

# **MOUNT KENYA UNIVERSITY**

**SCHOOL OF EDUCATION AND APPLIED SOCIAL SCIENCES**

**DEPARTMENT OF EDUCATION**

**IMPACT OF HIGH ENROLMENT ON STUDENT'S INDISCIPLINE AFTER  
IMPLEMENTATION OF FREE SECONDARY TUITION IN MBITINI  
DIVISION OF NZAUI DISTRICT, MAKUENI COUNTY**

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**A RESEARCH PROJECT PRESENTED TO, SCHOOL OF EDUCATIO AND  
APPLIED SOCIAL SCIENCES OF MT. KENYA UNIVERSITY IN PARTIAL  
FULFILLMENT FOR THE AWARD OF BACHELOR OF EDUCATION**

**SEPTEMBER, 2014**

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Discipline plays an essential role in the moral development of a child and in creation of a healthy society (Nasibi, 2003, p. 18). Okumbe (1998, p.115) indicates that in order to successfully achieve the objectives of a school, all members of the educational organisation are required to strictly adhere to the various behaviour patterns necessary for maximum performance. He adds that despite the acquisition and application of theoretical skills required of a leader, educational managers will still be faced with cases of teachers, students and non-teaching staff that do not strictly follow the set standards of their educational organisations. Okumbe points out that it is thus imperative that educational managers use appropriate disciplinary action to maintain organisational standards necessary for optimum goal attainment.

In Kenya, each secondary school has its own unique way of maintaining discipline within the school. However, there are common methods of discipline that most schools use like school rules, punishment, and guidance and counseling (Oyaro, 2005, p. 8). All these methods to some extent have helped the schools to manage discipline problems. For effective management of discipline, the cooperation between the head, staff, students, parents and the community is essential. The next section discusses the role of the various stakeholders in the management of discipline in schools in Kenya.

Discipline in the school is the function of the administration. The general school and classroom discipline is dependent upon the head teacher's administrative, supervisory and leadership styles since they are in charge of all the school matters (Okumbe, 1998, p. 115). Chaplain (2003, p.104) states that the head teacher along with the senior management team are charged with strategic planning, including determining the direction of the school (leadership) as well as organising the day-day running of the school (management). He adds that both dimensions make important contributions to creating and maintaining a well-behaved school. This implies that the head teacher is a leader of a school who must have a clear policy of what he wants for the school.

According to Chaplain (2003, p.104), what forms part of the head teachers leadership component includes being proactive in the development of an effective behaviour policy, ensuring staff have appropriate professional development support, and resources to support the policy at all levels. Chaplain adds that monitoring and maintaining the behaviour policy and classroom activity, being