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RELATIONSHIP BETWEEN DISCIPLINE AND PERFORMANCE OF PUBLIC SECONDARY SCHOOLS IN EMBU COUNTY, KENYA

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ABSTRACT

Several academics have suggested that there's an affirmative association between discipline and performance, while others contend that the relationship is inconsistent and hence remains controversial. Practices of strategic implementation in Kenya, began gradually and progressively in the 1960s, but are now gaining popularity. As important as the theories of Strategy implementation in commercial firms, it is a requirement for public secondary schools to implement strategies as per the guidelines provided by the Ministry of Education's strategic plan that supports the government's goal of ensuring that every Kenyan kid has access to high quality education and training. Aside from the government's embrace of Strategy implementation as a policy, limited resources, stiff competition have made strategy implementation a necessity. The specific objectives of the study were discipline and performance of public secondary schools in Embu County. The theory underpinning the study was agency theory. The study adopted descriptive research design. Multistage cluster and random sampling technique were employed to select a sample size of 100 that represents 200 respondents of the total population. Semi structured questionnaires were employed to collect data. Multiple linear regression model was employed to analyze the collected data. The findings showed that discipline had a great influence on performance. The findings revealed that discipline ($P < 0.000$) significantly influences performance of public secondary schools in Embu County. The study's conclusion was that all the variables influence performance of public secondary schools in Embu County. The study recommends that schools should look for others ways of funding and update their punishment policy to factor other factors such as detention.

1.0 INTRODUCTION

According to Pearce (2009), a strategy is a set of actions that an organization plans to take in order to achieve its stated goals. The process through which a company chooses the optimal actions to take in order to achieve its objectives is known as strategy implementation. It is true that a detailed definition of the success road map is necessary for any firm to achieve success. Therefore, experts in the field of strategic management have been particularly interested in how a strategic implementation improves the providing of direction and focus for parties involved in an organization. It is clear that strategies exist in a variety of organizations, but the most disputed topic is how these strategies are put into practice by the organizations themselves. This knowledge led the researcher to concentrate on how strategy implementation is carried out in Embu County's secondary schools.

The expansion of education has been one of the government's main areas of priority since independence. These efforts resulted in an establishment of strategic programs to aid in strategic orientation and the implementation of these strategies, which can help these schools accomplish their specific visions and missions. To effectively set expectations for their diverse businesses, managements strictly speaking need adhere to an organized approach.

It must be recognized that in Kenya, education helps the government push for the realization of both its social and economic ambitions. The 2013 Basic Education Act is mentioned here. In Kenya, public secondary schools' goals



include educating their students in knowledge, skills, and ethics. We notice various ideas in this study that we may use to better our understanding of the importance of strategy implementation for companies. The Agency theory being one of the many but that can be described as to being superior relates more to this concept and can be applied effectively where there exists an agency relationship for example where one is expected to advance the principal's agendas (David, 2011).

Strategy Implementation

Pearce (2009) defines strategy as a series of actions or improvements that an institution or company strives to implement to realize its desired aims and objectives. The goal of strategic implementation in this case is to ensure that all stages are carried out according to the planned timeline to create a fully adopted procedure. This then underlines its need for an implementation schedule of a clear document that provides guidance to all stakeholders and, as such, outlines what the institution anticipates what it hopes to accomplish and how it plans to do so.

There are basically five key processes involved in implementing this part of an implementation strategy. The evaluation and implementation of the strategy, the setting up of an implementation structure, the creating policies and initiatives to facilitate implementation, budgetary planning, a division of resources, and the reevaluation and execution of activities and functions are some of these stages.

Minsakova (2014) claims that defining key performance metrics and information sharing channels and procedures is the initial step in the evaluation and communication of a strategy. The effectiveness of a strategy's implementation depends on having the best or the appropriate communication mechanism. The enhancement of a positive culture requires managers to develop an effective leadership strategy that ensures an uninterrupted flow of information through the top to the bottom and from the bottom to the top. The entire approach and implementation process should be explained to the staff, and they should be given the chance to ask any queries they might have.

Establishing or constructing a system for implementation, outlines the scope and goals of the strategy implementation very clearly. It emphasizes the main implementation activities, how they should be implemented out, those involved, their roles, and their respective positions of power, (Wright, 2022). The schedule for the activities, the risks involved, and how those risks are to be addressed. How to motivate staff to produce more is a consideration while developing implementation support policies and programs. The reward guidelines, such as bonus, salary, and employee recognition, are incorporated in the policy at this point. Administration objectives are achieved by mechanisms like conflict resolution mechanisms.

Executing a strategy is putting the logically established strategies into action or revising current strategic plans so as to further the goals of the firm. The budget and resource allocation methods in place are what determine how well a strategy is implemented. The resources cover all of the costs required for the plan implementation to be effective, including the procurement of additional necessary items.

Evaluation of the strategic implementation is an aspect of strategy control and evaluation, which intends to enhance it and guarantee that it is carried out in accordance with the plan, (Kanja, 2018). In this stage, the process is primarily assessed to determine whether it is proceeding as intended and, if not, a mechanism for problem-solving is discussed. As time passes, Embu County's public secondary schools keep getting worse and worse. Many researchers have looked at this issue in an effort to pinpoint the cause and bring the county back to its former glory. There have been allegations that a number of factors, such as increased consumption of drugs, teacher shortages, and strikes, have an impact on students' performance.

Strategy Implementation in Public Secondary schools in Kenya

It is essential to acknowledge that secondary school education in Kenya has undergone a number of modifications that are necessary for innovative planning. Fighting diseases, ignorance, and poverty became a key priority of secondary education after independence. The 2005 sessional document 1 outlines the many steps taken by task forces and several commissions to address the issue of ignorance.



These commissions include the Koech Report 2000, which recommended TIQET (Totally Integrated Quality Education and Training). The Kamunge Report 1988 focused on improving education, providing funding, quality, and relevance. The Ominde report from 1964 was focused on advancing national integration and developing adequate human resource.

The government of Kenya has recently focused its efforts on ensuring universal access to education, which resulted in the 2008 announcement of free secondary education. To fulfill the government's mandate that all class eight candidates attend secondary schools, these transitions must be a continuous planning process for public secondary schools.

Statement of the Problem

Public secondary schools in Embu County are required to implement strategies in accordance with the directives provided by the Ministry of Education's strategy plan in favor of the government's goal which ensures that every Kenyan child has access to good training and education. The public sector finds the concepts of strategy implementation to be as important as in commercial firms, (Birgen 2017). Aside from the fact that the government has made strategy implementation a policy, the lack of resources and a healthy competitive environment have rendered the process less effective than it ought to be.

The impact of plan implementation on performance and related areas in different regions of the country has been studied by numerous academics. For instance, (Khan et al, 2016) examined strategy implementation evidence from Pakistani private sector enterprises about the relationship between strategy content and performance. The study focused on private sector organizations and not public secondary schools. (Ohlson et al, 2016) investigated on the connections between collaborative school culture, teacher effectiveness, and the effects these factors have on student performance and attendance. The outcome showed that the collaboration between teachers reduced student suspension. A survey research model was used for the investigation.

Study objective

The study main objective is to evaluate the relationship between implementation strategy and performance of public secondary schools in Embu County.

Research Hypothesis

H₀₁: Discipline does not influence performance of public secondary schools in Embu County

Theoretical Orientation

This section presents a review of existing theories that gives an insight of the study phenomena relationship between strategy implementation and performance. The study utilized the theories, Agency Theory, Resource based theory and system theory. These theories explain the relationship of strategy and performance.

The Agency Theory

This a management approach theory that involves agent and principal relationships (Bonazzi, & Islam, 2007) The agent undertakes or represents the principal's interest in any company or arrangement made by the two parties. The emphasis is that the agent should balance own interest and the cooperate goals in administration of the duties agreed upon on how to manage different types of the principal's resources. Kivistö, and Zalyevska, (2015), argued that agency theory is important in strategic management because of the steps undertaken by the agent may affect not only one but many other parties. In addition, it is essential for the agent's role to be clearly defined in the steps of strategy implementation. Organizations are sometimes faced with intersection of implicit and explicit contracts that connects the management and other stakeholders such as claimholders, employees, workers union, clients, suppliers and the government among others.

The theory is a central focus to managerial behavior because it explains why it is important to involve the agent in developing strategies and the contract that involves the parties in ensuring that the strategy is implemented as per the guidelines. It also elaborates on how the agent and the principle should define their behavior to avert any misunderstandings. This facilitates the positive and mutual relationship.



Empirical literature review

Discipline and performance

Discipline of the students is also key in good performance. Students who tend to get involved in disciplinary cases such as drug abuse, bullying, misbehaving in schools end up performing poorly. This is because they end up wasting so much time when they are in punishment or suspension or worse when they are expelled and their parents have to look for other schools for them. This time is lost while their counterparts are in schools studying.

Kodera (2011) found that discipline is the enabler of performance in schools. In addition, schools that registered few indiscipline cases were reflected on the positive performance. The issue of discipline includes both the students and the teachers who are the role models for the students. The implementing of a strategy requires a disciplined workforce in all the stages. In addition, clearly outlined structures need to be designed to check on the indiscipline cases.

Causes of indiscipline are both internal and external and this includes the environment, geographical location, type of leadership styles and management. In other instances, communication breakdown is a factor that increases indiscipline cases and absence of participation from all parties involved in formulating discipline policies (Sattar, et al, 2019).

As per Simba et al, (2016) contend that discipline is the facilitator of improved school performance. This is inked to having a disciplined workforce that the student emulates. School that has a clearly outlined discipline mechanism that includes the type of punishment administered in case of any indiscipline cases. The policy should include punishment methods, such as suspensions and heavy fines in scenarios where there is damage of properties. The purpose of the disciplinary mechanism is to ensure the learning environment is conducive.

Mbaluka, (2017) found that self-discipline and involving the students 'and parents in all aspect of school management and development of discipline management mechanisms are the processes that enhance improvement in performance. In addition, developing a good communication mechanism that encourages free expression of ideas among the parents, teachers and the student creates a cohesive atmosphere that promotes students' performance. Community involvement is also important because it shapes the student's character.

Bodo, (2020) posits that the best method of handling indiscipline cases is to design mechanism for punishment or correcting the misbehavior. This includes guidance and counselling and this should be done in schools and extended to the family. In addition, a good behavior witnessed in the family setup influences the behavior of students. The school should use punishment such as, cutting grass, watering school gardens, uprooting tree stumps and suspending the students from school. The punishments are designed to caution and straighten them. In order to establish if the punishment is effective the schools need evaluation mechanism that leads to adjustments of the punishment mechanisms. In addition, other strategies of punishment should include motivating the students to participate in sports so as a form of encouraging earning from one another positive aspect, (Bodo, 2020).

Achiaa et al, (2018) found that the issues of indiscipline make the students to lose the focus of their intended objectives of putting more effort in their studies but instead participate in activities that destroy their future and waste their time. Further indiscipline cases lead to absenteeism from class and school dropout. The issues of maintaining discipline starts from home where interaction and cooperation is required among the students, the community and parents. The execution of school discipline management mechanism should start by offering guidance and counselling, enforcing regulations and laws and developing family initiative mechanisms through proper communications mechanisms. This may enable the students and the teachers to iron any issues that may arise. (Musa & Martha, 2020).

Kiwale (2017) noted that home environment, use of cell phone, watching televisions and social media are the reasons for increase in indiscipline cases among students. In order to reign on the vice, the schools should advocate for compulsory mentorship programs by family members, that focuses on the moral ethics and behavior that is acceptable in the society.

2.0 MATERIALS AND METHODS

Research Design

The study used descriptive research methodology to collect information from the respondents.



Target population

The target population for the study was 135 public secondary schools in Embu County (County education report, 2019).

Sampling frame and technique

The Cochran's formula for the sample size

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

Where

n = Sample size

N = the population size

e = Error term or precision level of confidence level 95%

$$n = \frac{135}{1 + 135(0.05)^2} = 100.934$$

Research instrument

The researcher used primary data in this research. Primary data is the raw information that is collected from the respondents. This data was collected or observed directly from first-hand experience. The researcher collected primary data through semi structured questionnaires

Pilot study

According to Connelly (2008) a sample for pilot study should be between 10 to 30 participants in research. The study used Viechtbauer (2015) formula to select a sample size that was used in the pilot study.

$$n = \frac{\ln(1 - Y)}{\ln(1 - \Pi)}$$

n = Pilot sample size

Π = Probability (0.15)

Y = Level of confidence (0.95)

$$n = \frac{\ln(1 - 0.95)}{\ln(1 - 0.15)} = 18.435$$

18.435 Or 19

A sample of 19(10%) of the sample size of the respondents will be used to determine the reliability and consistency of the study instruments to measure the study phenomena, (Mugenda & Mugenda, 2003)

Validity

A pilot study was undertaken to assess the validity of the study instruments. The purpose is to find out if the study instruments are capable to collect the information needed in the study. The study used content validity to test if the instruments are able to test what they are intended to test. All the instruments guided by the variables were scrutinized by the students or peers and the supervisor whose comments or suggestions were incorporated in the instrument to increase validity.

Reliability

The study used internal consistency reliability in the questionnaires to ensure all the items are well and clearly captured to undertake the test as planned. Each item within the questionnaire test was then be linked to evaluate the coefficient of reliability, through the use of Cronbach Alpha coefficient to ensure internal consistency.

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

Where

n = Sample size

N = the population size



e = Error term or precision level of confidence level 95%

Data Collection Procedure

A research permit was obtained from the research from National Commission for Science, Technology, and Innovation (NACOSTI), with the help of a letter of introduction from the university.

Data analysis and presentation

The researcher used multiple linear regression method to analyze the data obtained from the target population.

The linear regression equation that shows the relationship between Strategy implementation and performance was estimated as:

$$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \epsilon$$

Where Y is the dependent variable, a is the intercept, b is the slope is the independent variable and e is an error,

Y = Performance of public secondary schools

X_1 = Academic qualifications

X_2 = Training

X_3 = School category

X_4 = Discipline

e = Error term

3.0 RESULTS AND DISCUSSIONS

Respondents

The study issued 181 questionnaires to the respondents, out of the expected 181 questionnaires 173 representing (96%) were completely filled, 5 questionnaires representing (3%) were uncomplete and 3 questionnaires representing (2%) were not returned for editing and analysis. According to Mugenda and Mugenda (2003), a sample response rate of (60%) is good and 71% over and above is excellent for generalizing the findings of the study. In this case, the study's response rate was (96%), thus fulfilling the requirement of the study.

Descriptive Statistics

Descriptive analysis is done as per the study objective discipline and presented as follows. The analysis and presentation are presented as follows;

Discipline

Discipline is about developing mechanism that ensure the students or follow the rules as stipulated or it is a way of administering corrective measure if disobeys the laws. Discipline of the students is key to enhancing good performance. Students who tend to get involved in in disciplinary cases such as drug abuse, bullying, misbehaving in schools end up performing poorly. The study sought to access how discipline influences performance of public secondary schools in Embu County. The findings are presented in Table 1;

Table 1:
Discipline

| Item | N | Mean | Std. Deviation |
|---|-----|---------|----------------|
| The school has punishment mechanisms | 173 | 4.5029 | .50144 |
| The institution is very careful in handling discipline referrals | 173 | 4.3873 | .69488 |
| The school has different type of punishment other than corporal | 173 | 4.3526 | .70501 |
| The school involves parents and other stakeholders in designing discipline policies | 173 | 4.2254 | .82901 |
| Indiscipline does not affect performance of the school | 173 | 1.3699 | .90324 |
| Grand Mean | 173 | 3.76762 | .726716 |

Source: Researcher (2022)



Performance

Performance also includes the metrics used to gauge the effectiveness of an action or the result of a task carried out in accordance with institutional goals. Performance is a way to gauge whether an organization has succeeded in achieving its goals. The performance reaction is provided in Table 2

Table 2:
Performance

| Item | N | Mean | Std. Deviation |
|---|-----|---------|----------------|
| Adopting new strategy has improved the school's performance | 173 | 4.3064 | .65042 |
| Students' attendance and enrollment has increased | 173 | 4.2346 | .70839 |
| The facilities are adequate | 173 | 3.1040 | .98278 |
| Teachers are satisfied, motivated and ready to teach | 173 | 3.5145 | .95605 |
| The students are motivated and satisfied | 173 | 3.4046 | .75358 |
| The performance is on the right track | 173 | 3.1272 | 1.15940 |
| Grand Mean | 173 | 3.61755 | .868437 |

Source: Researcher (2022)

The respondents were required to indicate if adopting new strategy has improved the school's performance. The findings show (M=4.30, SD=0.65), this means the respondents agreed the schools' realized objectives. Further the respondents agreed the student's attendance and enrollment increased with (M=4.23, SD=0.708).

Also, the findings show the respondents were reserved on the matters dealing with adequate facility, with (M=3.10, SD= 0.98). The respondents were required to indicate if the teachers are ready to teach, the findings show (M=3.51, SD=0.96), implying they agreed with the statement. In addition, the findings indicated the respondents agreed the students are motivated and satisfied with (M=3.40, SD= 0.75). Lastly the respondents were required to indicate if the school performance is on the right track, the findings show (M=3.12, SD=1.15) implying they were reserved on the issue of performance. The conclusion is that the respondents agreed the performance is on the right track with (GM=3.61, SD= 0.87).

The findings agree with Ng'ang'a et al (2019) pointed out that an organization's performance is realized if it has the appropriate strategy and makes use of its resources to achieve its intended goals. The objective is to raise pupils' overall performance. When workers are given the chance to develop their abilities through training, performance improves. When taking on responsibilities that have been assigned to them, this increases the employee's knowledge and confidence. This is accomplished through well-structured organization learning that is incorporated into the organizational culture (Sande et al, 2016).

Correlation Test

An analysis of correlation is presented here. To determine how strongly the study's variables were related to one another, a correlation test was performed. The performance of public secondary schools in Embu County is the dependent variable. The independent variables include academic qualification, training, school category, and discipline. Table 3 present the findings;

Table 3
Correlation Test

| | Performance | Training | School category | Academic qualification |
|------------|---------------------|----------|-----------------|------------------------|
| Discipline | Pearson Correlation | 1 | -.116 | .126 |
| | | | | .576** |

Source: Research (2022)

Correlation coefficient yields a statistic that ranges -1 to 1. As shown in Table 3; academic qualification is positively correlated with (0.58) at 0.01 significant level 2-tailed. In addition discipline was weakly correlated with (0.31) respectively. It implies that only academic qualification was correlated to performance of public secondary schools in Embu County. Discipline was least correlated and school category and training indicated absence of correlation.



Regression analysis

Linear regression was conducted to establish if the independent variable predicts the dependent variable. Multiple linear regression of the study variables independent variables (academic qualification, training, school category and discipline) and dependent variable performance was conducted. The summary model is presented in Table 4.

Table 4*Regression analysis*

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
|-------|-------------------|----------|-------------------|----------------------------|---------------|
| 1 | .720 ^a | .518 | .507 | .51309 | 2.209 |

a. Predictors: (Constant), Discipline

b. Dependent Variable: Performance

Source: Research (2022)

ANOVA

Table 5*Analysis of Variance*

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 47.553 | 4 | 11.888 | 45.158 | .000 ^b |
| | Residual | 44.228 | 168 | .263 | | |
| | Total | 91.780 | 172 | | | |

a. Dependent Variable: Performance

b. Predictors: (Constant), Discipline

Source: Research (2022)

Coefficient of Determination

Table 6*Coefficient of Determination*

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Collinearity Statistics | |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| | | 1 | (Constant) | 1.420 | | | .262 | |
| | Discipline | .200 | .035 | .312 | 5.759 | .000 | .980 | 1.021 |

a. Dependent Variable: Performance

Source: Researcher (2022)

The model used in the study is presented as follows;

$$Y = 1.420 + 0.506 - 0.170 + 0.126 + 0.200$$

According to the results, which are presented in Table 6 assuming all other factors remained the same, an adjustment to academic qualification would result in a unit increase (0.506) in the performance of public secondary schools in Embu County. The performance of public secondary schools in Embu County also shows a unit decline (-0.170) due to a modification or adjustment in training. Public secondary school performance in Embu County increases by 0.126 units when a school's category is changed or adjusted. Additionally, a modification or adjustment to the discipline means an improvement of 0.200 units in the performance of the public secondary schools in Embu County. Academic achievement, training, school type, and discipline all have a (P 0.000) value, indicating that they are statistically significant and have an impact on public secondary students' performance.

The results also suggest that there might not be any multicollinearity in the data based on the tolerance and VIF (T= 0.959, VIF = 1.04, T=0.897, VIF = 1.11, T= 0.929, VIF = 1.07, T= 0.980, VIF = 1.02). The study also evaluated the alternative and null hypotheses. The alternative hypothesis is accepted, and the null hypothesis is found to be incorrect. The findings coincide with Sameer (2021), inference that a good model enables the researcher to choose the study variable with knowledge. It suggests that all of the study's variables are statistically significant and that they all contribute to how well public secondary schools in Embu County perform.



Hypothesis Testing

The study's primary objective was to evaluate the connection between public secondary school performance in Embu County and the use of strategy. The objective of the investigation was to support or refute the theory. The findings are presented as follows;

Discipline

The study accessed how discipline influences performance of public secondary schools in Embu County. The findings indicate that there is a statistical significance between discipline and performance of public secondary schools in Embu County with ($P < 0.000$); it implies we reject the null hypothesis and accept the alternative hypothesis

H₀₁: Discipline has no significant influence on performance of public secondary schools in Embu County

The results agree with Simba et al, (2016) who asserts that discipline is the facilitator of improved school performance. This is inked to having a disciplined workforce that the student emulates.

4.0 CONCLUSIONS

The study made conclusions of the study area guided by the analysis of the objectives. The conclusion is based on the hypothesis after using descriptive, and inferential statistical analysis. The conclusion is presented as follows;

Discipline

The objective of the research was to determine how discipline influences performance of public secondary schools in Embu County. The respondents were required to indicate the level they agreed or disagreed with the statements regarding discipline in the schools. The findings revealed that schools have punishment mechanisms in place. Also the result revealed institutions are very careful in handling discipline referrals. Further, the result revealed that the schools have different types of punishment other than corporal. In addition in designing discipline policies it was revealed that the parents and other stakeholders are involved. The conclusion is that indiscipline does affects the performance of the school.

The results agree with Mbaluka (2017) who noted that self-discipline involving the students 'and parents in all aspect of school management and development of discipline management mechanisms are the processes that enhance improvement in the performance. In addition developing a good communication mechanism that encourages free expression of ideas among the parents, teachers and the student creates a cohesive atmosphere that promotes students' performance. Further the findings agree with Simba et al, (2016) who found that discipline is the facilitator of improved school performance.

Further the findings revealed that the schools involve the parents /guardians in discipline matters, use counselling mechanism, give rewards for well behavior and use corporal punishment. The findings concur with Kanja (2018) who noted that the best way to deal with indiscipline cases is to design mechanism for punishment or correcting the misbehavior. This includes guidance and counselling and rewarding best behavior, this should be done in schools and extended to the family.

The study also tested the hypothesis, the result revealed that there was a statistical significance between discipline and performance of public secondary schools in Embu County with ($P < 0.000$).

It implied that we reject the null hypothesis and accept the alternative hypothesis. The findings agree with Simba et al, (2016) who asserts that discipline is the facilitator of improved school performance. This is inked to having a disciplined workforce that the student emulates.

5.0 RECOMMENDATIONS

Schools should increase more exposure to external inspection from the government and other stakeholders who are best qualified to evaluate strategies. Schools should continuously review their strategies to include other external and internal factors that may interfere with, their strategies. The schools should also redesign a culture that is accepted and adopted by all.



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