

# Teachers Perceptions of The Relationship Between Learners Discipline And Internal Efficiency of Public Secondary Schools in Bungoma County

Noah Murumbakiveu, Prof. Anthony K. Sang, Prof. Fred Ngesa

**Abstract**— Education plays a critical role in promoting economic, social, cultural and political development of individuals, communities, nations and humanities. The Government of Kenya has consequently been allocating substantial resources to the education sector. In fact, the Government has been shouldering tuition fees in all public secondary schools since 2008. Despite these efforts by the Government, there are notable wastage in secondary school education sector. It has been noted that even when socio-economic status of parents is partially controlled for by subsidizing the cost of education, parental support and learner characteristics may impact on internal efficiency of schools. This study was therefore, designed to establish the teachers' perceptions of the relationship between learner discipline and internal efficiency of public secondary schools in Bungoma County. The scope of learner discipline was regular class attendance, sneaking from school, organizing strikes, using illegal drugs, engaging in sex and becoming pregnant. Internal efficiency is the flow of students from the point of entry to the point of completion with minimum dropout and repetition. In this study, the indicators of internal efficiency are progression and completion rates. A descriptive survey design was used. The sampling units were public secondary schools in the County. By the time of study, there were 130 public secondary schools in the County. Stratified random sampling was used to sample schools while purposive sampling was used to sample head teachers and class teachers in the sampled schools. Therefore the population was 130 head teachers and 520 teachers. A sample of 97 head teachers and 388 class teachers were drawn from a population. A questionnaire was used to gather data from head teachers and class teachers. Students' record collection schedule was used to gather data to the study. The questionnaire and students' record collection schedule were validated by constructing relevant items based on objectives and reviewed by four lecturers in the Faculty of Education and Community Studies, Egerton University. The lecturers' comments were incorporated in the final questionnaire and schedule to enhance validity. A reliability coefficient of the questionnaire was calculated and found to be 0.83 using Cronbach alpha. Both descriptive and inferential statistics were used to analyze data. Descriptive statistics used were frequencies and percentages. Inferential statistics used was Chi-square. The study established that public schools in Bungoma County were experiencing incidences of internal inefficiency. On average dropout rates were 24%. The study also established that parental role in guidance and counseling and counseling of learners. The findings imply that a substantial percentage of learners are not completing basic education. They drop out before acquiring necessary skills, knowledge and attitudes to actively participate

in development process. Guidance and counseling units with qualified staff should be established in every school to enhance learner discipline.

**Index Terms**— Internal Efficiency and Learner Discipline.

## I. INTRODUCTION

The provision of quality education is one of the most important responsibilities of all governments in the world because education contributes to improving peoples lives and reducing poverty in many ways. These values ranges from helping people to become more productive and earn more, improvement in health and nutrition, growth and promotion of social development through strengthening social cohesion and giving people more capacities to maximize their potentials (Psacharopoulos, 2002). The provision of education to as many people as possible has thus been the focus of both individuals and governments in many countries. The Universal Declaration of Human Rights in 1948 by the United Nations Organization identifies education as a basic human right (Ministry of Education, Science and Technology 2001). Kenya subscribes to this declaration. The country is also a signatory to the international protocol that established Education for All agenda in Jomtien, Thailand, 1990. Consequently, Kenya is committed to: Elimination of poverty as a hindrance to educational development, promotion of human rights through provision of Education and attainment of sustainable development by the provision of quality basic education for all (Republic of Kenya (RoK), 1998; 2003).

In the quest to provide Education for majority of its citizens, Kenya has put in place strategies to ensure increase in secondary school enrolment since independence in 1963, despite the setbacks. For instance, for a period of 18 years, that is, 1985-2002, enrolment at the secondary school level had been increasing except for 1989-1993 and 1998-2000

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(Achoka, 2007). The budgetary allocation to education has been substantial amounting to 31% of the total government expenditure. (Ministry of Education (MoE), (2008).

The secondary school education is recognized as the spring board to tertiary education and training. It is critical in every country for a number of reasons. First and foremost, it is central to development because it provides insights, skills and competencies that are needed for economic growth and national development. Secondly, it is at this level that learners consolidate their basic knowledge gained in primary school and acquire the common culture that will allow them to be useful citizens in a peaceful society. For this matter therefore, it is a significant juncture in the national and educational development.

According to R.o.K. (1980, 1998, 2003) some of the objectives of this sector of education are to:

- i) Promote experience and growth of the whole person through integrated development of mental, physical and emotional attributes and abilities.
- ii) Promote communication skills, numeracy, scientific concepts and skills.
- iii) Promote social equity through provision of education to all Kenyans including those from disadvantaged communities and households, girl-child and the handicapped.

In the quest for these noble goals however, the secondary school cycle in Kenya faces some challenges. Among them are, low transition rates between primary and secondary schools and high dropout rates (R.o.K., 1998; 2003). In addition, it is noted that some of the factors contributing to dropouts from secondary school education include early girl-child marriages, inability to pay school fees due to poverty, hazards of HIV/AIDS pandemic; violence and drug abuse (R.o.K., 2003; Achoka, 2006; 2007).

A study carried out by Achoka (2007), on ten cohorts between 1990 and 2002 established that dropout rates for the ten cohorts ranged between 10 and 50%. The highest dropout rate for the girls was 50% in the 1997-2000 cohort while that of the boys was 30% in the 1992-1995 and 1998-2001 cohorts. Most importantly, for every cohort, 50% of the girls dropped out. Similarly, 30% of boys enrolled in 1990/93 and 1998/01 dropped out. The author also observed that on average, dropout rates for boys was 17% while for the girls was 21%. The same study also noted that completion rates ranged between 70 and 100%. Very high completion rates of 90-100% could be due to repeaters in Form 3 and Form 4 which is a common occurrence in some parts of Kenya. The average completion rate for the boys is 87% while for the girls is 81%. Dropout rates are shown in Table 1 and completion rates Table 2

**Table 1 Dropout rates for 10 cohorts by gender between 1990 and 2002 B – Boys while G - Girls**

1990/93		1991/94		1992/95		1993/96		1994/97		1995/98		1996/99		1997/00		1998/01		1999/02		
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
%	20	30	20	20	30	30	10	10	10	10	10	20	20	20	10	50	30	10	10	10

**Source: Ministry of Education (2003)**

**Table 2 Completion rates for ten cohorts by gender between 1990 and 2002. B means boys while G, girls**

1990/93		1991/94		1992/95		1993/96		1994/97		1995/98		1996/99		1997/00		1998/01		1999/02		
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	
%	80	70	80	80	70	70	90	90	90	90	90	80	80	80	90	50	70	90	90	90

**Source: Ministry of Education (2003)**

The statistical analysis in Table 1 shows that every cohort in Kenya within the period considered 1990-2002, had dropout rates. Emerging from this fact is a crucial question, where do the girls and boys who drop out of these cohorts go? And what do they do wherever they go?

From the data in the table 1, it is clear that as a nation, Kenya incurs a loss through drop out in educational sector. The drop out signifies unfulfilled aims, goals and objectives for the individual, community, and nation as a whole. For instance, for any dropout at the secondary school level, the country loses potential work force. Therefore, in Kenya, all

stakeholders must ponder over some of the specific factors that may be contributing to high rates in secondary school dropout.

United Nations Children Education Fund (UNICEF) (2009), shows that 36 million children of primary school age in Africa are out of school and that 1.5 million are in Kenya, an indication that Kenya did not achieve the objective of Education for all by the year 2015 as stated in the Millenium Development Goals. The report further states that by 2015, 900,000 children will be out of school due to poverty, early girl-child marriages, hazards of HIV/AIDS pandemic, violence and drug abuse unless effective strategies are put in place to retain them in schools.

Kenya has a large percentage of children of primary and secondary going age. UNICEF (2009), indicates that 58% of its population is under the age of 18; making it imperative for more investment in primary education. However, transition rates have been low as shown in Table 3.

**Table 3 Transition Rates between 1999 and 2006**

a) *Transition Rates between 1999 and 2006*

Year	1999	2000	2001	2002	2003	2004	2005	2006
Rates (%)	46.1	43.3	46.5	43.6	46.5	50.5	51.2	55.4

**Source: Ministry of Education (2006)**

From Table 3 it is clear that the transition rate from primary to secondary is low given that in the period between 1999 and 2006, the transition rates were only 50% on average. This scenario however changed in 2008/2009 due to introduction and implementation of Tuition Free Secondary Education as shown in Table 4

**Table 4 Transition Rates between 2011 and 2015**

Year	2011	2012	2013	2014	2015
Rates (%)	69.4	68.4	76.8	80.4	82.3

**Source: Kenya National Bureau of Statistics (2016)**

The increase in enrolment rates is attributable to the introduction and implementation of tuition free secondary education though in some areas like former North Eastern province; the transition rate is only 19.4%. These statistics

shows that as a country we still have a problem that needs to be addressed to enhance transition rates.

Ministry of Education, Science and Technology (MoEST) (2005), notes that on average; the completion rate in Kenya is 87%, an indication that 13% of the 70% who enroll in secondary schools do not complete secondary school education. It also states that the dropout in secondary school level stands at 30%. The implication of this is that the long term objective of the government to provide every Kenyan child with basic quality education and training by the year 2015 may not be realized. Similarly the universal access to basic education and training that ensures equitable access to education and training for all children, including disadvantaged and vulnerable groups may not be realized. In addition, basic education as a basic human right is not accessible to 30% of the eligible students. This will continue to have adverse effects on the provision of education; hence it must be addressed in order to alleviate the potential negative effects.

In its part, the Kenya Government has been increasing its national budgetary allocation to education. According to the highlights of the 2015/2016 budget, the sector was allocated Ksh 27.1 billion more from Ksh 335.7 billion in the 2014/2015 financial year. Out of this Ksh 32.7 was set aside for tuition free secondary education, Sh. 14.1 billion for free primary education, Ksh. 52.9 billion for university education, Ksh. 181.1 billion for TSC and Ksh.17.58 billion for the lap top program. It is projected that the budget for education by 2018 will be 32% of the government spending (Kenya National Bureau of Statistics 2016)

Despite the government's effort of introduction of Tuition Free Secondary Education and increasing its budgetary allocation to the sector to enhance efficiency of public secondary schools in Kenya, MOE (2009) notes that 27% of those who enroll in form one do not complete form four. The same source avers that the average national repetition rate is 1.7 percent. This indicates that public schools are still experiencing internal inefficiencies. Individuals, communities, and nations can only realize returns to education, when schools are run efficiently. Internal inefficiencies are attributable to many factors including failure to pay school due to poverty, home related factors,

socio-economic factors, school relates factors and learner characteristics including gender, academic performance and discipline. This study sought to establish the teachers perceptions of the relationship between learner discipline and internal efficiency in public secondary schools in Bungoma County

## II. OBJECTIVES

- i. To determine dropout, repetition, progression and completion rates for the period between 2005 and 2012
- ii. To establish teachers' perceptions of the relationship between learner discipline and internal efficiency of public secondary schools in Bungoma county
- iii. To establish disciplinary issues leading to expulsion of students from schools as perceived by teachers
- iv. To determine disciplinary issues leading to suspensions of students from schools as perceived by teachers

### **Research Questions**

- i. What are the levels of dropout, repetition, progression and completion rates in public secondary schools in Bungoma County
- ii. What are teachers' perceptions of the relationship between learner level of discipline and internal efficiency of public secondary schools in Bungoma County
- iii. What are disciplinary issues leading to expulsion of learners from schools in Bungoma County
- iv. What are disciplinary issues leading to suspension of learners from schools in Bungoma County

## III. HYPOTHESIS

There is no statistically significant relationship between teachers' perceptions of learners' level of discipline and internal efficiency of public secondary schools in Bungoma County

### **A. Study Design**

This study used descriptive survey research design. According to Kerlinger (1973), a descriptive study is not restricted to fact finding; but may often result in the formulation of important principles of knowledge and solutions to significant problems. This design involves the measurement, classification, analysis, comparison and interpretation of data. Descriptive survey research design is also crucial since it entails the collection of data on more than one case and at a single point in time in order to collect a body of quantitative data in connection with two or more variables, which are then examined to detect the patterns of association (Bryman, 2004). This study enabled the researcher to collect both qualitative and quantitative data on parental support and

learner characteristics and also on internal efficiency of public secondary schools in Bungoma County.

### **B. Study Area**

The study was carried out in Bungoma County. The County has an altitude range of 1200-2000 metres above the sea level. The County experiences two rain seasons; short and long rain. The mean annual rain in the County varies from 1250 – 1850mm. The mean annual temperature vary from 21 – 25 centigrade. Hence, the County is majorly agricultural RoK (1997). The County has a population of 829,293 people: 64 percent of whom are youth below twenty years RoK (1997). Secondary age group (14 – 17 years) population is 97, 492. Kiveu(2009) avers that dropout rates in the district on average are 19%, repetition rates are 0.09 while cohort graduation rates are 78%.

The rationale for choosing Bungoma County is that; poverty levels are high, there are incidences of dropout and repetition and the researcher's own interest and knowledge of the area. According to Singleton (1993) the ideal setting for the study is one that is directly related to the researcher's interest. He also points out the setting should be easily accessible to the researcher and that it should allow immediate rapport with the participants.

## IV. POPULATION OF THE STUDY

The target population were all head teachers and class teachers in the County. There were 130 public secondary schools in the County. Therefore there were 130 head teachers and 520 class teachers in the County at the time of the study (Bungoma District Education Office 2013)

### **A. Sampling Procedure and Sample Size**

The study used stratified random sampling to sample the schools. The strata were based on constituencies and on the categories of schools in the County. There were five constituencies in the County. A list of all public secondary schools in the County were obtained from the County Education Officer's office. Serial numbers were then given to the schools that were on the list. The sample size for the study was determined according to Kathuri (1993) and Mugenda and Mugenda (1999) who recommended the following formula that was developed by Krejcie and Morgan (1970)

$$S = \frac{X^2 NP(1-P)}{D^2(N-1) + X^2P(1-P)}$$

Where S = required sample size, N= the given population size, P = population proportion assumed to be 0.5 as this yields the maximum possible sample size required, D = the degree of occurrence with highest occurrence and  $X^2$  = is the table value of chi-square for one degree of freedom.

The sample size was 97 head teachers and because there are four classes in each school four class teachers were purposively sampled. In schools that had more than one stream simple random sampling was used to select one class teacher. Therefore 388 class teachers constituted the sample. The sample distribution is shown in the Table 4.

**Table 5 The Distribution of the Sample**

Constituency	Population	Category and number of schools	
Webuye	30	County	6
		Sub-County	24
Sirisia	28	County	8
		Sub County	20
Kimilili	30	County	8
		Sub County	22
Kanduyi	24	County	4
		Sub County	20
Bumula	18	County	5
		Sub County	13
Total	130		130

Source: Bungoma District Education Office (2010)

### B. Instrumentation

The researcher used questionnaires and student data collection schedule to collect relevant data.

### C. Questionnaire for Head Teachers and Class Teachers

This gathered information on how school fees are paid, whether the cost of education influences dropout and repetition, causes of dropout and repetition in their schools. It also sought information on the discipline issues leading to expulsion and suspension from school. It sought information on the teachers' perceptions on the relationship between parental attitudes, involvement and learner discipline,

academic performance and gender and internal efficiency in their schools.

Items in the questionnaire were structured and open ended. Structured items measured the objective responses and open ended measured subjective responses and clarified objective responses that enhanced formulation of useful recommendations to the study. Questionnaires were used because they offer a considerable advantage in administration. They present an even stimulus potentially to large numbers of people simultaneously and provide the investigator with an easy relatively accumulation of data (Walker, 1985).

### D. Student Data Collection Schedule

Student data collection schedule was used to collect data on sample repetition, Head progression, Completion rates and disciplinary cases that resulted in expulsions and suspension of students. The tool was also used to collect data from class attendance registers, admission registers, discipline book and KCSE computer print outs.

Sample repetition	Head progression	Completion rates
15	15	60
6	6	24
16	16	68
3	3	12
15	15	60
4	4	16
97	97	388

E. *Validation of the Instruments*  
 Appropriate and relevant items were constructed to ensure valid and reliable data. In this case all research objectives were covered by cross-checking the research objectives and the corresponding items. In addition, (Gay, 1987) asserts that validity is established by expert judgment; therefore face and content validity of the instruments were verified by the study supervisors and other three educational experts in the Department of Curriculum, Instruction and Education Management, Egerton University.

### F. Reliability of the Instruments

A pilot study was carried out in fifteen schools that were not part of the sample. The completed questionnaire were collected and then coded. Reliability refers to the consistency of measurement that is how consistent scores are from one measurement to another. The reliability index of 0.84 was obtained which was above 0.70 Cronbachcoefficient which is the accepted threshold for social science research. Fraenkel and Wallen (2003) note that Cronbach alpha is used to determine reliability for both objective and essay type questions.

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Based on the comments from the supervisors and educational experts and the reliability results, the items in the questionnaire were revised accordingly and then appropriately administered to the selected sample.

## G. Data Collection Procedures

Permission was sought to conduct the study from the National Council for Science and Technology, the County commissioner and Sub County Education Officers in Bungoma County through the chairman, Department of Curriculum Instruction and Education Management; the Dean, Faculty of Education and Community Development and Graduate school at Egerton University. After which, data were collected from the sampled schools. The researcher visited the sampled schools introduced himself and sought consent from the principals to conduct research after explaining to them the purpose of the study. Having been assured of confidentiality and anonymity, the principals and class teachers were asked to read the instructions clearly and then were requested to respond to the items in the questionnaire.

The completed questionnaires were collected after two week. Within the same time, the researcher was doing content analysis from class attendance registers, admission registers and KCSE results printouts to establish enrolment, repetition, progression, dropout and completion figures.

## H. Data Analysis Procedures

Data analysis was done both qualitatively and quantitatively. According to Patton (1990) massive qualitative data collected from the field need to be organized into significant patterns to reveal the essence of the data. Before the actual data analysis, questionnaires were checked to determine if accurate sample was obtained in proportion to issued questionnaires. They were also checked for completeness. Internal efficiency indicators ( dropout, repetition, progression and completion

rates were divided into levels while responses learners discipline were categorized into three groups (agree, neutral and disagree) to facilitate chi-square tests

All the responses were organized into pertinent areas of the study using both descriptive and inferential statistics.

## V. RESULTS AND DISCUSSION

### A. Level of internal efficiency of public secondary schools in Bungoma County

The first objective of the study sought to establish the level of internal efficiency of public secondary schools in Bungoma County for five cohorts from 2005 to 2009. In the internal efficiency, the following rates of internal efficiency were established:

- i. Dropout rates
- ii. Repetition rates
- iii. Progression rates
- iv. Completion rates

In addition to the above measures of internal efficiency, the factors contributing to dropout and repetition were examined. This was premised on the fact that once issues of dropout and repetition are addressed, progression and completion rates will be enhanced.

Internal efficiency was measured with respect to its four dimensions namely; dropout, repetition, progression and completion rates. Internal efficiency data was gathered using the students' data schedule. Data on each internal efficiency dimension from the sampled schools was averaged and then transformed to a cohort average. Table 7 shows the average percentage dropout, repetition, progression and completion rates by cohort

**Table 6: Levels of Internal Efficiency**

	Cohort				
Internal Efficiency	2005-2008	2006-2009	2007-2010	2008-2011	2009-2012
Dropout	20.09	19.72	18.89	28.26	32.02
Repetition	2.49	2.34	3.28	2.78	3.51
Progression	81.84	82.36	82.83	72.46	69.96

Completion	77.42	77.94	77.83	67.96	64.96
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Table 7 shows that the drop-out rates for the five cohorts ranged from 18.89% to 32.02%. It was lowest among the 2006 – 2009 cohort and highest among the 2009 – 2012 group. The overall average drop-out rate for the period under study was 24%. An examination of the results in Table 7 reveal that the drop-out rate by year was not systematic as it did not follow any trend. The question that arises is where do these students go. This shows that schools are not operating efficiently. Each dropout represents a waste. These findings are consistent with that Achoka (2007) whose study found out that dropout in Kenya ranges from 10% to 50% and MoEST (2001) which established that dropout rates in Kenya stands at 30%. The findings are also consistent with those of Sang, Koros, and Bosire (2013) whose study found out that dropout rate for Kericho District in 2007 was 28.6%.

**Teachers perceptions of the relationship between learner discipline and internal efficiency of public secondary schools in Bungomacounty.**

The study sought to establish the relationship between learner discipline and internal efficiency of public secondary schools in Bungoma County. Learner discipline was measured by the activities that learners engage in that could lead to the interruption of their being in school. Such activities included regular attendance of classes, sneaking from school, use of illegal drugs, engaging in sex, becoming pregnant and organizing strikes.

**B. Teachers' perceptions on learners discipline and dropout**

The study sought to establish the relationship between learner's discipline and drop out from public secondary schools and the responses are shown in Table 8.

**Table 7 Teachers perceptions on learners discipline and dropout**

Teacher Perceptions	Ratings				
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	%	%	%	%	%
Regular attendance of classes leads drop out	0.5	3.5	0.6	43.3	52.1
Sneaking from school leads to dropout	23.5	46.5	4.2	23	2.8
Use of illegal drugs leads to drop out	11.2	59.5	12.3	12.3	5.6
Engaging in sex leads to drop out	27.9	43.7	6.6	18.3	3.5
Pregnancy leads to drop out	29.6	50.9	4.7	11.5	2.2
Participation in strikes leads to drop out	25.6	47.7	4.9	17.8	4.0

Table 8 shows that 0.5% and 3.5% of the respondents strongly agreed and agreed respectively with the statement that those learners who regularly attend classes drop out of schools in public secondary schools in Bungoma County. However, 43.3% and 52.1% of the respondents disagreed and strongly disagreed with the statement while 0.6% were undecided. The findings show that those learners who are

disciplined and regularly attend classes do not drop out of school. This then implies that learners should be taught the importance of regular attendance of classes. Regular attendance will lead to good academic performance that is likely to keep learners in school hence enhancing internal efficiency of schools. The findings are consistent with the findings of Ng'eno, Simatwa and Ayodo (2014) whose

studies reveal that indisciplined learners drop out of school when they realize that they cannot make it academically.

It is also noted in Table 8 that 23.5% and 46.5% of the respondents strongly agreed and agreed with the statement that learners who always sneak from school drop out of public secondary schools in Bungoma County. However, 23% and 2.8% of the respondents disagreed and strongly disagreed with the statement while 4.2% of the respondents were undecided. These findings reveal that sneaking out of school leads to dropout. This is because the learners miss classes which may result in poor performance. At the same time sneaking may lead to suspension and eventually drop out from school hence internal inefficiency.

It is clear from Table 8 that 11.2% and 59.5% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs drop out of public secondary schools in Bungoma County. However, 12.4% and 5.6% of the respondents disagreed and strongly disagreed respectively with the statement while 12.3% were undecided. These findings reveal that use of illegal drugs lead to dropout from school. This is because those who use these drugs engage in actions such as missing classes, stealing, sneaking out of schools, fighting and even others become mentally affected. All these affect their stay in school hence dropping out of school. The finding agree with the findings of the study carried out by Musyimi (2011) which established that there is a relationship between indiscipline and dropping out of school.

Table 8 shows that 27.9% and 43.7% strongly agreed and agreed respectively with the statement that those learners who engage in sex drop out of public secondary schools in Bungoma County. However, 18.3% and 3.5% of the respondents disagreed and strongly disagreed respectively with the statement while 6.6% were undecided. These findings reveal that engaging in sex leads to dropout. This is because the learner who engages in sex is likely to become pregnant and may drop out of school. It may also lead to early marriages thus impacting negatively on internal efficiency. These findings are consistent with the findings of Uromi (2014), Ngeno, Simatwa and Ayodo (2014) and Nyambura (2000) whose studies reveal that pregnancy is a major factor leading to dropout.

From Table 8, it is clear that 29.6% and 50.9% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant drop out of public secondary schools in Bungoma County. However 15.5% and 3.3% of the respondents disagreed and strongly disagreed respectively with the statement while 4.7% were undecided. The findings reveal that pregnancy leads to dropout. This is because those learners who become pregnant may be expelled from school or suspended. For those who remain in school, their performance is likely to be adversely affected. All these may lead to dropout hence internal inefficiency. The findings agree with that of Musyimi (2011) and Achoka (2007) whose studies reveal that there is a relationship between pregnancy and dropping out of school. Table 8 shows that 25.6% and 47.7% of the respondents strongly agreed and agreed respectively with the statement that learners who participate in strikes drop out of public secondary schools in Bungoma County. However, 17.8% and 4.0% of the respondents disagreed and strongly disagreed respectively with the statement while 4.9% were undecided. The findings reveal that participation in strike leads to dropout. This is because those who participate are suspended and at times expelled. Regular suspension from school will lead to poor academic performance and poor relations with school management and teachers. These may eventually lead to dropout from school.

### *C. Teachers' perceptions on learner discipline and dropout rates*

The study sought to establish the teachers' perceptions of the relationship between learner discipline and dropout rates in public secondary schools in Bungoma County. To establish the relationship, the average dropout rates of the cohorts from the sampled schools was transformed in three equal levels. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and dropout rates were cross tabulated using the Chi-square. Chi-square tests are shown in Table 9



**Table8 Chi-Square tests on teacher perceptions learners discipline and drop out**

	Value	Df	P- Value
Pearson Chi-Square	9.796 <sup>a</sup>	2	.046
N of Valid Cases	408		

The association between teachers perception of learner discipline and dropout rates was statistically significant at the 0.05 level,  $X^2(2, N = 408) = 1.074, p < 0.05$ .

Chi-Square statistics are reported with degrees of freedom and sample size in parentheses

From the findings, the Null hypothesis is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between learner discipline and dropout rates is accepted.

*D. Teachers' perceptions on learners discipline and repetition*

The study sought to establish teachers' perceptions of the relationship between learners discipline and repetition of grades in public secondary schools and the responses are shown in Table 10

**Table 9 Teachers perceptions on learners discipline and repetition of grades**

Teacher Perceptions	Ratings				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Attendance of classes regularly leads to repetition	28.6	62.9	4.5	3.1	1.7
Sneaking from school leads to repetition	8.2	21.4	9.2	54.9	6.3
Use of illegal drugs leads to repetition	56.6	24.4	12.2	5.9	1.2
Engaging in sex leads to repetition	3.1	19.7	12.7	47.7	17.1
Participation in strikes leads to repetition grades	4.0	15	8.9	53.5	18.6

**Table 10: Chi-Square tests on teacher perceptions on learners discipline and repetition rates**

	Value	Df	P-Value
Pearson Chi-square	9.849 <sup>a</sup>	2	.042
N of Valid Cases	418		

Table 10 shows that 1.7% and 3.1% of the respondents strongly agreed and agreed respectively with the statement

that those learners who regularly attend classes repeat grades in public secondary schools in Bungoma County. However, 62.9% and 28.6% of the respondents disagreed and strongly

disagreed with the statement while 4.5% were undecided. The findings reveal that regular attendance of classes makes learners not to repeat grades. This is because when learners attend classes their academic performance is likely to be good hence no repetition. This enhances internal efficiency of schools.

It is clear from Table 10 that 6.3% and 54.9% of the respondents strongly agreed and agreed with the statement that learners who always sneak from school repeat grades in public secondary schools in Bungoma County. However, 21.4% and 8.3% of the respondents disagreed and strongly disagreed with the statement while 9.2% of the respondents were undecided. The findings reveal that sneaking from school may result in repetition. Learners who sneak miss classes and this may affect the academic performance negatively. Similarly, they are likely to be suspended and may not adequately cover the content in a given grade hence repetition.

Table 10 shows that 1.2% and 5.9% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs repeat grades in public secondary schools in Bungoma County. However, 24.4% and 56.3% of the respondents disagreed and strongly disagreed respectively with the statement while 12.2% were undecided. These findings reveal that learners who use illegal drugs repeat grades. This is because most of those are suspended or expelled from school are likely to miss end year examinations. When they resume school, they are advised to repeat hence internal inefficiency.

From Table 10, it is noted that 17.1% and 47.7% strongly agreed and agreed respectively with the statement that those learners who engage in sex repeat grades in public secondary schools in Bungoma County. However, 19.7% and 3.1% of the respondents disagreed and strongly disagreed respectively with the statement while 12.4% were undecided. The findings reveal that those learners who engage in sex repeat grades. This is because they are likely to get pregnant. Pregnancy will affect their stay in school and hence performance. When learners are not in school especially during end year examination period, they are usually not promoted to subsequent class hence repetition of grades.

Table 10 shows that 18.6% and 53.5% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant repeat grades in public secondary schools in Bungoma County. However 15% and 4.0% of the respondents disagreed and strongly disagreed respectively with the statement while 8.9% were undecided. These finding show that there is a relationship between pregnancy and repetition of grades. Pregnancy affects attendance of class hence academic performance. When learners' academic performance is dismal and they didn't attend classes, they are usually advised to repeat grades hence internal inefficiency.

From Table 10, it is clear that 8.9% and 57.3% of the respondents strongly agreed and agreed respectively with the statement that learners who participate in strikes repeat grades in public secondary schools in Bungoma County. However, 11% and 8.5% of the respondents disagreed and strongly disagreed respectively with the statement while 14.3% were undecided. The high percentage of respondents (66.2%) who agreed with the statement reveal that there is a relationship between learners' participation in strike and repetition of grades in public secondary schools. Most learners who participate in strikes are suspended and others expelled. When they seek admission in other schools, they usually repeat grades. They usually waste time at home and their academic performance is always negatively affected.

#### *E. Teachers' perceptions on learner discipline and repetition rates*

The study sought to establish the teachers' perceptions of the relationship between learner discipline and repetition rates in public secondary schools in Bungoma County. To establish the relationship, the average repetition rates of the cohorts from the sampled schools was transformed in three equal levels. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and repetition rates were cross tabulated using the Chi-square. Chi-square tests are shown in Table 11

The association between teachers perception of learner discipline and repetition rates was statistically significant at the 0.05 level,  $X^2(2, N = 418) = 9.849, p > 0.05$ .

Chi-Square statistics are reported with degrees of freedom and sample size in parentheses  
From this finding, the Null hypothesis is rejected and alternative hypothesis that there is a statistically significant relationship between learner discipline and repetition rates in public secondary schools in Bungoma County is accepted. This statistically significant relationship calls for all

stakeholders in education to formulate and implement strategies to enhance discipline in school as this will improve internal efficiency of schools.

F. *Teachers' perceptions on learners discipline and progression*

The study sought to establish the relationship between learners' discipline and progression in public secondary schools in Bungoma County and the responses are shown in Table 10

**Table 11: Teacher perceptions on learners discipline and progression**

Teacher Perceptions	Ratings				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Attendance of classes regularly leads to progression	0.6	1.4	2.6	51.6	44.8
Sneaking from school leads to progression	41.3	51	1.6	5.4	0.7
Use of illegal drugs leadsto progression	44.6	46.5	2.6	4.2	2.1
Engaging in sex leads to progression	39.2	49.5	4.5	5.0	1.2
Pregnancy leads to progression	45.1	45.6	6.1	1.6	1.6
Participation in strikes leads to progression	34	36.9	4.7	3.5	0.9

Table 10 shows that 44.8% and 51.6% of the respondents strongly agreed and agreed respectively with the statement that those learners who regularly attend classes progress well in public secondary schools in Bungoma County. However, 1.4% and 0.6% of the respondents disagreed and strongly disagreed with the statement while 2.6% were undecided. The high percentage of respondents (96.4) who agreed with the statement reveals that there is a relationship between regular class attendance and progression in school.Regular attendance enhances academic performance hence

progression. This implies that learners should be educated on the importance of regular attendance of classes.

It is clear from Table 10 that 0.7% and 5.4 of the respondents strongly agreed and agreed with the statement that learners who always sneak from school progress well in public secondary schools in Bungoma County. However, 51% and 41.3% of the respondents disagreed and strongly disagreed with the statement while 1.6% of the respondents were undecided. These findings reveal that those learners who sneak do not progress well because they are likely to be suspended or even expelled from school. Similarly their

academic performance will be negatively affected and therefore may not progress well.

From Table 10, it is noted that 2.1% and 4.2% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs progress well in public secondary schools in Bungoma County. However, 46.5% and 44.6% of the respondents disagreed and strongly disagreed respectively with the statement while 2.6% were undecided. Use of illegal drugs will affect learners' attendance of school, mentally and academically. All these will affect their progression in school.

Table 10 shows that 1.2% and 5.0% strongly agreed and agreed respectively with the statement that those learners who engage in sex progress well in public secondary schools in Bungoma County. However, 49.5% and 39.2% of the respondents disagreed and strongly disagreed respectively with the statement while 4.5% were undecided. Sex is likely to affect their concentration in studies and hence academic performance. Similarly, those who engage in sex are likely to become pregnant, a situation that may affect their progression in school.

It is clear from Table 10 that 1.6% and 1.6% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant progress well in public secondary schools in Bungoma County. However 45.6% and 45.1% of the respondents disagreed and strongly disagreed respectively with the statement while 6.1% were undecided. Pregnancy will affect progression since the affected learners are likely to repeat grades or to drop out of school. This impacts negatively on internal efficiency. The findings are in agreement with the findings of Ng'eno, Simatwa and Ayodo (2014) whose study revealed that pregnancy and early marriages do affect dropout and repetition hence progression rates. This finding has the implication that learners should be educated on the consequences of teenage sex and pregnancies so that they can progress well in school

Table 10 shows that 0.9% and 3.5% of the respondents strongly agreed and agreed respectively with the statement that learners who participate in strikes progress well in public secondary schools in Bungoma County. However, 36.9% and 54% of the respondents disagreed and strongly

disagreed respectively with the statement while 4.7% were undecided. The high percentage of respondents (90.9%) who disagreed with the statement shows that there is a relationship between participation in strikes and progression. Those who participate do not progress well because they are likely to be suspended or expelled from school.

*G. Teachers' perceptions on learners discipline and progression rates.*

The study sought to establish teachers' perceptions of the relationship between learner discipline and progression rates of learners in public secondary schools. In order to determine the relationship between learner discipline and students' progression rate, the average progression rates of the cohorts from the sampled schools was transformed in three equal levels. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and progression rates were cross tabulated using the Chi-square. Chi-square tests are shown in Table 11

**Table 12 Chi-Square tests on teachers' perceptions on learners discipline and progression rates**

	Value	Df	P-Value
Pearson Chi-Square	9.904 <sup>a</sup>	2	.039
N of Valid Cases	418		

The association between teachers perception of learner discipline and progression rate was statistically significant at the 0.05 level,  $X^2(2, N = 418) = 9.904, p > 0.05$ .

Chi-Square statistics are reported with degrees of freedom and sample size in parentheses  
From the findings above, the Null hypothesis is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between learner discipline and progression rates in public secondary schools in Bungoma County is accepted.

H. *Teachers' perceptions on learners discipline and completion* within the required period in public secondary schools and the responses are shown in Table 12

The study sought to establish teachers' perceptions of the relationship of learners' discipline and completion of school

**Table 13 Teachers perceptions on learners discipline and completion**

Teacher Perceptions	Ratings				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	%	%	%	%	%
Attend of classes regularly leads to completion	0.9	3.1	2.6	47.2	46.5
Sneaking from school leads to completion	33.4	52.7	8.9	3.3	1.7
Use of illegal drugs leads to completion	3.5	18.3	6.6	43.7	27.9
Engaging in sex leads to completion	39	42.5	10.8	6.3	1.4
Pregnancy leads to completion school	50	43	2.3	2.1	2.6
Participation in strikes completion	47.7	43.9	4.2	2.6	1.6

Table 12 shows that 46.5% and 47.2% of the respondents strongly agreed and agreed respectively with the statement that those learners who regularly attend classes complete school within the required period in public secondary schools in Bungoma County. However, 3.1% and 0.9% of the respondents disagreed and strongly disagreed with the statement while 2.3% were undecided. The high percentage of respondents (94.7%) who agreed with the statement reveals that there is a relationship between regular attendance of school and completion. The findings therefore imply that learners should be educated on the significance of regular attendance in relation to completion within the required period.

From Table 12, it is clear that 1.7% and 3.3% of the respondents strongly agreed and agreed with the statement that learners who always sneak from school complete school within the required period in public secondary schools in Bungoma County. However, 52.7% and 33.4% of the respondents disagreed and strongly disagreed with the statement while 8.9% of the respondents were undecided. The findings reveal that those learners who sneak do not

complete within the required period. This is because they are likely to be suspended or expelled from school. This is likely to delay their completion of school within the required period.

It is noted from Table 12 that 27.9% and 43.7% of the respondents strongly agreed and agreed respectively with the statement that learners who use illegal drugs complete school within the required period in public secondary schools in Bungoma County. However, 18.3% and 3.5% of the respondents disagreed and strongly disagreed respectively with the statement while 6.6% were undecided. These findings show that use of drugs has a relationship with completion. Learners who use drugs are likely to engage in activities that may affect their completion. Such activities include sneaking from school, failure to attend classes, fighting, stealing money to buy drugs and deserting school. Table 12 shows that 1.4% and 6.3% strongly agreed and agreed respectively with the statement that those learners who engage in sex complete school within the required period in public secondary schools in Bungoma County. However, 42.5% and 39% of the respondents disagreed and strongly disagreed respectively with the statement while 10.8% were

undecided. This finding reveals that sex has a relationship with completion. Those who engage in sex may become pregnant or get diseases that may affect their stay in school. Learners should therefore be educated on the adverse effects of engaging in pre-mature sex.

It is revealed from Table 12 that 2.6% and 2.1% of the respondents strongly agreed and agreed respectively with the statement that learners who become pregnant complete school within the required period in public secondary schools in Bungoma County. However 43% and 50% of the respondents disagreed and strongly disagreed respectively with the statement while 2.3% were undecided. The findings reveal that pregnancy makes learners not to complete school within the required period. This is because those learners who become pregnant drop out of school, get married or repeat grades. This finding is consistent with the findings of Uromi (2014) whose study established pregnancy contributes to dropout hence non-completion of school.

It is shown from Table 12 that 1.6% and 2.6% of the respondents strongly agreed and agreed respectively with the statement that learners who organize strikes complete school within required period in public secondary schools in Bungoma County. However, 43.9% and 47.7% of the respondents disagreed and strongly disagreed respectively with the statement while 4.2% were undecided. The high percentage of respondents (91.6%) who disagreed with the statement reveals that participation in strikes does affect completion of learners within the required period. This is because those who engage in strikes are likely to be suspended or expelled.

*I. Teachers' perceptions on learners discipline and completion rates*

The study sought to establish the teachers' perceptions of the relationship between learner discipline and completion rates in public secondary schools in Bungoma County. To establish the relationship, the average completion rates of the cohorts from the sampled schools was transformed in five equal levels. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and completion

rates were cross tabulated using the Chi-square. Chi-square tests are shown in Table 13.

**Table 14 Chi-Square tests on teachers perceptions on learners discipline and completion rates**

	Value	Df	P-Value
Pearson Chi-Square	9.477 <sup>a</sup>	4	.043
N of Valid Cases	418		

The association between teachers perception of learner discipline and completion rates was statistically significant at the 0.05 level,  $X^2(2, N = 418) = 9.477, p > 0.05$ .

Chi-Square statistics are reported with degrees of freedom and sample size in parentheses

From these findings, the Null hypothesis is rejected and therefore the alternative hypothesis that there is a statistically significant relationship between learner discipline and completion rates in public secondary schools in Bungoma County is accepted.

*J. Teachers' perceptions on learners discipline and internal efficiency*

The study sought to establish the relationship between learner discipline and internal efficiency. In order to determine the relationship, the average internal efficiency rates of the cohorts from the sampled schools was transformed in four equal levels. The levels were then summarized using frequencies and percentages. The responses on teachers' perceptions on learner discipline were also summarized into frequencies. Thereafter learner discipline and internal efficiency rates were cross tabulated using the Chi-square. Chi-square tests are shown in Table 13

**Table 15 Chi-Square tests on learners discipline and internal efficiency**

	Value	df	P-Value
Pearson Chi-Square	9.824 <sup>a</sup>	3	.044
N of Valid Cases	418		

The association between teachers perception of learner discipline and internal efficiency was statistically significant at the 0.05 level,  $\chi^2(2, N = 418) = 9.824, p > 0.05$ .

Chi-Square statistics are reported with degrees of freedom and sample size in parentheses

From these finding, the Null hypothesis is rejected and the alternative hypothesis that there is a statistically significant relationship between learner discipline and internal efficiency of public secondary schools in Bungoma County is accepted.

The findings are consistent with those of Achoka (2007) and R.o.K (2003) whose studies established that indiscipline issues such as drug abuse led to dropout from schools.

Ng'eno, Simatwa and Ayodo (2014) also found out that indiscipline led to dropout from school in Kericho District.

They noted that indiscipline affected boys more than girls.

More boys become indisciplined when they realize that they cannot make it academically. In essence such indisciplined students use this option to drop out of school so that they join fellow peers as touts in bus parks, hawking and hotel business as attendants. The findings show that a lot of effort areis required to enhance discipline in schools. Such efforts will include strengthening guidance and counseling in schools, involving parents actively in school management and training teachers effectively to deal with discipline issues in schools.

#### K. Suspension from school

The research sought to establish from teachers whether there are students who were suspended from schools during 2005 to 2012 period. The responses are shown in the Table 14

**Table 16 Students suspension from schools for the period 2005 to 2012**

Teachers Responses	Frequency	Percentage
Yes	389	91.74
No	35	8.25
<b>Total</b>	<b>424</b>	<b>100.00</b>

From Table 14, 91.74% of the respondents accepted that there are incidences of suspension from their schools while 8.25% said that there are no suspensions.

#### L. Reasons for suspension

The study sought to establish from teachers discipline issues that led to suspension of learners. The responses are shown in Table 15

**Table 17 Reasons for suspension**

Teachers Responses	Frequency	Percentage
Theft	342	80.66
Sneaking from school	356	83.96
Abuse of drugs	210	49.52
Assault	363	85.61
Possession of mobile phone	186	43.86
Organizing strikes	136	32.07
Disrespect of staff	234	55.18
Failure to observe school routine	126	29.71
Missing classes	126	29.71
Reporting to school late	138	32.54
Love affairs	168	39.62

From Table 15there is an array of factors leading to suspension from schools in Bungoma County. Among the factors are: assault to teachers and to other students at 86% of the respondents; sneaking from school at 84%, theft at 81%; disrespect of staff at 55%; abuse of drugs at 50% and possession of mobile phones at 43.86%. Other factors leading to suspension as cited by the respondents were organizing strikes (32%), reporting to school late (33%), love affairs (40%), failure to observe school routine (30%) and missing classes (30%).

#### M. Expulsion of students from school

The study sought to find out from teachers whether there are students who were expelled from schools for the period 2005 to 2012. The responses are presented in Table 16.

**Table 18 Expulsion of students from schools in Bungoma County for the 2005 to 2012 period**

<b>Teachers responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	208	49.06
No	216	50.94
Total	424	100.00

From Table 16, 49.06% of the respondents noted that there were students who were expelled from schools while 50.94% stated that there were no expulsions perhaps due to tedious procedures and legal hurdles involved in the expulsion of students.

*N. Reasons for Expulsion*

The study sought to establish discipline issues that led to expulsion and the responses of 208 respondents who indicated that there were expulsions are presented in Table 17

**Table 19: Reasons for expulsion**

<b>Teachers' responses</b>	<b>Frequency</b>	<b>Percentage</b>
Sneaking from school	70	33.65
Theft	112	53.84
Teacher assault	182	87.5
Organizing strikes	98	47.11
Drug abuse	196	94.23
Chronic absenteeism	77	37.01
Pregnancy	42	20.19
Abortion	20	9.61
Lesbianism	30	14.42
Refusal to be punished	63	30.28

From Table 17, discipline issues that led to expulsion were: drug abuse (94%); teacher assault (88%); theft (54%); organizing strikes (47%), chronic absenteeism (37%); and refusal to be punished (30%). Other factors that led to

expulsion were sneaking from school (34%), Lesbianism (14%) and abortion (10%).

From these findings, it is clear that discipline issues are affecting internal efficiency of schools negatively. It is therefore imperative for educators to study the causes of indiscipline in schools with a view to finding lasting solutions.

Barkish (1977) notes that moral values and norms in the society influence the behavior and character of an individual. He observes that religion changes an individual's life but according to Achoka (2007) religious studies in secondary schools are made optional and in some schools are not offered at all. This means that the influence of religion may not be felt in schools. She also notes that home environment and poor parenting styles used by parents cause indiscipline in school. Neglective parenting makes a child feel neglected and tries to evade by involving in anti-social behavior leading to indiscipline. These causes were also identified by African Journal of Education and Technology (2012) and RoK (1991) whose studies established that neglective parenting, absentee parents and giving their children excess pocket money make children to be indisciplined in schools

MoEST (2001) identifies lack of guidance and counseling, peer pressure, teachers' strike and poor teacher-learner relationship as the main causes of indiscipline in schools. Fadhili (2005) attribute indiscipline to lack of dialogue between the administrators and the students. Most head teachers adopt master/servant, superior/inferior attitude in dealing with students. They rarely listen to students grievances because they believe that they have nothing to offer. This creates a lot of tension, stress and misunderstanding. It eventually leads to frustration and violence manifested in strikes. Therefore opportunities should be provided where teachers, students and administrators can sit down and discuss issues affecting their school freely without inhibition, intimidation or victimization.

Valley (2001) points out that parents are the first link in effective school discipline practices. She avers that parents who are involved in their children's daily school lives have a better understanding of what is acceptable and expected in the school environment. In view of this, parents and the



community must therefore, help enhance student discipline in the following ways:

- i. Parental education should be organized by schools to educate parents in their role in enhancing school discipline
- ii. Parents should be informed that they are better placed to handle the social and psychological development of their children than teachers whose role is supplementary
- iii. Parents should not frustrate their children when they don't meet their aspirations because frustrated children are prone to drug abuse and other forms of unacceptable behavior
- iv. Parents should be involved in academic progress and discipline of their children
- v. Parents should give their children reasonable amount of pocket money in order to avoid the unnecessary indiscipline which is brought about by excess or little pocket money

## VI. CONCLUSIONS

Based on the findings of this study, the following conclusions were made:

- i. Schools in Bungoma County are experiencing internal inefficiencies. There are a proportion of students dropping and repeating grades. On average 24% of learners dropped out of schools in Bungoma County for the period under the study.
- ii. Teachers perceived indiscipline as a factor influencing internal efficiency of public secondary schools in Bungoma County
- i. Major factors influencing suspension and expulsion from schools were drug abuse, theft, assault, organizing strikes and sneaking from schools

## VII. RECOMMENDATIONS

- i. Guidance and counseling units should be established in each schools and build capacities for guidance and counseling teachers to improve their competences. This can be done by the Ministry of education and school management boards.

- ii. Teacher education institutions should strengthen the teaching of guidance and counseling to prepare teachers well to guide and counsel learners. This is likely to minimize wastages caused by discipline issues
- iii. Community leaders chiefs and assistants chiefs should be encouraged to sensitize the community members not to sell drugs to students.

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