory by Heider. The research design used was causal comparative. The researcher used simple random sampling to select 23 schools and 5 teachers per school and then purposive sampling was used to identify students at different educational levels who had received any of these discipline strategies. Data was collected using a teachers' questionnaires and students document analysis. After piloting, the reliability index was found to be adequate at .74 and expert judgement was used to determine validity. Data was analysed with the help of the Statistical Package for Social Sciences (V20.0). Descriptive statistics including, means, frequencies, and percentages and standard deviations were used for data presentation. The quantitative data was analysed using paired sample t-test, one way ANOVA and repeated measures analysis of variance at .05 level of significance. The study findings indicated that suspension influenced students' academic performance negatively [t (70) = 2.53, p < .05]. However, manual labour had a positive influence on academic performance [t (11) = 2.39, p < .05] and sending students home to call their parents had a slight positive influence on students' performance [t (9) = .06, p < .05]. It was also found that girls performed poorly after these discipline strategies had been used on them [t (25) = 2.35, p < .05]. However, there was no significant difference in academic performance of boys after the discipline strategies [t (67) = .86 p < .05]. The discipline strategies had a significant influence on the academic performance of the students at different academic level [F (1,92) = 468.646, p = .000]. From the findings, it was concluded that suspension influenced students' performance negatively while manual labour and sending students home to call their parents did not. It was also evident that girls performed poorly compared to boys after these discipline strategies had been used on them. The study recommends that the three discipline strategies should not be used on girls. However, the study recommends manual labour and sending students home to call their parents for boys.

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LIST OF ABBREVIATIONS

ANOVA   - Analysis of variance

DOS   - Director of Studies

KCSE   - Kenya Certificate of Secondary Examination

KNEC   - Kenya National Examination Council

MOEST   - Ministry of Education Science and Technology

NACOSTI   - National Commission for Science, Technology and Innovation

UNICEF   - United Nations Children Enterprise Fund

CHAPTER ONE

INTRODUCTION

1.0 Overview

This study assessed the discipline strategies used on students and their influence on academic performance in secondary schools in Rachuonyo North Sub-County in Homabay County. This chapter is a description of the background of the study, statement of the problem, purpose of the study, research objectives, research questions, justification, assumption and significance of the study, the scope and limitation of the study and the theoretical and conceptual framework.

1.1 Background of the Study

School discipline refers to all the strategies, which are used to regulate, coordinate and organize students and their activities in the school as well as put in place the provision and procedures necessary to establish and maintain a conducive environment in which teaching, and learning can take place (Thornberg, 2008). Discipline is key since it is an integral part of the teaching and learning process in any learning institution and without which effective teaching and learning may not occur. Discipline is important in school in terms of enhancing a happy and industrious school community and an orderly and safe environment, which is not intimidating or threatening to the learner (Njoroge & Nyabuto, 2014). This means that to ensure safety of educators and learners and to create a conducive environment for teaching and learning, discipline is paramount.

Managing discipline in a school set up has been an obstacle impeding academic performance of some students since all students including those who are disruptive must be examined and so it is important that they are educated like the rest of the

population (Slate, Carmen & Kralevich, 2010). Teachers have the responsibility of managing student discipline apart from delivery of content and so in the event of student misbehaviour; they employ a certain discipline strategy to combat the misbehaviour (Nasibi, 2003). Student discipline problems have always existed in the world and the discipline strategies employed have changed over the years because teachers are constantly battling discipline issues. Due to the ban of corporal punishment, student misbehaviour has resulted in discipline strategies, which involve removing the student from regular education setting. Some of these strategies include suspensions (Christle, Nelson & Jolivette, 2004), sending them home to call the parents and finally manual labour. A study conducted by Arcia (2006) demonstrated that when a student is excluded from education setting, it could be detrimental to his or her academic performance because their academic needs fail to be met. Although discipline strategies as a factor as been studied, discipline strategies especially the ones that involve exclusion of a student from education setting has not been done in Rachuonyo North Sub-County.

Education is a very essential component of human capital and is vital for the growth of nations (Bervell, 2013; Muricho & Chang'ach, 2013; Otiato, 2009). In Kenya education system, the advancement of students is solely based on student academic performance in national examinations (Nyagaka & Odongo, 2013). For this reason, the national examinations are used above all to select those suitable to proceed to the next stage of education. Due to this emphasis on national examination, every single Kenyan in the education setup strives to attain a good grade in order to proceed to the next level and any case of poor performance is taken seriously. While poor performance is applicable to most counties in the country, other counties have a record of perennial mass failures in national examinations. This is especially so in

Homabay county where students have continued to perform poorly in KCSE (Nyagaka & Odongo, 2013). In 2013, KCSE results, Homabay County had the highest number of schools in the bottom 50 institutions since it contributed 17 candidates to the list of failures. Rachuonyo North Sub County is one of the sub counties in Nyanza, which have reported poor performance in national examination over the years and even in specific subjects such as agriculture (Ogweno, Kathuri & Obara, 2014). Table 1.1 shows KCSE performance in Rachuonyo constituency from 1997-2003.

Table 1.1: Nyanza Province Kenya Certificate of Secondary Examination Performance per district for the period 1997 – 2003

	Mean scores in Kenya certificate of secondary examination						
District	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Kisumu	5.241	5.212	5.293	5.257	5.246	5.300	5.432
Homa Bay	5.519	5.384	5.311	5.623	5.580	5.384	5.684
Kisii	4.182	4.123	4.119	4.391	4.362	4.208	4.483
Siaya	5.665	5.582	5.373	5.874	5.628	5.523	5.776
Nyamira	3.996	3.930	3.967	4.315	4.087	4.214	4.501
Migori	5.825	5.858	5.621	6.113	5.888	5.471	5.620
Suba	4.976	5.671	5.919	6.046	6.014	5.701	5.727
Rachuonyo	**4.911**	**4.868**	**4.973**	**5.440**	**5.401**	**5.001**	**5.373**
Gucha	4.958	3.958	3.798	4.160	4.077	3.977	4.277
Bondo	5.923	6.112	5.973	6.698	5.935	6.005	6.013
Nyando	5.367	5.846	5.817	5.415	5.626	6.025	6.017

Source: Provincial director of education office Kisumu (2006)
Adopted from (Mobegi, Oburu & Ondigi, 2010)

Category 1.00 – 2.99 - Mean grades between E and D, which stand for very poor performance.

Category 3.00 – 5.99 - Mean grades between D and C, which stand for below average performance.

Category 6.00 – 8.99 - Mean grades between C and B, which shows average performance.

Category 8.99 – 12.00 - Mean grades between B and A, which stands for very good performance

Table 1.2: The Mean Score for KCSE Results in 2004 – 2008

Code	District/Year	2004	2005	2006	2007	2008
701	Kisumu	5.5801	5.4327	5.3003	5.2459	5.2507
702	Kisii	4.3521	4.4831	4.2089	4.3618	4.3909
703	Homa Bay	5.6842	5.6842	5.3841	5.58	5.6234
704	Siaya	5.8715	5.7732	5.5232	5.6284	5.8742
705	Nyamira	4.3914	4.277	3.9773	4.0872	4.1599
706	Migori	5.826	5.6203	5.4706	5.8883	6.1127
707	Kuria	4.9213	4.8239	4.6495	4.8449	5.2173
708	Suba	4.7912	5.7273	5.7014	6.0137	6.0463
709	**Rachuonyo**	**5.5616**	**5.3725**	**5.001**	**5.4007**	**5.4401**
710	Gucha	4.5459	4.5001	4.2147	4.0773	4.3159
711	Bondo	6.005	5.9357	5.6984	5.9725	6.1116
712	Nyando	6.0246	5.6259	5.4153	5.8165	5.8458

Source: KNEC 2008

Table 1.3: Mean Score for KCSE Results in Rachuonyo North in 2011-2016

2011	2012	2013	2014	2015	2016
5.328	**5.487**	**5.45**	**5.806**	**5.187**	**4.058**

Source: Homabay County Education Office

Mean score between 3.00 and 5.00 stands for grade 'C' and 'D' respectively, which stand for below average performance. Due to this poor performance, most stakeholders in the district including teachers, parents and education officers are looking for answers to explain this phenomenon. Although there are several factors, which have, been documented to influence the academic performance of students in Rachuonyo North Sub County, discipline strategies, as a factor has not been looked into. It is therefore important to have an in depth assessment on the influence of discipline strategies on academic performance of students in Rachuonyo North Sub County in Homabay County.

1.2 Statement of the Problem

In response to student misconduct, teachers have employed a variety of discipline strategies to increase time available for teaching and learning. Some of these strategies involve exclusion of a student from academic setting and so their academic needs might not be met yet the academic performance has not been good in Rachuonyo North Sub County. The discipline strategies that will be included in this study are; suspension, sending the students home to call their parents and finally manual labour. The poor performance in Rachuonyo North has been attributed to many factors but discipline strategies especially the ones which involve exclusion of a student from the education setting has not been looked into in the light of how students perform after these discipline strategies have been used on them. The question, which comes in mind, therefore is; what is the influence of these discipline strategies on academic performance of students?

1.3 Purpose of the Study

The purpose of this study was to determine the influence of the selected discipline strategies on academic performance of learners in secondary schools in Rachuonyo North Sub County, Homabay County.

1.4 Research Objectives

The study was guided by the following objectives:

1. To determine the influence of discipline strategies on academic performance of students.

2. To investigate the influence of discipline strategies on academic performance of students by gender.

3. To determine the influence of discipline strategies on academic performance by academic level of the students.

1.5 Research Questions

The study was guided by the following research questions:

1. What was the influence of discipline strategies on academic performance of students?

2. What was the influence of discipline strategies on academic performance of students based on gender?

3. What was the influence of discipline strategies on academic performance of students in relation to their academic level?

1.6 Research Hypotheses

The following null hypotheses were tested:

H_{O1}: Discipline strategies have no significant influence on the academic performance of students.

H_{O2}: There is no significant influence in academic performance of students by gender.

H_{O3}: There is no significant influence in performance of students by academic level.

1.7 Justification of the Study

Ensuring students receive a quality education is paramount and at the same time educators ability to exercise effective discipline using different discipline strategies is essential and prepares learners for the future. Some discipline strategies however involves exclusion of the learner from an education setting and so the learner does not receive classroom instruction due to the removal. Rachuonyo North Sub County has not been performing well over the years when it comes to academics and this has been an issue of great concern to the stakeholders. Since the mean grade is used when doing the analysis, the performance of each student counts including those students who missed some instruction time because of the discipline strategies mentioned above. The aim of this study was to determine the influence of discipline strategies on the academic performance of students in Rachuonyo North.

1.8 Significance of the Study

The study provided insight to education stakeholders in Rachuonyo North especially the teachers and head teachers on the influence of these discipline strategies on academic performance of students. The findings of the study provided the teachers with data on gender differences in terms of performance as a function of the disciplinary strategy. The findings of the study were also generalized to other parts of

the country to provide insight for education stakeholders on the influence of exclusionary discipline on student academic performance.

1.9 Scope of the Study

The study was conducted in twenty three secondary schools in Rachuonyo North. The study addressed the influence of discipline strategies on academic performance of students in secondary schools in Rachuonyo North Sub County.

1.10 Limitations of the Study

The study was limited to few secondary schools within Rachuonyo North. In collection of data, part the study relied on the questionnaire that was given to the teachers and document analysis. In questionnaires, the issue of social desirability might have come up especially if the teachers did not answer the questions objectively. As Sharma (2008) puts it, individuals tend to answer questions based on what they feel is right or what is expected of them.

1.11 Assumptions of the Study

The findings of the study were based on the following assumptions.

1.   That the schools used the syllabus approved by the Ministry of Education

2.   That the students enrolled had the same entry behaviour.

3.   That the schools had the same facilities since all of them were County Schools.

1.12 Theoretical Framework

This study was based on Attribution Theory by Heider (1958). Heider was the first to propose the psychological theory of attribution but Weiner and his colleagues such as Harold Kelley developed a theoretical framework, which has become a research

paradigm (Mcleod, 2010). Attribution theory explains how an individual uses information to arrive at causal explanations for events. Heider believed that individuals observe, analyze and explain behaviours with explanations and that although people have different kinds of explanations for events, the explanations can be either internal or external. In internal attribution, the cause of a given behaviour is assigned to individual's characteristics such as ability, personality and efforts while in external attribution the cause of an event is assigned to a situation.

Heider (1958) explains that the main purpose of attribution is to achieve cognitive control over ones environment by explaining and understanding the causes behind behaviour and environmental occurrences and also gives order and predictability to our lives (Mcleod, 2010). In this theory, people tend to explain their successes and failures in terms of three sets of characteristics (Gordon & Graham, 2006) which are: The cause of success or failure can be internal or external, that is, we succeed or fail because of factors within us or factors that originate from the environment. The cause of success or failure can be stable or unstable, that is, if the cause is stable, the outcome should be the same if we perform the same behaviour on another occasion but if it is unstable, the outcome is likely to be different on another occasion. The cause of success or failure can be controllable or uncontrollable, that is, we can either alter it or not

Academic performance has been and is still an issue of great concern in Rachuonyo North Sub County. In attempting to examine the relationship between selected discipline strategies and academic performance, it was acknowledged that there are likely to be differences in performance as a function of the disciplinary strategy used by teachers (Slate, Carmen & Kralevich, 2010). Attribution theory explains how

individuals' arrive at causal explanations for events. The poor academic performance in Rachuonyo North Sub County can be attributed to many factors depending on how an individual perceives the situation or based on a number of researches, which has been done. The aim of this study was to determine if the poor academic performance could be attributed to the selected discipline strategies that involve removing a student from academic setting. This theory was therefore an important tool, which was used to analyze the discipline strategies used by teachers and their influence on academic performance of students in secondary schools.

1.13 Conceptual Framework

The independent variable was discipline strategies and the dependent variable was academic performance. The discipline strategies that were included in this study were suspension, manual labour and sending a student home to call their parents. These discipline strategies involved removing a student from education setup. The student academic performance in relation to gender as influenced by discipline strategies was also studied. This study sought to determine the influence of the selected discipline strategies on academic performance of students.

Independent Variables

Dependent Variables

Discipline Strategies
• Suspension
• Sending the students home to call their parents.
• Manual labour

• Student Academic Performance
• Student's Gender

• Home Factors

Intervening Variables
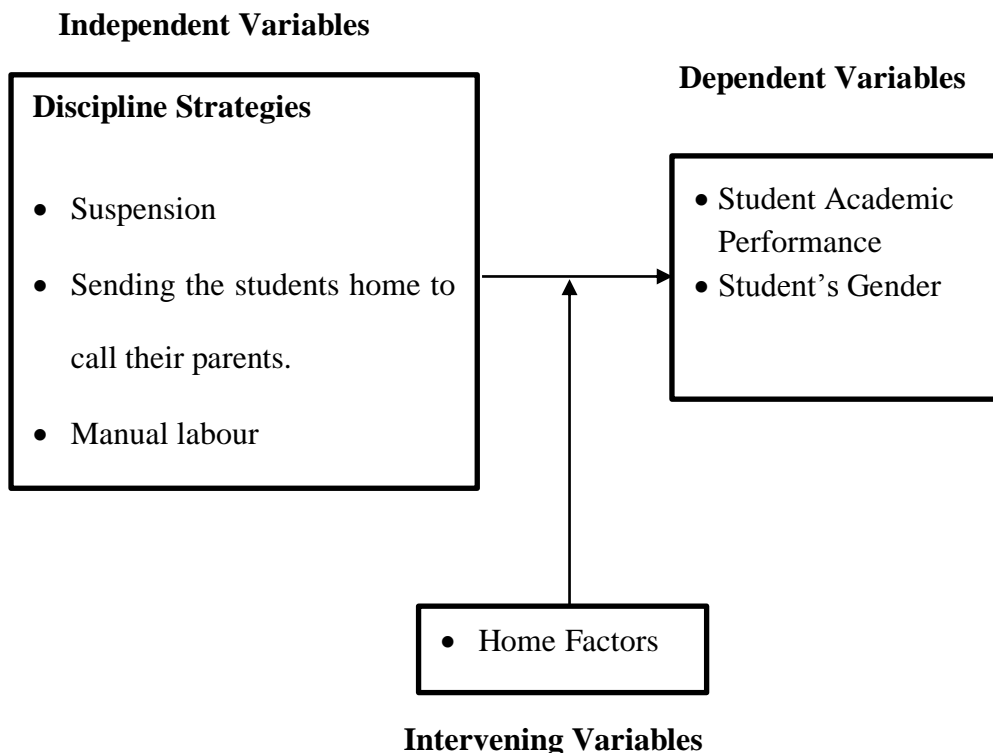
Figure 1.1: Model Showing the Interlink between Discipline Strategies and Academic Performance

1.14 Operational Definition of Terms

Academic level : This refers to the class of form of a student in high school.

Academic performance: This refers to a student test score in an exam.

Discipline Strategies: These are the specific methods that teachers use to maintain discipline in school, the strategies that will be included in this study are, suspension, manual labour, sending a student out of class and finally sending them home to call their parents.

Discipline: Discipline refers to how students behave towards each other and to their teachers.

Exclusionary discipline: These are the discipline strategies that involve removing a student from a class setting.

Gender : This refers to being male or female and in this study, it will imply the male or female student.

Manual labour : This refers to manual activities such as slashing or uprooting a tree trunk.

Sending a student to call their parents: This discipline strategy involves sending a student home to come back with their parent or guardian.

Suspension : This refers to sending a student away from school for certain duration of time usually one to two weeks.

1.15 Summary

This chapter presented the background to the study, statement of the problem, the objectives of the study, research questions, significance and justification of the study, the scope and limitations of the study, assumptions of the study, theoretical framework and definition of terms. In this chapter, the various discipline strategies that the researcher looked at were singled out and the problem that probed this research was stated. The review of literature was done in chapter two.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This study investigated discipline strategies used in schools and how they influenced the academic performance of students. This chapter presented literature reviewed on various discipline strategies that includes suspension, manual labour and sending students home to call their parents in case of a discipline issue. This chapter also reviewed literature concerning the influence of these discipline strategies on the academic performance of students and their influence on students based on gender.

2.1 Discipline in Schools

The word discipline has its origins in Latin. *Disco* means to learn and *disciplina* refers to the communication of knowledge to the learner (Lewis, 2001). Nakpodia (2010) defines discipline as a means to instruct a person to follow a particular code of conduct. Yang (2009) asserts that discipline is a necessary condition for effective action in the social world.

Student discipline is an issue that has been and continues to remain an issue in school settings. Discipline is one of the factors that have brought about erosion and the lack of teaching and learning culture in most schools. Out of many problems educators are faced with, the question of discipline maintenance is always a very crucial and vital component of orderliness and for the school to run smoothly. Without teachers and learners as well as parents as stakeholders working towards discipline in a school, there is doubt if effective teaching and learning can ever take place. A code of conduct is the primary need for both learners and teachers in a school situation since

education is a vital component of human capital and is essential for the growth of nations.

Conflict in many schools manifests itself physically through confrontations between students and teachers, students and principals as well as between students and their parents. Discipline is necessary to educate and bring up students because it is imperative to protect them and guarantee their proper development (Children Rights, 2007). Teachers have the responsibility to establish and foster a positive, nurturing and intellectually challenging learning environment for their students. The question about control of student behaviour, order and discipline is still perplexing and unresolved educational issue today.

According to Muneja (2013), no matter how well teachers prepare their lessons or how motivated they are, their competence to maintain discipline and learner standards of good work are measured by academic performance. There are differences in the ways schools respond to student behaviour problems some use preventive measures while others use corrective measures (Dahir, 2010). In order to resolve this educational issue, teachers have come up with exclusionary discipline strategies such as suspension, sending students out to call their parents as well as manual labour to deal with the behaviour problem of students.

2.2 Discipline Strategies Used in Schools

According to Razak (2012), a good discipline strategy helps children learn to control their behavior and act according to the ideas of what is wrong and right, a factor which has been associated with good academic performance. Most of the teachers adopted alternative strategies for managing student's discipline especially after the government (Samoei, 2012) banned corporal punishment. In Kenya, each secondary

school has its unique way of maintaining discipline within the school however there are common exclusionary discipline strategies that most schools use like school suspension (Kiprop, 2012, Samoei, 2012), sending students to call their parents (Wambura, 2010), (Kiprop, 2012) and manual labour.

2.2.1 Suspension

Suspension involves removing a student with problem behaviour from a regular school setting for a period of two weeks or more (Kiprop & Chepkilot, 2011: Cotton, 2000). Mendez (2003) also defined suspension as disciplining students by removing them from school for a period not to exceed ten school days. Suspension is used to punish a student in response to a negative behaviour (Brea, 2015). According to the Ministry of Education (MOE), in Education Act Revised 1980, a student can be suspended by the head teacher if his or her language is habitually or continually such as to endanger the maintenance of a proper standard of moral and social conduct in the school. A student can also be suspended if any single act or series of acts subversive of discipline is committed.

Darlow (2011) also found out that a student could be suspended because of gross misconduct that is dangerous to other students or because of continual disobedience or because of behaviour risking if a student is not suspended. He came up with a discipline structure, which begins, with the subject teacher then form teacher followed by assistant deputy principal and then finally the principal, the deputy principal gets involved if the problem is serious and cannot be solved in the initial stages. Darlow (2011) came up with a suspension process that involves 8 stages.

According to Darlow (2011), when a school decides to suspend a student within seven school days or ten school days, the board of trustees should meet to decide on the

matter and for fairness, they must listen and consider what a student has to say without speculating. In the first stage, which is decision stage, the principal must determine whether the suspension is warranted because there is gross misconduct that is harmful to other students or continual disobedience or behaviour risking if suspension is not given. Failure to apply these criteria makes the suspension invalid.

The second stage involves the principal informing parents and the board of trustees that he has decided to suspend the student and the reason for suspension, meanwhile the student remains in school roll and is given guidance and counselling to minimize disruption and to facilitate their return to school after the suspension. The third stage involves suspension meeting deadline where the board of trustees meet to decide on the suspension case. In stage four which is the notification of the meeting stage, the board writes to the parent concerning the time and place of the meeting and this information is expected to reach the parent on time. Stage five involves the suspension meeting that is held by the board in presence on the parent and the child. Here, a decision is made is made about the suspension matter. Stage six involves the decision making process and then into stage seven that involves the board decision options and suppose there is reconsideration, it is done in stage seven, which is reconsideration at the principals' request.

Simatwa (2012) found in her research that the head teachers had powers to suspend a student for 14 days. In that study, he found the following procedure applied in case of suspension; the head teacher had to inform the parents of the student or the guardian of the suspension, its length and reasons for it. Secondly, a formal notification usually in written form is also provided to ensure that the reasons for suspension are fully understood. The head teacher may also decide to share this with the Board of

Governors (BOG) before the student is suspended. Most of the schools in Rachuonyo North Sub County were using suspension as a discipline strategy if a student was involved in a behaviour problem for a period of between one to two weeks.

Most of the schools had a discipline committee that was headed by the deputy head teacher and the student's parent would be informed first to come to school as well as be told the reason to come to school. The discipline committee would thereafter meet the parent and the student involved in the discipline problem and the student would be given time to explain themselves. The committee would decide on the period of suspension depending on the severity of the behaviour problem for example a student would be suspended for inciting other students maybe to burn school. Others were suspended for sneaking out of school to go fish at the lake; some were also suspended for harassing a male teacher physically. All of these suspensions were done during the term when school sessions were on and so the student missed lessons depending on the period of suspension. It was found however that mostly the form three and four are the ones who were suspended than the form twos.

2.2.2 Manual Labour

Darlow (2011) defined manual labour or what he called in school suspension as the process where a student is not sent home but remains in school to do some work in the school for one or two days when others are in class. Manual labour involves activities like cleaning rooms, slashing grass and uprooting the stump of a tree as a discipline strategy. Manual labour is used by teachers as a corrective discipline strategy and some of the factors considered for this discipline strategy are the age of the student and the degree or severity of the misconduct (Bear, 2012; Simatwa, 2012) because a case happened in Mumboni Secondary School where a student died while uprooting

the stump of a tree. Darlow (2011) also mentioned that when manual labour that he also referred as in school suspension is given, the student safety must be ensured.

In a study conducted in Bungoma by Simatwa (2012), the teachers mentioned that manual labour was administered over the weekend. In some schools though, the teachers found that there were some students who found this work during class pleasurable while others found it heroic thus promoting rather than deterring the problem behaviour. In most of the schools where the researcher went to, manual labour was done during class hours or immediately after the student was found to be indiscipline. This means that the students involved in such a discipline strategy would stay out as others were learning. Some of the activities done as manual labour were; slashing and cleaning of classes.

2.2.3 Sending Students Home to Call their Parents

This involves sending a student home with a letter to call their parent as a result of engaging in problem behaviour (Kagendo, 2009). The students are usually sent home at any time even if the classes are ongoing. This means that they miss the lessons for one to two days before they can come to school with their parents. Darlow (2011) highlighted the process of sending students home to call their parents. To begin with, the principal must inform the parent about the sending of the student home, the reasons for it and the length of the stay. He also mentioned that a meeting with the parent may be necessary and the purpose of the meeting is to share information about what triggered the situation and the steps that can be taken to address the child's behaviour in school and his or her expectations when they return to school. In most of the schools the researcher went to, the students were sent for a maximum of two days and instructed to come with their parent as they were coming back. The parents were

usually called when their children engaged in discipline issue so that it is discussed with them to ensure that there is behaviour change on the side of the student.

2.3 Discipline Strategies and Student Problem Behaviour

According to Kiprop and Chepkilot (2011), the status of discipline in secondary schools in Kenya has worsened since the ban of corporal punishment. To them, some of the common behaviour problems existing in schools today are: bullying in form of direct physical aggression or verbal threat, intentional loud sneezing and clearing of throats, nasty remarks and inscriptions on boards and walls, absenteeism without reason and drug abuse. According to the Ministry of Education Science and Technology (MOEST, 2001), another behaviour problem faced by most schools is booing when being addressed by the teachers. Kiprop (2004) also found that some other behaviour problems included disobedience, dishonesty, laziness and lack of seriousness in academic work.

Mwiria (2004) observed other behaviour problems which student exhibited such as engaging in love affairs with other students, refusing to clean the school facilities, boycotting classes as well as rejecting principals and deputy principals who are viewed as disciplinarians, they also prefer strikes rather than dialogue. The discipline strategy is used on the overt behaviour but not covert behaviour so that the learner can change the observable behaviour problem (Kiprop & Chepkilot, 2011). Simatwa (2012) argue that whereas some methods have been effective in managing student discipline, some have been the cause of discipline problems. Discipline problems have been a recurring theme in most learning institutions.

The use of suspension for example may not work for all students because not all students are driven by the same reinforces (Dahir, 2010). Teachers mostly use

suspensions to decrease the likelihood of problem behaviour assuming that the school environment is a reinforcing environment and therefore if a student is removed from this reinforcing environment they will no longer engage in problem behaviour. While this may apply for some students, research has shown that it is not true for all students because for some students' academic activities and teacher interactions or the general school environment are aversive and so they may engage in disruptive behaviour in order to escape these aversive situations

According to Koon (2013), suspension exaggerates behaviour problems and students who are suspended are likely to be suspended again. Suspension has also been linked to grade retention, school dropouts, juvenile delinquency and other undesirable outcome (Huzinec, 2014). Perry (2015) also mentioned that suspension is harmful to the student academic performance and takes a psychological toll on children and adolescents. Brown (2007) also found that suspension has social emotional consequences in that students may develop negative feelings towards adults with a perception that they are not cared about. Simatwa (2012) also found that students who are performing poorly in academics preferred manual labour or a discipline strategy which will exclude them from an education setting and are likely to engage in problem behaviour so as to avoid academically demanding tasks thus resulting in these discipline strategies being used on them. Hence, this study sought answers about the influence of discipline strategies on students' academic performance in secondary schools.

2.4 Discipline Strategies and Academic Performance

Discipline is vital in any social institution for growth and proper functioning. Success, good achievement and performance depend on the ability of the teacher to maintain

discipline and order (Mhize, 2002). In the context of the national push to raise standards and academic expectations, the discipline problem gains a greater relevance. Many students are losing critical opportunities for learning. Even as the pressure to raise standards and improve student performance mounts, it is apparent that much time and opportunity to learn is being lost. In a study conducted by Public Agenda (2004), more than three in four teachers acknowledged that if it were not for discipline problems they could be teaching a lot more effectively. Cotton (2000) also agrees that discipline problem is related to achievement gap and to close that gap, student learning and performance should be given high priorities. This means that discipline destroys the culture of teaching and learning hence has significance consequences on academic performance.

In an effort to maintain discipline, teachers have come up with discipline strategies that involve removing a student from an education setting. Academic success is tied to many factors for example quality of instruction and also commitment to learning (Kiprop & Chepkilot, 2011). Studies have shown a strong association between academic failure and suspension (Dahir, 2010). In relation to student academic performance, discipline strategies such as suspension have been found to be detrimental to student academic performance since students who are suspended start out with low academic achievement as compared to their peers (Arcia, 2006). Luiselli, Putnam, Handler and Feinberg (2005) found that suspension is given after the student had accumulated a predetermined number of office discipline referrals or they were involved in a problematic behaviour. One of the consequences of suspension is loss of instructional time as found by Scott and Barrett (2004). In their research, they found that students loss an average of 6 hours per day when suspended and 20 minutes when sent out of class. Since students are loosing on the instructional time, an individual

would predict that this might have an impact on their academic performance. A good example is a study done by Kralevich, (2010) which found that students receiving suspension were performing low in reading and math as compared to students who did not receive the discipline strategy and they might also be discouraged by how far other students have learnt (Connecticut's Voices For Children, 2009).

According to Losen & Skiba (2010), the loss of instruction time can disrupt a student's long term trajectory in learning skills for overall academic performance. Marchbanks III, Blake, Booth, Carmichael & Seiber (2013) also agree that students miss opportunities to learn foundational academic skills in order to improve their academic performance and since they cannot grasp the academic tasks, they may be frustrated and disengage from school, they may also have negative perceptions of school. Discipline strategies which involve removing a student from education setting also weakens student's connection with school (Huzinec, 2014) and when the students find themselves lagging behind when they return from suspension, calling their parents, manual labour and even being sent out of class a cycle of lower academic performance is created (Koon, 2013).

Lauer (2014) also found that schools with higher suspension rates have lower academic achievement than the ones with lower suspension rates. He also found out that students who are suspended do not have the opportunity to make up for the lost work and therefore their grades automatically reduce. Mendez (2003) in her longitudinal study that she began in 1989 revealed that suspension contributes to students' poor academic performance and failing to graduate on time. In view of discipline strategies and academic performance researchers have found that there is a relationship between exclusionary discipline strategies such as suspension and

academic performance although previous academic performance scores have not been taken into consideration. Most of the studies that have been done compare the academic performance of students who have received these discipline strategies and the academic performance of students who have not received any of these discipline strategies. This means that controlling for previous academic performance remains important in order to isolate the unique effects of these discipline strategies and that is why this study was set out to determine the influence of these discipline strategies on academic performance of learners and the study has achieved this.

2.5 Discipline Strategies and Gender

Discipline is a means of teaching a child control and self-direction thus sharpening his or her conscience regarding right and wrong and therefore in order to internalize self-discipline, it should be learnt from earliest years. To everyday person, discipline means punishment. Discipline is a positive way of helping and guiding children to achieve self-control (Marshall, 2001). Previous research indicates that boys experience greater rate of violent discipline than girls (UNICEF, 2010). Boys represent 85 percent of discipline referrals (Costello, 2009). In a study conducted by Parent, Forehand, Merchant, Edward, Burrow and Jones (2011) it was found that boys emitted high rates of discipline problems than girls. The same study indicated that harsh discipline will be positively related with both boys and girls disruptive behaviour whereas permissive discipline will be related to boys disruptive behaviour. McMahon and Forehand (2003) also agree that firm disciplinary strategies may be particularly important for boys.

In terms of academic performance, a study conducted by Slate, Kelsey, Carmen and Delgado (2010) confirmed that girls who received suspension were performing well

than boys who received the same discipline strategy. Boys were also more likely to engage in problem behaviour again than girls (Jones, 2013). This current study will determine the influence of exclusionary discipline on the gender of the students in secondary schools.

In conclusion, discipline is maintained with the aim of making the total growth of the pupil feasible hence making the running of the school smooth. Discipline strategies however should be looked into seriously because as much as some discipline strategies enhance performance and behaviour modification, some may not work for a certain group of students. Studies have been conducted on exclusionary discipline especially suspension and expulsion but the previous academic performance before the discipline strategy was given has not been taken into consideration, this study therefore determined the students' academic performance before the discipline strategy was given and after so as to determine the influence of the discipline strategy on their academic performance.

2.6 Summary of Literature Review

Discipline is part of a school setting and therefore in the case of a discipline problem, teachers apply discipline strategies to ensure a conducive learning environment. Studies have been conducted to determine the influence of discipline strategies for example suspension on academic performance of students (Kralevich, 2010), (Slate, Kelsey, Carmen and Delgado, 2010). These studies compared the academic performance of students who had been given suspension and those who were not. A good example is the study that was conducted by Kralevich (2010) which found that students receiving suspension were performing low in reading and math as compared to students who did not receive the discipline strategy. From the review of the

literature on how discipline strategies, which involve removing a student from academic setting influence academic performance; it was necessary to determine the influence of discipline strategies on academic performance by comparing the academic performance before and after the strategies.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Overview

This chapter focused on the design and the methodology used in the study. The following were discussed in the chapter: Research design, area of study, target population, sample and sampling procedure, data collection procedures and instruments, validity and reliability, ethical consideration and data analysis.

3.1 Area of Study

The study was conducted in Rachuonyo North Sub County in Homabay County, which is about 500 kilometres west of Nairobi City and has an area of about 438 square kilometres. The Sub County is characterized by inadequate and erratic rainfall. Access to services such as education, health and communication are poor. It was imperative to understand how discipline strategies influenced student's academic performance in order to seek practical ways of supporting the students to improve in their performance in the Kenya Certificate of Secondary Education (KCSE). The schools where the research was conducted were in Rachuonyo North in Homabay County (See appendix 6).

3.2 Research Design

The study employed causal comparative research design also known as expost facto design whose main purpose was to explore the interlink between variables; this means that the researcher set out to determine the influence of discipline strategies on academic performance of students. In causal comparative research design, the researcher does not manipulate the variable of interest like in experimental design but

only determines causes for the current state of the phenomenon being studied (Mugenda & Mugenda, 1999).

3.3 Target Population

Population is a group of individuals sharing some common set of characteristics (Serem, Boit & Wanyama, 2013). The population of the study comprised of 23 schools out of the 43 schools in Rachuonyo North Sub County. As Fraenkel and Wallen (2010) put it, 'A researcher has to choose a sample which is reasonable based on time, energy and resources. The accessible population were teachers and form 2, 3 and 4 students because they had been in school long enough and these discipline strategies had been used on them. This means that they gave reliable information.

3.4 Sample and Sampling Procedures

Simple random sampling was used to select 23 schools out of the 43 schools in the county. Simple random sampling allows the researcher not to be biased (Mugenda & Mugenda, 1999). Purposive sampling was thereafter used to identify the form 2, 3 and 4 students who had received any of these discipline strategies with the help of the class teachers. Simple random sampling was again used to select 5 teachers per school who also teach these forms but were not class teachers totalling to 115 teachers.

3.5 Data Collection Instruments

The researcher used questionnaire for the teachers and document analysis to collect data from the sample.

3.5.1 Questionnaires

A questionnaire consists of a number of questions that are either printed or typed in a definite order on a form or a set of forms (Kothari, 2004). In a questionnaire, the respondent gives the responses to the questions asked through a written mode. The

researcher used questionnaires for teachers and the questionnaires enabled her to collect data from a relatively large number of respondents within a relatively short time (Mugenda & Mugenda, 1999). The questionnaire contained both closed and open ended questions and the questions were geared towards achieving the objectives of the study. The first four questions were geared towards determining whether the schools were using suspension, manual labour and sending students home to call their parents as discipline strategies. These questions were meant to find out the frequencies and percentages of the schools that were using these discipline strategies. The other set of questions were focused on determining the relationship between these discipline strategies and academic performance. SD meant strongly disagree, D meant disagree, U meant undecided, A meant agree and SA meant strongly agree. These questions were used to determine the percentage of teachers who strongly disagreed, disagreed, undecided, agreed and strongly agreed with the statements in the questionnaire. The questionnaire items were used to determine teacher's opinion about the influence of each strategy on students' academic performance.

3.5.2 Document Analysis

This involves analysis of documentary materials that are in print form (Kothari, 2004). The researcher went through the documents containing the students' results, both boys and girls to find out the academic performance before and after the receiving the discipline strategy. The researcher went through the academic results using exam rank list (In all subjects and the mean score) of the identified student specifically in the exam which was done just before the discipline strategy was used on them and the academic results of the immediate exam which was done after the discipline strategy had been used on them. The researcher thereafter analysed the

academic performance of the student or respondent by comparing the mean score of the student before and after the discipline strategy had been used on them.

3.6 Validity and Reliability

The quality of the instruments used in research is very important because the conclusions drawn are based on the information obtained using these instruments. Validity is the accuracy and meaningfulness of inference based on research results while reliability is the degree to which a research instrument yield consistent results after repeated trials (Mugenda & Mugenda, 1999).

3.6.1 Reliability

Reliability refers to the extent to which a research instrument gives consistent results after repeated trials (Kothari, 2014). The reliability of the instruments is the degree to which scores obtained from an instrument are consistent. To test the reliability of the questionnaire, test retest technique was used. The researcher administered the questionnaire to the same group of people twice. The questionnaire was given to teachers in ten randomly selected schools within the study and then two weeks later the study was conducted using the same questionnaire to the same group of subjects as purported by Mugenda and Mugenda (1999). The scores from both testing periods were correlated using Pearson Product Moment and a coefficient correlation of (r) .74 was obtained. From the correlation coefficient, the questionnaire was considered reliable.

3.6.2 Validity

Validity is the extent to which an instrument measures what it purports to measure (Kothari, 2014). Fraenkel and Wallen (2010) claim that validity is the appropriateness, meaningfulness and usefulness in the specific inferences researchers

make based on the data they collect. All assessments of validity are subjective opinions based on the judgement of the researcher (Wiersma, 1995). The content validity of an instrument is improved through expert judgement (Fraenkel & Wallen, 2010) and so the researcher sought assistance from the supervisors who are experts in psychological research who helped her improve the content validity of the instrument. The criterion validity was ensured since the relationship between discipline strategies and academic performance was shown.

3.7 Data Collection Procedure

The researcher sought permission from the National Commission for Science, Technology and Innovation (NACOSTI) through the Dean, school of Education, Moi University and was issued with a research permit. Thereafter the researcher went to the field, that is, the schools within Rachuonyo North Sub County that were randomly selected. The principals of the selected schools were approached and all of them were willing to give the information and therefore with their help, the researcher got the information through the deputy principals who are usually in charge of discipline in the school and the class teachers of the affected students who assisted in identifying the students. The documents containing the students 'academic results were obtained from the Director of Studies (DOS) office from the selected schools.

The researcher collected data through questionnaires for the teachers. Five teachers were randomly selected from each school to fill the questionnaire; each teacher was required to fill the questionnaire without writing their names on them or consulting with other colleagues. Questionnaires were preferred because they saved on time and the researcher collected a large amount of information within a short period of time (Kothari, 2014). The researcher also obtained information through analyzing the

documents that contained students' results to find out the academic performance of the students. The form two, three and four students who had received any of these discipline strategies were purposively sampled with the help of their class teachers and the deputy head teacher. The researcher requested for the results in the exam they had done prior to the discipline strategy and after the discipline strategy which she got for purposes of analysis. For manual labour and sending a student home to call their parent, the researcher looked at the academic results of the students who had been given these discipline strategies at least thrice in a given term.

3.8 Types and Source of Data

Primary data used in this research was obtained from questionnaires and through document analysis.

3.9 Data Analysis and Presentation

Once the documents containing the results had been obtained from the selected schools, the raw data were checked for completeness and categorization, the researcher checked if the questionnaires were filled well and if the academic results of the students contained marks for specific subjects and the mean score at the end. Data was analysed with the help of the Statistical Package for Social Sciences (SPSS V20.0). Descriptive statistics, means, frequencies, and percentages and standard deviations were used for data presentation. The quantitative data was analysed using paired sample t-test, one way ANOVA and repeated measures analysis of variance at .05 level of significance to compare the academic performance of students before and after the discipline strategy had been given. According to Kothari (2014), a paired t-test can be used to compare the same group of people before and after a certain treatment has been given to them and therefore the scores in the first exam for all the

students were compared with the paired scores. The academic results of girls and boys were also compared independently using a paired t- test to determine the influence of these discipline strategies on boys and girls and thereafter a paired t-test was computed to determine the academic performance before and after the discipline strategies based on the gender of the student. Repeated measures Analysis of variance (ANOVA) was computed to compare the academic results of form two, three and four students before and after the discipline strategies had been used on them. From the analysis, the researcher drew conclusions and made recommendations.

3.10 Ethical Considerations

A letter authorizing the researcher to carry out the research was obtained from the National Commission for Science, Technology and Innovation through School of Education, Moi University. Verbal consents were also obtained from the Principals and the teachers. The informants were informed of the research objectives, methods and its relevance and were assured of confidentiality. None of the informants person was forced into participating in the study, their respect was accorded. The mode of collecting data from respondents was discussed before the questionnaire was issued and document analysis done and this enhanced the information collecting environment. No names or personal identifications numbers was reflected on the questionnaire except the numbering of the questionnaires that was for the purposes of identification of data during editing. The results of the study shall be availed to the relevant authority and to those participants who will be interested in knowing the results.

3.11 Chapter Summary

This chapter dealt with a detailed description concerning the research design and methodology. Details on the specific area of study, target population and sampling procedures were provided. In addition, details concerning data collection instruments as well as the methods in which it was presented were described.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Overview

The purpose of this study was to investigate the discipline strategies used on students and their influence on academic performance in Rachuonyo North, Homabay County. The sample involved 23 schools in Rachuonyo North Sub County. The study sampled 115 teachers randomly and purposive sampling was used to identify the students in form two, three and four who had received any of the discipline strategies in study. A questionnaire was used to determine the influence of discipline strategies on student academic performance and thereafter a document analysis done to establish how students who received these discipline strategies performed after the discipline strategies had been given. This chapter therefore presented the study findings in lieu of the study objectives.

4.1 Response Rate

All the 115 questionnaires dispatched were returned. The return rate was hence considered good to provide required information for the purpose of data analysis therefore the data was reliable and acceptable because a response rate of 60% and above was good for a research in the social realm (Mugenda & Mugenda, 2003). The responses were then presented in frequencies and percentages.

Table 4.1 Use of Suspension as a Discipline Strategy

	Frequency	Percent
Yes	95	82.6
No	20	17.4
Total	**115**	**100.0**

Source: Survey Data (2016)

From the findings in Table 4.1, majority of teachers agreed that the schools they teach at use suspension as a discipline strategy. 95 out of 115 respondents translating to 82.6% as compared to 17.4% agreed that they used suspension. This was interpreted to mean that a bigger percentage of schools in Rachuonyo North Sub County were using suspension as a discipline strategy. This was in agreement with other researchers like Arcia (2006), Kralevich (2010), Dahir (2010), Koon (2013) and Huzinec (2014) who found out that suspension was used as a discipline strategy in most schools.

Table 4.2: Suspension is Mostly given to Boys than Girls

	Frequency	Percent
SD	41	35.7
D	31	27.0
U	14	12.2
A	20	17.4
SA	9	7.8
Total	**115**	**100.0**

Source: Survey Data (2016)

From the results in table 4.2, a high percentage of teachers strongly disagreed that suspension was mostly given to boys than girls. Out of 115 teachers, 31 teachers, which translate to 27%, disagreed that boys are mostly suspended than girls. This was a true evidence that both boys and girls were suspended when found with an

indiscipline case. This finding contradicted the study that was conducted by Costello (2009) which found that boys represented 85% of discipline referrals.

Table 4.3 Sending of Students Home to Call their Parent as a Discipline Strategy

	Frequency	Percent
SD	41	35.7
D	31	27.0
U	14	12.2
A	20	17.4
SA	9	7.8
Total	**115**	**100.0**

Source: Survey Data (2016)

Finding revealed that 111(96.5%) of teachers agreed that students were usually sent home to call their parents whenever they were found in an indiscipline case and 4(3.5%) disagreed that students were sent home to call their parents if found in any indiscipline case. This was a justification that almost all schools used this strategy in Rachuonyo North Sub County. Students were sent home for a maximum of two days to call their parents when they were involved in a discipline case.

Table 4.4 Students Enjoy being Sent Home

	Frequency	Percent
SD	11	9.6
D	18	15.7
U	7	6.1
A	55	47.8
SA	24	20.9
Total	**115**	**100.0**

Source: Survey Data (2016)

The study findings indicated that 11(9.6%) of teachers strongly disagreed that students enjoy being sent home, 18(15.7%) disagreed, seven (6.1%) were undecided,

55(47.8%) agreed and 24(20.9%) strongly agreed that students enjoy being sent home. This finding was in agreement with the finding of Simatwa (2012) that some students preferred a discipline strategy that excluded them from an education setting because they did not enjoy academically demanding tasks.

Table 4.5: Sending Students Home Weakens their Connection with School

	Frequency	**Percent**
SD	11	9.6
D	18	15.7
U	7	6.1
A	55	47.8
SA	24	20.9
Total	**115**	**100.0**

Source: Survey Data (2016)

Out of the 115 teachers, a good percentage, that is 36(31.3%) strongly disagreed and 47(40.9%) disagreed that sending students home weakened their connection with school. 6.1% of the respondents were undecided. 14 teachers agreed and 11 teachers strongly agreed that sending students home indeed weakens their connection with school. This contradicted the findings in a study, which was conducted by Huzinec (2014) which found that discipline strategies involving removing a student from education setting weakened their connection with school.

Table 4.6: Use of Manual Labour as a Discipline Strategy

	Frequency	**Percent**
Yes	87	75.7
No	28	24.3
Total	**115**	**100.0**

Source: Survey Data (2016)

As indicated by the findings in table 4.6, manual labour was also widely used as a discipline strategy in Rachuonyo North Sub County. 87(75.7%) of teachers agreed that manual labour was one of the strategies they use when a student misbehaved in school. This was in agreement with the study conducted by Simatwa (2012) which indicated that most schools used manual labour for example uprooting a tree stump as a discipline strategy.

Table 4.7: Manual Labour done During School Hours

	Frequency	**Percent**
Yes	87	75.7
No	28	24.3
Total	**115**	**100.0**

Source: Survey Data (2016)

The study finding indicate that 17(14.8%) of teachers strongly agreed that manual labour is done by students during school hours. 41(35.7%) of teachers also agreed that manual labour was done during school and class hours. 16(13.9%) strongly disagreed that manual labour was done during school hours and 38(33%) also disagreed that manual labour was done during school hours. A study conducted in Bungoma by Simatwa (2012) indicated that manual labour was done during weekends and this contradicted with the study that was conducted in Homabay County, Rachuonyo North Sub County since students were given manual labour as soon as they were found in discipline case even if it was class time.

Table 4.8: Manual Labour leads to Loss of Instructional Time

	Frequency	**Percent**
Yes	87	75.7
No	28	24.3
Total	**115**	**100.0**

Source: Survey Data (2016)

According to the results shown in table 4.8, 14(12.2%) of teachers strongly disagreed that manual labour leads to loss of instructional time, 14(12.2%) disagreed and only 4 (3.5%) were undecided. 39(33.9%) agreed that manual labour led to loss of instructional time and 44(38.3%) strongly agreed that manual labour led to loss of instructional time. From the results above most of the teachers agreed that when a student was given manual labour during class time, the instructional time was lost.

Table 4.9: Students Miss Foundational Skills When Sent Out of Class

	Frequency	**Percent**
Yes	87	75.7
No	28	24.3
Total	**115**	**100.0**

Source: Survey Data (2016)

On the issue of students missing foundational skills when sent out of class, the findings revealed that 9(7.8%) of teachers strongly disagreed that students missed foundational skills when sent out of class. 4(3.5%) disagreed. 4(3.5%) were undecided. 54(47%) agreed that students missed foundational skills when sent out of class and 44(38.3%) strongly agreed that students missed foundational skills when sent out of class. This was an indication that a larger percentage of teachers agreed that students missed foundational skills when sent out of class. These findings were in agreement with a study conducted by Booth, Carmichael and Seiber (2013) which indicated that students missed foundational academic skills when they were sent out of class.

Table 4.10: Manual Labour is Given to Both Boys and Girls

	Frequency	**Percent**
Yes	87	75.7
No	28	24.3
Total	**115**	**100.0**

Source: Survey Data (2016)

The results in table 4.10 indicated that 8(7.0%) of teachers strongly disagreed that manual labour was given to both boys and girls, 11(9.6%) disagreed and 4(3.5%) were undecided. 59(51.3%) agreed that manual labour was given to both boys and girls and 33(28.7%) strongly agreed that manual labour was given to both boys and girls.

4.2 Results of Hypothesis Testing

The study had three null hypotheses that were tested using the students' academic results before and after the discipline strategy were used on them. The first hypothesis was tested using analysis of variance (ANOVA). The second hypothesis was tested using a paired t-test at a level of significance of $\alpha = .05$ and the third hypothesis was tested using repeated measures analysis of variance. Analysis of variance (ANOVA) t-test for paired observations and repeated measures analysis of variance were applied in order to compare the means of students before and after the discipline strategies was given. The null hypotheses tested were;

H$_{O1}$: Discipline strategies have no significant influence on the academic performance of students.

H$_{O2}$: There is no significant influence in academic performance of students by gender.

H$_{O3}$: There is no significant influence in academic performance of students by academic level.

4.3 The Influence of Discipline Strategies on Academic Performance of Students

4.3.1 Suspension as a Strategy and Academic Performance of Students

The following null hypothesis was tested. H_{O1}: Discipline strategies have no significant influence on the academic performance of students. The researcher compared the academic performance of students before and after they were suspended from school, given manual labour and sent home to check if there existed significant differences. Therefore, for suspension as a discipline strategy a paired sample t-test was computed at .05 significance level. The descriptive results were given in table 4.11.

Table 4.11: Academic Performance of Students Before and After Suspension

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	39.25	71	18.00	2.13
	After	36.30	71	15.91	1.88

Source: Survey Data (2016)

The statistic showed that the mean average performance of students before suspension was 39.25 while the average performance after suspension was 36.30. This showed that there was a decline in academic performance by students who had received suspension with a difference of 2.94. This result was also graphically represented as shown in figure 4.1.
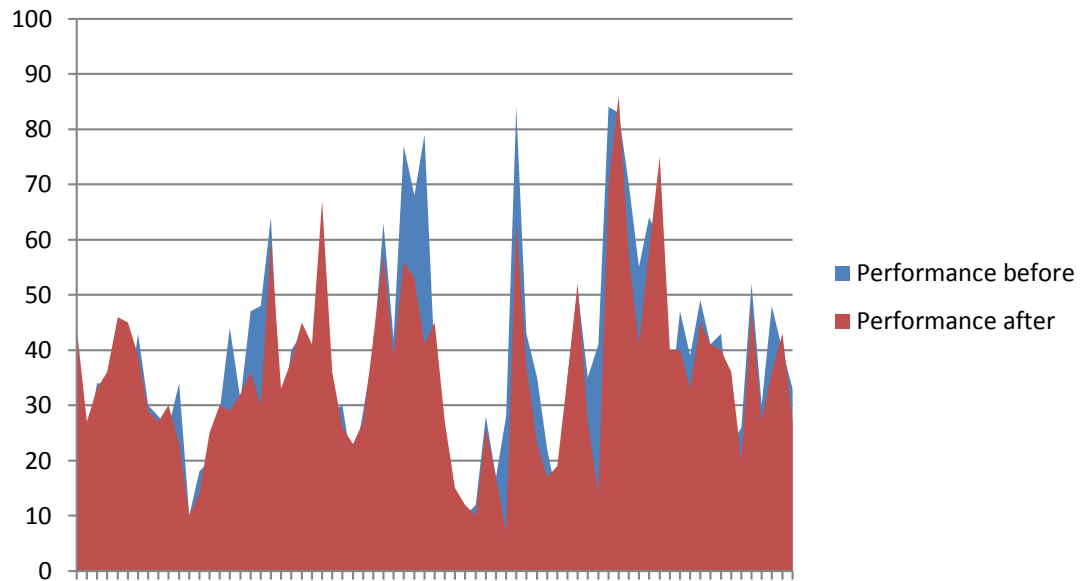
Figure 4.1 Performance of Student Before and After Suspension

The graph showed that the students' academic performance before suspension was higher compared to the academic performance after suspension. To test whether there existed significant difference, paired sample statistics measured at .05 confidence level was computed and the results were been given in table 4.12.

Table 4.12 Academic Performance of Students Before and After Suspension

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Before-After	2.94	9.79	1.16	.62	5.26	2.53	70	.014

Source: Survey Data (2016)

Table 4.12 indicated the paired samples test statistic on performance of students before and after suspension. The paired difference means before and after was 2.94 with standard deviation scores of 9.79 at .05 confidence level; the computed t-value was 2.53 with a df of 70, which is higher than the critical t-value of 1.960 with df of

70. These results suggested that there existed significant difference (t ≥ .05) in academic performance of students before and after they were suspended. This showed that use of suspension as a discipline strategy negatively influenced academic performance of students in secondary schools in Rachuonyo North Sub County. This finding agreed with the finding of Rausch and Skiba (2005), Arcia (2006) and Dahir (2010) which indicated that there was a significant influence of suspension on academic performance of students.

4.3.2 Academic Performance of Students Before and After they were Sent Home

To compare the academic performance of students before and after they were sent home, a paired sample t-test was computed at .05 significance level. The descriptive results were given in table 4.13.

Table 4.13 Academic Performance of Student Before and After they were Sent Home

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	32.50	10	8.03	2.53
	After	32.80	10	12.59	3.98

Source: Survey Data (2016)

The statistic showed that the mean average performance of students before they were Sent home were 32.50 while the average performance after sending them home was 32.80. These results showed that there was a slight increase in academic performance with a difference of 0.3. These results were also graphically presented as shown in figure 4.2.
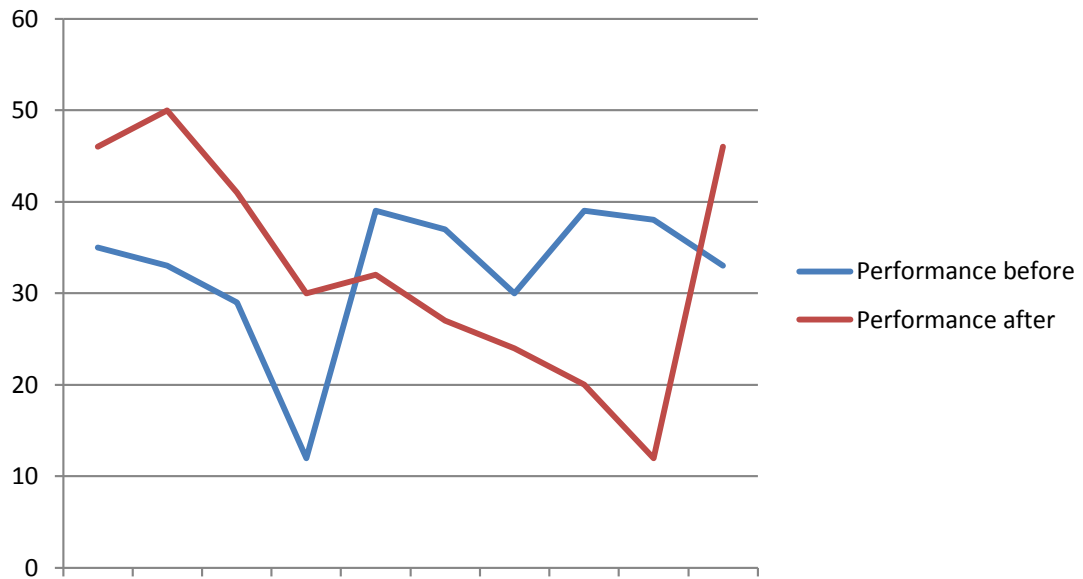
Figure 4.2: Academic Performances of Students Before and after they were Sent Home

Figure 4.2 showed that the academic performance of students before sending them home was slightly lower than the academic performance of students after sending them home. These results showed that there was a slight improvement in academic performance of students after being sent home as a discipline strategy. To test whether there existed a significant difference, a paired sample statistics measured at .05 confidence level was computed and the results given in table 4.14.

Table 4.14: Academic Performance of Student Before and After they were Sent Home

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Before-After	-.30	15.87	5.02	-11.65	11.05	.06	9	.95

Source: Survey Data (2016)

Table 4.14 indicated the paired samples test statistic on academic performance of students before and after they were sent home. The paired difference means before and after was 0.3 with standard deviation score of 15.87 at .05 confidence level. The computed t-value was .06 with a df of 9 that was lower than the critical t-value of 1.83 with a df of 9. These results suggested that there was no significant difference in academic performance of students before and after being sent home. This meant that sending students home as a discipline strategy did not have a negative influence in their academic performance if anything there was a slight improvement on the mean.

4.3.3 Manual Labour and Academic Performance of Students

The researcher also compared the academic performance of students before and after they were given manual labour. A paired sample t-test was computed at .05 significance level. The descriptive statistics were given in table 4.15.

Table 4.15: Academic Performance of Student Before and After Manual labour

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	19.91	12	9.97	2.88
	After	25.41	12	12.29	3.54

Source: Survey Data (2016)

The statistic showed that the mean average performance of students before manual labour was 19.91 while the average performance after manual labour was 25.42. This showed that there was a great improvement in academic performance by students who had received manual labour with a difference of 5.5. This meant that the students improved in terms of their academic performance after manual labour as a discipline strategy was used on them. This result was also graphically presented as shown in figure 4.3.
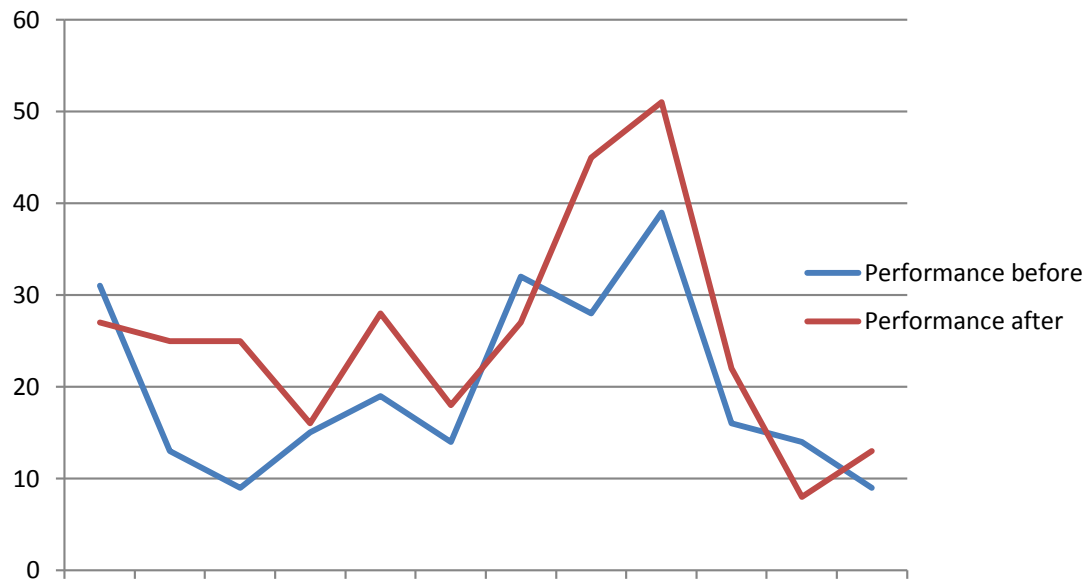
Figure 4.3: Academic Performance of Students Before and After Manual Labour

Figure 4.3 indicated that the academic performance of students after they had been given manual labour was higher than the academic performance of students before this discipline strategy was used on them. To test whether there existed significant difference, a paired sample statistics measured at .05 confidence level was computed. The results were given in table 4.16.

Table 4.16: Academic Performance of Student Before and After Manual Labour

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
				Lower	Upper			
Before After	-5.50	7.96	2.29	-10.55	-.44	2.39	11	.036

Source: Survey Data (2016)

According to table 4.15, the paired mean before and after manual labour was 5.50 with a standard deviation of 7.96 at 0.05 confidence level. The t-value at a df of 11 was 2.39 that, was higher than the critical t-value of 1.79. From these results, there was an indication that their existed a significant difference in academic performance

of students before and after manual labour was used on them. These results indicated that students improved in academic performance after manual labour as a discipline strategy was used on them. It was therefore evident that manual labour influenced students' academic performance positively in Rachuonyo North Sub County.

To test the first hypothesis, the researcher compared the academic performance of students before and after they had been given any of these discipline strategies at .05 confidence level. The descriptive results were given in table 4.17.

Table 4.17: Academic Performance of Students Before and After Discipline Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Performance before	36.03	93	17.55	1.82
	Performance after	34.52	93	15.48	1.60

Source: Survey Data (2016)

From the results in table 4.16, the mean of the students before they were given the discipline strategies was slightly higher than the mean of the students after they had received the discipline strategies. This was an indication that the students' performance went down slightly after they had been given these discipline strategies with a difference of 1.51. These results were represented graphically in figure 4.4.
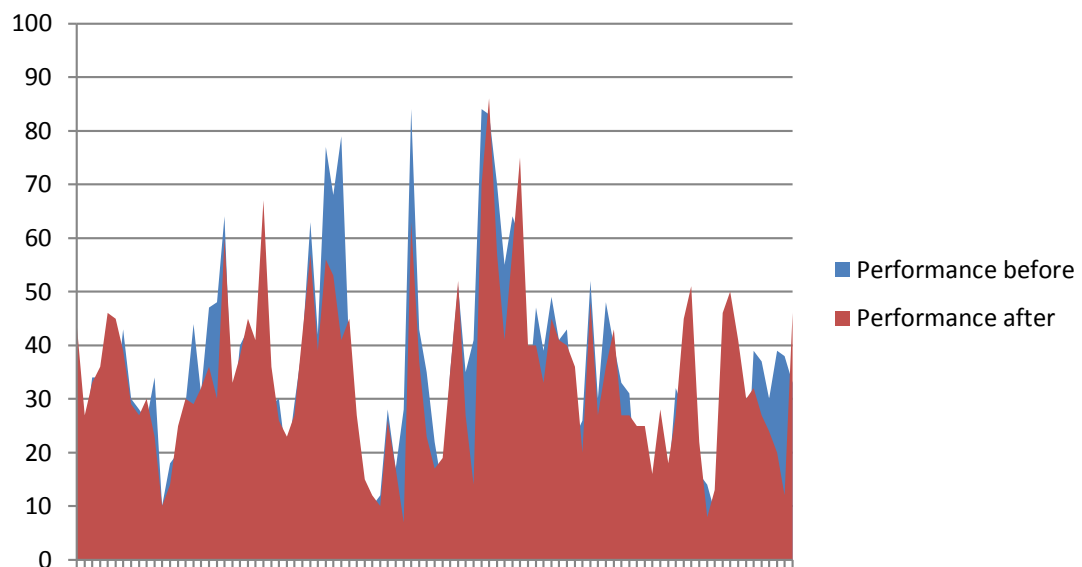
Figure 4.4: Academic Performance of Students Before and After Discipline Strategies

The results from the line graph in figure 4.4 indicated that the academic performance of students before they were subjected to the discipline strategies was slightly higher than the academic performance of students after they had received the discipline strategies. Analysis of variance at .05 significance level was used to test whether there was a significant difference in performance before and after the discipline strategies were given, the results were given in table 4.18.

Table 4.18: Academic Performance of Student Before and After Discipline Strategies

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	3684.70	2	1842.35	8.90*	.000
Within Groups	18626.08	90	206.95		
Total	22310.79	92			

Source: Survey Data (2016)

To test whether the discipline strategies had an influence on the students' academic performance, 1-way ANOVA was carried as shown in table 4.13. There was significant influence of the discipline strategies on the academic performance at Fob = 8.90 ≥ .05 level of significance for the three strategies [F (2, 90) = 8.90, p = .000]. Therefore, the hypothesis HO1 that stated that discipline strategies had no significant influence on the academic performance of students was rejected.

From the results in table 4.18, it is true that there was a significant interlink between suspension as a discipline strategy and academic performance since the students' academic performance declined after this strategy had been used on them and so suspension as a discipline strategy influenced student academic performance negatively in Rachuonyo North Sub County. The results also indicated that there was significant difference in academic performance before and after manual labour as a discipline strategy since students in Rachuonyo North Sub County performed better or improved in academic performance after they were given manual labour. This was an indication that manual labour influenced academic performance of students positively.

However the results indicated that there was no significant difference between academic performance of students before and after being sent home as a discipline strategy. This was because the difference recorded in performance of students before and after they were sent home was very slight and statistically it was not therefore significant. The results could be attributed to the fact that students stayed longer from school due to suspension as compared to being sent at home to call a parent. Suspension was between one to two weeks while being sent home took a maximum of two days before a student could come back to school. This meant that a student stayed away longer when suspended than when sent home to call a parent. The results

recorded in manual labour could be attributed to compensation of the time lost by the student so that they also cover what had been covered when they were not in class and so they ended up performing better after this strategy was used on them.

4.4 Academic Performance of Students by Gender Before and After Discipline Strategies

In testing the second null hypothesis a t-test for paired observations was applied in order to compare the means of girls and boys independently before and after discipline strategies were given. The table 4.19 showed the results of the analysis for boys.

4.4.1 Academic Performance of Boys Before and After Discipline Strategies

A paired sample t-test was computed at .05 level of significance to determine the academic performance of boys before and after the discipline strategies were used on them. The descriptive statistics were given in table 4.19.

Table 4.19: Academic Performance of Boys Before and After the Discipline Strategy

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	36.71	67	17.37	2.12
	After	35.71	67	15.78	1.92

Source: Survey Data (2016)

From the results in table 4.19, the statistic indicated that the mean average performance of boys before the discipline strategies was 36.71 while the mean average performance after the discipline strategies had been used on them was 35.71. This was an indication that there was a slight drop in the academic performance with a mean difference of 1.00. This result could also be graphically presented as shown in figure 4.5.
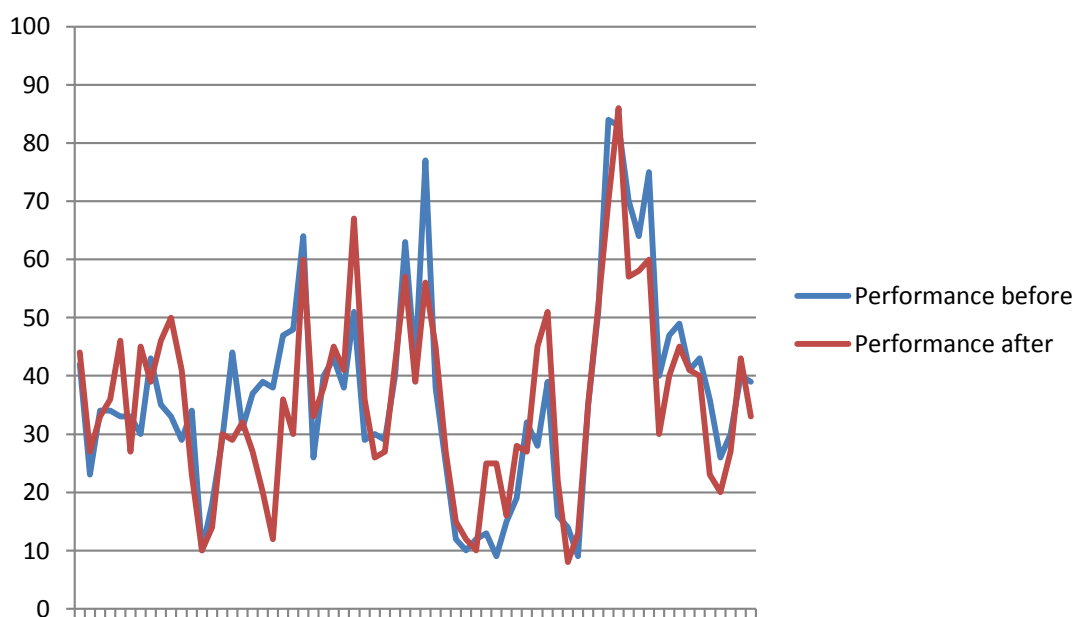
Figure 4.5: Academic Performance of Boys Before and After the Discipline Strategies

The line graph in figure 4.5 indicated that the academic performance of boys was slightly higher before they were given the discipline strategies as compared to the academic performance after the discipline strategies were used on them. The decline was a difference of 1.00. To test whether this difference was significant, a paired sample statistics at .05 confidence level was computed and the results were given in table 4.20

Table 4.20: Academic Performance of Boys Before and After the Discipline Strategies

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
					Lower	Upper			
Pair 1	Before - After	1.00	9.50	1.16	-1.31	3.31	.86	66	.39

Source: Survey Data (2016)

Table 4.20 indicated that the computed t-value was 0.86 with a df of 66. The critical t-value was 1.645 with a df of 66. This was an indication that the critical value was higher than the t-value (tob = 0.86 < tcrit = 1.645) which suggested that there was no significant difference in academic performance of boys before and after they were given the discipline strategies. The academic performance of the boys did not show any major difference before and after the use of the discipline strategies.

4.4.2 Academic Performance of Girls Before and After Discipline Strategies

To determine the academic performance of girls before and after the discipline strategies were given, a paired sample t-test was computed at .05 significance level. The descriptive statistics were given in table 4.21.

Table 4.21: Academic Performance of Girls Before and After the Discipline Strategy

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before - After	1.00	9.50	1.16	-1.31	3.31	.86	66	.39

Source: Survey Data (2016)

The descriptive statistics indicated that the mean average performance of girls before the discipline strategies was 35.73 and after the discipline strategies, the mean average performance was 30.15. This meant that the mean difference before and after the discipline strategies was 5.58. These results were also represented graphically as shown in figure 4.6.
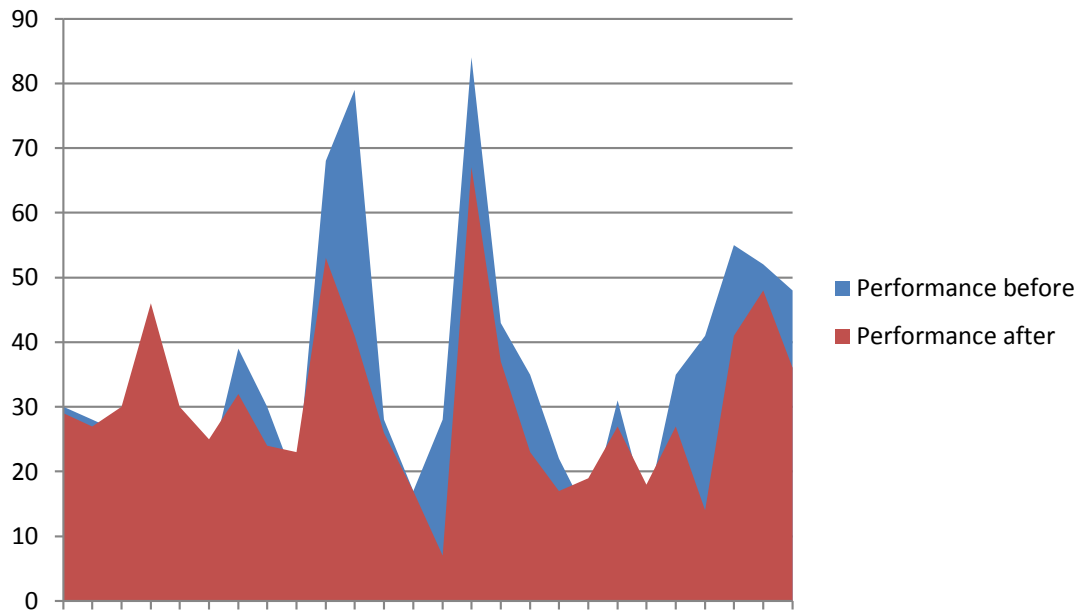
Figure 4.6: Academic Performance of Girls Before and After the Discipline Strategies

The results on figure 4.6 indicated that the academic performance of girls was higher before they were given the discipline strategies and thereafter the results declined after the discipline strategies were used on them. The decline was a difference of 5.58. To test whether this difference was significant, a paired sample statistics at .05 significance level was computed and the results were shown in table 4.22.

Table 4.22: Academic Performance of Girls Before and After Discipline Strategies

| | Paired Differences | | | | | t | df | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
				Lower	Upper			
Before - After	5.57	12.10	2.37	.68	10.46	2.34	25	.027

Source: Survey Data (2016)

From the results in table 4.22, the paired difference mean before and after the discipline strategies was 5.58 with a standard deviation score of 12.10 at 95% significance level. The computed t-value was 2.34 with a df of 25. The critical t-value was 2.06 with a df of 25. This implied that the t-value was more than the critical t-value which could also be represented as (t_{ob} = 2.35 > t_{crit} = 2.06). This suggested that there existed a significant difference in academic performance of girls before and after the discipline strategies had been used on them. This implied that the academic performance of girls went down after they had received these discipline strategies and this was an indication that the discipline strategies had a negative influence on the academic performance of girls in Rachuonyo North Sub County, Homabay County.

To test the second hypothesis which stated that **H$_{O2}$** : There was no significant influence in academic performance of students by gender, the researcher used a paired sample t- test to compare the academic performance of boys and girls before and after the discipline strategies were used on them at .05 significance level. The descriptive statistics were given in table 4.23.

Table 4.23: Academic Performance of Boys and Girls Before and After Discipline Strategies.

Gender		Performance before	Performance After
	Mean	36.71	35.71
Boys	N	67	67
	Std. Deviation	17.37	15.78
	Mean	35.73	30.15
Girls	N	26	26
	Std. Deviation	19.12	13.26
	Mean	36.44	34.16
Total	N	93	93
	Std. Deviation	17.77	15.26

Source: Survey Data (2016)

From the table 4.23, the statistic indicated that the mean average performance of boys declined slightly by 1.00 after the discipline strategies were used on them and the mean average performance of girls declined by 5.58. This implied that girls' performance declined to a greater extent after the discipline strategies had been used on them than boys. To test whether these differences were significant, a paired sample t-test at .05 level of significance was computed and the results were given in table 4.24.

Table 4.24: Academic Performance of Students by Gender Before and After Discipline Strategies

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before-After	2.27	10.43	1.08	.12	4.42	2.10	92	.038

Source: Survey Data (2016)

From the table 4.24, the paired difference mean before and after the discipline strategies was 2.27 with a standard deviation score of 10.43 at .05 significance level. The computed t- value was 2.11 with a df of 92. The critical t-value was 1.96 with a df of 92. This implied that the t-value was more than the critical value which could also be represented as (tob = 2.11 > tcrit = 1.96 at p < .05). This suggests that there existed significant difference in academic performance of girls and boys before and after the discipline strategies had been used on them. This implied that the hypothesis H_{O2} which stated there was no significant influence in academic performance of students by gender was rejected.

From the results in table 4.24, there existed significant difference in the academic performance of girls since they registered a drastic decline after the discipline strategies had been used on them. Boys on the other hand registered a slight difference with only a mean difference of 1.00 as compared to girls who registered a mean difference of 5.58. These results suggested that these discipline strategies influenced the academic performance of girls negatively more than they did to the boys' academic performance in Rachuonyo North Sub County in Homabay County. These finding contradicted the finding of Slate, Kesley, Carmen and Delgado (2010) which found that girls performed better than boys after these strategies had been used on them.

4.5 Academic Performance of Students by Academic Level Before and After the Discipline Strategies

In testing the third hypothesis, **H$_{03}$**: There was no significant influence in academic performance of students by academic level. The researcher computed a t-test for paired observation to compare the means of form two, form three and finally form four students independently. Repeated measures analysis of variance (ANOVA) was thereafter computed to test the hypothesis.

4.5.1 Academic Performance of Form Two Students Before and After Discipline Strategies
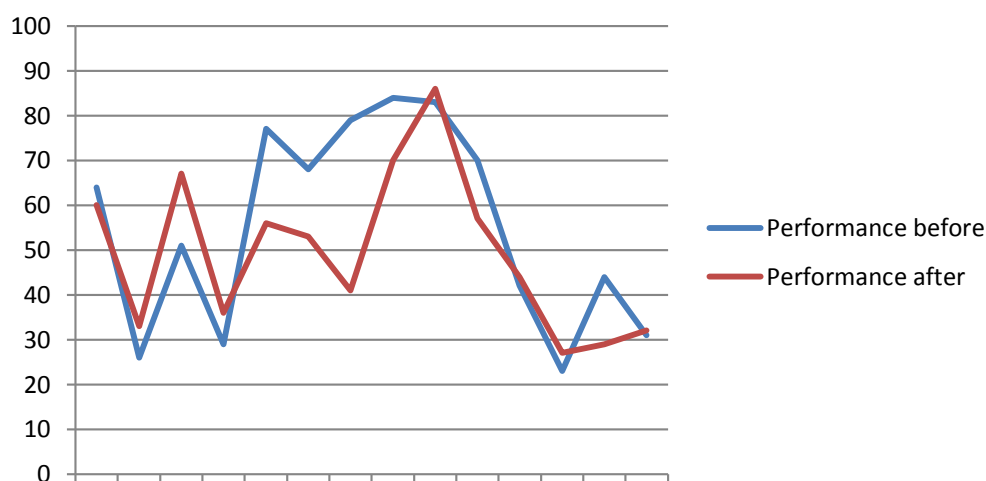
The researcher again compared the academic performance of form two students before and after the discipline strategies. A paired sample t-test was computed at .05 level of significance. The descriptive results were given in table 4.25.

Table 4.25: Academic Performance of Form Two Students Before and After Discipline Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair	Before	55.07	14	22.50	6.01
1	After	49.35	14	17.69	4.72

Source: Survey Data (2016)

The t-test for paired observations was computed at 5% level of significance to compare the means of form two students before and after the discipline strategies was used on them. The statistic indicated that the mean average performance of form two students before the discipline strategies was 55.07 while the mean average performance after the discipline strategies was 49.35. These results were also represented graphically as shown in figure 4.7

Figure 4.7: Academic Performance of Form Two Students Before and After the Discipline Strategies

From the figure 4.7 above, the academic performance of form two students was higher before the discipline strategies was used on them as compared to their academic performance after the discipline strategies. The decline was a difference of 5.72. This implied that the discipline strategies had a negative influence on the academic performance of form two students in Rachuonyo North Sub County. To test

whether this difference was significant, a paired sample statistics at 5% significance level was computed and the results were given in table 4.26

Table 4.26: Paired Sample Test Statistic on Academic Performance of Form 2 Students Before and After Discipline Strategies

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before - After	5.71	14.25	3.81	-2.51	13.94	1.50	13	.15

Source: Survey Data (2016)

The results in table 4.26 indicated that the paired difference means before and after the discipline strategies was 5.72 at 95% confidence level. The computed t-value was 1.50 with a df of 13, which was less than the critical t-value that was 2.16 with a df of 13. This implied that the difference was not significant.

4.5.2 Academic Performance of Form Three Students Before and After Discipline Strategies

The researcher again compared the academic performance of form three students before and after the discipline strategies to check if there existed significant differences. A paired sample t-test was computed at .05 level of significance. The descriptive results were given in table 4.27.

Table 4.27: Academic Performance of Form Three Students Before and After the Discipline Strategies

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	32.12	39	13.83	2.21
	After	32.97	39	14.03	2.24

Source: Survey Data (2016)

The results in table 4.27 indicated that the mean average academic performance of the form three students before the discipline strategies was 32.12 while the mean average academic performance after the discipline strategies was 32.97. This implied that there was a slight improvement with a mean difference of 0.85. This result could also be graphically represented as shown in figure 4.8.
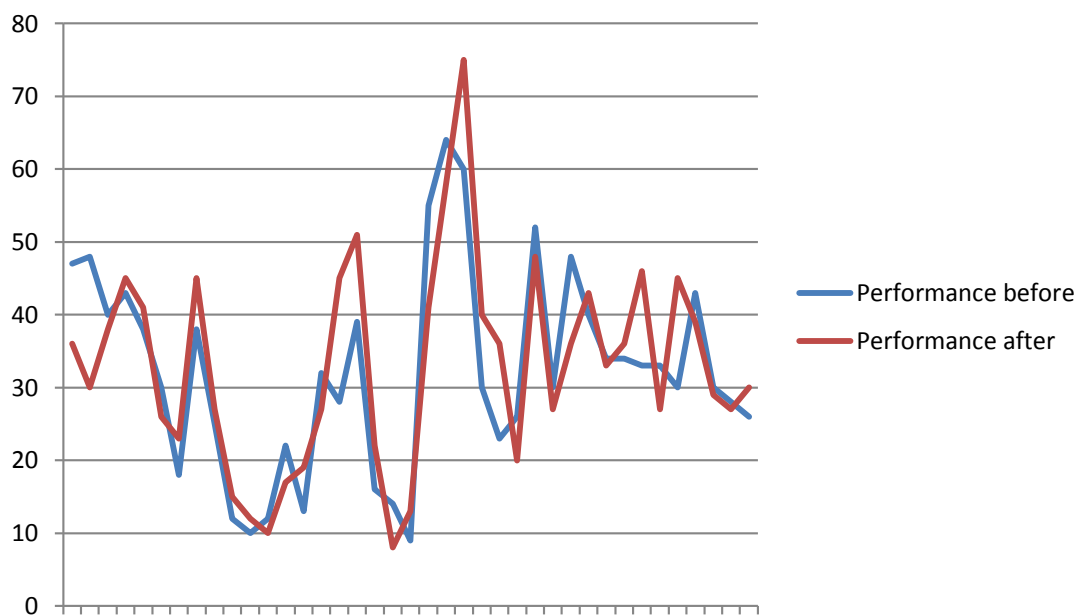
Figure 4.8: Academic Performance of Form Three Students Before and After Discipline Strategies

Figure 4.8 indicated that the academic performance of form three students after the discipline strategies was slightly higher than the academic performance before the discipline strategies. The mean difference was .85. The form three students therefore recorded a very slight improvement after the discipline strategies were used on them. To determine whether this difference was significant, a paired sample statistic at .05 significance level was again computed and the results were given in table 4.28.

Table 4.28 Academic Performance of Form Three Students Before and After the Discipline Strategies

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before - After	-.84	8.20	1.31	-3.50	1.81	-.64	38	.52

Source: Survey Data (2016)

From table 4.28 above, the paired difference mean before and after the discipline strategies was 0.84 with a standard deviation of 8.20 at .05 significance level. The computed t-value was .64 with a df of 38. The critical t-value was 1.96 with a df of 38. This was also represented as (t_{ob} = 0.644 < t_{crit} =1.96). This suggested that there was no significant difference in the academic performance of the form three students before and after the discipline strategies.

4.5.3 Academic Performance of Form Four Students Before and After the Discipline Strategies

The researcher also compared the academic performance of form four students before and after the discipline strategies were used on them to check if there existed significant differences. A paired sample t-test was thereafter computed at .05 significance level. The descriptive results were given in Table 4.29.

Table 4.29: Academic Performance of Form Four Students Before and After the Discipline Strategies

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Before	33.17	40	14.75	2.33
	After	30.95	40	13.46	2.12

Source: Survey Data (2016)

The results in table 4.29 indicated that the mean average academic performance of the form four students before the discipline strategies was 33.17 while the mean average

academic performance after the discipline strategies was 30.95. This suggested that there was a slight drop in academic performance with a mean difference of 2.22. These results were also graphically represented as shown in figure 4.9.
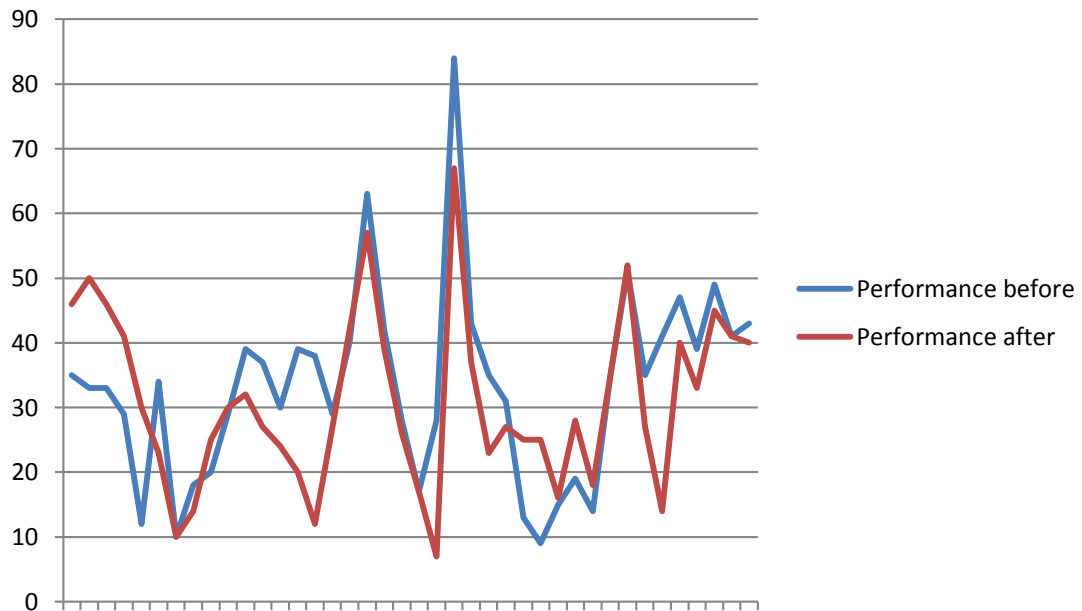
Figure 4.9: Academic Performance of the Form Four Students Before and After the Discipline Strategies

Figure 4.9 above showed that the academic performance of the form four students declined slightly after the discipline strategies had been used on them. The decline was a mean difference of 2.22. This was an indication that the discipline strategies had a negative influence on the academic performance of the form four students in Rachuonyo North Sub County. To test whether this difference was significant, a paired sample statistics at .05 level of significance was computed and the results were given in table 4.30

Table 4.30: Academic Performance of Form Four Students Before and After the Discipline Strategy

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Before - After	2.22	10.88	1.72	-1.25	5.70	1.29	39	.20

Source: Survey Data (2016)

Table 4.30 indicated that the paired difference means before and after the discipline strategies was 2.22 with a standard deviation of 10.88 at .05 level of significance. The computed t-value was 1.29 with a df of 39. The table value was 1.96 with a df of 39. This implied that the t-value was less than the critical t-value. From these results, there was an indication that there was no significant difference in academic performance of the form four students.

To test this third hypothesis which stated that H_{O3}: There was no significant influence in academic performance of students by academic level, the researcher used repeated measure Analysis of Variance (ANOVA) to compare the academic performance of the form 2, 3 and 4 students at .05 level of significance. The academic performance for the students before the discipline strategies were used was shown in table 4.30.

Table 4.31: Academic Performance of Form Two, Three and Four Students Before and the Discipline Strategies

Form	n	Mean	SD
Form 2	14	55.07	22.50
Form 3	39	32.12	13.83
Form 4	40	33.17	14.75
Total	93	36.03	17.55

Source: Survey Data (2016)

The average mean of the academic performance for these students was 36.03 with SD of 17.55. The form three and four students scored a lower mean than the average mean of the entire group. This information was presented graphically in figure 4.10.
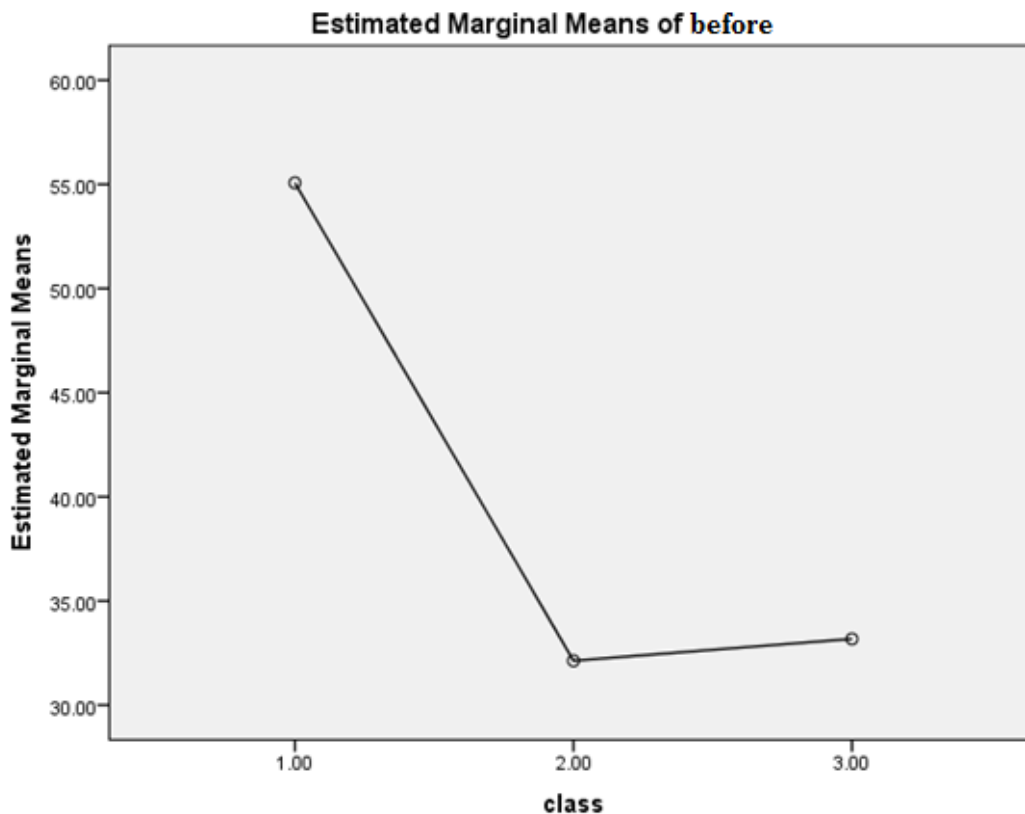
Figure 4.10: Academic Performances of Form Two, Three and Four Students Before and the Discipline Strategies

Figure 4.10 presented the academic performance of the form two, three and four students before the discipline strategies. The number of form four students who received these discipline strategies was high at 40 students compared to the form two and three class. The form two students however were performing better than the form three and four students. The academic performance for the students after the use of the discipline strategies were used was shown in table 4.32.

Table 4.32: Academic Performance of Form Two, Three and Four Students After Use of the Discipline Strategies

Form	n	Mean	SD
Form 2	14	49.35	17.69
Form 3	39	32.97	14.03
Form 4	40	30.95	13.46
Total	93	34.56	15.57

Source: Survey Data (2016)

The results in table 4.32 indicated that the average mean of the academic performance for these students was 34.56 with SD of 15.57. The form three and four students scored a lower mean than the average mean of the entire group. This information was presented graphically in figure 4.11.
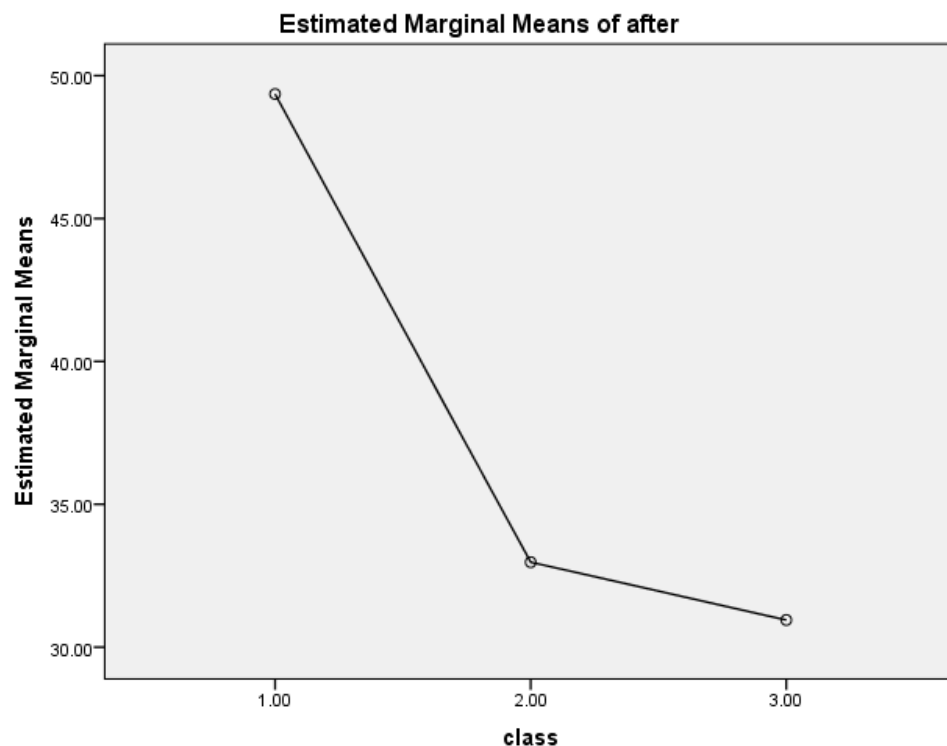
Figure 4.11: Academic Performance of the Students after Use of Discipline Strategies

The results in figure 4.10 and 4.11 indicated that the average mean of the form two students declined by 5.72 while the form three students improved slightly with a mean difference of .85. The form four students on the other hand had a slight drop with a mean difference of 2.22. This implied that the form two students recorded the highest decline after the discipline strategies had been used on them compared to the form four students.

To test whether the differences in academic performance before and after the use of discipline strategies was significant, a repeated measures Analysis of variance (ANOVA) at .05 confidence level was computed and the results were given in table 4.33.

Table 4.33: Repeated Measures ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	231786.860	1	231786.860	468.646	.000
Within Groups	99.441	92	56.017		
Total	231886.300	93			

Source: Survey Data (2016)

From the repeated measures ANOVA, $F(1,92) = 468.646 \geq p = .000$ this meant that the null hypothesis H_{O3} which stated that there was no significant influence in academic performance of students by academic level was rejected. Thus, there was a significant difference in academic performance of the students by academic level. The academic performance of the Form two, Form three and Form four were different, The form two's scored better than the rest of the group.

From the results above, there existed significance influence in the academic performance of the form two students since they registered a drastic decline after the discipline strategies had been used on them. On the other hand, the form four students registered a slight difference with a mean difference of 2.22 and the form three students a slight improvement with a mean difference of .85. These results suggested that these discipline strategies had a negative influence on the form two academic performance more than they did to the form three and four academic performance in Rachuonyo North Sub County in Homabay County.

4.6 Chapter Summary

This chapter dealt with a detailed analysis of the results that were obtained from the field description concerning the research design and methodology. Details on how data was analysed, the tests that were used and the study findings were provided in this chapter. In addition, details concerning data collected were presented in line graphs. It is believed that these findings will provide insight to education stakeholders on the influence of the three selected discipline strategies on academic performance of high school students.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Overview

The purpose of this study was to determine the influence of various discipline strategies on academic performance of students in Rachuonyo North in Homabay County. This chapter summarized the findings of the study based on empirical findings in chapter four. It also presented summary of the findings, discussions, conclusions, recommendations and suggestion for further research.

5.1 Summary of Findings

The study aimed at examining discipline strategies used in school and their influence on the student academic performance in Rachuonyo North Sub County, Homabay County. Results revealed that most of the schools were using suspension, manual labour and sending students to call their parents as a discipline strategy after the ban of corporal punishment. The use of suspension was at 82.6%, manual labour 87% and sending students to call their parents 96.5%. 72% of teachers agreed that the suspension was given to both boys and girls. This was in agreement with studies conducted by Wallace et al, (2008); Hinojosa, (2008); Kaufman et al,. (2010), Brown & DiTillio, (2013); Jones, J.R (2013). The study also found out that students liked being sent home however, the teachers confirmed that sending them home did not weaken their connection with school. A large percentage of teachers (87%) agreed that manual labour was done during class hours when the lessons were going on and that it led to loss of instructional time and students missed foundational skills.

In response to objective one, which sought out to determine the influence of discipline strategies on academic performance of students, the study revealed that there was a

significant interlink between suspension as a discipline strategy and academic performance of students. The paired observations yielded a critical t-value of 1.96 that was less than the t-value of 2.53. This was an indication that suspension influenced students' performance negatively. This was in agreement with Golkar et al (2012) who noted that absence of learning led to failure to accomplish predetermined educational goals. The results were also in agreement with the studies conducted by Aud et al, (2010) who noted that the discipline strategies that involved removing a student from a school set up placed students at a greater disadvantage because it led to poor academic performance. The study also revealed that sending students home, as a discipline strategy did not have a negative influence on their academic performance since the t-value that was .06 was less than the critical t-value, which was 1.83. The mean difference in the academic performance before and after the discipline strategies was a slight improvement of .3 which when computed was not statistically significant. Manual labour as a discipline strategy however had a positive influence on the academic performance of students in Rachuonyo North, Homabay County because it yielded a t-value of 2.39, which was more than the critical t-value, which was 1.79.

The mean difference before and after the students had been given manual labour was high at 5.50. In testing the first hypothesis, which stated that discipline strategies had no significant influence on the academic performance of students, the results revealed that the three discipline strategies had a significant influence on the academic performance of students in Rachuonyo North. This implied therefore that the first hypothesis was rejected. The results above on independent discipline strategies were attributed to the fact that students stayed longer when sent for suspension as compared to being sent at home and being given manual labour to do which took a maximum of

two days. Mwinzi and Kimengi (2006) who noted that missing of classes increased the chances of failing also backed up these results.

In regard to objective two, which sought to determine the influence of discipline strategies on performance of girls and boys, the study revealed that the academic performance of girls went down after they had received the discipline strategies with a mean difference of 5.58 and a t- value of 2.35, which was greater than the critical t-value of 2.06. This was an indication that the discipline strategies had a negative influence on the academic performance of girls in Rachuonyo North Sub County. On the other hand, the study revealed that the academic performance of boys went down slightly with a mean difference of 1.00, which was not statistically significant. This was an indication that the discipline strategies had a negative influence on girls' academic performance more than it had on boys' academic performance. In regard to the second hypothesis which stated that there was no significant difference in academic performance of students by gender, the results in the study confirmed that there was significant difference in academic performance of students by gender since the t- value was greater than the critical t- value.

In response to objective three that sought to determine the influence of discipline strategies on academic performance by academic level of the student, the study revealed that the academic performance of the form two students declined after the discipline strategies had been used on them with a mean difference of 5.71. On the other hand, the form three academic performance increased slightly after the discipline strategies had been used on them with a mean difference of 0.84 although this difference was not statistically significant. The studies also revealed that the academic performance of the form four students declined slightly with a mean

difference of 2.22 at a t -value of 1.29 that was less than the critical t- value of 1.960 and therefore this difference was not statistically significant.

In testing the third null hypothesis which stated that there was no significant influence in academic performance of students by academic level, the alternative hypothesis was accepted with, $F(1,92) = 468.646 \geq p = .000$. This meant that, there was a significant difference in academic performance of the form two, three and four students before and after the discipline strategies had been used on them in Rachuonyo North Sub County, Homabay County. The study findings therefore revealed that there was significant difference in academic performance depending on the academic level of the student.

5.3 Conclusions

From the study findings and discussions, the following conclusions were deduced.

1. Most schools in Rachuonyo North Sub County in Homabay County used suspension, manual labour and sending students home to call their parents as discipline strategies.

2. Suspension as a discipline strategy had a negative influence on student academic performance since a student was sent home for a long period of time between one to two weeks.

3. Manual labour had a positive influence on student academic performance and sending students home to call their parents did not have a negative influence on student academic performance since the students were usually out of school for a maximum of two days and therefore these did not adversely influence their academic performance as compared to suspension.

4. Girls' academic performance was adversely influenced by these discipline strategies than the academic performance of boys since their academic performance went down drastically after the discipline strategies had been used on them.

5. The discipline strategies influenced the academic performance of students in different ways depending on the academic level of the student since the lower form that is form two students' academic performance declined drastically, the form three academic performance improved and the form four academic performance declined slightly. The number of the form four students who received these discipline strategies was more than the other forms.

5.4 Recommendations

The study made the following recommendations,

1. There should be an alternative discipline strategy to suspension since it influenced the academic performance of students negatively. However, manual labour may be used on students since it yielded positive results. The study recommended that education stakeholders especially the teachers should embrace the discipline strategies that did not exclude a student from education setting for a long time.

2. Education stakeholders should find alternative to exclusionary discipline especially for girls since girls were adversely affected by the discipline strategies that required that they go home for a certain period of time.

3. More research needed to be done on the best discipline strategies at each academic level since the strategies that involved removing a student from academic setting were seen to influence their academic performance in different ways. This would ensure that discipline was maintained in a school and at the

same time, academic performance of students at different academic levels was not interfered with.

4. Guidance and counselling department in a school should ensure that girls personality, background and environment in which they stay was looked into before a certain discipline strategy was used on them to ensure that their academic performance was not influenced negatively and they were discipline as well.

5.5 Suggested Areas for Further Research

This study was specifically carried out in Rachuonyo North Sub County Secondary schools. Therefore this same research can be done on schools in other counties in Kenya in order to have a comparative analysis.

Further research can also be conducted to establish why the academic performance of girls went down drastically when exclusionary discipline strategies were used on them compared to the academic performance of boys when the same discipline strategies were used on them.

Research could also be done to determine why the academic performance of students was different depending on the class or academic level when the same discipline strategies was used on them. This was especially with the form two students whose academic performance decreased drastically when suspension, manual labour and sending them home to call their parents was used on them as discipline strategies.

Further research could also be done to establish why students enjoyed going home in the course of the term while others were in school and why manual labour influenced their academic performance positively while suspension and sending them home to call their parents influences their performance negatively.

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APPENDICES

Appendix 1: Introductory Letter

Moi University,

Department of Educational Psychology,

P.O Box 3900,

Eldoret

Dear Respondent,

I am a master of philosophy student at Moi University Department of Education Psychology undertaking educational research on Discipline strategies used for students and their influence on academic performance in Rachuonyo North Sub County. The ultimate goal of the study is to provide an insight into the discipline strategies used for students in secondary schools and how these strategies influence the academic performance.

Kindly fill in the questionnaire to the best of your ability. All the information given will be treated with ultimate confidentiality and will be purposely used for research. Do not write your name or identification on the questionnaire.

Yours faithfully

WINNIE AWUOR ODHIAMBO

Appendix 2: Questionnaire for the Teachers

This questionnaire will enable the researcher to find out the influence of discipline strategies on the academic performance of girls and boys in secondary schools. Kindly answer all the questions by either filling in the blank spaces or ticking the options, which apply. Do not write your name on the questionnaire.

1. Does your school use suspension to curb misbehaviour in school?

    Yes ( )   No ( )

2. Is manual labour used in your school when a student behaves inappropriately?

    Yes ( )   No ( )

3. Are students sent out of class for misbehaving in some occasions?

    Yes ( )   No ( )

4. Does your school send students home to call their parents in case of misbehaviour?

    Yes ( )   No ( )

5. To what extent do you agree with the following statements?

Fill in the table below using any one of the options. SD means you strongly agree with the statement, D means you disagree, U means undecided, A means agree and SA means strongly agree.

SD- Strongly agree, D- Disagree, U- Undecided, A- Agree, SA- Strongly agree.

	SD	D	U	A	SA
6.Suspension is commonly used to discipline students in school					
7.Manual labour is given during the day at school hours					
8.Students are sent out of class for misbehaviour during lessons					
9.Manual labour leads to loss of instructional time					
10.A student misses foundational academic skills when sent out of class					
11.Sending a student home to call their parents weakens their connection with school					
12. Some students enjoy being sent home for suspension					
13. Suspension is mostly given to boys than girls					
14. Manual labour is given to both boys and girls in school					
15. A student is sent home for more than two days to call their parents					

Thank you for taking your time to fill in this questionnaire.

Appendix 3: University Letter
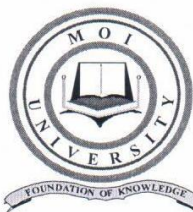
MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8	P.O. Box 3900
(053) 43555	Eldoret, Kenya
Fax: (053) 43555	

REF: MU/SE/PGS/54　　　　　　　　　**DATE:** 13th July, 2015

The Executive Secretary
National Council for Science and Technology
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE:　　　**RESEARCH PERMIT IN RESPECT OF WINNIE AWUOR ODHIAMBO (EDU/PGP/01/13)**

The above named is a 2nd year Master of Education (M.Ed) student at Moi University, School of Education, Department of Educational Psychology.

It is a requirement of her M.Ed Studies that she conducts research and produces a thesis. Her research is entitled:

"Discipline Strategies used on Students and their Influence on Academic Performance: A Case of Rachuonyo North Sub-county, Homabay County."

Any assistance given to her to enable her conduct her research successfully will be highly appreciated.

Yours faithfully,

PROF. J. N. KINDIKI
DEAN, SCHOOL OF EDUCATION

JNK/db

Appendix 4: Research Authorisation Letter

NACOSTI

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

26th **August, 2015**

NACOSTI/P/15/3969/7091

Winnie Awuor Odhiambo
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Discipline strategies used on students and their influence on academic performance: A case of Rachuonyo North Sub-County, Homabay County,"* I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for a period ending **31st December, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.
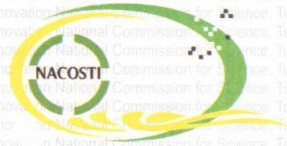
SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix 5: Research Permit

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 6328

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MS. WINNIE AWUOR ODHIAMBO
of MOI UNIVERSITY, 0-40301 kendu bay,has been permitted to conduct research in *Homabay   County*

on the topic: *DISCIPLINE STRATEGIES USED ON STUDENTS AND THEIR INFLUENCE ON ACADEMIC PERFORMANCE: A CASE OF RACHUONYO NORTH SUB-COUNTY, HOMABAY COUNTY*

for the period ending:
31st December,2015

Permit No : NACOSTI/P/15/3969/7091
Date Of Issue : 26th August,2015
Fee Recieved :Ksh 1,000

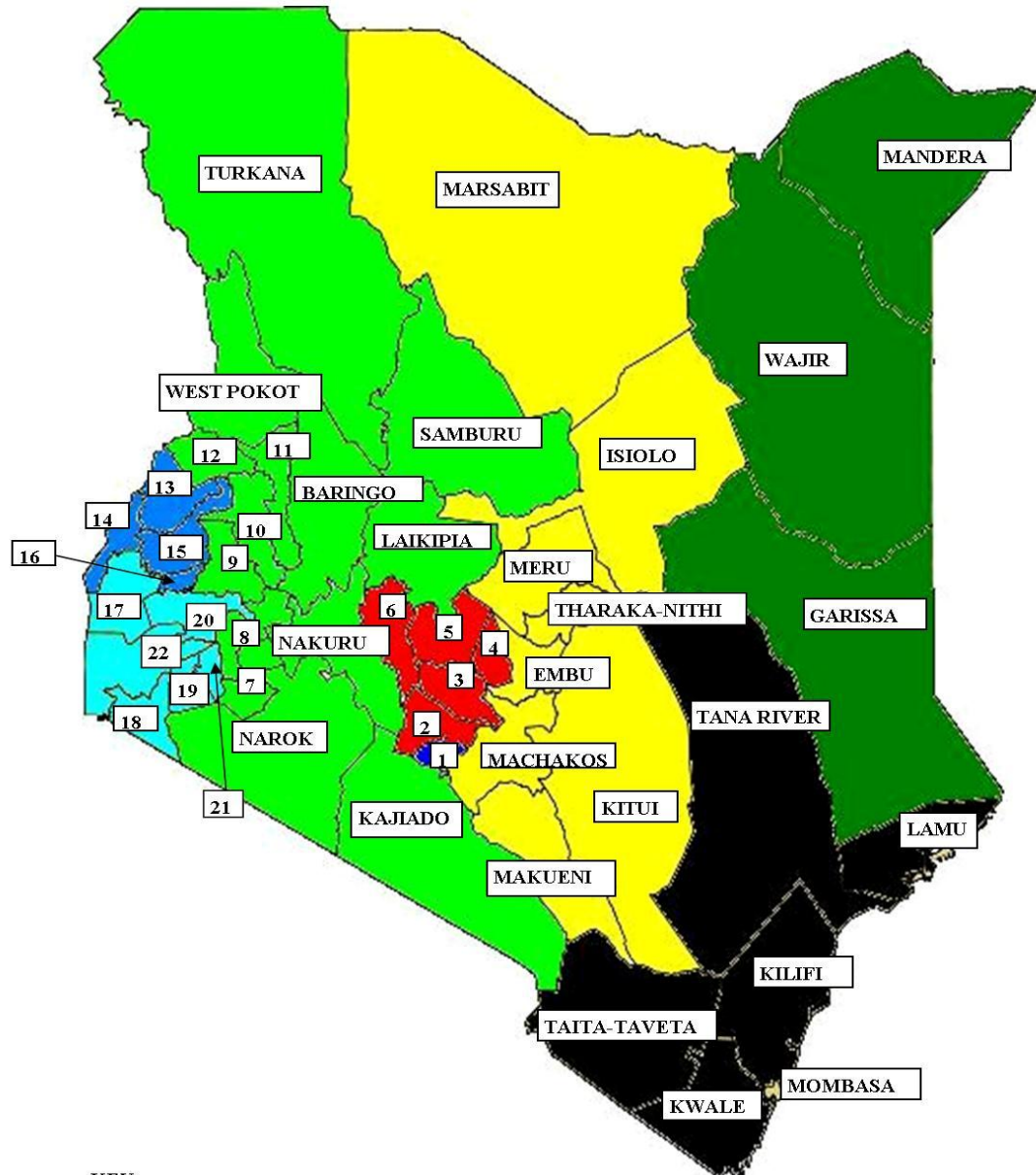...............................
Applicant's Signature

....
Director General National Commission for Science, Technology & Innovation

Appendix 6: Map of Counties in Kenya

COUNTIES OF KENYA

KEY

1. NAIROBI	**8.** KERICHO	**15.** KAKAMEGA	**22.** HOMA BAY
2. KIAMBU	**9.** TRANS NZOIA	**16.** VIHIGA	
3. MURANG'A	**10.** UASIN GISHU	**17.** SIAYA	
4. KIRINYAGA	**11.** ELGEYO-MARAKWET	**18.** MIGORI	
5. NYERI	**12.** NANDI	**19.** KISII	
6. NYANDARUA	**13.** BUNGOMA	**20.** KISUMU	
7. BOMET	**14.** BUSIA	**21.** NYAMIRA	