

CLASS TEACHERS' ROLE IN MAINTAINING STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN TESO SOUTH DISTRICT, KENYA

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ABSTRACT

Indiscipline in secondary schools has been a national issue in Kenya. The head teachers have been blamed for incompetence disregarding other factors. The paper addresses the role of class teachers as one of the stakeholders that could help. The objectives; determine how participatory role of class teachers in school administration enhances discipline, establishes class teachers' use of curriculum implementation processes promotes discipline and assess how class teachers' involvement in guidance and counseling enhances student discipline. Purposive sampling and stratified random sampling was used to obtain 81 teachers and 10 head teachers. The interview guide and a questionnaire were instruments used to collect data. The findings showed that class teachers assist in maintaining students' discipline in secondary schools through participating in administrative tasks, curriculum implementation, and guidance and counseling. Recommendations: Ministry of Education to enhance policy on participatory leadership and encourage empowerment programs for head teachers and class teachers for maintaining discipline. Kenya Education Management Institute to design training programs for class teachers to make them effective at social and counselling skills to enhance discipline among students.

KEYWORDS: *Discipline, Class Teachers, Participatory Leadership, Secondary Schools, Kenya*

Article History

Received: 22 Feb 2018 | Revised: 07 Mar 2018 | Accepted: 13 Mar 2018
