

**AN INVESTIGATION ON STRATEGIES EMPLOYED BY HIGH SCHOOLS TO
IMPROVE ON STUDENTS DISCIPLINE
A CASE STUDY OF JOSKA, MACHAKOS COUNTY.**

KELVIN GATHAIYA WAITHAKA

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Introduction

This chapter contains the background up to the study, statement of the problem research questions and objective of the study, theoretical framework, conceptual frame work and operational definition of terms.

1.1 Background of the study

Discipline is defined as the process of training or control, often using a system of punishment aimed at obeying rules. Discipline is the most important component of running an educational institution (Bakhdas, 2010). Discipline is the action by management to enforce organization standard (Okumbe J.A,2013).

School discipline as a topic is central to school administration as a study subject in educational theory and practice. The topic is important for the running of formal organization and particularly so, learning institutions (Mbiti M.D 2012).

Discipline of the student was a major pillar in the history of education. Quintillian, in his disagreement with John Locke and Jean J. Rousseau argument that school corrupted the manner and moral of pupil, said that the school provided an environment and which favors the growth of morality, unlike what happened in wealthy Roman homes where private tutors spoiled children by the softness and indulgence of parents, as children tended to follow the practice rather than precepts of their parents (Sifuna D.N and Otiende J.E, 1994). Secondary school education in Greece also offered to build character by training learners in gymnastics and psychology (Russell B 1995).

According to Seshumallik (2012), “Throughout the history of education, the most popular means of maintaining discipline in school has been corporal punishment. While a child was in school, a teacher was expected to act as a substitute parent, with many forms of parental discipline or reward

open to them...Corporal punishment in schools has now disappeared from most Western countries, including all European countries.”

Sedek D.O (2013) says that, “Thirty one us state as well as the district of Colombia has banned it mostly in New Mexico in 2011....Official corporal punishment, often by canning, remain common place in school in some Asian, African and Caribbean countries. Most main stream schools in most other countries retain punishment for misbehaviours, but it usually take non-corporal forms such as detention and suspension.” Singapore, one of the country with the best education system (Sossion.W, 2014), encourages caning of the Primary and Secondary learners. Their ministry recommends counselling before or after canning (World Corporal Punishment Research, 2012).

In Kenya it should be acknowledged that there is a variety of factor that impact on the status of discipline in school and that this increase of misconduct might not have been caused solely or mainly by the banning of the cane (Catherine J.K. & Ronald K.C 2011). Discipline cases had continued to rise unchallenged in the 80's and 90's in Kenya. This forced the ministry of education (MoE) to intervene by introducing guidelines of ensuring safety and security in schools.

Various government policies in Kenya have recognized the role played by guidance and counselling in the management of the student discipline since independence, for instance, the “Report on the National Committee on the Education Objective and Policies of 1996” Suggested that guidance and counselling be taught like social education and ethics, or like religious education so as to help the school enhance self-discipline amongst its student. (RoK, 1976).

Muthoni L, (2014) in her research on influence of student council on management of discipline in secondary school in Kirinyanga recommended that all secondary school should establish student council in a free and fair process for effective management of school discipline.