

Influence Of The Headteacher's Management Of Pupils' Discipline On Academic Performance in Public Primary Schools In Njoro Sub County, Nakuru County, Kenya

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Abstract: This study sought to determine the influence of management of pupils' discipline (independent variable) on pupils' academic performance (dependent variable) in Njoro sub-county. The study targeted all 76 primary schools in Njoro sub county and 886 teachers in all these schools. Descriptive survey research design was used in the study. Simple random sampling was used to select 269 teachers. Stratified random and Purposive sampling were used for selecting 6 head teachers from two strata, one for high performing schools and the other for low performing schools based on Kenya certificate of primary education (KCPE) average mean scores for the years 2012 to 2016. A sample size of 276 respondents was selected for the study which included the quality assurance and standards officer. A questionnaire and two interview guides one for head teachers and the other for education officer were used to collect the data. Descriptive statistics was used to analyse data. Data was analyzed using the SPSS 24 program. Multiple regression analysis was used to establish the influence of management of pupils discipline on academic performance of pupils. The correlation analysis showed that there was a positive correlation between management of pupils' discipline and academic performance. Management of pupils' discipline contributed to 47.4% of the variance in academic performance. In schools where pupils' discipline was well managed, better academic performance was realized. The recommendations of the study were that all school administrators and staffs especially the teachers should be given more training and workshops on the modern discipline models that are very effective to make them better informed on the use of discipline approaches that work. Pupils' should be taught the content in the syllabus on life skills for self-awareness to help them become more responsible. The study is useful to the Education Managers, head teachers, teachers, parents and even pupils as well as other Schools in the region and globally.

Key words: Teachers' perspective, Influence, Discipline, Academic Performance

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I. Background To The Study

Globally a head teacher is appointed by the legitimate authority of a country to manage a school where education as a service is provided to meet specific national goals. In most countries the heads enter into a contract which binds them to be responsible and accountable for the proper management of the school. Notwithstanding the inadequacy of resources in schools, governments spend a large portion of their annual budget running this service. In addition to government resources other sources contribute to the system needs. These are the local authority or other responsible groups, the local community, the parents and the pupils all of whom the head teacher is responsible to, United Nations Environmental Social Cultural Organization (1993).

The head teachers as school managers need to be effective in their leadership so as to acquaint themselves with the various challenges facing the school one being disciplining learners. They communicate the purpose and goals in a meaningful way such that all stakeholders understand what they need to do (McIver, Kearns, Lyons, & Sussman, 2009). Head teachers should involve all the stakeholders i.e. parents, ministry officials, teachers, the community and pupils in order to ensure that the best outcomes are realized Leithwood (2006). Bieketty, (2004) opine that lack of discipline and respect among teachers cause a severe barrier to effective teaching and learning in the classroom.

Discipline in a school should be a collective responsibility by the head teacher, the teachers and students. Every one of them should participate actively to ensure that there is a safe environment in the school by adhering to the rules and regulations set collectively and embedded on the national policy on discipline Hill (1994). Gawe, Vakalisa and Jacobs, (2001) express cooperative learning if academic performance is to be achieved among students. With the guidance of a supportive headteacher the school should come up with

guiding principles of the expected behavior. If school is effectively disciplined, the academic performance on the part of student and teacher will be highly rated Ehiane (2014). Discipline creates a good image of the school to the parents and the community and also leads to good academic performance. Lack of punctuality, absconding of classes by both learners and teachers should not be issues in the school program as it affects academic performance. Implementation of effective discipline at school which the study sets out to investigate in Njoro sub-county is key to the student. It is a journey to adulthood and which often leads to better academic performance Ehiane (2014).

The Teachers Service Commission Act 2012 states that teachers should be morally upright and have to be well trained and specialize in specific teaching areas (GoK, 2012). The ministry of education recognizes the fact that improved learning and achievement is strongly embedded on how the school is managed. It is in the same spirit that the ministry approached the department of international development of the United Kingdom for assistance in the training of primary school head teachers in management skills through primary school management project (PRISM). The project went ahead to publish the management guide for school which addresses important aspects of school management planning, curriculum and resource management (School Management Guide, 1999).

Njoro sub county performance from the year 2012-2016 as shown in table 1 has been poor as compared to other sub-counties in Nakuru County. The results show that quality grades are absent and since most of these pupils will proceed to the local secondary schools, the problem of poor performance will be taken to the next educational level. Poor performance negatively affects manpower development in the region and the county at large. Unless the problem is identified the pupils will continue performing poorly at KCPE and this will have a negative influence on the countries social economic development. Effectiveness of the head teacher can be measured in terms of performance of learners (Duignan, 2006). It is in this view that the researcher intend to determine the influence of the head teachers management of pupils discipline on pupils' academic performance.

The performance of Njoro in relation to other sub-counties in the five years (2012-2016) is shown in Table 1.

Table 1: Performance of KCPE from 2012-2016

Sub county	Year	2012	2013	2014	2015	2016
		mean score				
Nakuru North		268.99	268.95	272.68	278.22	281.32
Nakuru Municipality		260.12	265.29	266.50	266.51	269.92
Naivasha		254.86	254.44	248.12	248.22	251.04
Kuresoi		251.56	246.98	240.19	239.27	2249.71
Rongai		255.13	252.21	244.49	253.1	251.64
Molo		245.76	238.05	247.04	245.75	254.37
Njoro		238.96	237.26	243.21	243.12	246.11
Subukia		242.70	235.2	231.23	231.32	225.85
Gilgil		261.78	259.91	257.74	240.52	253.78

Source: NCEO (2017)

Table 1 presents the performance of Njoro sub-county and other sub-counties in Nakuru County. Nakuru County had nine sub-counties which participated in KCPE for the 2012-2016. The data in the table shows the mean scores of the sub-counties for every year from 2012 to 2016.

Table 2 presents the KCPE results of the sub-counties for 2017 and 2018 although they were not used in this study.

Table 2: Performance of KCPE in 2017 and 2018

Sub County	2017	2018
Nakuru north	267.9	272.89
Nakuru East	277.42	288.23
Nakuru West	266.17	266.19
Naivasha	245.24	245.24
Rongai	250.32	254.31
Gilgil	254.62	253.68
Molo	250.77	253.23
Kuresoi North	233.29	239.13
Kuresoi south	249.81	252.44
Njoro	241.48	238.54
Subukia	224.26	231.74

Source: NCEO (2019)

Table 2 presents KCPE performance of more sub-counties in Nakuru by mean scores for 2017 and 2018 than table one. Due to the rise in the number of schools and the size of the sub-county in terms of the area

they covered, the number of sub counties was increased. Therefore Nakuru Municipality was divided into two i.e. Nakuru East and Nakuru west. Kuresoi sub-county was divided into two to create Kuresoi North and Kuresoi South sub counties. The data in the table was not used in the study but was captured for the purpose of showing the progress of Njoro before the study report was presented.

In the period of five years 2012-2016 Njoro sub-county recorded a mean score which was below 250 marks out of the maximum 500 and therefore was among the poor performers in Nakuru County. All schools in the sub-county receive financial, material, and human resources from the government. The time allocated for teaching is the same and the same exam is done all over the country. Considering the fact that admission to secondary schools is based on KCPE results, it is clear that very few pupils join secondary schools from Njoro sub-county. It is also clear that the transition rate from primary school to secondary school is very low and therefore the dropout rate is very high causing wastage of government resources in many primary schools. This also means that Njoro sub-county children do not benefit from the government resources in the well-established secondary schools in the country and therefore Njoro sub-county gets disadvantaged in terms of distribution of government resources. The question that arises is on the influence of the head teacher hence the gap which the researcher would like to establish. There is therefore a need to understand the influence of the head teachers on the performance in terms of management of pupil's discipline.

The purpose of this study was to investigate the influence of head teachers' management skills specifically, discipline management on pupils academic performance. The objective of the study was to determine the influence of management of pupils' discipline on pupils' academic performance in Njoro sub-county Nakuru County, Kenya. The null hypothesis used in the study stated that management of pupils discipline has no significant influence on pupils' academic performance in Njoro sub-county, Nakuru County, Kenya.

The study focused on teachers in public primary schools in Njoro sub county, Nakuru, Kenya. This study focused on the perceptions of teachers on influence of head teachers' management of pupil's discipline on pupils' academic performance. The sub-county was selected because of low performance in KCPE in the period under study. It focused on the teachers views because their working environment is directly affected by the arrangements put in place by the school management. It covered all 886 teachers in the 76 primary schools in the sub-county but because of the limitation of time and other resources the study used randomly selected teachers from schools which had done KCPE from 2012-2016.

Due to the vast geographical dispersion of schools, the study did not have a larger sample size for better representation. However, the sampled schools were used to represent the sampled population for the study. There are other factors that affect students' academic performance; however the study was limited to the variable head teachers' supervision of instruction. School management keeps changing due to transfers and retirements of head teachers. This fact threatened the ability to collect full data of some situations as they were in that particular time with the former school management in some schools, however the fact that there were teachers who were there during the transition gave a good chance to make comparison of managements. Collection of data requires a long time in order to get representative results of the situation, however the time is never enough for these but it is hoped that findings of the study depicted the situation as it was in that particular time.

The study assumed that the respondents of the study took time to study the contents of the questionnaires and responded objectively in order for the data to relate to the real situation in their schools. The study also assumed that the independent variables chosen for the study were the main causes of the Kenya certificate of primary education (KCPE) results of each school and after the study a solution would be arrived at on how to help improve on the performance of the sub-county. It was also an assumption of the study that the head teachers in the selected schools would allow the researcher access the respondents and that the teachers understood the school management well and would give the correct information on the school management.

II. Literature Review

Eggleton (2001) says that effective instruction, accompanied by wide effective classroom management strategies and alternative school programs that aim to discipline for reform, should form disciplinary approach in schools. Disciplinary strategies for reform may include guidance and counselling and remedial assistance. He also suggests a school-wide discipline policy supported by team work (educators) and a 'visible head teacher', that is a head teacher who is present when disciplinary problems need to be attended to, without always delegating disciplinary responsibilities to the head of department. Wragg (2001) supports the idea of praising good behaviour by suggesting that a teacher needs to promote good behaviour by reward or recognition such as praise.

It is worth noting that students expect and respect challenging, rigorous, disciplined, positive, and safe learning environments. Willms, Friesen, and Milton (2009), in 'Transforming Classrooms through Social, Academic and Intellectual Engagement', suggest one factor of relationship building that stands above others: "the importance of a positive classroom disciplinary climate. Hernandez and Seem (2004), states that effective

schools demonstrate sound inclusive practices which includes emphasizing school discipline, collaborative leadership and their good practice.

According to Adams (2003), school rules and regulation are among the strategies designed to instill good conduct of students. This implies self-control, orderliness, good behaviour and obedience to school authority. These rules and regulations specify in most cases what school members should do and what they should not do. Time management skill between students and teachers has proved to have direct correlation with performance level. However, the students who perceive to have good time management are those that have the desire to achieve, result in higher level of academic performance. However, the issue of punctuality needs to be observed not only by students but also teachers, head teachers and non-teaching staff in an educational institution, as part of the efforts toward academic excellence. Kelly (2004) argues that efficient use of time on the part of the students and school administrator directly associated with increased academic performance.

A disciplined student is that student whose behaviors, actions and inactions conform to the predetermined rules and regulations of the school Ali, Dada, Isiaka, and Salmon (2014). It is a basic requirement for successful teaching and learning in schools and a subject of concern for teachers Eshetu (2014). Ehiane (2014) in the study 'discipline and academic performance' in Nigeria concluded that more than 70% of the respondents were of the opinion that management of school discipline has impact on the students' academic performance. Among students, according to Ali et al.(2014) indiscipline, is any form of misbehavior which a student can display in several ways such as disobedience, destruction of school property, poor attitude to learning, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, being quarrelsome, use of abusive or foul languages, rudeness, gangsterism or cultism. This is supported and corroborated by a number of studies in European, Asian and American countries Duckworth and Seligman (2006); Ning, Van-Dammme, Yang and Gielen, (2013); Pasternak (2013); Whisman and Hammer(2014); Zhao and Kuo, (2015).

In Kenya, lack of discipline in schools has been one of the challenges facing schools Njoroge & Nyabuto (2014). The Kenya National Examinations Council (KNEC) revealed that between 90% and 100% of teachers in primary schools in Kenya encountered disciplinary problems among their pupils (KNEC, 2010). In a study by Gakure, Mukuria, and Kithae (2013) in primary schools in Gatanga District, Kenya, 70% of selected 56 teachers indicated that their schools had cases of pupil indiscipline. Research shows that various discipline problems exist among primary school pupils in Kenya. They include truancy , theft , sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography Ouma, Simatwa, and Serem (2013).

According to Gitome, Katola, and Nyabwari (2013), where there is good discipline, there is improved academic performance. The vital role of discipline in students' academic performance according to Simba, Agak and Kabuka (2016) in their study on Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County Kenya, is revealed by a number of previous studies carried out in Kenya, Dawo and Simatwa(2010); Sureiman(2010); Tikoko and Bomett(2011), Gitome et al., (2013;) and in other African countries Keating and Rossouw(2009); Ehiane(2014). The results showed that discipline related positively with, and accounted for 23% of variance in the pupils' academic performance.

According to Ouma et al (2013) A few studies however suggest that discipline has minimal, uncertain or non-significant influence on students' academic performance or achievement Gakure et al., (2013); Zimmerman and Kitsantas, (2014). Therefore, findings on impact of discipline on students' academic performance are inconsistent and somehow inconclusive .Furthermore, only a few of the stated previous studies examples being Duckworth and Seligman (2006); Pasternak (2013); Zhao and Kuo(2015) were correlation in design. Nevertheless, in their measure of student discipline, the few correlation studies focused on self-discipline and excluded social skills such as obedience, politeness, and social competence.

It is believed that students indiscipline worsen due to a number of factors including the quality of school administration, students living condition, and poor academic performance which prominently featured in the Task Force report (MOE 2001). According to Awuor (2008), high-handed administration, lack of dialogue and rigid rules are to blame for increasing cases of students' unrest. Parenting styles in particular have a relationship with the student character in and out of school Gitome et al (2013). Schools should establish a policy on discipline to act as a guide to the students' behaviour which gives the rules and regulations. Indiscipline among students affects the smooth learning of schools leading to poor performance in examinations. This is because indiscipline makes students to lose focus on the educational goals which are only achieved through such values as hard-work, time management, respect for others, high plane of spirituality and self-determination Gitome et al (2013).

Most of the studies in the literature review have been conducted in foreign environments outside Njoro sub-County. They cover wide areas but none has been done locally to warrant generalization to include Njoro sub- County. This study therefore sought to establish whether the same factors apply in the academic performance in Njoro sub-county as suggested. Additionally, the reasons for the persistent poor results in

national examinations over the years in Njoro sub-county, is the critical gap that this study attempted to fill. However, no one knew whether Njoro could be an exceptional case which could give a new perspective in terms of head teacher's management of pupils discipline hence the gap which requires the study to fill in order to have relevant recommendations necessary for performance improvement.

III. Objectives

To determine the influence of management of pupils' discipline on pupils' academic performance in Njoro sub-county

Research Hypothesis

The following research hypothesis were used in the study:

H₀: Management of pupils discipline has no significant influence on pupils' academic performance in Njoro sub-county, Nakuru County,

IV. Research Methodology

The research design for this study was descriptive survey design. It was used to collect data from the teachers, head teachers and the quality assurance officer. The target population for the study comprised all the teachers and head teachers in public primary schools in Njoro sub-county. The accessible population was teachers in schools that presented candidates for the KCPE examination in the period 2012-2016. A sample of 269 teachers was drawn through simple random sampling and 6 head teachers through stratified random and purposeful sampling from the 74 primary schools in the sub county.

The instruments that were used in this study were the questionnaire for teachers, the interview guide for head teachers and the quality assurance and standards officer. The questionnaire was divided into five sections as follows: A: Demographic data, B: head teacher's management of pupils' discipline. The questions set were related to variable head teacher's management of pupils' discipline. The questionnaire had five likert scale items and respondents were expected to tick the preferred responses from the key given inform of; SD: Strongly Disagree, D: Disagree, A: Agree, SA: Strongly Agree depending on their views and opinions. The study relied on the primary data from the questionnaire for the analysis. There was only one questionnaire specifically for the teachers. There was the semi structured interview guide for head teachers and the participants were subjected to the questions already formulated beforehand (Kombo and Tromp, 2013). The questions set by the researcher were intended to achieve the objectives of the study. The interview guide had nine open ended questions to allow for the respondents independent mind and create room for own views. It also allowed room for additional information to support what the respondent said. This instrument was only used with the six head teachers.

In the semi-structured interview for the quality assurance officer, the participant was subjected to the questions already formulated before the interview. This was in form of interview guide. The researcher had set five questions which were intended to achieve the study objectives. The questions were open ended. The questionnaire (instrument) was face and content validated by experts in the department of curriculum and instruction of Egerton University. Content validity ensured that the instruments covered all the areas to be examined. The researcher conducted a pilot study in 2 schools not included in the sample for the study to establish reliability of the research instrument through the test re-test method. The data collected were used to compute the reliability coefficient using Cronbach Alpha which yielded a reliability coefficient of 0.845 which indicated high internal consistency of items of the instrument.

Descriptive statistics was used to analyse data. Results from quantitative data were presented by use of frequencies, percentages and means while qualitative data were recorded, grouped in themes and findings reported. Data were analysed using Statistical Package for Social Sciences (SPSS v. 24) for easy interpretation.

V. Results And Discussions

Return rate of questionnaires

The total number of questionnaires distributed to 74 schools was 269 in number. The total number of responses collected from teachers was 186 which accounts for 69.14% of the total number distributed. Individual interview with 5 out of 6 head teachers came to 83.3% as one of them was not available and disposed for the interview. There was one interview with the quality assurance and standards officer which was also done.

Table 3; Interviews Rate of Respondents

	Intended	Conducted	Percentage
Head teachers'	6	5	83.3
Quality assurance and standards officer	1	1	100

Source: field data 2016

Table 4; Pupils KCPE Mean Scores for the Years 2012 to 2016

Year	N	Mean	SD
KCPE mean grade 2012	73	229.36	29.22
KCPE mean grade 2013	75	224.76	27.66
KCPE mean grade 2014	75	230.16	27.33
KCPE mean grade 2015	75	227.58	24.43
KCPE mean grade 2016	75	233.50	28.15
Overall mean for years 2012 – 2016	75	227.85	23.51

Source: field data 2016

The results in Table 5 reveal that the means scores for the 5 years ranged from 224.76 (SD = 27.66) to 233.50 (SD = 28.15). The results also reveal that the overall mean for the 5 years was 227.23.51 (SD = 23.51). The means for each of the 5 years and the overall mean were fairly low given that they were out of 500. The academic performance of the pupils for each of the 5 years and the overall performance were rated as fair.

Table 5; Summary of Data on Management of Discipline in Schools

Statement	N	Response			
		SA	A	D	SD
Creating an atmosphere of trust and teamwork in school	182	28.0	56.0	11.5	4.4
Recognizing/Rewarding well behaved/disciplined pupils	181	23.2	53.6	11.6	11.6
Involving all stakeholders (school administrators, teachers, students, parent, local leaders and communities) in maintenance of discipline	184	32.6	53.3	7.1	7.7
Provision of guidance and counseling services	183	25.7	54.6	14.2	5.5
The head teacher ensures that the school rules are adhered to by all pupils by punishing those who break them	184	44.6	48.9	4.3	2.2

Source: Field Data 2016

The results in Table 5 indicate that the teachers agreed with all of the five items. For example, almost all (93.5%) the respondents agreed that head teacher ensures that the school rules are adhered to by all pupils by punishing those who break them. More than three quarters (85.9%) of the respondents agreed that all stakeholders are involved in maintenance of discipline. The results suggest that the teachers were of the view that school heads perform their discipline management duties.

The head teachers' management of discipline in schools was determined using the tallying method. The responses to the set of 5 items that were used to measure maintenance of discipline for each participant were tallied. Discipline was considered to be managed when a respondent agreed with majority of the items while it was not managed when a respondent disagreed with majority of the items. The two categories of managing discipline; Manage (agree) and Not manage were then summarized using frequencies and percentages as shown in Table 12.

Table 6; Summary of Results on Head teachers Management of Discipline

Response	Frequency	Percentage n = 185	Remark
Agreed	157	85.8	Manage discipline
Disagreed	26	14.2	Do not manage discipline

Source: Field Data 2016

The results in Table 6 reveal that majority (85.8) of the respondents were of the view that head teachers maintain discipline while only a few (14.2%) held a contrary opinion. The results suggested that school heads did manage discipline in schools.

The influence of management of discipline on the academic performance was examined and the results presented in Table 7.

Table 7; Regression Model on Management of Discipline

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error				
1	(Constant)	2.593	.230		11.264	.000
	Management of Discipline	.287	.064	.438	4.469	.000

a. Dependent Variable: Academic Achievement

R = 0.689, R² = 0.474, F (1, 142) = 19.976, p < .05

The results revealed that $R=0.689$ showed that there was a positive correlation between management of discipline and academic achievement. The coefficient of determination (R Square) of 0.474 indicated that management of discipline contributed to 47.4% of the variance in the academic achievement. The variance of 52.6% of the dependent variable is as a result of other factors not in the study model. The f test was used to check on whether the model is good fit for data with the achieved results of $F(1, 142) = 19.976$, $p < .05$ indicating that the model is good fit for data at 5% level of significance. The study thus proceeded to examine the influence of management of discipline on the academic achievement. The achieved beta coefficient of 0.287 indicated that a unit increase in management of discipline leads to 0.287 increase in academic achievement. The results were deemed statistically significant at 5% level of significance due to a p value of 0.000. The study thus found a statistically significant influence between management of discipline and academic performance of the pupils in Njoro Sub County.

This study's results show that there is positive correlation between management of pupil's discipline and academic performance and accounted for a variance of 47.4%. The results concur with the results of Simba, Agak and Kabuka (2016) in their study on Impact of Discipline on Academic Performance of Pupils in Public Primary Schools in Muhoroni Sub-County Kenya which showed that discipline related positively with, and accounted for 23% of variance in the pupils' academic performance. They were revealed by a number of previous studies carried out in Kenya, Dawo and Simatwa(2010); Sureiman(2010); Tikoko and Bomett(2011), Gitome et al., (2013); and in other African countries Keating and Rossouw(2009); Ehiane(2014). However, a few studies suggest that discipline has minimal, uncertain or non-significant influence on students' academic performance or achievement Gakure et al., (2013); Zimmerman and Kitsantas, (2014).

From the interviews conducted with the head teachers, those heading none performing schools stated that they had problems with discipline of pupils which lead to poor academic performance. Those from performing schools said that discipline does not affect their academic performance since it is everybody's responsibility to ensure high standards of discipline are maintained.

When asked about the major discipline issues they mostly dealt with, both performing and none performing school's head teachers gave issues related to truancy, theft, sneaking, cheating, lateness, noise making, absenteeism, fighting, defiance, bullying, drug abuse, failure to complete assignments, sexual harassment, use of abusive language, drug trafficking and possession of pornography. All these concurred with findings of Ouma et al. (2013). All the head teachers said that most of the parents had abdicated their roles of parenting and discipline was left to the teachers. Head teachers engaged in the interview especially from none performing schools stated they had problems with discipline after canning was banned.

The quality assurance and standards officer concurred with the fact that when pupils are disciplined they perform better and said that if teachers are disciplined even learners will also be disciplined. He reiterated that there is no way teachers will keep missing lessons and expect learners not to miss theirs and therefore truancy will not be avoided. He went ahead to state that the management has to be in control of both teachers and learners discipline.

VI. Conclusion And Recommendations

The results of the study showed that in schools where the head teachers managed discipline of learners good KCPE results were achieved. It was therefore proved that discipline had significant influence on pupils' academic performance. The null hypothesis that stated that the head teacher's maintenance of discipline has no significant influence on academic performance was rejected. Basing on the results of the frequency table of respondents perceptions, correlation coefficient and qualitative data analysis it is concluded that management of pupils' discipline was not effective in most schools and therefore influenced academic performance in Njoro sub-county negatively.

VII. Recommendations

Based on the findings of the study, it was therefore recommended that:

- All school administrators and staffs especially the teachers should be given more training and workshops on the modern discipline models that are very effective. This will help them strive to manage the content in the syllabus on life skills for self-awareness by learners and help them become more responsible.
- Incorporating core values in life within their curriculum lessons will aid students develop responsible behavior.
- Trainings and workshops will make administrators and teachers better informed on the use of discipline approaches that work effectively. It will also help them to learn better ways of applying them at the classroom level and at school wide level and make them serve as role models to the pupils.

RECOMMENDATIONS FOR FURTHER STUDY

Based on the findings, the researcher recommends that further studies be carried out on:

- Other factors influencing academic performance of pupils in Njoro Sub County beside what was investigated in this study for example teacher learner contact hours and parental support in discipline management. This came about from the findings of the study since none of the factors researched had 100% influences on academic performance of learners.
- This study was conducted for Njoro sub-county and further research can be carried out in other sub-counties, counties or the whole country for comparative analysis

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