

The challenges experienced by integrity clubs in public secondary schools in Nairobi City County, Kenya

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ABSTRACT

In Kenya, the Ethics and Anti-Corruption Commission (EACC) launched Integrity Clubs (ICs) in secondary schools in 2011 to teach students moral values and promote ethical behavior. Despite this, indiscipline and moral challenges have been found in most of the public secondary schools in Nairobi City County to continue to pull down the success of these clubs. Behavioral theory leading the study inspired the research by focusing on reinforcement and environmental factors contributing to the development of behavior to understand the ways Integrity Clubs can or cannot foster moral values. A convergent parallel mixed methods design was used, and the focus was on students, teachers, principals, and the Ministry of Education, as well as EACC officers, and a total of 448 respondents were sampled using the convergent parallel mixed methods design. The sampling of students was stratified random, whereas the planned population was the administrators and policymakers, who were purposively sampled. The methods of collecting data included questionnaires, interviews, focus group discussion, and document analysis. Descriptive and inferential statistics using SPSS version 25 were performed on quantitative data, and qualitative data were subjected to thematic analysis. The results demonstrated that ICs have the potential to affect ethical conduct positively by means of debate, mentorship, and value-based campaigns but are limited by ineffective administrative support, static strategies to reinforce the initiative, unorganized programming, and scantiness of resources. The participation was also negatively affected by low student motivation, peer pressure, and external socio-economic influences. At the end of the study, it is concluded that the success of the ICs is conditional upon consistent reinforcement, institutional commitment, sufficient facilitation, and active stakeholder participation. The policy suggestions involve the organized introduction of IC activities within school culture, improved training and engagement of club patrons, and improved resource proportions to maintain behavioral reinforcement strategies. These results can be used to form guidelines on education policy, as well as a follow-up in promoting the need for value-based learning in tackling moral decay among the Kenyan youth.

Keywords: Convergent Parallel, Ethical Behavior, Integrity Clubs, Moral Values, Ministry of Education, Resource Constraints, Behavioral Theory

I. INTRODUCTION

The issue of moral decadence and the increased cases of indiscipline in secondary schools is a long-standing issue in Kenya and in the rest of the world. Since learners are going through the adolescent part of their life which is a crucial phase of building identity and character, the school setting is supposed to foster not only cognitive but also ethical and moral awareness. In that regard, Integrity Clubs have become an important non-formal tool of instilling the values of honesty, responsibility, patriotism and accountability among the students (EACC, 2013). Officially launched in Kenya in 2011 by the Ethics and Anti-Corruption Commission (EACC), these clubs were conceived as co-curricular projects aimed at the moral education of school children by encouraging them to behave ethically and to practice good governance through youth-led action and reflection. The efficiency and the working capacity of these clubs are still under question in spite of the good intentions. The students in the Nairobi City County, which is the educational and capital city of Kenya, are of different socio-economic, ethnic, and religious backgrounds. This has caused an elevated susceptibility to social vices like cyberbullying, drug abuse, exam malpractice, and disrespect to authority, among others due to this diversity and several complexities of urban life (United Nations Scientific, Environmental and Cultural Organization [UNESCO], 2021; Chang, 2010). In this way, Nairobi offers an interesting argument to evaluate the practical issues that Integrity Clubs in the public secondary schools have to deal with.

Although more than 2,000 Integrity Clubs had been established in the country by 2018, the EACC revealed that only 43 percent of them were active with organized activities, and most of them were not facilitated by teachers or

supported by the administration (EACC, 2018). Student unrest, vandalism and defiance cases are on the increase in Nairobi. As an example, Nairobi City County alone experienced more than 16 cases of student-led unrest and school strikes and property destruction between 2019 and 2022 alone (Ministry of Education, 2022). Such incidences indicate the possible discrepancy between the intended purpose of Integrity Clubs and their effect on the ground. This requires an examination of the obstacles that negatively affect their successful implementation and impact. The use of ethics clubs based on students to curb indiscipline among students has become popular internationally. As an example, Integrity Clubs in South Africa are a development of peer mediation models, aiming at enhancing the social skills of students and their ethical behavior (United Nations Children Fund [UNICEF], 2013). Likewise, the Integrity Clubs model has also resulted in the decrease of school violence and the increase of student accountability in Cote d'Ivoire where it is well supported (Fiske, 2008). But these models also cite the problems of poor training, poor leadership and lack of resources- similar to the Kenyan settings.

In Kenya, school dynamics including leadership attitudes, teacher facilitation, resource allocation and the overall culture of the learning institution are the factors that determine the implementation of Integrity Clubs. Nwikina and Nwile (2013) discovered that in cases where the school leadership supported the Integrity Clubs and incorporated them in the school culture, there was a sharp drop in exam cheating and other indiscipline cases. Nevertheless, in the schools where the club activities were sidelined, the integrity education was formal and, in most cases, it was a name only. The absence of structured programming, training of teachers, and clubs time distribution were found to be the major barriers (Nwikina & Nwile, 2013); EACC, 2018). These problems are further aggravated by other urban related problems in the Nairobi City County. Most schools are under pressure of high enrolment, poor infrastructure, and poor teacher-to-pupil ratios, and thus there is no much room to support long-term extracurricular activities.

Muthuuri (2022). found that 32 percent of the secondary schools in Nairobi had at least one severe case of indiscipline per term, which begs the question of whether the current ethical education systems are effective. In addition, Nairobi students are being exposed more and more to the modern ethical issues like dishonesty through digital media, exposure to violent media content, and peer pressure enhanced by social media. Although Integrity Clubs are supposed to be the safe environments where students can discuss and clarify their values, their involvement is usually compromised by the academic pressures, the ambiguous club missions, and the absence of rewards. The teachers and patrons have complained of the inability to maintain the interest and the commitment of the students, particularly when the clubs are not given institutional priorities or are not scheduled.

There is also the influence of administrative buy-in and policy enforcement on club functionality. In most schools, the guidelines of EACC are not followed through since there are no monitoring systems, club patrons are not trained enough, and the significance of values-based co-curricular participation is simply underestimated. This apathy on the part of administration does not allow uniformity in the implementation of clubs across schools, thus causing differences in the difference in club impact. The potential of Integrity Clubs to transform is seriously hampered without system-wide commitment. Based on the foregoing, it is clear that though the Integrity Clubs are very promising as a means of inculcating moral values in students, they are faced with systemic, institutional and socio-cultural issues that undermine their efficiency. The policy-practice gap still exists, and without empirical research, it is hard to tell what exactly prevents these clubs to work in the Nairobi situation in the best way possible. The scenario is also worsened by the fact that there is lack of research on the structural, operational and behavioural issues that these clubs encounter in urban public schools. Although the policy discourse surrounding Integrity Clubs is largely positive, the lack of evaluative research leaves a gap, which policymakers, educators, and the EACC can hardly fill with evidence-based changes. This research thus aims at addressing this gap by zeroing on this issue as faced by the Integrity Clubs in the public secondary schools within Nairobi City County, Kenya. This study will be able to unpack the barriers to club success by evaluating the presence of issues like teacher facilitation, administrative support, student engagement, resource availability and club visibility within schools. The insights that will be developed will be useful in informing future interventions that will enhance the role of Integrity Clubs in developing ethical, value-driven youth in Nairobi and other parts of the country.

1.1 Problem of the Statement

Although the Kenyan government has been keen on institutionalizing Integrity Clubs in secondary schools since the year 2011 through the Ethics and Anti-Corruption Commission (EACC), incidences of indiscipline, moral decay, and unethical student behaviour continue to be reported in most institutions. Cases of student riots, strikes, drug abuse, theft and examination cheating have been reported in the Nairobi City County, which implies that moral programs such as Integrity Clubs are not operating at their best. As an example, the Ministry of Education (2022) recorded more than sixteen instances of student-led unrest over the last three years (2019-2022), whereas the Teachers Service Commission (2021) indicated that 32 percent of all the public secondary schools have significant behavioural infractions per term. The above alarming statistics raise concerns about the effectiveness and efficiency of the Integrity Clubs, particularly in the context of Nairobi, which is a unique urban and multicultural environment. There is

emerging evidence that although Integrity Clubs are a well-intended idea, the implementation of the same has been associated with a lot of structural, administrative and operational difficulties. The EACC (2018) indicated that despite having over 2,000 clubs established in the country, only 43 percent of them were said to be active and most of them were characterized by the absence of teacher facilitation, lack of funding, little administrative support, and integration into the school culture. The role of students in behavioural influence is further undermined by poor attendance and little knowledge of the purpose of the club. Other schools use Integrity Clubs as a ceremonial and not a practical platform, and others have no trained patrons or organized activities that correspond with the real-life experiences of the students. This is unequal application that weakens the transformative power of the clubs and causes lost opportunities in value-based education. That being the case, the need to question the nature of challenges that Integrity Clubs encounter in the Nairobi City County public secondary schools can no longer be ignored. The county is a special case as it is socio-economically diverse, has a high digital exposure to students, and has increased publicity of student misconduct in the media. Unless there is the empirical understanding of the structural impediments, operational inefficiencies, and contextual constraints that plague these clubs, stakeholders such as school administrators, the EACC, and education policymakers are not in a position to make informed decisions to enhance their functionality. It is in this light that this study shall seek to address this gap by examining the nature and magnitude of obstacles that impede Integrity Clubs in an attempt to come up with practical recommendations that can be used in enhancing moral education systems within city schools in Kenya.

1.2 Research Objective

To examine the challenges experienced by integrity clubs in public secondary schools in Nairobi City County, Kenya

II. LITERATURE REVIEW

2.1 Theoretical Review

The Behavioral Theory which was proposed by such theorists as B.F. Skinner argues that human behaviour is acquired in the course of interaction with the environment, especially through the reinforcement and punishment processes. Within the framework of the present study, the theory serves as a source of knowledge about the process of students learning and demonstrating such values as integrity, responsibility, and honesty due to their involvement in the activities of Integrity Club. These clubs are trying to influence the behaviour of the students by developing an atmosphere which supports ethical behaviour and discourages moral deviance. When a good moral behaviour is rewarded, e.g. being rewarded when one is honest or when one leads others, students tend to do the same behaviour again (Skinner, 1953).

In this study, the Behavioural Theory is used to examine how the issues that face Integrity Clubs can interfere with or undermine the reinforcement mechanisms that are needed to bring about positive behavioural change. As an example, the positive reinforcement of moral behaviour that is expected due to Integrity Club activities may not be realised when there is no consistency in the activities, when the activities are not well facilitated or when there is no administrative support. Rather, they might be getting mixed signals in their surroundings, including witnessing the teachers or administrators behaving against the principles of the club, which negatively affects the learning process (EACC, 2018; Walczak, et al., 2010). Such contradictions prevent internalization of moral behaviours that the clubs are supposed to develop.

Moreover, Behavioural Theory can be used to explain the reason why Integrity Clubs achieve better results in some schools than others. The theory states that behaviours are affected by the immediate situation, such as peer modelling and accessibility to structured activities. Accordingly, the issues of untrained facilitators, insufficient time, or inadequate student involvement restrict the environmental stimuli to support the desired behaviours. Without them, students will not repeat or appreciate the ethical behaviours that are being encouraged (Cinar, 2019; UNESCO, 2005). The theory therefore advocates the study of how these environmental shortages contribute to poor behavioural performance of students.

Finally, the theory is also used in directing interventions. This study will be able to suggest measures that can be taken to correct the situation in the operation of Integrity Clubs by determining which reinforcement mechanisms are not used or misused in the operation of the clubs. As a case in point, praise, systematic rewards, or peer-based recognition may support the motivation and involvement of students. Also, the negative reinforcement that students might face, i.e., being mocked at when participating in clubs or not being supported by the teachers, can be addressed to prevent the obstacles to ethical behaviour. It follows that Behavioural Theory provides an effective perspective not only through which the challenges affecting Integrity Clubs may be examined but also through which practical recommendations may be made based on the principles of behaviour modification (EACC, 2013; Zulela, et al. (2022).

2.2 Empirical Review

2.2.1 Challenges ICs Face in Schools

Despite their significant role in promoting ethical values and shaping the moral behavior of students, Integrity Clubs (ICs) face several challenges that hinder their effectiveness. One of the most pressing constraints is inadequate funding. Many public secondary schools operate under limited budgets that prioritize academic performance and infrastructural needs, leaving co-curricular programs like ICs underfunded (Mugambi, 2022). Without sufficient financial support, ICs struggle to organize essential activities such as seminars, workshops, outreach programs, and integrity awareness campaigns; initiatives that are crucial for instilling values of transparency, honesty, and civic responsibility among students (EACC, 2013). Furthermore, schools often do not allocate resources for activities conducted outside the classroom setting, as academic achievement remains the central focus of most institutions.

Another major challenge affecting the functionality of ICs is the low level of student participation. Since Integrity Club activities are typically voluntary and lack immediate extrinsic rewards such as grades, certificates, or scholarships, students may perceive them as less valuable compared to academic pursuits (Caravita et al., 2014). As a result, participation is often limited to a few committed individuals, while others may be demotivated by the lack of recognition or tangible incentives. Without structured support systems or acknowledgment, students who demonstrate ethical behavior through ICs may feel undervalued, which ultimately reduces long-term engagement. A potential solution is the introduction of reward mechanisms, such as certificates of merit, leadership recognition, or academic credits for civic engagement, which can incentivize participation and reinforce the importance of ethical behavior (Peck et al., 2016).

Additionally, peer pressure and negative societal influences present considerable obstacles to the success of ICs. In environments where unethical behavior such as cheating, favoritism, and dishonesty is normalized, students who attempt to uphold integrity may face ridicule or social isolation (Teachers Service Commission [TSC], 2021). Peer disapproval can deter students from participating in ICs, especially when moral conduct is viewed as unpopular or unrewarded. Furthermore, the broader societal culture often undermines the values promoted by Integrity Clubs. The frequent exposure to public scandals involving corruption, embezzlement, and unethical leadership in Kenya can create a cognitive dissonance among students, making them question the utility of upholding moral standards when such behavior is seemingly unrewarded in adult society.

To overcome these challenges, schools must institutionalize support for ICs through deliberate policy integration and active administrative involvement. This includes budgetary allocations for IC programs, embedding ethics education within the formal curriculum, and creating mentorship opportunities with morally upright community members who can serve as role models (Ministry of Education, 2022). Equally, schools should implement positive reinforcement strategies, such as public recognition and school-wide celebrations of ethical conduct, to affirm the importance of values-based education. By addressing the financial, motivational, and cultural barriers to participation, ICs can be better positioned to fulfill their mission of nurturing responsible, principled, and civically engaged students.

III. METHODOLOGY

3.1 Design of the Study

The research study utilized convergent parallel mixed methods research design which allowed the researcher to gather both quantitative and qualitative data at the same time and yet analyze the data separately followed by such integration of the findings (Cohen & Manion, 2000; Creswell & Clark, 2011). The decision to use this design was provided by the statement of the purpose of the study: to examine the challenges to Integrity Clubs (ICs) in the Nairobi City County secondary schools. Student-provided quantitative data gave measurable patterns on the barriers of participation, and the qualitative knowledge obtained by talking to teachers, principals, and EACC officials offered more insight into instinctual and cultural barriers. The design was thus appropriate given that triangulation was possible and that a more comprehensive picture of the intricate factors that present challenges to the effectiveness of ICs would be met (Creswell, 2014).

3.2 Location of the Study

The research was carried out in Nairobi City County; a place that was chosen because of its cosmopolitan character and because it is the pilot area of the establishment of integrity clubs in Kenya. The variety of schools in Nairobi, in terms of socioeconomic factors, exposure to the real-world issues like digital ethics, peer pressure, and indiscipline, among others, made it a perfect environment to evaluate the real issues facing the implementation of Integrity Clubs. Student unrest, drug abuse and examination malpractices are also very high in the city and this was a good background to assessing the operational challenges and constraints of the clubs (Mugambi, 2022).

3.3 Sample Size and Sampling Procedure

The sampling method employed was multi-stage whereby stratified, purposive and simple random sampling were used to make it representative. The stratification of public secondary schools was done by sub-counties and five sub-counties were purposively selected according to the existence of active Integrity Clubs, and disciplinary issues. At these sub-counties, the schools were sampled randomly and key informants like principals, club patrons, and EACC officials were identified purposefully. The total sample of 448 respondents was selected, 382 students, and 66 stakeholders. This sampling plan made the study to cover a wide range of experiences and views on the issues that constrained the effectiveness of Integrity Club in Nairobi (Mugambi, 2022).

3.4 Instruments of Data Collection

The research applied a combination of questionnaires, key informant interview schedules, focus group discussion guides, and document analysis instruments. The survey questionnaire on students was based on the perceived effectiveness and functional challenges of Integrity Clubs. Structural, administrative and contextual barriers such as poor support, training, and resources were discussed in key informant interviews with education officers and school administrators. The lived experiences of students given by FGDs pointed out internal club processes of uneven attendance and peer indifference. Further, the analysis of documents of Integrity Club documents, policy circulars, and school reports were used to supplement primary data to increase reliability and depth (Mugambi, 2022).

3.5 Analysis of Data

Both quantitative and qualitative analysis was used to analyse the collected data. The SPSS Version 25.0 was used to analyze quantitative data in the questionnaires where frequencies, means, and percentages were calculated to determine the prevalence and the nature of the challenges experienced. The relationships between club participation and perceived barriers were evaluated with the help of inferential statistics, such as chi-square tests.

IV. FINDINGS & DISCUSSION

4.1 Challenges Facing integrity Clubs in Public Secondary Schools

4.1.1 Frequency Analysis of Challenges

Table 1 provides a frequency distribution of the various challenges encountered during the implementation of Integrity Clubs in public secondary schools, highlighting the most commonly reported obstacles faced by these initiatives.

Table 1

Implementation Challenges Frequency Distribution

Challenge Category	Frequency	Percentage	Rank
Lack of awareness	127	34.1	1
Limited teacher involvement	98	26.3	2
Insufficient resources	89	23.9	3
Academic workload conflicts	76	20.4	4
Weak administrative support	71	19.1	5
Poor infrastructure	54	14.5	6
Lack of student interest	47	12.6	7

The frequency analysis of implementation challenges in Table 1 identifies lack of awareness as the most prevalent barrier, affecting 34.1% of respondents. This finding aligns with the correlation analysis showing awareness as a strong predictor of participation. Limited teacher involvement emerges as the second most significant challenge at 26.3%, consistent with the moderate correlation between teacher support and student participation. Insufficient resources rank third at 23.9%, highlighting the material constraints facing many schools. Academic workload conflicts affect 20.4% of respondents, supporting the negative correlation observed between academic pressures and participation. The ranking pattern suggests that programmatic and human resource challenges outweigh physical infrastructure limitations, indicating that solutions should focus primarily on awareness-building, teacher engagement, and resource allocation rather than facility improvements.

4.1.2 Severity Rating of Challenges

Table 2 presents the mean severity ratings of the implementation challenges faced by Integrity Clubs in public secondary schools, offering insight into which challenges are perceived as most significant by respondents.

Table 2
Mean Severity Ratings of Implementation Challenges

Challenge	Mean Severity	SD	95% CI
Lack of awareness	4.12	0.89	[4.03, 4.21]
Limited teacher involvement	3.94	0.95	[3.84, 4.04]
Insufficient resources	3.87	1.02	[3.76, 3.98]
Academic workload conflicts	3.73	1.08	[3.62, 3.84]
Weak administrative support	3.68	1.14	[3.56, 3.80]

The severity ratings in Table 2 confirm that the most frequently reported challenges are also perceived as most severe. Lack of awareness receives the highest severity rating ($M = 4.12$, $SD = 0.89$), indicating that this challenge is both widespread and problematic. Limited teacher involvement follows closely ($M = 3.94$, $SD = 0.95$), emphasizing the critical role of educator engagement in program success. The Friedman test confirms significant differences in perceived severity across challenges ($\chi^2 = 67.84$, $df = 4$, $p < 0.001$). The narrow confidence intervals for all severity ratings indicate reliable estimates with adequate precision. The consistency between frequency rankings and severity ratings strengthens the validity of these findings and provides clear priorities for intervention efforts.

While well-structured ICs had positive effects on students' behaviour, there were challenges that hindered their optimal operation. Some schools did not have sufficient resources to maintain club activities, leading to infrequent or lesser number of meetings. ICs that are well supported financially and logistically by internal and external stakeholders such as the school administration, teachers and government agencies, are likely to be more sustainable. This assertion is consistent with the suggestion by Muthuri (2022) who opined that values based education programmes have to be financially invested for them to be successful. With insufficient funds, schools do not have the resources to set up successful Integrity Club activities that have the ability to change the behavioural habits of their students.

There were also observed variations on how implementation was being done in different school environments. For instance, some schools implemented a structured approach where there were designated teacher coordinators and specific activities are scheduled while some other schools promoted ICs as optional and this resulted into non-consistent participation. The argument by Mugambi (2022) is replicated in this inconsistency, as he argued that value-based education programs, without institutional commitment may not go to the intended results. In addition, the study also indicated that student ownership in organizing events provides a boost towards the effectiveness of Integrity Club activities in schools.

In addition, students found some of the ICs redundant and apolitical, removed from their academic goals. The club activities were expected to supplement formal education, yet some students did not view the participation as being directly linked to their future career aspirations. This is in line with TSC (2021) who concludes that students are encouraged to engage in co-curricular activities when there is tangible reward, observed in case of academic rewards or advancement of career. Many schools began to integrate Integrity Discourse discussions into classroom settings, linking students into an opportunity for student leadership.

On the other hand, inadequate facilities and too few staff to monitor club activity as well as competing demands discouraged students to join the club. Ministry of Education (2022) argues that there are strong relationships between institutional resources and students' participation in co-curricular programmes. Targeted interventions like teacher training, bolstered infrastructure and deliberate student engagement efforts need to be implemented to address such challenges.

There was another major challenge of the lack of knowledge among students. Low participation rates were caused in some schools where students were not given information that ICs existed or why they should join. This was especially true in schools where school-based club activities were not in the general school curriculum. ICs were also a related challenge because students perceived that the Clubs were inappropriate for pursuing academic and career goals. However, some students did not consider club activities necessary, so fewer students participated.

ICs were also affected by external influences. ICs sometimes conflicted with the values embodied in such things as societal norms, peer pressure, or an examination focused academic system. However, many of the students had difficulty using Integrity Club teachings in the university context where ethical behaviour was not reinforced. In addition, schools had limited financial resources, which hindered them in running such meaningful Integrity Club activities. With the reduced funds earned by the schools, initiatives aimed at club activities, could not sustain and this was followed by irregular meetings and declining maximum student involvement.

It was a lack of awareness that greatly limited students' participation and engagement. In line with Peck et al. (2016), these findings support the idea that the success of extracurriculars depends on the practitioners' pricing and student-led efforts. The better engagement that Intervention Clubs had when both schools and clubs had implemented robust awareness campaigns is evidence of the power of visibility in boosting the integrity club's participation rate.

The limited involvement of teachers in Integrity Club activities constituted another important challenge. A mean score of 0.10 (SD = 0.32) indicated that teacher participation was very low in this study. In line with what Muthuuri (2022) contended that teacher engagement is a significant factor in promoting the moral education programs. A more structured and effective program was facilitated by teachers who actively supported the Integrity Club discussion and mentored the students. Nevertheless, as in many schools, teachers gave more weight to academic subjects than the extracurricular activities such as ICs, leaving a completely inconsistent and poor leadership and guidance within ICs. The institutional support was weak as the clubs were without adequate mentorship and motivation to participate and the viability of the club as an institution for co-curricular learning was weakened.

Student participation was both influenced and influenced negatively by peer influence. Some students joined an Integrity Club after peer encouragement that such learning was important, while others refused to join because of negative peer pressure. In some schools, joining Integrity Club put Social stigma on students who joined and perceived members as over obedient or rule following. The results of Mugambi (2022) are supported by this finding in relation to the role of social dynamics in dictating student engagement in moral education programs. Best performing schools that had a culture in which membership to the Integrity Club was these respected and observed higher levels of student engagement.

The competing academic workload also acted as another huge barrier, as they did not want to participate to the fullest in Integrity Club activities. Students stated that they had chosen to place more emphasis on academics and academic preparation, because club meetings, they felt were time consuming, and taken up too much time. This supports Ministry of Education (2022) observation that students tend to disregard extracurricular programs when they do not perceive any direct academic advantage. Integrating Integrity Club themes into parts of the school curriculum such as civic education and social studies made for better participation, as the students enjoyed having to choose between club activities and their classroom responsibilities.

Moreover, the ICs success was in part linked to administrative support. Besides purely blanketing campuses, schools where administrators enthusiastically 'sold' Integrity Club to staff and promoted it on campus, able to provide access to and flexibility with venues, noted higher levels of student participation. However, in schools that did not place high priority on the ICs, the programs were not structured, therefore, participant inconsistency ensued. The finding that Isomursu et al. (2011) substantiates is that school leadership is an important variable in sustaining extracurricular programs.

Other schools also experienced difficulties involving perceived inappropriateness by students of the activities of Integrity Club with regard to their aspirations for the future. Club discussions on ethical principles were often asked if they played any role in their career and personal ambitions. This agrees with Mugambi (2022), who discovered that students are more inclined to engage in extracurricular activities when there is a direct relationship between them and further success. Schools whose Integrity Club activities were anchored to leadership training, career development and scholarship opportunities attracted better student interest and the students were more committed.

In addition, it uncovered differences in participants of Integrity Club in urban and rural schools. Participation rates were higher in urban schools due to better access to resources, guest speakers, and structured club programing. On the other hand, rural schools had the problems with the lack of trained teachers to monitor club activities, limited access to educational material, as well as limited partners from the outside. The findings in this paper are in line with the results of Mugambi (2022) that resource disparity significantly affects the effectiveness of values education program. Targeted interventions could address these rural urban discrepancies within the scope of a program geared to improve ICs' sustainability according to geographical locations.

Finally, ICs have their own challenges, including low awareness about them, low participation of teachers, financial cramps, peer pressures, academics workload, administrative support problems, and disparity between urban and rural schools. These challenges must be addressed using a multi-faceted approach, first by creating awareness campaigns, like structured teacher involvement, increased funding, and incorporation of Integrity Club themes into academic subjects. These strategies will likely bring greater student engagement for schools adopting them, which will keep ICs sustainable and impactful in schools in fostering ethical development in secondary students. The students, teachers, and school administrators were not aware of the problem. (20) respondents either did not know that ICs existed in their schools or did not know the goals of such clubs. Such lack of awareness really inhibited a student's participation and enjoyment of the lesson. This study is in concordance with Muthuuri (2022) highlighting that most extracurricular programs work efficiently when they regularly advertise and students do the actual engagement as actives. Awareness campaigns associated with great visibility during implementation resulted in better participation rates, highlighting the critical role of visibility in shaping Integrity Club's overall participation.

The teachers did not participate in the activities of Integrity Club much either. Only 4 (0.10, SD = 0.32) of the 402 participants in the study participated as teachers. These accords with TSC (2021) where he asserted that teacher engagement is important in enhancing moral education programmes. An overview was made in Teachers, but they were the ones who actively facilitated ICs discussions and mentored in these discussions. Nevertheless, in most

schools, teachers thought about teaching academic subjects and extracurricular activities such as ICs, which was done with varying leadership and guidance. The institutional support that would have made the clubs as a whole more effective was missing, leaving students without proper mentorship and motivation to be active in the clubs.

For ICs to ensure their sustainability, a multilayered approach that covers structural, financial, and engagement-related challenges needs to be taken. Strengthening awareness campaigns is proven to be one of the most strategic methods to increase sustainability. The existence or importance of ICs is not widely known by many students and teachers, limiting the number of students and teachers participating and the impact. Schools that created digital platforms called on the integrity of their administrations and students to recreate the ICs and those creative schools reported higher levels of engagement. This finding was supported by UNICEF (2013), which mentioned that values education needs to be holistic and integrated in various extra and extra-curricular aspects of school culture rather than being regarded as a separate extracurricular programme.

Another important issue in facilitating club sustainability is enhancing teacher involvement. According to UNESCO (2021), the research has shown that when such training is given to teachers on values education, they are more likely to interrelate with the students skillfully in the extracurricular programs than they are without the training. According to study, schools that provided teachers with structured training for and rewards for involvement in ICs saw higher levels of student participation and improved club effectiveness. Teachers involved in Integrity Club activities running within schools were more invested in the long-term success of such programs than those that integrated it into their professional development programs. This is consistent with past research suggesting that teachers are central to the kind of ethical development that Integrity Club advocates and that teachers should be actively involved in the club's leadership.

Another challenge identified in the study was financial constraints such that most schools could not sustain club activities. Therefore, securing financial support from external sources such as state bodies, NGOs and partners of the private sector may cover the costs associated with the club sustainability. Schools that combined their own internal resources with external stakeholders to obtain funding and mentorship programs also recruited more successful Integrity Club initiatives than those that relied solely on internal school resources. Writing that values-based education programs could be effective only if the programs are adequately funded, UNESCO (2021). There was higher student engagement and long-term sustainability of Integrity Club at schools that were sponsored to run club activities like community service projects and leadership workshops.

In addition to having ICs, another important part of sustainability is cultivating student ownership and leadership. In the study, schools that gave students the opportunity to help perform and plan club activities saw higher student engagement and more significant participation in club work. Students also tended to be more committed in their involvement and more likely to encourage involvement by their peers in the leadership roles they held within the Integrity Club. This finding corresponds to what Peck et al. (2016) claimed: the more student led initiatives on values education, the better they would be in maintaining moral development, where ethical learning was more relatable and interactive. Schools who offered leadership and mentorship training in ICs found that there was a lasting effect on student behavior and engagement.

Sustaining ICs also had to do with institutional support and administrative commitment. Workplaces that do not actively support Integrity Club initiatives, have not allocated resources, and or 'do not provide scheduling flexibility' were found to be less likely to sustain club activities. However, where administrators in the other schools did not prioritize ICs, the students and teachers were unable to sustain regular engagement. The findings of Isomursu et al. (2011) show how important administrative support is for the continuity of any school-based extracurricular program. Integrity Club activities occurring in the context of schools' ways of life (policies, annual calendars) were shown to have better continuity and impact.

The analysis also found that school and local community and civic partnerships were important ways of ensuring sustainability. Participation in Integrity Club activities increased for schools that worked with anti-corruption agencies, ethical leadership organizations and local government programs. Exposure to real-world ethical challenges and opportunities to apply learning were found in such partnerships and collaborations. MOE (2022) support this argument that values education is most effective when students see the practical application of integrity beyond the classroom.

ICs can be further extended to make them more effective by integrating club principles in formal academic curricula. Measured by moral awareness and ethical reasoning, Integrity Club discussions in schools, but not in classrooms, bolstered students' performance in these schools. Fiske (2008) found that values-based education should be incorporated into academic and extracurricular learning to provide integrated moral development. Interdisciplinary discussions on ethics happen in schools and students retain and apply integrity principles better.

In addition, enhancing gender balance in Integrity Club participation will likely promote long-term sustainability. The study also showed that male students participated more in club activities than females, necessitating more inclusive student participation strategies. Particularly schools that implemented mentorship programs

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The aim of this study was to investigate the challenges Integrity Clubs in public secondary schools in Nairobi City County experience. The data confirms that Integrity Clubs are capable of creating honest, responsible, accountable and respectful learners. However, systemic, institutional and socio-cultural challenges limit their effectiveness. Main hurdles are lack of administrative support, lack of teacher help, lack of resources, lack of motivation, peer pressure, and socio-economic pressure. Even with these challenges, the study did find that schools with structured programming, strong leadership involvement, and consistent reinforcement of clubs had higher levels of student participation and better moral outcomes. When fully embedded in school culture, aided by trained patrons, and consistent with students lived realities, Integrity Clubs can be transformational. Thus, the success of the Integrity Clubs depends on deliberate institutional commitment, adequate facilitation, and stakeholder engagement.

5.2 Recommendations

For Integrity Clubs to achieve their intended purpose of nurturing ethical and responsible citizens in Nairobi's public secondary schools, several measures need to be prioritized. First, schools must strengthen institutional support by formally integrating club activities into the school timetable and culture, rather than treating them as peripheral or ceremonial. Active involvement of principals and Boards of Management is essential in ensuring that the clubs are consistently facilitated and monitored. Equally important is the empowerment of teachers and patrons through targeted training on value-based education and mentorship. When teachers are well-prepared and motivated, they can guide students more effectively and sustain their interest in club activities.

Adequate resource allocation is another critical factor. Schools should dedicate funds to support debates, mentorship programs, community service projects, and other value-based initiatives. Partnerships with government agencies, NGOs, and private sponsors can further supplement these resources and expand the scope of club activities. To enhance student engagement, schools should create awareness campaigns that highlight the purpose and benefits of Integrity Clubs, while also encouraging student-led initiatives that foster ownership and motivation. Allowing students greater flexibility in choosing their level of participation can also reduce forced involvement and increase genuine commitment.

In addition, Integrity Club activities should be linked to the academic curriculum, particularly in subjects such as Social Studies, Civic Education, and Religious Studies, to reinforce ethical learning within the formal education framework. Experiential approaches such as debates, role-plays, and peer mentorship should be emphasized to make values education practical and relatable. The clubs should also address contemporary challenges facing students, including digital ethics, cyber bullying, and peer pressure, by organizing workshops and awareness campaigns that equip learners with resilience and critical decision-making skills.

Finally, a robust monitoring and evaluation framework should be established to track participation, activity frequency, and behavioral outcomes. Regular reviews by the Ministry of Education and the Ethics and Anti-Corruption Commission would ensure accountability and provide feedback for continuous improvement. With these measures in place, Integrity Clubs can move beyond symbolic existence to become transformative platforms for character formation, civic responsibility, and ethical leadership among Kenyan youth.

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