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Information Communication Technology & Students' Discipline: Showcasing High Schools' Management in Nyandarua North Sub-County, Kenya

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Abstract

Discipline management is critically important in learning institutions; hence the research article seeks to assess the influence of Information Communication Technology (*hereafter*, ICT) in enhancing students' discipline management in Nyandarua North sub-county. Four objectives guided the research study: to establish the influence of ICT on students' attendance discipline, prep time discipline, students' class properties discipline and students' examination discipline. It is anchored on behavioral theory, as guided by Kounin's model of 1976 'with-it-ness,' which describes the teacher's alertness on the class ongoing at all times; and Epstein's theory of 1991 - on overlapping sphere of influence, and which distinguishes an interdependent view of school-family-community influences - from what could be considered as a separate view of influence. The conceptual framework shows application of ICT indicators and the discipline managed, and the intervening variables. The research article employed a mixed method approach. The data was analyzed using thematic analysis techniques and its findings are presented analytically. School principals who had integrated ICT were key targets of the research; and a sample of ten schools was purposefully selected. Its finding is that ICT integration influenced discipline management positively in Nyandarua North Sub-County. The study recommends a further study to be carried out by using inferential statistics.

Key Words: Information Communication Technology, Biometric Attendance Systems, Closed-Circuit Television, Students' Discipline

Introduction

According to European Journal of Computer science, many important changes have occurred in the last few years in the education sector which have resulted to requirement for school leaders and teachers to upgrade and refine their technological skills, in order to cope with the complexity of the sectors changes. One way of coping with the sector changes is integration of ICT (Mkire (2011). ICT is recognized as change catalyst in terms of work environment, information exchange and handling, instruction methods, approaches of learning, scientific research and information access. ICT has become useful in human resource and pedagogical management among other uses, thus, its integration in students discipline management can be of great benefit since student's disciplinary problem has been a major concern in school and a major challenge facing teachers at school and society at large. Dada et., al., (2014) pointed that school indiscipline is a

phenomenon that is multifaceted in regard to its display and the causes, meaning and function in the social and pedagogical fields.

According to Wyk (2001) the tendency to, and gravity of indiscipline is a universal concern. This correlates with Chimdiya (2021) who noted that poor discipline in school favors violence and unsafe environment within a school community resulting to lower achievement rates. Simatwa (2002) noted that the main aim of discipline both at school and at home is nurturing young people who will be responsible in future, therefore the aim of school discipline management should help students to cope with each other and to be useful in the society. Numerous studies on student discipline and indiscipline issues points to the importance of discipline management. As researchers attempts to come up with the best way to handle disciplinary issues, it has been evidenced that schools worldwide are grappling with overwhelming increase of incidences of student indiscipline behavior which has posed great challenges to educators concerning maintenance of effective school discipline (Phuntsho (2021).

According to Araujo (2022), study on Britain schools, "Disruptive or disputed; qualitative study", which was aimed at expanding his previous work and exploring the tension and contradiction in conceptions of discipline, it was established that discipline has been a concern, as the official report had declared that indiscipline is a serious problem in only a few schools. This study correlates with, Ofsted (2001) who maintained that discipline is an issue of growing concern in UK, a study that employed observation, interview and collection of schools documents to examine the current official discourse on school discipline in Britain, which had been fueled by the laid guidelines that were controversial leading to deepening of social inequality in education. The New Labor manifesto, Green and White paper and official guidelines promoted discipline that did not affect all the pupils equally, but rather proposed that indiscipline originated at home; predominantly in certain cultural and social backgrounds. Ofsted (2001) suggested that there is need to move away from two extreme concepts of the label - indiscipline, which categorize pupils as either causing disruption or as having questionable conducts ,this, is a disadvantage to some minority ethnic group. The study further suggestion is that, institution and organization process need to be considered in order to ensure social fairness in handling discipline issues. The findings were that indiscipline happens as a result of such factors as pupils' home, the school, and where the school is located. The most cited cause is poor parenting. Thus, student indiscipline is acquired from home. The study fails to propose that parents or guardians need to be brought on board concerning issues of student discipline.

The Americans expect learning institutions to nurture children who are self-disciplined. This is by putting in place measures that are geared to checking indiscipline cases. According to Phuntsho (2021), discipline management in urban middle secondary schools: principals, counsellors, students and parents' perceptions. The study examined disciplinary issues and different stake holder's perception in order to come up with strategies to keep students in the education system and also help students to improve their discipline in an attempt to enhance the current practices of managing ethical issues concerning student discipline in school. The research study used qualitative design to review strategies used by classroom tutors whose effectiveness is deemed to be high leading to achievement of long- term self-discipline and at the same time management of the class and discipline control aiming social development.

Schools in India are also evidenced to have indiscipline issues. According to Diksha (2022), India parenting reports that, for the last decade the standard of discipline is fast deteriorating in schools. Further revelation is that indiscipline occurs due to ill maintenance of discipline in education institution which hinders the success of any education goals achievements (Diksha 2022). According to this research study, some schools in India were found to have indiscipline concerns even after resumption of teaching and learning after COVID-19. Gitonga (2022) established that after pupils were back to class teachers faced numerous challenges that were to do with discipline cases, attendance issues, concentration levels and learning loss. The research study established the same challenge in India after COVID-19. Additionally, there were cases of increased outbursts happening in post-COVID-19 times; and only 2-3 percent of students used to create issues and disturbances, but indiscipline issues have now risen since then. The teachers have difficulties in handling arising issues such as bullying, physical fights and verbal abuse. Ability to concentrate and attendance has been affected, only 40-50 percent are present for class. Studies have proposed the need to have an active parent teacher's association in all the schools in order to create awareness among parents. This will enable them to understand the importance of taking their children learning and behavior and being closer to teachers as better way out. It will also help them to know and follow the progress of their children. The research study points out to the need of using technology to achieve this interaction.

Jiri (2018) focused on difficult in defining the term: students' indiscipline and influencing factors, methods used to identify students who are not disciplined and consequences. The study proposes development of positive class conduct not just repressing or eliminating misconducts.

African schools and indiscipline issues

In Ghana, student indiscipline has been evidenced, (Gyapong et. al, 2021). The study investigated measures that are in place to deal with indiscipline among the junior high school using a qualitative study underpinned by positivist paradigm using descriptive design. The study established such indiscipline as, leaving the school compound, physical aggressions, disturbances, out of seat behavior among others caused by school size, home and individuals' factors, authenticity, and peer pressure group resulting to low performance and drop out. The study recommended that school administration and other stake holders should collaborate with guidance and counselling to organize for programs focused on the form of indiscipline exhibited by the students and that there should be collaboration with the parent teacher's association to effectively tackle student's behavior in the school and at home in order to reduce indiscipline.

In Nigerian, (Dakana, 2016) examined risk factors of indiscipline cases on student academic performance, its implication for teacher's effectiveness and relate its potential for corruption terrorism. Basic suggestion is a rethink of the effectiveness of the teacher and the state of school environment. Osman (2021), investigated the influence of head teacher on student discipline in terms of head teacher observance of time and school rules administering and admission of punishment. Descriptive statistics of qualitative data informed on proposal for training of school leaders on how to handle students' discipline.

Students' indiscipline in South Africa has also attracted researchers, it has been established that indiscipline is undermining teachers' authority and achievement of academic goals after abolishing of corporal punishment. Shaikhmag & Naido (2021) recommends alternative forms of disciplinary measures to supplement corporal punishment in order to minimize learners' misconducts.

Tanzania schools are also established to be grappling with indiscipline according to Yaghambe and Tshabangu (2013), disciplinary method in ten schools were established. Muusa (2015) investigated the role of school indiscipline on student academic. Ngalya (2017), established indiscipline cases in public secondary schools. In Uganda, Awor (2016) investigated the influence of students' indiscipline on academic performance in o level secondary schools. Hassan (2021), explored Islamic University students' indiscipline that commonly occur. Korugyendo (2022), assessed the effectiveness of guidance and counselling in promotion of discipline of learners. All these studies evidenced discipline issues.

Studies carried out in Kenya have established that student discipline is of concern. According to Gekonge (2010), various factors cause indiscipline among secondary school students. Itatu (2015) studied the effect of indiscipline on academic performance of secondary school students. Waithaka (2017), examined regular occurrences of student disciplinary issues in public high schools, the study argued that student's indiscipline is caused by: students lowered self-esteem, in-adequate infrastructure and failure to meet students' needs, this study collates with Kagoiya (2018) that established absenteeism, truancy and lying to be prevalent in many secondary schools. According to Ndaita (2016) for a long time now Kenya, has continued to record increasingly cases of indiscipline among students in public schools. To enhance management of students' discipline ICT integration is of great roles among many other uses.

In Nyandarua there is extensive study in ICT and pedagogical management (Waruingi 2021). A study conducted by Wambugu (2012) on adoption of ICT specifically on the negative impact of mobile phone on student discipline argued that students are negatively affected. The study recommends the use of ICT to enhance student discipline. This study proposes the use of ICT to fill the gap in students' discipline management by enhancing the laid down policies and procedures. The location of the study is Nyandarua-North sub-county in Nyandarua county.

Statement of the Problem

According to Dunham (1984), effective discipline helps in the achievement of goals, expectations and instilling a sense of responsibility in students, this correlates with Okundi (2020) urges that conducts of students call attention to all education stakeholders, the study, further points that, effective teaching cannot take place in an insecure environment created by indiscipline.

In Kenya, lack of school discipline is still a challenge in most schools, Njoroge and Nyabuto, (2013). Several measures have been adopted to manage student discipline for example parental intervention, guidance and counseling, clearly spelt

school rules yet indiscipline has not fully been curbed in schools, Ndaita (2016). For a long time, Kenya has continued to record increasingly cases of indiscipline among students in public schools. Search for better mechanism for discipline management to curb indiscipline preference is being undertaken by all the stake holders. The government emphasizes use of guidance and counseling and sometimes set commissions to investigate causes of such indiscipline as school unrest. The ministry of Education formulate polices on discipline management which has cascaded down to school rules and policies. Yet, school administrators are still struggling with student's discipline management in order to curb disruptive behaviors. This correlates with Kongovia (2020), who points out that management of students' discipline still remains a big problem in Kenya schools.

This study proposes the use of information communication technology to enhance discipline management. Unless, ICT is integrated, discipline management committee, discipline masters, teachers and school administrators will continue being exhausted during disciplinary process, time that would have otherwise been used for academic attention will be wasted, at a time leading to loss of resources, thus, the study proposes ICT integration to enhance discipline management in Nyandarua -North sub-county.

Literature Review

According to (Gitonga 2020), digital technology has significant impact on schools' leaders and teacher's role, inevitably, there is need to implement and sustain technology for innovation. This correlates Makhhu and Kamoer (2012) who observed that, the complexity of technological changes has led to far-reaching development in management systems especially on management task at individual and institutional level. Studies on education and ICT in pedagogical management have established that ICT is of great benefit. A number of studies have been done, for instance, Aarseth and Haranki (2012), Dudency (2010), Barry and Newby (2018), Dhaya (2016), are in agreement that the use of ICT has resulted to better pedagogical management. Dudency (2010), observed that ICT serves critical function of providing a rationale, set goals and vision of how education systems can benefit if ICT is integrated not only in teaching and learning management but also in other areas. This correlates with (Kazi et. al., 2012), study which concludes that the effect of ICT in curriculum, classroom and student have been studied comprehensively but there is a dearth in literature about using ICT for school administration purposes.

Globally, ICT has been integrated in management and administration of schools. A study carried in management of schools in Maldivian schools established that even though the facilities of ICT and equipment's of ICT are available in some Maldivian school, ICT is not used effectively in education management of schools, rather it is used to some extent for daily administrative purposes of the school (Hoque et al, 2012).

Several studies have highlighted the contribution and benefits of ICT for effective administration in the education sector, Aduwaogiegbaen and Iyamu (2005), Krishnaveni and Meenakumari (2010), (Lazarus, et. al, 2013), and Mue (2014), and The New Educational Review (2012). These studies have established that ICT plays a great role in communication process, record keeping, monitoring of performance improvement in physical and human resources management thus resulting to effective administration.

In Africa, research done in schools such as Bridge International schools in Liberia, Nigeria and Kenya (2018), found out that tablets used for learning and also for centralized data collection, monitoring teacher's absenteeism and tracking effectiveness of teaching and for procurement decision making. In sub-Saharan African countries, it has been observed that EMIS is used for purpose of attendance. ICT is used for communication, creation, organization, dissemination, storage, retrieving and management of information making it possible for educational managers to be more efficient and accountable, Krishnaveni (2010). This study correlates with (Oguta, et. al, 2014), which established that incorporation of ICT has given most of the African school a positive sign to better management, transparency, accountability and effective leadership.

Kenya has not been left out in ICT use in managing education, Noki (2020), noted that Kenyan government has made attempt to actualize vision 2030 by introducing the National Education Management System NEMIS which collects data and information on Education institutions aimed at tracking government capitation ensuring effective financial management. Ngugi (2012), on an investigation into the extent of use of ICT in Naivasha studied the effective application of ICT related technology in administrative activities an essential in enhancing efficiency in secondary school. As management tool ICT has made school management task less complex in terms of coordination of teaching and learning process, financial and human resource and general administration and instructional management (Mingaine 2013).

A study on institutional management carried out by Mingaine (2013), observed that ICT has made school management less complex in terms of coordination of teaching and learning process financial; human resource and general administration. This correlate with Oyler et al., (2015) that observed that schools have used ICT in directing and controlling activities which are such as staff and students record and store management and procurement process.

The need for integration of ICT in management has further been emphasized by Reddi (2011) who observed that schools are integrating ICT in management of finance, co-curriculum activities, infrastructure and human resource management tasks. This correlates with (Oguta et. al., 2014) who established that ICT enhance day to day management of institution enabling schools to improve efficiency and cope with rapid changes of the world. Management efficiency has also been emphasized, Meanakumali (2010), who observed that ICT is being used in school to communicate, store, retrieve and manage information thus making school managers efficient and accountable.

Efficiency in management has also been observed by Makewa et al. (2011), that observed that integration of ICT into secondary school administrative process enhance overall students records by making it more accessible to many. This correlates with Makhances and Kamper (2012), argued that ICT automation of admission process from inquiry to students applying for admission through electronic media, registration and enrolment using ICT has improved management initiative to adequately handle both student and stakeholder related issues. A study by Alexander (2012) pointed that ICT has enabled allocation of work, follow up of attendance and leave management as well as performance appraisal raising efficiency in task distribution, data collection and management.

The above reviewed literature has established that ICT has been used in management resulting to efficiency, though as established by Beigion (2017), ICT is not highly upheld in secondary school management in other areas because the principals are not keen in implementing it, watering down the benefits of use of ICT in education sector. Ikuko (2020) urges that education sector managers need to keep pace with technology to enable availability of student personal data on learning achievement history and health records from primary to probably high institution which can be accessed by a click of a button. This data would later sort out placement crisis in course selection and specialization in job market.

The above review points out little work on ICT use in students' discipline management. Thus, this research study purposes to fill the gap on ICT use in discipline management enhancement. There is need to use ICT in students' discipline management especially being used as a tool to enhance the laid down school discipline management guidelines like school rules and policies, guidance and counseling, school disciplinary committee, parental intervention and others by specifically providing evidences to offenses that occurs beyond the watchful eyes of the teachers. In the long run, ICT use will lead to preventive measures for disruptive behaviors thus, minimizing offenses in schools.

Research Methodology

The researcher used mixed method approach, Johnson and Onwegbuzie (2004), points that mixed method study involve mixing or combining quantitative and qualitative research techniques, methods, concepts or language into a single study. A core assumption of mixed method is that, it enables a researcher to combine statistical trends with stories and personal experiences, Creswel (2012). This method thus, enabled the researcher to collect and analyses qualitative and quantitative data on use of ICT on students' discipline management in order to answer the study research questions, as pointed out by (Schoolnenboom, et. al, 2017), that the method allows collecting and analyzing both quantitative and qualitative data to understand the phenomenon better and answer the research questions. The researcher aimed to answer questions on information communication technology influence on students' attendance discipline, management of discipline during prep times, maintenance of class properties discipline and maintenance of examination discipline in order to enhance discipline management in Nyandarua North sub-county. Quantitative data on demographic information of the respondent and institution use of information communication technology were collected to develop the dominant qualitative data on the experience and opinions of the respondent in the use of information communication technology on students' discipline. The researcher used one on one interview to interview the principals using inductive strategy. Obtained data were analyzed using quantitative and qualitative data analysis methods. The findings were presented in tables and figures.

Research Design

Descriptive survey design was used. The main advantage of this design is that it enabled the researcher to assess the situation within the study site (Kothari 2003). The design, thus enabled the researcher to assess the use of information communication technology on students' discipline management in the sampled schools. According to Cooper (2006), the

the research design is "a blueprint for fulfilling objectives and answering questions; and constitutes the blueprint for collection, measurement and analysis of data." It is concerned with finding out who, what, where and how a phenomenon concerns a particular study. In light of this, this study seeks to find out influence of information communication technology on students' discipline management.

Target Population

A population or entity for a study is any group of individuals which have one or more characteristics in common that are of interest to the researcher (Cooper, 1996). The target population for this study comprised all the public schools in Nyandarua-North that uses information communication technology in managing students' discipline. Thus, principals of these schools were the study target. The list of the principals was obtained from the sub county director office in order to obtain accurate information.

Sampling Procedures and Techniques

The study employed purposive sampling technique to select schools to be studied. According to Creswell (2012), purposive sampling implies, to learn or to understand the essentials of a phenomenon, a researcher selects individuals and study sites intentionally. The researcher intentionally selected study site. From a population of thirty public secondary schools in Nyandarua North, the researcher categorized all the schools into, day (19), boarding (4) and day/boarding (7), then strategically selected from each category, inclusion criterion was integration of information communication technology on students' discipline management. From reliable sources only 10 schools met inclusion criteria, 4 day- schools, 4 boarding and 2 day/boarding, thus a sample size of 10 schools which is within range of minimum sample size for interview was used. Dworkin (2012) points that most authors suggest a sample size of 5-50, which he points that, this leaves room for error, to caution the error, Dworkin proposes selection of sample from homogeneous population. The sample of 10 selected schools was homogeneous to the target population.

Sample Population

The sample population comprised of the 10 principals drawn from a target population of the ten schools that had integrated information communication technology. The sample was homogeneous with the target population, it shared the same characteristics with the target population in that the selected school uses ICT for discipline management. Thus, 10 principals were purposively selected because they work in institutions that have integrated ICT in discipline management. They all had equal chance.

Construction of Research Instruments

Interview guide schedules were constructed by the researcher for in-depth interview. The guides were important in helping the researcher to focus and be organized in interviewing the respondents. Bird (2016) define interview guide as, a list of high level topics that outline high level questions that the researcher want to answer, thus the researcher listed questions under forms of ICT used, discipline enhanced and the influences of information communication on students' attendance discipline, maintenance of prep time discipline, maintenance of class properties discipline and enhancing of accepted conducts during examination. Respondents' general information and inputs for meeting the study's objectives were sought. The schedule also sought the respondent's consent.

Test For Validity and Reliability:

Test for Validity

Reviewed articles established that instrument validity is established if it measures what it is intended to and accurately achieve the intended purpose (Patten et al, 2004, Wallen & Fraenkel, 2001). Further argument is that can be drawn from this is that validity is the degree obtained from data analysis. If the analysis represents the actual phenomenon under study, this implies that any given instrument should measure what is outlined in the objectives so as to achieve validity. The researcher presented the instrument in one of the schools within the study area. The selected school for piloting was not included in the main study. These instruments were then presented to experts in the area of study for review and for further improvements. The expert's recommendations were incorporated in the final instrument construction.

Test for Reliability

According to Drost (2011) reliability is the degree to which measure of a construct is consistent or dependable, indicated by consistency between measurement of the same construct administered to the same sample at two different point in time, thus, instrument reliability was tested using test re-test method. The instruments were administered in one selected school for piloting and then scored. After a period of one week the instruments were administered in the same school to the same respondent. Consistence in the first and the second responses from the same respondent portrayed reliability.

Data Collection Methods and Procedures

The researcher used an in-depth interview as per the constructed interview guide. Boyce (2006) defines, in-depth interview as a qualitative research technique that involves conducting intensive individual interview with a small number of respondents to explore their perspectives on a particular idea, program or situation. Thus, the researcher interviewed the sampled ten principals in person using one on one approach to gather their demographic information and institution use of information communication, further the researcher intensively interviewed the principals using inductive strategy to gain information on their experiences, and opinions on the use of information communication technology in students' discipline management to inform the study objectives. The researcher took notes under each interview questions and then summarized the notes and analyzed them immediately after the interview.

Data Analysis Techniques and Procedures

The researcher used both quantitative and qualitative data analysis technique. The obtained data on respondent demographics and institution use of information communication were analyzed using descriptive statistics while qualitative data on respondents experience and opinion on use of information communication technology which was inform of words and text were analyzed using thematic analysis technique to get themes and patterns. The researcher used thematic analysis which allowed the researcher to understand general themes and how they are related in the obtained data. The researcher then generated and coded themes from the obtained data, the themes were reviewed, defined and named and thus enabled the researcher to write up the results (Caufuld 2022). Convergent design was used for merging quantitative and qualitative data set at interpretation phase, conclusion was drawn based on the strength of the two data set to understand the influence of information communication technology on students' discipline management. Tables and figures were used to present both quantitative and qualitative data results. Quantitative data was used to develop qualitative data.

Results And Discussion as Per Research Questions:

Influence of ICT on enhancing attendance discipline management

Establishment that 40% of the sampled school uses Biometric attendance system to enhance management of absenteeism, truancy permission, sneaking and lateness.60 % did not use any form of ICT to enhance attendance discipline management

Influence of ICT or enhancing prep time discipline management

It was established that the 90% of the sampled school used closed circuit television to manage sleeping during prep time noise making, coupling tendencies and fighting.10 % of the sampled schools did not use any form of ICT to enhance students' prep time discipline.

Influencing of ICT on enhancing class properties discipline

It was established that 90% of the sampled school uses closed circuit television to manage theft, vandalism and breakages.10 % of the sampled schools did not use any form to enhance students' class properties discipline.

Influence of ICT on enhancing examination discipline

It was established that 90% of the sampled school used closed circuit television to manage sneaking *Mwakenya* (cheating materials), sleeping during examination, asking friends and copying from any source.10 % of the sampled schools did not use any form of ICT to enhance students' examination discipline.

Conclusion And Recommendation:

Influence of ICT on Enhancing students' attendance discipline

It was concluded that integration of ICT on student attendance is at very low extent, only four schools used Biometric attendance systems out of the ten purposively selected schools. The study recommends integration of ICT for students' clock in and clock out.

Influence of ICT on Enhancing Students Prep Time Discipline

It was concluded that use of ICT has positive influence on enhancing management of students prep time discipline. The researcher recommends use of closed -circuit television in management of discipline in learning institution in order to enhance discipline management.

Influence of ICT on Enhancing Student Class Properties Discipline

The study concluded that use ICT has positive influence in management of class properties discipline. The study recommends integration of ICT in learning institution in order to enhance discipline management.

Influence of ICT on Enhancing management of Students' Examination Discipline

The research article established that ICT use has positive influence in students' examination discipline. The study therefore recommends integration of ICT in learning institution.

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Ethical pledge:

The researchers wish to confirm that they followed full ethical considerations and acknowledged their sources appropriately without plagiarizing or duplicating other people's works unprofessionally.

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The researchers have conceded that they are the sole authors of this research article that creatively contributes to the world of academia.

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Ethical considerations statement:

This research article followed all ethical standards for research without direct contact with human or animal subjects. Where ethical clearance was needed and/or required, it was sought for this research study, it was done appropriately.