INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN IGEMBE SUB COUNTY, KENYA

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A Research Project Presented in Partial Fulfillment of the Requirement for the award of the Degree of Master of Education in Educational Administration

UNIVERSITY OF NAIROBI

2018

DECLARATION

This Research project is my original work and has not been submitted for a degree in any other university.

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DEDICATION

This work is dedicated to my son Dylan Baraka and my parents Mr. and Mrs Peter Kilemi.

ACKNOWLEDGEMENT

I want to express my sincere gratitude to the Department of Educational Administration and Planning of the University of Nairobi for having given me a chance to undertake this programme through the university scholarship. I extend my gratitude to my supervisors Dr. Jeremiah Kalai and Mr. Edward N. Kanori for their guidance, advice and support that saw me through this project. Words are inadequate in offering thanks to my beloved parents, Mr Peter Kilemi and Mrs Martha Kajuju for having gone against all odds to ensure that I got a good education, my son Dylan for his smile that gave me hope and my siblings Kevin and Sylvia for their encouragement. My gratitude goes to my friend Dr. Daki Dido for her encouragement and moral support. Most importantly; I thank the Almighty God for the gift of life and good health throughout this programme.

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ABBREVIATIONS AND ACRONYMS

BOM	Boards of Management
KEMI	Kenya Education Management Institute
KICD	Kenya Institute Curriculum Development
MOE	Ministry of Education
PA	Parents Association
PTA	Parents Teachers Association
SPSS	Statistical Package for Social Sciences

ABSTRACT

The purpose of this study was to investigate the influence of principals' leadership styles on students' discipline in public secondary schools in Igembe Sub-County, Kenya. The objectives were to establish the influence of democratic leadership style, transactional leadership, transformational leadership style and authoritarian leadership style on students' discipline in public secondary schools in Igembe Sub-County, Kenya. The research applied descriptive research design employing simple sampling technique. The study sampled 40 teachers, 18 principals and 220 students. Questionnaires were used for data collection .Reliability was determined through test-retest method and calculated using Pearson's correlation coefficient resulting in coefficient value of 0.7 for teachers' questionnaire and 0.8 for principals' questionnaire. Validity was ensured through discussion with the experts and using questions framed in an unambiguous way. Data was analysed using descriptive statistics assisted by SPSS and presented in tables. The findings showed the existence of a positive relationship between the principal's leadership style and students' discipline. Democratic style of leadership is to some extent practiced where most principals made a chose on when and how to involve students and members of staff in decision making. The use of democratic leadership had a positive impact on discipline and thus it should be fully embraced. The study found out that the principals used transactional leadership styles in the schools where punishments and rewards as consequences for behaviour. This style was found to result to influence the discipline of students positively especially where the students were expected to adhere to school rules and regulations. Aspects of transformational leadership style such as charisma, idealized influence, inspirational motivation and individual consideration were being practiced, and these had a positive bearing on the discipline of the students, especially the application of guidance and counseling. The researcher recommends that: County Directors of Education should organize workshops to provide in-service training on head teachers on the appropriate leadership styles to employ to curb indiscipline. Teacher training institutions and management training institutions to include and put emphasis on leadership courses and their practicability to equip them with skills of effective managers. The researcher suggests a further study to be done on: the influence of leadership styles on the teachers' job satisfaction; the influence of leadership styles on the school culture and climate; home-based factors that may influence students' discipline other than principal's leadership styles.

CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Education is pivotal in the achievement of educational goals and objectives. To achieve this, the appropriate values, skills, that make him disciplined must be imparted. Katolo (2016) quoting Huczynski (2001) established that an organization's success greatly emanates from the quality of its leadership. He concluded that in an education institution the school head teacher has the most influence and if he is a good leader he can run an institution effectively and efficiently. The head teacher is mandated with the task of being the key person in decision making, facilitating tasks, problem solving and an agent of change. Adlam (2003) refers to leadership as a complex aspect. This view can be considered true because different facets have been used to try define the term leadership but it can be summarized as Karunanayake (2012), King'ori (2012) and Rianga (2013) concur that leadership as a process involves the influence of followers motives in order to achieve the expectations desired.

Moreover, Owiti (2016), Bii (2015) and King'ori (2012) observe a successful teaching process can be evident from the quality of the discipline of the students involved. leadership in that case is crucial for schools to operate well just like leadership is imperative for efficient operation of organizations.

Recent research reveals that School discipline has become a major concern worldwide. Student indiscipline if not curbed can result to an inappropriate

learning environment for the learners. As a result the education outcome of the learners will be impacted negatively the learners as well as result to disruptive behaviors which can impact on the learners well being physically as well as their character as they grow up. (Adesoji & Adetoro (2015), Oak, (2008)

In countries like England, Australia, Canada and theUnited States of America reports show that discipline issues are rampant in schools. For instance the report, "In U.S, Public Schools reported School Crime, Violence and Safety between 2005- 2006" published by the U.S Department of Education in 2007 established that indiscipline in schools in America was out of hand. The report established that the ratio of violence incidences per student in U.S was 31 incidents per 1000 students. The rampant indiscipline cases involved students' fights with or without weapons drug and substance abuse, rape and bullying.(Nolle& Chandler, 2007. Ken Reid, (2010) reports that in Britain, there are cases of drug and drug related crimes.

In Africa, indiscipline is also a menace. Gragae (2007) noted that in Zimbabwe discipline problems are manifested in a variety of ways such as drug possession and abuse, cheating in examinations, truancy, bullying, vandalism and unwilling to work, a position supported by Ngotho (2011) in Kenya. In Botswana, some students perished and others became blind after breaking into a laboratory and consuming methanol and ethanol (Botswana Press Agency 2006 July 6). According to Weeramunda (2008) in his study on discipline in schools in Sri Lanka, he noted that students indiscipline is on the rise. In other countries like

Nigeria and Singapore the studies qualified discipline issues in schools to home factors, insufficient guidance from parents, mass media, and weak school leadership. Studies done in Nigeria by Nwagwa, 2007 reported that in both thee developed and developing countries a similar pattern of discipline issues is being experienced. Closer home in Uganda reports show that secondary schools strike in order to seek attention from the administration. Hardly did a term pass without schools experiencing strikes in the recent past. (Fiona, 2006).

In Kenya, indiscipline issues in schools are equally a menace. The problems are involve use of drugs, school riots, truancy and exam cheating (King'ori, 2012). For example, research by the United Methodist church of Kenya (2009) indicated that drug and substance abuse in Kenyan schools is increasing at an alarming rate with 60 per cent of the youths getting exposed to drug and substance abuse while in high school. Bullying which manifests itself in form of violence and aggression in schools is prohibited but it still remains widespread in many secondary schools, for example, a form two students succumbed to her injuries at at Kimuri school in Kinangop. The student was allegedly killed by a form four student over a wrangle. (The star, 4th Nov 2015).

In Consolata School, Nairobi, a boy died after being pushed on stairs by a colleague while arguing over a book (The Standard, 12th July 2015) In addition, 45 high school students from Kirinyaga were on Wednesday 5th August, 2015 arrested for using marijuana, alcohol and engaging in sex in a moving bus (Daily Nation, 7th August 2015). On the other hand, two students died in a dormitory

fire at Stephjoy boys' high school and eight others were injured. The fire was allegedly caused by students (Daily Nation, 3rd August 2015). Also three students of Karima Boys High School in Nyeri were on June 15, 2015 charged in an Othaya court with attempted arson on one of the school's dormitories. The form two boys allegedly wanted to set on fire a form four dormitory in an apparent bid to demand an early mid-term break (Nation correspondent, 2015).

Various studies, Bii (2015), Owiti (2016), King'ori (2012), Kuria (2012) and Rianga (2013) stipulates that various studies have been done on principals duty in the students' discipline management. In general, these researches reported that indiscipline is liable to improve in schools in where the head teacher is inspiring, ,inclusive and shares responsibilities with stakeholders in the general education institution. These studies concur that controlling the behaviour of students' demands a combined teachers, head teachers and parents effort .

Kuria (2012) found out that the use of autocratic leadership influence negatively students discipline (-0.65). Moreover, he observed that a very strong negative relationship (-0.66) occurred between laissez-faire leadership and the discipline of students in secondary schools. The style leadership, Laissez faire, was unsuitable for use by principals because full designation of duties without following up increased indiscipline cases.

Riang'a (2013) researched on head teachers' leadership strategies influencing students‟ discipline in public secondary schools in Kisii Central District, Kenya. Findings revealed that principals of secondary schools who used democratic

leadership style had few cases of student's lack of discipline in schools. The findings are revealed that principals who involved the students in decision making in matters of discipline had few cases of indiscipline in their schools. The study further established that it was necessary for the administrators to state rules and regulations clearly and ensure they are understood.

The management inspection report by the MoE (2003) for Igembe Sub-County attributed the many related crises in schools to poor leadership. The state of indiscipline has elicited different views from teachers, students and other stakeholders been since among the 7 sub-counties in Meru county Igembe Sub-County is the most affected by indiscipline. This thus elicited the need to examine how administrators of schools in Igembe Sub-county strive to maintain discipline in schools.

1.2 Statement of the problem

Students at whichever level of education should show obedience to school norms, rules and regulations and portray good habits. However, students' indiscipline is still witnessed in secondary schools in Igembe Sub-County in spite of the governments' effort to curb indiscipline in schools through instituting various measures such as institution of guidance and counseling departments in schools, introduction of peer counseling, involvement of students in school administration through democratic election of students leaders, and the Ministry of Education organizing head teachers and deputy head teachers workshops (Kuria, 2012).

Most of the reported indiscipline cases in Igembe south Sub-County in 2015 and 2016 include: drug and substance abuse, sneaking out of school, theft of school textbooks, destruction and burning of school property. In 2016 Njia secondary school students went on rampage and burnt a dormitory claiming poor leadership, in 2016 a dormitory in Igembe boys secondary school was burnt and a lot of property was destroyed students were sent home, in the same year St Rita girls Amwamba, Thitha secondary school and Ntunene girls were closed due to students unrest . Most of the schools involved are in Igembe unlike other 6 sub counties in Meru region which warrants a keen investigation (MOE, 2016).This continued unrest by students is an indication of the persistence of the vice, which arouses the question of how well do our secondary schools, and more-so school managers, handle the issue of discipline and hence the need to investigate it. This study thus sought to determine the influence of principals' leadership styles on students discipline in Igembe Sub-County, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of principals' leadership styles on the discipline of students in public secondary schools in Igembe Sub-County, Kenya.

1.4 Objectives of the study

The study sought to achieve the following objectives:-

i. To establish the influence of principals' democratic leadership style on students' discipline in public secondary schools in Igembe Sub-County.

ii. To determine the influence of principals' transactional leadership style on students' discipline in public secondary schools in Igembe Sub-County.

iii. To examine the influence of principals' transformational leadership style on students' discipline in public secondary schools in Igembe Sub-County.

iv. To establish the influence of principals' authoritarian leadership style on students discipline in public secondary schools in Igembe Sub-County.

1.5 Research questions

The study attempted to offer answers to the following questions based on the objectives of the study:

i. What is the influence of the principals' democratic leadership style on students' discipline in public secondary schools in Igembe Sub-County?

ii. To what extent does the principals' transactional leadership style influence students' discipline in public secondary schools in Igembe Sub-County?

iii. What is the influence of principals' transformational leadership style on students' discipline in public secondary schools in Igembe Sub-County?

iv. To what extent does the principals' authoritarian leadership style influence students' discipline in public secondary schools in Igembe Sub-County?

1.6 Significance of the study

The findings of this study may provide school heads with data on the role of their leadership styles on the discipline of students and ultimately employ the best styles of leadership that encourage desirable behaviour. The findings may also be used to improve on their leadership as well as students' discipline. The findings would be of advantage to the Ministry of Education (MOE) through the Kenya Educational Management Institute (KEMI) in offering school principals seminars and workshops to empower them to be efficient school managers and managers of discipline.

1.7 Limitations of the study

The study was restricted to Igembe Sub-County making the findings to be only specific to the area with little room for generalization. Attempts were made to ensure homogeneity in the sample to enhance effectiveness. The head teachers and teachers had a busy schedule which might inhibit the study. The researcher remedied this by making early appointments with the respondents to avoid disappointments.

1.8 Delimitations of the study

The study delimited itself to public secondary schools in Igembe Sub-County. It further delimited itself to the influence of head teachers' leadership styles on

students' discipline. The respondents were principals, teachers and students of public secondary schools in Igembe Sub-County.

1.9 Basic assumptions of the study

The study was guided by the following assumptions:-

i. Respondents would provide honest answers to the questions asked.

ii. Teachers were aware of the leadership style used by the head teachers in their schools.

1.10 Operational definition of significant terms

The following are the definition of terms:

Democratic leadership refers to the leadership style that allows the members of an organization to participate in decision making

Discipline refers to the acceptable pattern of behaviour.

Leadership refers to influencing followers actions in order to achieve the expected goals and objectives.

Leadership style refers to a specific behaviour enacted by a leader to inspire the followers to achieve the goals of the organization.

Transactional leadership refers to a leadership style which consists of motivating followers through a system of rewards and punishment.

Transformational leadership refers to a style where a leader challenges and inspires their followers with a sense of purpose and excitement.

1.11 Organization of the study

The study was organized into five chapters. The first one was the introduction. It highlighted the background to the study, statement of the problem, the purpose of the study, research questions, research objectives, and the basic assumptions of the study, significance of the study, limitations of the study and delimitations of the study. It also addressed operational definition of key terms and ends with the organisation of the study. The second chapter dealt with the review of the related literature on the concept of discipline, concept of leadership style and its influence on discipline, democratic leadership style and its influence on discipline, transactional leadership style and its influence on discipline, transformational leadership style and its influence on discipline, and authoritarian leadership style and its influence on discipline. It contained a summary of the literature review, theoretical framework and conceptual framework. The third chapter outlined the research methodology under research design, target population, sample size and sampling procedure, research instruments' validity and reliability, data collection procedures, data analysis techniques and ethical considerations. Chapter four presented the data analysis and discussion of the research findings. Chapter five focused on the summary of the findings, conclusions and recommendations stemming from the study as well as suggestions for further research.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the study problem in terms of concept of leadership style in relation to discipline ,democratic leadership style and students' discipline, transactional leadership style and students' discipline, transformational leadership style and authoritarian leadership style, summary of literature review and the theoretical and conceptual framework guiding the study.

2.2 The concept of leadership styles in relation to discipline

The discipline of students in a school is vital to the realization of affirmative education output. The discipline of students is dependent on whether the head teachers' approach to management is inclusive of teachers, parents and other stakeholders. Worldwide, head teachers are mandated with ensuring students' discipline is paramount which sees them trying to get the best leadership style to uphold discipline. (Nasibi, 2013, Mbogori, 2012, Kibet et al 2012). According to Katolo (2016) an organization's success greatly emanates from the quality of its leadership. In an education institution the school head teacher has the most influence and if he is a good leader he can run an institution effectively and efficiently. The head teacher is mandated with the task of being the key person in decision making, facilitating tasks, problem solving and an agent of change. The principals' leadership style has a substantial impact on students' discipline in

schools although other aspects may also come in. (Mbogori, 2012). This is also supported by Kibet et al (2012) Adesoji & Adetoro (2015), and Oak, (2008). that as a result the education outcome of the learners will be impacted negatively the learners as well as result to disruptive behaviors which can impact on the learners well being physically as well as their character as they grow up. Therefore it can be clearly noted that effective leadership and school discipline are clearly related. This study therefore sought to examine the influence of leadership styles on students discipline in Igembe Sub-County.

2.3 Democratic leadership style and students' discipline

Democracy refers to empowering people so that they are given a chance to provide their views before a decision is made. Democracy or participatory leadership is characterized by cooperation and collaboration. According to Kimarua (2010) remarks that the use of dialogue and involving students in decision making makes them own the school policies since they are self directed and are in support of the school administration. He gives a good picture of how democracy is the disciplinarian by showing that it makes the students to own the school policies, since they are self directed and will therefore support the school administration always. However, on the part of Oyetubo & Olaiya (2009) in Ali et al (2014), the aspect of democracy while emphasizing on the freedom of students might also contribute to indiscipline. This study thus sought to shed light on this with special reference to Igembe south Sub-County

David &Gamage (2007) while researching on the efficiency of democratic school administration and management in a school in Philippines found out that efficient democratic administration of a school affects the trust of students, teachers and the parents positively. This implies that those principals who practice democratic leadership style attach some level of trust to teachers, students and parents.

2.4 Transactional leadership style and students' discipline

Transactional leadership is a leadership style where the leader promotes compliance of his followers through both rewards and punishment which may be both physical and psychological. (Odumeru & Ifeanyi, 2013.) A principal executing this leadership style thus gives rewards for good behaviour in terms of tokens, field trips and recognition or praise while condemning or withdrawing rewards as a consequence for bad behaviour. Walumbwa, Lawler and Avolio (2007) established that individualistic individuals are more acquiescent to transactional leaders who reward individuals for hard-work. This suggests that transactional leadership can be used to modify behaviour of students.

Leaders who enact the transactional approach lay emphasis on promoting effectiveness in following the set standards and policies. Their concern lay on following the set rules rather than inspiring creativity. A transactional leader establishes and standardizes practices that will help the organization reach maturity, goal-setting, efficiency of operation and increased productivity. The

transactional leader is worker-centered emphasizing the human dimension of the organization and is sensitive to the worker's individual needs. The leader thus varies emphasis as the situation demands. Therefore, transactional leadership style can be very essential in controlling indiscipline acts among students.

2.5 Transformational leadership style and students' discipline

Transformational leader stimulate, inspire and empower their followers to achieve to the maximum and in the process they enhance their own leadership capacity. Transformational leaders have the ability to inspire the subordinates to change their aspirations and challenge the to work harder to achieve the organizational goals. Krishna (2005) asserts that the main principle of the transformational leadership hypothesis is the administrator capacity to stimulate the group to realize more than what the followers intended to achieve. Transformational leadership comprises of four aspects which include; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Yammarino, Alwater, Dionne and Sprangler (2004) agree that idealized influence and inspirational motivation are intertwined with the leader's capability to create and implement a common goal. They argue that intellectual stimulation of transformational leadership is portrayed through realization of subordinates inventiveness stimulation creativity and innovation while under individual consideration, the administrator acts upon the subordinates needs. While quoting Ylimaki (2006), Kibiwott (2014) states that, leaders who uphold transformational

leadership style are capable of motivating their teachers to better levels of performance, particularly in educational institutions. Kibiwott (2014) further writes that, Silins (2002) found out, in his report on schools in Australia, that transformational leadership style adds to school development. Kurland, Pevetz and Lazarowitz (2010), Kibiwott, (2014) Kimarua, (2010) agree that transformational leadership style, involves individual concern, which improves the students' self –worth. Therefore, students are aware of their problems and work to get solutions rather than making more problems. Most principals however are reluctant to apply this leadership style.

2.6 Authoritarian leadership style and students' discipline

Authoritarian leadership style is also referred to as authoritative or as strong and upfront. The leader issues orders and commands and it's the duty of the followers to obey. The more commanding the leader is, the less he is ready to include the opinions of the subordinates and inspire creativity. Myron (2009) states that the leader "uses the muscles of people rather than using their minds". Where authoritative style of leadership is practiced, there are cases of anxiety, unease, frustrations, conflicts and physical aggression. Kibiwott (2014) while quoting Kapena (2010) is in tandem with this when he cautions against reprimanding teachers in the name of ensuring instructions are followed. He states that most teachers operate with different attitudes, as a result of the type of leadership being executed. Some may have positive or negative attitude on particular objectives

and goals. Authoritarian leaders do not consider the individual feelings, a situation that makes the teachers and learners very disheartened since they are not given room to air their own opinions. (Kibiwott, 2014).

Owiti quoting Kibiwott (2014) view this leadership style as inappropriate in a secondary school because teachers interact with learners with different needs who may call for urgent attention, which if not acted on promptly may escalate to uncontrollable levels. This may accentuate cases of indiscipline.

2.7 Summary of literature review

Studies that have been conducted have revealed a relationship between the variables under the study. Kibet et al (2012), King'ori (2012), Mbogori (2012) and Kimarua (2010) agree that leadership styles exercised by the head-teachers affect the school discipline. However, a study by Kibet (2010) in Koibatek revealed that there was no significant relationship between the head teacher's leadership styles and student discipline in secondary schools. This study therefore sought to re-examine the extent of this relationship in Igembe Sub-County. Kimarua (2010) gives a good picture of how democracy is the disciplinarian by showing that it makes the students to own the school policies, since they are self-d directed and will therefore support the school administration always. However, on the part of Oyetubo & Olaiya (2009) in Ali et al (2014), the idea of democracy with its emphasis on the rights and freedom of the individual is among the causes of indiscipline acts in schools. Kimarua (2010) points out that transformational

leadership style is crucial in raising the self-worth of the students such that the students value themselves and the tribulations they face in school and thus they become people that can solve instead of multiplying problems. He however notes that many principals do not understand or apply the transformational leadership styles. This study therefore sought to find out the extent of the application of transformational leadership style in Igembe south Sub-County. King'ori (2012) points out that transactional leadership can be used to modify behaviour of students through use of rewards for good behaviour. However no study has been carried out to determine the extent of the application of transactional leadership style in Igembe South Sub-County.

2.8 Theoretical framework

The study was guided by Path Goal theory developed by House 1974 based on the leader follower concept. The theory primarily relates the leader's behaviour with the motivation, performance and satisfaction of followers. The leader defines the goals, clarifies the objective in order for the followers to understand the policies. In expounding the set procedures they maybe commanding or mislead. In increasing rewards they may give occasional encouragement or pave way. The leadership styles comprise supportive, directive, achievement oriented and participative. (Murage et al, 2017)

The Path Goal model indicates that effective leadership encompasses identification of the most suitable leadership behaviour in various situations. The

theory emphasizes the following procedure; finding out the conditions under which the employees are working, use a management approach that inspires followers to attain goals. This implies that for good discipline to be achieved in schools the leaders must provide direction through set goals and how to get there. This is why most schools have a vision to produce responsible and disciplined citizens. For this to be achieved, the principals must provide directions. (Owiti, 2016)

2.9 Conceptual framewo**rk**

The conceptual framework that guided this study is illustrated diagrammatically as shown:-

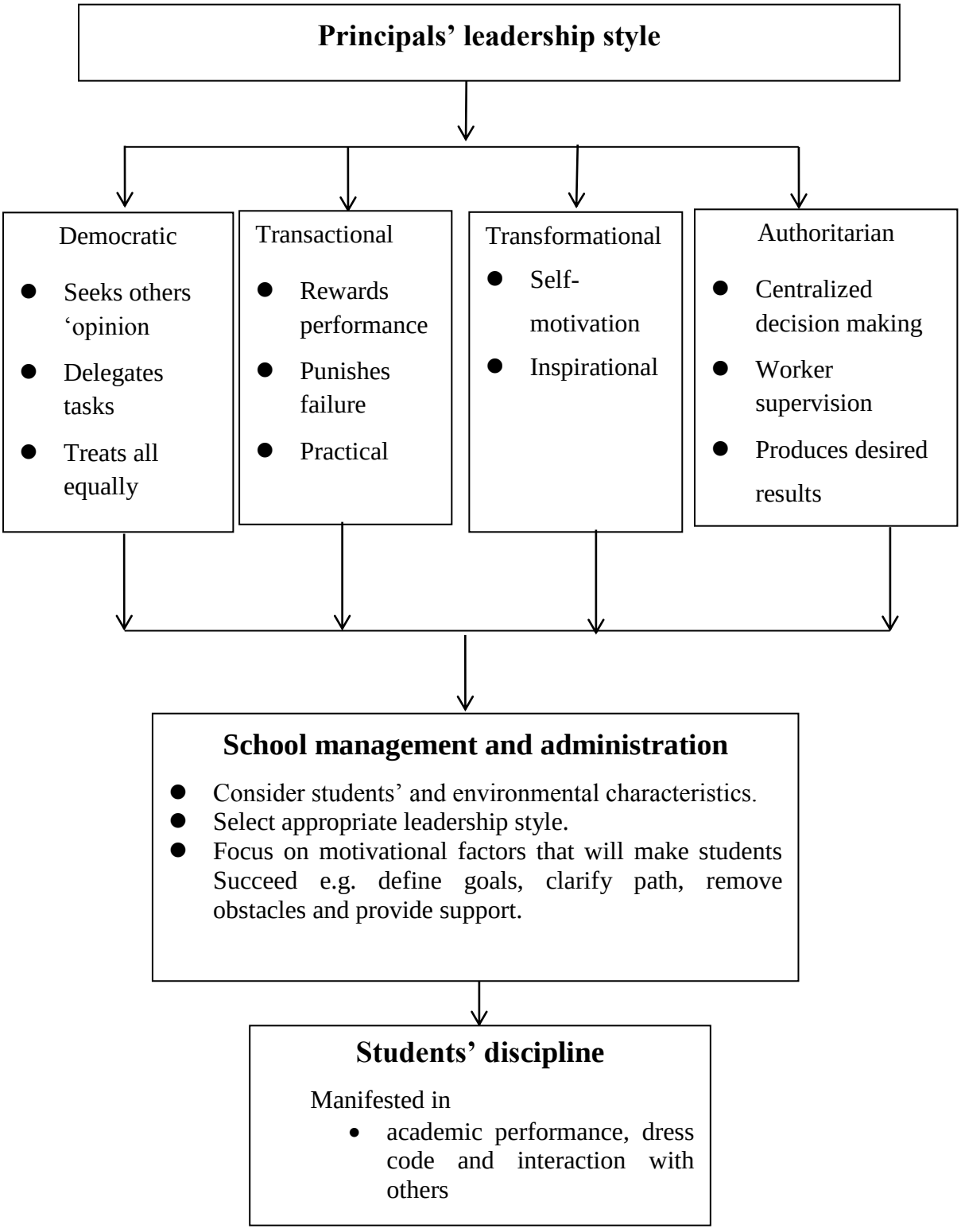

Figure 2.1: A conceptual framework of principals' leadership styles and their influence on students' discipline

The school management would be required to consider students' and environmental characteristics select appropriate leadership style and focus on motivational factors that will make students to succeed, for example define goals, clarify path, remove obstacles and provide support.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodological approach the researcher used. It presents the study design, target population, sample size and sampling procedure, research instruments' validity and reliability, data collection procedures, data analysis and ethical considerations.

3.2 Research design

The researcher adopted the descriptive survey research design as a pertinent method of inquiry in this research project. This choice was informed by Best and Kahn (2006), who states that "in descriptive research project, in contrast to an experiment, the researcher does not manipulate the variable, decide who receives the treatment, or arrange for events to happen. In fact, the events that are observed and described would have happened even if there had been no observation or analysis. Descriptive research also involves events that have already taken place and may be related to a present condition.

3.3 Target population

A target population is defined as a group which the researcher is interested in gaining information upon which generalization and conclusions can be drawn

subsequently (Creswell, 2009). The target population of the study will be all the 18 principles 156 teachers and 2216 students in 18 secondary schools.

3.4 Sample size and sampling procedure

A sample consists of a collection of elements or a particular element from which facts are acquired. (Macmillan (2004). It is a division of the population the researcher wants to research on.. Probability sampling procedures were used in the study. Cohen et al (2009) asserts that a sample should be large enough so that the reliability and validity of the data is achieved. Gay et al (2009) postulates that that probability sampling procedures has every item of the population given an equal chance of inclusion in the sample. Mugenda and Mugenda (2003) explain that it is adequate to take 10% to 20% of the total population for a large and a small population respectively. However, in cases where the population is 30 or less, all the subjects are picked for the study. The sample of the study therefore picked 18 principals, 30 percent of teachers using simple random sampling while 10 percent of students were selected using purposive sampling technique. This implied that 18 principals were picked for the study, 30% of 156 teachers constituting to 48 teachers and 10% of 2216 adding up to 222 students.

3.5 Research instruments

The data was collected using questionnaires designed by the researcher. Questionnaires were used because they allow large amounts of information to be collected from a large population in a short period of time. There will be

questionnaires for head teachers, teachers and students. The questionnaire for teachers had three sections A, B and C. Section A gathered information on the background of teachers, section B the leadership issues in the school and section C on the type of leadership style used by the head teacher. The questionnaire for students had three sections, A, B and C. Section A had items designed to give the background information of the principals, section B contained items requiring principals to give the general information pertaining to discipline in their schools and section C contained principals' leadership styles and student discipline. The questionnaire for principals had three sections, A, B and C. Section A had items designed to give the background information of the principals, section B had items requiring principals to give the general information pertaining to discipline in their schools while section C had items seeking information on the application of various leadership styles by the principals and their influence on students' discipline.

3.6 Validity of research instruments

Validity refers to how well an instrument or procedure measures what it purports to measure (Best & Kahn, 2006). It is the extent to which the instrument measures what it was supposed to measure (Orodho, 2012). To ensure content validity of the questionnaires to be used in the study, the researcher discussed the items in the instrument with the supervisors and also ask the right questions phrased in the least ambiguous way and ensure that all terms are clearly defined so that they

have the same meaning to all respondents. Piloting of the questionnaires was also done where three head teachers and teachers were picked randomly from three (3) neighboring schools so as to test the validity.

3.7 Reliability of research instruments

Reliability refers to a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). It is the degree of consistency that the instrument or procedure demonstrates (Best & Kahn, 2006). The researcher determined the reliability by first administering the instrument to two schools in the neighboring Sub-County that was not be involved in the study. The researcher then administered the same instrument on the same sample group of the subject for a second time. The researcher then used the split-half method to calculate the reliability of the instruments. The method involves scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the Pearson product moment correlation coefficient for the two sets of scores. Pearson's Correlation Coefficient (r) is given as below:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x2 - (\sum x)2.\ n\sum y2 - (\sum y)2\}}}$$

Where:

$\sum x$=sum of scores in X distribution

$\sum y$=sum of scores in Y distribution

$\sum x2$=sum of squared scores in x distribution

∑y2=sum of squared scores in y distribution 26

∑xy=sum of the product of point x and y scores

n=the number of point x and y scores

3.8 Data collection procedure

The first step involved getting a permit from the National Commission for Sciences, Technology and Innovation, County Director of Education (Meru County) and the County Commissioner, Meru to undertake research in the Sub-County. The researcher then sought permission from the head teachers of schools in Igembe Sub-County so as to undertake the study in their schools. Once permission was granted, the selected schools were visited; the researcher made appointment with the principals, teachers and students and administered the questionnaires to the principals and teachers in person the researcher then gave the principals, teachers and the students the questionnaires and gave them some time to fill then collected them during the same day.

3.9 Data analysis techniques

This study generated quantitative data. Quantitative data was arranged and recorded under particular research questions after which frequencies and percentages were used to analyze and present it. Data was analyzed using computer programme, Statistical Package for Social Sciences (SPSS 21). This processed the frequencies and percentages which were used to discuss the findings. Descriptive statistics methods were used. Pearson's Product Moment

Correlation Coefficients were computed to find out the relationships between principals leadership styles and discipline of students.

3.10 Ethical considerations

This study was guided by the following ethical considerations. In cases where respondents feared being victimized, they were assured of anonymity and confidentiality where they were not expected to indicate their name or that of their school anywhere in the questionnaire. In cases where it appeared that the research was conflicting with aspects of school policy, management styles or individual personalities, the researcher consulted the relevant parties.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 **Introduction**

This chapter gives a detailed analysis of the research findings on the influence of principals' leadership styles on the discipline of students in public secondary schools in Igembe Sub-County, Kenya. Presented are the findings from the research instruments, that is, head teachers', teachers' and students' questionnaires? The findings are based on: the influence of head teachers' democratic leadership styles on students' discipline, the extent to which transactional leadership styles by public secondary schools head teachers influences students' discipline, how head teachers' transformational leadership style influences students' discipline, and the influence of principals' authoritarian leadership style on students' discipline in public secondary schools in Igembe Sub-County, Kenya. Data was analyzed both manually and by use of SPSS computer programme.

4.2 Instruments return rate

A total of 18 head teachers' questionnaires 48 teachers' questionnaires, 222 students' questionnaires were distributed. Forty (40) teachers' and 200 students' questionnaires and all the 18 head teachers' questionnaires were returned dully completed. This represented 83.3%, 88.5% and 88.9% return rates respectively. The return rate was considered dependable for the purpose of study since it was

above 70% (Best & Kahn, 2006. The data collected was tabulated as per the questionnaires systematically including all the items according to the research objectives.

4.3 Demographic data of the respondents

It was crucial for the researcher to get information on head teachers', teachers' and students' age and gender. Head teachers' and teachers' educational qualifications were also indicated. These directly or indirectly would have an influence on students' discipline in Igembe Sub-County, Kenya. The head teachers', teachers' and students' demographic data are summarized as follows:

4.3.1 Gender of the head teachers, teachers and students

The study involved the sex of the respondents so as to ascertain the level to which each of the gender influences leadership and students discipline in secondary schools. Data on a question on gender was posed to determine as to how efficient female head teachers were in leadership and students discipline.

Table 4.1: Distribution of head teachers, teachers and students by gender

Gender	**H/Ts**	**%**	**Teachers**	**%**	**Students**	**%**	**Total**	**%**
Male	12	66.7	25	62.5	120	60.0	157	61.5
Female	6	33.3	15	37.5	80	40.0	101	38.5
Total	**18**	**100.0**	**40**	**100.0**	**200**	**100.0**	**258**	**100.0**

Table 4.1 shows that the respondents for this study were largely male head teachers (66.7%), teachers (62.5%) and students (60.0%). Out of 258 respondents, 61.5% were male head teachers, teachers and students. One gender dominating in a given school can affect leadership particularly when it comes to issues of students' discipline in public secondary schools. Female head teachers have to be encouraged in matters of leadership and discipline because empirical evidence shows that female are predisposed to being better leaders in the area of management.

4.3.2 Head teachers' and, teachers' age

The head teachers' and teachers' age show that they have excellent experience, knowledge and understanding when it comes to organizing, planning, controlling and coordinating school programmes to improve discipline and performance in schools. Head teachers, teachers and students were also expected to state their age bracket and the data collected are in Table 4.2.

Table 4.2: Distribution of head teachers, teachers 'age

Age in years	**Head teachers**	**%**	**Teachers**	**%**
Below 30 years	0	0.0	0	0.0
30-40	0	0.0	0	0.0
40-50	6	33.3	30	62.5
Over 50	12	66.66	10	37.5
Total	**18**	**100.0**	**40**	**100.0**

From Table 4.2, the results indicate that a majority of the teachers and head teachers were over 40 years. The age of head teachers and teachers show that they have excellent experience, acquaintance and understanding when it comes to issues relating to leadership and indiscipline in the school .The majority of the head teachers were (66.66%) over 50 years of age. This was followed by teachers between 40 and 50 years of age who represented (62.5%). The connotation of this is that the TSC employ people who are older with the necessary experience and maturity to manage schools and their problems. It was observed that most principals who were 40 years mostly incorporated multiple leadership styles. They used much of the democratic and transformational leadership approaches, because their rich experience has taught them that the leadership style of the head teachers affect the situation around the school.

4.3.3 Teachers' and head teachers' academic and professional qualifications

Academic and professional qualification of teachers was also a factor to consider in this study. Academic and professional qualifications of the teachers and head teachers could determine how appropriately varied leadership styles have been attained and how they are implemented in schools to attain good discipline and quality results from students. Teachers' and head teachers' academic and professional qualifications are shown in Table 4.3.

Table 4.3: Head teachers' and teachers' academic and professional qualifications

Qualification	Teacher	%	H/Ts	%	Total	%
M.Ed	10	25	6	33.3	16	27.6
BA/BSC with PGDE	0	0.0	0	0.0	0	0
B.Ed	25	62.5	12	66.7	37	63.8
Diploma	05	12.5	0	0.0	05	8.6
Total	**40**	**100**	**18**	**100**	**38**	**100**

Results from Table 4.3 show that majority of the head teachers and teachers (62.6%) and (66.7%) were B.Ed. degree holders respectively while (25.0%) of teachers and (33.3%) of head teachers had M.Ed. degree. The overall management of students' discipline and performance in public secondary schools is accounted for by the teachers and head teachers. It is, therefore, vital that head teachers and teachers be people with quality education and knowledge and experience in dealing with school management. According to Mbiti (2007), head teachers are tasked with accounting for students' discipline by maintaining order through acceptable students' behaviour which may require changing school management approaches.

4.3.4 Head teachers' and teachers' duration of service.

Head teachers' and teachers' duration of service would be suitable in finding out how experienced they are in dealing with students' discipline by maintaining order through acceptable students' behaviour which may require changing school management approaches. It would also indicate training skills they have had to enhance accountability and improve students' participation in some decision making, reducing repetition, improving dialogue and counseling. Head teachers' and teachers' duration of service is presented in Table 4.4.

Table 4.4: Head teachers' and teachers' response on duration of service

Duration of service	Teachers	%	Head teachers	%	Total	%
1-5 years	5	10.4	2	11.1	7	10.6
6-10 years	15	31.3	2	11.1	17	25.7
11-15years	10	25	8	44.4	18	31.0
15 years and above	10	20.8	6	33.3	16	24.2
Total	40	100	18	100.0	58	100

Table 4.4 indicates that the most of head teachers (44.4%) had served for 11-15 years and above and teachers (37.3%) had served 6-10 years. These head teachers

and teachers, therefore, had good information on the influence of head teachers' leadership styles on students' discipline in public secondary schools in Igembe Sub-County, Meru County. However, from other empirical evidences it was observed that many teachers were of the idea that the more experienced a head teacher is the less likely he is to apply the authoritarian leadership style. This is as a result of learning that democratic leadership style yields better results from experience. They feel that they need to engage them in decision making, because they possess some leadership experience.

4.3.5 Head teachers' and students' response on discipline issues in school

Students' discipline is vital to the realization of affirmative education output. The discipline of student depends on if the head teachers' management of discipline is inclusive of other teachers, parents and students. Head teachers are faced with the task of ensuring that students are guided well to make individual reasonable decisions to have smooth running of the school (Barasa, 2007). Students and head teachers and were, therefore, asked to indicate whether there have been cases of indiscipline in the school. The data is presented in Table 4.5.

Table 4.5: Head teachers' and students' response on discipline issues in school

Response	H/Ts	%	Students	%	Total	%
Yes	**18**	**100.0**	**200**	**100.0**	**218**	**100.0**
No	**0**	**0.0**	**0**	**0.0**	**0**	**0.0**
Total	**40**	**100**	**18**	**100**	**38**	**100**

Results from the table indicate that every school has experienced cases of indiscipline. This showed that head teachers were responsible for creating change in students discipline in their schools as the overall oversight for school activities. The findings concur with Katolo (2016) who states that an organization's success greatly emanates from the quality of its leadership. In an education institution the school head teacher has the most influence and if he is a good leader he can run an institution effectively and efficiently. The head teacher is mandated with the task of being the key person in decision making, facilitating tasks, problem solving and an agent of change. The findings also agree with Mbogori, (2012) on the statement that principals' leadership style has a substantial impact on students' discipline in schools although other aspects may also come in.

4.3.6 Head teachers' and students' response on the common discipline problems experienced in school

Head teachers' and students' were to indicate the common discipline problems experienced in school. The responses were then tabulated in Table 4.6.

Table 4.6: Head teachers' and students' response on the common discipline problems

Indiscipline	**H/Ts**	**%**	**Students**	**%**	**Total**	**%**
Examination cheating	2	11.1	40	20.0	42	19.2
Defying prefects	2	11.1	50	12.5	52	23.9
Bullying	2	11.1	40	12.5	42	19.6
Drug abuse	8	44.4	50	18.8	58	26.6
Absenteeism	4	22.2	20	28.8	24	11.0
Total	**18**	**100**	**200**	**100**	**218**	**100**

From Table 4.6, the discipline problems commonly experienced in school are examination cheating, defying prefects, drug abuse and absenteeism. This shows that various discipline concerns affect the educational outcome in the schools. The findings are in line with comments from by Kibet et al (2012) Adesoji & Adetoro (2015), and Oak, (2008) that as a result the education outcome of the learners

will be impacted negatively the learners as well as result to disruptive behaviors which can impact on the learners well being physically as well as their character as they grow up.

4.3.7 Head teachers' and students' view on the discipline at school

To establish whether there were challenges in the schools, head teachers and students were asked to rate their schools in terms of discipline of students in the school. Data obtained was tabulated in Table 4.7.

Table 4.7: Head teachers' and students' view on the discipline at school

Indiscipline	**H/Ts**	**%**	**Students**	**%**
Very good	0	0.0	20	9.8
Good	1	10.1	30	14.2
Average	5	33.3	50	25.2
Poor	12	55.6	100	51.3
Total	**18**	**100**	**200**	**100**

Head teachers' (55.6%) and students' (51.3%) views indicated that most of the public secondary schools in Igembe Sub-County, Meru County, Kenya are poorly disciplined. The type of leadership style applied in school is vital to the attainment of students' discipline Head teachers are tasked with ensuring that students are guided well to make reasonable decisions to ensure smooth running of the school (Barasa, 2007).

4.4 Democratic leadership style and students' discipline

The researcher sought the degree to which democratic leadership influences students' discipline. The study investigated if the principal involves students in formulating rules and regulations, if the principal organizes students' barazas, if the principal allows students to elect their leaders, if the principal notifies students of any changes in the school in advance and if the principal consults with the students on discipline issues. The principals, teachers and teachers were asked if the principal involves students in formulating rules and regulations. Their responses were as shown in table 4.8.

Table 4.8: Principal involves students in formulating rules and regulations

	Principals		Teachers		Students	
Response	**F**	**%**	**F**	**%**	**F**	**%**
Always	1	5.3	1	2.5	0	0.0
Often	2	11.1	4	10	5	2.5
Occasionally	5	27.8	5	12.5	30	15.0
Seldom	8	44.4	15	37.5	50	25.0
Never	2	11.1	15	37.5	115	57.5
Total	**18**	**100**	**40**	**100**	**200**	**100**

The data in table 4.8 shows that the highest proportion of principals (44.4%) and 37.5% of teachers said the principals seldom involved students in formulating rules and regulations while 57.5% of the students which was the highest proportion said that principals never involve them in the formulation of rules and regulations. This is an indication that a small number of principals involve students in formulation of rules. Democratic leaders seldom lay down policies not including reasons and suggesting them to the rest of the staff. (D'Souza, 2006).

Table 4.9: Principal organizes students' barazas for them to express issues pertaining to their welfare

	Principals		Teachers	
Response	**Frequency**	**%**	**Frequency**	**%**
Always	0	0.0	5	12.5
Often	4	22.2	4	10.0
Occasionally	2	11.1	15	37.5
Seldom	10	55.6	11	27.5
Never	2	11.1	5	12.5
Total	**18**	**100.0**	**40**	**100.0**

Majority of the principals (55.6%) said they rarely organize students' barazas where the students air their grievances while 22.2% and 11.1% reported they often and occasionally, respectively did so. However, 11.1% of said the principals

never organized barazas for students. On the other hand, 12.5% and 10 % teachers reported that the principals always and often, respectively organized students meetings for them to air out their grievances; 37.5% said the principals occasionally organized for the barazas while 27.5% teachers said the principals rarely organized students' barazas where they could express their concerns and 12.5% teachers said the principals never organized barazas for students. This indicates that 52% of the principals and 57.6% of the teachers assert that the principals organize students meetings where they express their concerns, while 48% of principals and 42.4% of teachers disagree. The thin margin between the responses indicates that this aspect of democratic leadership is exercised only sometimes (partially).

Table 4.10: Principal allows students to elect their leaders

	Principals		Teachers	
Response	**Frequency**	**%**	**Frequency**	**%**
Always	4	22.22	16	40
Often	11	61.11	10	25
Occasionally	2	11.11	8	20
Seldom	1	5.5	6	25
Never	0	0	0	0
Total	**18**	**100**	**40**	**100**

A large percentage of the principals at 61% and 22% said they often and always (respectively) allowed students to elect their leaders, 11.1% said they occasionally did so while 5.5% asserted the secondary school bosses rarely allowed students to elect their leaders. On the other hand, a 40% and 25 % teachers reported the principals often and always allowed students to elect their leaders while 15% said the principals rarely allow students to elect their leaders. This implies that majority of the principals in Igembe Sub-County allow their students to elect their leaders. This concurs with Kimarua's (2010) remarks that the use of dialogue and involving students in decision making makes them own the school policies since they are self-directed and are in support of the school administration. He gives a good picture of how democracy is the disciplinarian by showing that it makes the students to own the school policies, since they are self-directed and will therefore support the school administration always. However, the findings differ with Oyetubo & Olaiya (2009) in Ali et al (2014), on the argument that the aspect of democracy while emphasizing on the freedom of students might also contribute to indiscipline.

Table 4.11: Principal notifies students in advance of any changes in the school

Response	Principals **Frequency**	**%**	Teachers **Frequency**	**%**
Always	13	80	57	28.8
Often	4	16	59	30.2
Occasionally	1	4	61	31.1
Seldom	0	0	20	9.9
Never	0	0	0	0
Total	**18**	**100**	**40**	**100**

All the principals said they notify students in advance of any changes in the school, though with varying frequencies where 80% did so always, 16% often and 4% occasionally. 28.8% of the teachers said the principals always notified students of changes within the school routine, 30.2% said they often did, 31.1% said they occasionally did, while only 9.9% of the teachers disputed this saying the principals rarely notified the students of new changes in the institutions. When asked to show whether notifying students of changes in the school routine had improved discipline in their schools, the teachers responded as shown in the

This implies that by informing the students in advance of any changes within the school, they get prepared and feel valued, thus behave accordingly. This is

harmonious to Kibet et al (2012) observation that where the principal involve students in the dealings of the school, the odds are high that peace and better understanding will reign. This would result in better management of the institution and discourage students from being involved in destructive activities that affect the smooth running of the school program.(Owiti, 2016). The respondents also showed their extent of agreement with the statement that the principal consults with the students on discipline issues before making decisions. Results are as shown in table 4.12.

Table 4.12: Principal consults with the students on discipline

	Principals		Teachers	
Response	**Frequency**	**%**	**Frequency**	**%**
Always	1	5.6	4	10.0
Often	1	5.6	3	7.5
Occasionally	4	22.2	13	32.5
Rarely	8	44.4	10	25.0
Never	4	22.2	10	25.0
Total	**18**	**100.0**	**40**	**100.0**

Table 4.12 indicates that equal number of principals (5.6%) said they always and often consult with students on discipline matters, 22.2% indicated they occasionally did while a majority (44.4%) reported they rarely consult with

students on disciplinary matters while 22.2% reported they never consult with students on disciplinary matters. 7.5% and 10% of teachers said the principals often and always consulted with students on discipline issues, 32.5% said they did so occasionally while 25% of the teachers collectively said the principals rarely and never consult with the students on discipline matters. It can be indicated that the principals rarely and never consult with students on discipline matters, an indication that this aspect is only practised sometimes meaning that the principals had the authority to choose when to involve the students and when not to. Owiti (2016) quoting D'Souza (2006) connotes that democratic leadership style is mainly involved with ensuring group efficiency and with completion duties. He affirms that this style of leadership motivates members in their groups to air out their opinions and emotions easily since they are for the idea that such an environment results in intense inventiveness and commitments. The findings are in agreement with Kimarua (2010) and Owiti (2016) who points out that dialogue and involvement of students in decision making on matters that affect them makes the students to own the school policies, since the students are self-directed and always support the school administration.

Table 4.13: Students' response on democratic leadership style of head teachers

Leadership style	SA	A	D	SD	%	
Believes in open and honest communication	25	31.2	35	43.8	20	25.0
There is adequate and quick communication in school	2	2.5	36	45.0	42	52.5
Students are allowed to elect their own representatives	10	12.5	65	81.5	25	31.5
Students hold frequent barazas with the head teacher		5	6.2	83.8	8	10.0
He/she involves teachers, parents and students when making key decisions			12	15.0	68	85.0

Students' responses from Table 4.13 indicate that a good percentage of students agreed that head teachers allow students to elect their own representatives (81.5%). This kind of head teacher's democratic leadership style could motivate students but could ruin discipline if these students are not guided keenly by the teachers on what is expected on the leaders they elect. Consequently, noted is that the students do not hold frequent barazas with the head teachers (83.8%). Besides, most head teachers (85.0%) do not involve teachers, parents and students when making key decisions. These areas are sensitive and call for the head teachers' attention so as to learn and listen to all students, teachers and parents. If

embraced, it would ensure that teachers help students to attain discipline with love, fairness and consistency, but not through coercion.

4.4.2 Head teachers' responses on who writes the school rules and regulations

To obtain more information on democratic leadership style, head teachers were to indicate who writes the school rules and regulations. Data captured was tabulated in the table below.

Table 4.13: Head teachers' responses on who writes the school rules and regulations

Response	Head teachers	%
Head Teacher	**10**	**55.6**
Deputy	**6**	**33.3**
Teachers	**2**	**11.1**
Total	**18**	**100.0**

From the table it is clear that in most schools there are instances where the head teachers (55.6%) do allow their deputies authority to make rules as expected. In other schools however, head teachers give teachers (33.3%) mandate instead of deputies to make schools rules and regulations. Discipline should be a collective action among the teachers. Murphy (2002) postulates that secondary school head teachers have been thrown into question, especially the legitimacy of the

knowledge base supporting school discipline and the appropriateness of programmes for preparing students in terms of discipline.

4.4.3 Head teachers' responses on student's channels of communication of their grievances

Head teachers were also to state the channels students use to communicate their grievances in school. Responses were the tabulated in Table 4.15

Table 4.14: Head teachers' responses on channels students use to communicate their grievances

Channel	Head teachers	%
Suggestion box	**6**	**33.3**
Use of prefects	**3**	**16.6**
Use of barazas	**3**	**16.6**
Class meetings before the class teacher	**6**	**33.3**
Total	**18**	**100.0**

The results from Table 4.15 show that some head teachers opt for suggestion boxes (33.3%) and class meetings (33.3%) as a means of communication as opposed to school prefects and use of Barazas where students can openly air out their problems. Worldwide, people are against poor leadership and are seeking for more inclusive and collaborative approaches (Reed, 2005). Extensive studies in the developing countries, Kenya included, demonstrate that particular leadership

styles of school leaders could have positive impacts on students' discipline (Mbogori, 2012). Thus, it is evident that the school leadership provided by a school administrator is one of the key factors in enhancing students' discipline.

4.4.4 Head teachers' responses on whether teachers and other motivational speakers are involved in advising students on good discipline

The head teacher is tasked with continuously articulating the role of various members in a school and providing them with the necessary means to achieve the goals and objectives of education. Through providing mentors and motivational speakers, head teachers help cater for individual student needs. Students were asked to respond on whether teachers and other motivational speakers are involved in advising students on good discipline. Results were tabulated in Table 4.16

Table 4.15: Head teachers' responses on whether teachers and other motivational speakers are involved in advising students on good discipline

Response	Head teachers	%
Yes	**12**	**66.7**
No	**6**	**33.3**
Total	**18**	**100.0**

Results from the table show that some head teachers (33.3%) rarely involve teachers and other motivational speakers in advising students.

Cotton (2003) states that behaviours of head teachers have a significant impact on student's discipline. Students require interactions and cordial relationships with relevant stakeholders for purposes of emotional and interpersonal support, visibility and accessibility to develop a school culture that is conducive to teaching and learning. The study findings disagree with Oyetubo & Olaiya (2009) in Ali et al (2014), who argues that the aspect of democracy while emphasizing on the freedom of students might also contribute to indiscipline.

4.5 Transactional leadership style and students discipline

The researcher examined the degree to which transactional leadership style influences students' discipline. The study investigated if the principals encourage use of uniform procedures in dealing with discipline issues, if the principals reward students for good behaviour and/or improved discipline, whether the principal encourages students to follow set rules and regulations; and whether the principal punishes students who show deviation from school norms. The respondents were required to show the extent of the principal's transactional leadership behaviours.

The responses are summarized in table 4.17.

Table 4.16: Principal's transactional leadership behaviours

Behavior / **Teachers**	**A**	**%**	**B**	**%**	**C**	**%**	D	**%**	E	**%**
Encourage use of uniform procedures in dealing with discipline issues	**05**	**12.5**	**10**	**25**	**08**	**20**	**18**	**45**	**10**	**25**
Rewards good behavior	**05**	**12.5**	**04**	**29.7**	**12**	**21.2**	**11**	**25.2**	**27**	**13.5**
Urged students to follow and adhere to school norms	**10**	**25**	**16**	**36.9**	**14**	**12.2**	**3**	**6.8**	**0**	**0**
Principal punishes students who show deviation from school norms	**20**	**50**	**20**	**50**	**10**	**25.2**	**6**	**13.5**	**5**	**12.5**

On whether the principal encourages use of uniform procedures in dealing with discipline issues, 12.5% of teachers reported the principals always did, 25% said the principals often did, 20% said the principals occasionally encouraged use of uniform procedures in dealing with discipline matters while 45% said the principals rarely encouraged use of uniform procedures in dealing with discipline matters and only 25% of the respondents reported the secondary school bosses never encourage use of uniform procedures in dealing with discipline issues. Transactional leaders focus on increasing the efficiency of established routines and procedures (Avolio et al (2007) in King'ori, 2012). 12.5 percent and 29.7 percent of teachers said that the principals always and often respectively rewarded

students for good behaviour and/or improved discipline. A remarkable 13.5% of the teachers said the principals never give rewards for any students who showed good behaviours. Further, 25 % and 36.9% of teachers noted that the principals always and often, respectively, urged students to follow and adhere to school rules and regulations. Only a mere 6.8% reported that the principals rarely urged students to follow rules and regulations. This implies that most principals in Igembe Sub-County urge students to adhere to and follow the laid down school routine. On the statement whether the principal punishes students who show deviation from school norms, 50% of the teachers said the principals always punished students and 50% said the principals often gave punishments, especially by denying culprits opportunities of going out on school trips and being made to work the school compound, 25.2% said the principals occasionally punished deviant students while 13.5% and 12.5% reported the principals as rarely and never respectively giving punishments to deviant characters. This is an indication that most principals in Igembe Sub-County consider giving punishments to students who deviate from the norm. the findings agree with Walumbwa, Lawler and Avolio (2007) who established that individualistic individuals are more acquiescent to transactional leaders who reward individuals for hard-work.

4.6 Influence of transformational leadership style on students' discipline

Transformational leadership style is also regarded as one of the head teachers' style of leadership that impacts on students' discipline in Igembe Sub-County,

Kenya. The study was to establish whether head teachers are committed to decision making, self-control, self-direction and motivating teachers. Thus it was considered suitable to collect data from head teachers, teachers and students to have insight into the leadership styles exhibited by head teachers in secondary schools and how they influence students' discipline.

4.6.1 Head teachers' response on transformational leadership style

Head teachers were required to give their response on transformational leadership style items and data was recorded in Table 4.18

Table 4.17: Head teachers' response on transformational leadership style Transformational

Leadership style	A	%	B	%	C	%	D	%	E	%
Scheduling work for the group	5	55.6	2	22.2	-	-	2		-	-
Willing to make changes	3	33.3	6	66.7	-	-	-	-	-	-
Getting assistance from superiors	6	66.7	3	33.3	-	-	-	-	-	-
Maintaining definite standards of performance	8	88.9	1	11.1	-	-	-	-	-	-
Overcoming attempts to challenge leadership	3	33.3	4	44.5	2	22.2	-	-	-	-
Anticipating problems and plans for group	1	11.1	4	44.5	2	22.2	-	-	-	-
Worrying about outcomes of any new procedure	3	33.3	2	22.2	4	44.5	-	-	-	-
Inspiring enthusiasm	1	11.1	4	44.5	4	44.5	-	-	-	
Require members to follow standard rules	2	22.2	7	77.8	-	-	-	-	-	

and regulations

Results from Table 4.18 show that many of the responses from the head teachers emphasized that transformational leadership style was occasionally exercised in school. For instance, 44.5% of the head teachers anticipated future problems and plans the group. The data captured in the table indicate that there are some head teachers who seldom and rarely applied transformational leadership in secondary public schools in Igembe Sub-County. Transformational leadership is necessary for disciplinary procedures which should be in harmony with the goals of education. Head teachers have to exercise it always instead of applying it irregularly. The findings agree with Krishna (2005) who asserts that the main principle of the transformational leadership hypothesis is the administrator capacity to stimulate the group to realize more than what the followers intended to achieve. Transformational leadership comprises of four aspects which include; idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.

4.6.2 Teachers' response on transformational leadership style

Teachers were also asked to respond to questionnaire items having elements attributed to head teachers' transformational leadership style in school. Data collected was tabulated in Table 4.19.

Table 4.18: Teachers' response on head teachers' elements attributed to transformational leadership style

Transformational Leadership style	A	%	B	%	C	%	D	%	E	%
Scheduling work for teachers and students	20	25.0	50	62.5	10	12.5	-	-	-	-
Emphasizing meeting of deadlines	30	37.5	40	50.0	10	12.5	-	-	-	-
Treating all teachers equal	10	12.5	40	50.0	20	25.0	10	12.5	-	-
Speaking as a representative of the group	10	12.5	10	12.5	40	50.0	20	25.0	-	-
Getting teachers' and other superiors' assistance	20	25.0	40	50.0	10	12.5	10	12.5	-	-

From Table 4.19, the results indicate that (50.0%) of teachers agreed that head teachers emphasized the meeting of deadlines and getting teachers' and other superiors' assistance. Such elements portray the head teachers' exercise of transformational leadership style in school which could positively influence students' discipline in Igembe Sub-County. The findings agree with Yammarino, Alwater, Dionne and Sprangler (2004) on their statement that that idealized influence and inspirational motivation are intertwined with the leader's capability to create and implement a common goal. They further argue that intellectual

stimulation of transformational leadership is portrayed through realization of subordinates inventiveness stimulation creativity and innovation while under individual consideration, the administrator acts upon the subordinates needs

4.7 Head teacher's authoritarian leadership style on students' discipline

This sub-section of the study examines the influence of the autocratic leadership style on students' discipline in secondary schools Head teacher's authoritarian leadership style has a significant impact on students' discipline. The study thus sought to examine the influence of Authoritarian leadership style on students discipline as exhibited by head teachers in Igembe Sub-County.

4.7.1 Head teachers' response on authoritarian leadership style

Head teachers were to respond on authoritarian leadership styles to indicate if they do apply it in some situations in school. Their responses are tabulated in Table 4.20

Table 4.19: Head teachers' response on authoritarian leadership style

Leadership style	A	%	B	%	C	%	D	%	E	%
Refusing to explain actions taken	8	44.4	5	27.7	3	16.6	2	11.1	-	-
Slow to change	1	5.5	3	16.6	5	27.7	9	50	-	-
Closely monitors students and teachers	8	44.4	6	33.3	4	22.2	-	-	-	-
Easily recognized as the leader of the group	12	66.7	4	22.2	4	22.2	-	-	-	-
Speaks in a manner not to be questioned	9	50	5	27.7	4	22.2	-	-	--	-

From the table, head teachers' response to authoritarian leadership style in school indicates that a reasonable percentage of the principals often exercised authoritarian leadership style in school. For instance, 66.7% are always recognized as the group leader, 50% always speaks in a manner not to be questioned while 44.4% always monitor students and teachers closely. Authoritarian leaders are mostly despised, since they don't embrace creativity, they do not consider, and do not encourage development on teachers. Students

and teachers whose leaders employ authoritarian leadership style remain afraid and insecure of them. They insist on strict adherence of protocol and do not give room for creativity where imperative for execution of duties (Owiti, 2016)

4.7.2 Teachers' response on head teachers' authoritarian leadership style

Teachers gave their response on authoritarian leadership style as stipulated on the statements provided in the questionnaire. Data was tabulated in table 4.21.

Table 4.20: Teachers' response on head teachers' authoritarian leadership style

Statement	A	%	B	%	C	%	D	%	E	%
Acts without consulting the members	10	25	20	50	10	25	-	-	-	-
Refuses to explain his actions	20	50	8	20	5	12.5	7	17.5	-	-
Slow to change	20	50	10	25	10	25		-	-	-

From Table 4.21, the results indicate that the majority of the teachers stated that head teachers always refuse to explain their actions to teachers and students and that they are slow to change (50%). Besides 50% of the teachers reported that head teachers act without consulting students and teachers. A study by Barasa (2007) states that disciplinary procedures and policies should be primarily preventive, secondarily corrective and never retributive. Authoritarian leaders in schools are more concerned with dictatorial influence to get jobs done rather than focusing on development of teachers.

4.7.3 Students' response on head teachers' authoritarian leadership style

The researcher had to solicit for more information on head teachers' authoritarian leadership style. Therefore, students were to rate the way the head teachers handle or treat students' issues at school that influence their discipline. Data collected was tabulated in Table 4.22 below.

Table 4.21: Students' response on head teachers' authoritarian leadership style

Statement	A	%	B	%	C	%	D	%	E	%
Rudeness/harsh creates indiscipline	42	21	81	40.5	50	25	27	13.5	-	-
Reasonable style creates indiscipline	-	-	40	20	22	11	60	30	78	39
Not concerned creates indiscipline	90	45	53	26.5	41	20.5	16	8	-	-

From the table it is evident that the approach used by head teachers in dealing with indiscipline affect students in various ways. Discipline should be positive and constructive and not punitive, that is, the students need to be led not driven; a teacher's attitude, for instance, should be 'let us do this, rather than 'don't do that'. In institutions where authoritarian style is practiced, students are discouraged and they portray less interest in their work. Such students need close supervision and control in order to achieve expected results because they may retaliate. The findings concur with Myron (2009) who states that the leader "uses the muscles of people rather than using their minds". Where authoritative style of

leadership is practiced, there are cases of anxiety, unease, frustrations, conflicts and physical aggression. Again, the findings agree with Kibiwott (2014) while quoting Kapena (2010) is in tandem with this when he cautions against reprimanding teachers in the name of ensuring instructions are followed. He states that most teachers operate with different attitudes, as a result of the type of leadership being executed. Some may have positive or negative attitude on particular objectives and goals. Authoritarian leaders do not consider the individual feelings, a situation that makes the teachers and learners very disheartened since they are not given room to air their own opinions.

4.8 Suggested possible measures to promote discipline in school

Head teachers were required to state what should be done in order to promote students' discipline in schools. Data obtained was recorded in Table 4.23.

Table 4.22: Head teachers' suggested possible measures to promote discipline

Suggestions	HTs	%
Rewarding students who uphold good discipline	5	20.0
Regular school management courses to be offered by KEMI	5	20.0
A holistic approach in which teachers, parents and students are all brought on board when making key decisions to promote discipline	5	20.0
In-service courses to teachers/ seminars and workshops on students' discipline	3	20.0
Total	**18**	**100**

Results from Table 4.21 indicate that head teachers' suggestions were fairly distributed meaning that they carry equal weight. These suggestions, if put into considerations, could be great help to assist in promoting good discipline in public secondary schools in Igembe Sub-County, Meru County. The results agree with arguments from Owiti (2016), Bii (2015) and King'ori (2012) that leadership in the case of assessing the quality of the discipline of the students is crucial for schools to operate well just like leadership is imperative for efficient operation of organizations.

4.9 The relationship between the head teacher's leadership style and students' discipline

To find out if there was a relationship between discipline and the leadership style, the respondents were inquired if the principals' leadership style had an impact on the general discipline of the school. Some responses were obtained from the respondents. The teachers indicated that if there is no discussion with teachers in matters to do with teaching and learning in the school, it would be hard for the institution to achieve its goals**..** Head teachers in some schools reiterated the similar views others remarked that if the head teacher employs a good leadership style, everybody is likely to be involved and where everybody's opinion is included, accountability is achieved. Discipline promotes accountability. The leadership style thus is crucial in improving discipline. Basing on teachers' response on a leadership style effective for disciplined students, the researcher had to seek more information from teachers on which leadership style obtains the most disciplined students. Data was recorded in Table 4.24.

Table 4.23; Teachers' response on a leadership style good for disciplined students

Leadership style	SA	%	A	%	D	%	SD	%	U	%
Democratic	25	62.5	13	32.5	2	5	-	-	-	-
Transactional	20	50.0	10	25	10	25	-	-	-	-
Transformational	40	100	-	-	-	-	-	-	-	-
Authoritarian	5	12.5	5	12.5	10	25	20	50	-	-

A study of the teachers' responses indicate that in most schools there were inclusive leadership styles. Democratic leadership style and transformational leadership style were liked by a majority of teachers 62.5 % and 100% respectively. In institutions where authoritarian leadership is practice, teachers and students withhold a lot of information. Democratic leadership style promotes a feeling of ownership whereby teachers and students face difficulties and success together. When everyone owns the school mandate,good discipline is attained. The report as indicated by the respondents concur with Frost & Harris, 2003) agreement that those teaching have management potential that can be utilized to benefit the institution. Frost and Harris (2003) are in tandem that allowing teachers to practise leadership is an important aspect of capacity building in the school. From the responses in other tables, teachers show that the principals did discuss with them particularly on issues pertaining discipline. In that case, headteachers who use the bottom up approach have the likelihood of achieving more. Therefore it is worth realizing that democratic leadership style has better

outcomes on students' discipline if well executed. Basing on authoritarian leadership style and students discipline, the analysis is clear that authoritarian head teachers negatively influence students' discipline because they adopt harsh leadership styles which are widely detested by the teachers and students alike. This connotes that the more the authoritarian style is used, the poorer the students' discipline. According to Owiti (2016) quoting Charlton (2000) use of strict control measures by head teachers is liable to encounter student and teacher opposition and a rise in indiscipline since students and teachers are likely to dispute against tyrannical actions. A paper presented by Nsubunga (2005 postulated that students dislike ruthless managers which results in a decline in performance. similarly, teachers abhor imposing authority. Such authority discourage them abandon their duty or resign from their areas of work which leads to an increase in students' indiscipline. To a great extent, descriptive statistics recorded pertaining the teachers' views on the application of the authoritarian leadership style to improve school discipline, gives the same outcome. Use of the authoritarian leadership style in enhancing school discipline is perceived negatively by teachers. Learners need moral support and close monitoring into the process learning other than force. Although it can be easy to initiate changes in the institutions, making them last them for a lengthy phase of time is intricate. Head teachers who apply the democratic leadership style while contrasting with other approaches consist of intellectuals whose views are rather critical in the daily running of the institutions. They counsel successfully on

discipline issues. This challenges many administrators to depend on collaborative governance mechanisms or the democratic leadership style. Transformational leadership approach was one leadership style that was mostly used in secondary schools administration. Administrators concur one leadership style can not be used any particular time. The use of a principally pertinent style in a particular circumstance results to school efficiency and is preferable than using a particular style in management. moreover, teachers indicated that it would be of more benefit to the school for a manager to use various leadership style interchangeably according to the circumstances.

4.10 Key research findings

Findings from this chapter assert that leadership is pivotal in maintaining efficient running of the school system. Additionally, the autonomous or participatory leadership approach was established to be the most favorable leadership approach in schools. It was also established that most principles who practiced this type of leadership to promote accountability in the institution enhanced students discipline. Even if the most preferred approach was democratic leadership style, it was established that depending on the institution, head teachers used leadership styles variably as situations demanded. Research indicate that in institutions where democratic leadership style is used the students are generally disciplined.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter details the summary of main research findings, conclusions, recommendations and suggestions for further research as discussed under the research objectives.

5.2 Summary of the study

The study investigated the influence of principals' leadership styles on the discipline of students' in public secondary schools in Igembe Sub-County, Kenya. The objectives were to establish the influence of democratic leadership style, transactional leadership, transformational leadership style and authoritarian leadership style on students' discipline in public secondary schools in Igembe Sub-County, Kenya. Review of related literature was done on the concept of leadership style and its relation on discipline, democratic leadership style and students' discipline, transactional leadership style and students' discipline, transformational leadership style and students' discipline and authoritarian leadership style and students' discipline. The study was guided by path-goal leadership theory which stresses that effective leadership is a function of the interaction between leader behaviour and situational or contingency variables of subordinate characteristics and environmental factors. These contingency factors interact with leader behaviour to determine employee attitudes and behaviour.

The study employed descriptive survey design. The study sampled 48 teachers and 18 principals and 222 students. Questionnaires were used for all the respondents. Reliability analysis was done through test-retest method and Pearson's product moment's correlation used which gave a reliability of 0.9 and 0.7 and 0.8 for teachers' questionnaires, students' questionnaires and principals' questionnaires respectively. Validity was ensured through discussion with the supervisors and questions expressed in less ambiguous way.

Data collected was analyzed using descriptive statistics assisted by SPSS and presented in tables. This would assist in establishing the extent of influence the independent variables had on the dependent variable. The findings are summarized per objective as follows: Influence of principal's leadership style on student's discipline: a greater part of the teachers, principals and students strongly agreed that principal's leadership styles influence students' discipline. The researcher determined the extent to which democratic leadership influences students' discipline. Majority of the teachers reported that the principals occasionally, often and always involved students in formulating rules and regulations; organized students' barazas where the students air their grievances; allowed students to elect their leaders; notified students in advance of any changes in the school; and this had a positive impact on the discipline of students. The researcher also established that a good number of the principals occasionally, consulted with students on discipline issues while some seldom and never consult with the students on discipline matters, an indication that they acted on what they

thought would be the best approach. This indicated that democracy is partially practised. Most of the teachers and principals agreed that the democratic leadership style helps in improving students' discipline. A conclusion can thus be drawn that principal's democratic leadership style influences students' discipline. The researcher examined the extent to which transactional leadership style influences school discipline. The study established that principals occasionally, often and always: use uniform procedures in dealing with discipline issues; rewarded students for good behavior and /or improved discipline through recognition, verbal praise and written appreciation; encouraged students to follow and adhere to school rules and regulations and laid down school routine; and these influence students' discipline. Majority of the principals and teachers believed in punishment of students who showed deviation from the norm and the use of punishment deterred misbehavior hence improved their discipline. Therefore, use of transactional style by principals influence students' behavior positively, since they are strictly controlled through the application of rules and regulations stipulated by the school and is thus very essential in controlling indiscipline acts among students.

The study sought to determine the extent to which transformational leadership style is practised by principals. Majority of the teachers showed that the principal employed charismatic leadership style or idealized influence by serving as role model. The principals' inspirational motivation leadership style, as they always, often and occasionally inspire students by encouraging them to uphold good

morals/values. The principals applied individualized consideration as they understood and acted on the individual needs of learners. Majority of the teachers confirmed the existence of active guidance and counseling departments in their schools saying that the guidance and counseling department was majorly used to give guidance to students who had diverse issues ranging from home based problems, influence by peers and academics. It was reported that some schools took an effort of inviting motivational speakers which had an impact on students' discipline.

On the influence of authoritarian leadership style on students' discipline, majority of the teachers reported that the principal monitors students closely and this was found to influence discipline of students. Most respondents indicated that the head teachers involve students in decision making, thus disqualified the aspect of authoritarianism of not involving students. The study also found out that the principals did not communicate changes within the school to students in advance and this influenced their discipline negatively. A majority of the teachers reported that the principals explained their actions concerning discipline to the students, indicating that authoritarian leadership style is practiced to a limited extent in Igembe Sub-County; and has a substantial influence on students' discipline; in that where the students are closely monitored, their behavior tend to be according to what is expected. However some aspects of authoritarian leadership should be shunned as the impact discipline negatively.

5.3 Conclusions

The following conclusions were drawn from the research questions and the findings of the study: Leadership styles of the principals influence students' discipline. Principals should thus vary leadership styles as situations demand as advocated for by the path-goal theory of leadership. Therefore, school leadership should be strengthened. Democratic style of leadership is partially practiced since the principals involve students in formulating rules and regulations, organizes students' barazas, occasionally allow students to elect their leaders, sometimes notify students of any changes in the school in advance and sometimes consult with the students on discipline issues. Transactional leadership style is practised to a limited extent by principals of public secondary schools in Igembe Sub-County since the principals: occasionally encourage use of uniform procedures in dealing with discipline issues, reward students for good behaviour and/or improved discipline, always encourage students to follow set rules and regulations, and occasionally punish students who show deviation from school norms by denying the chance to go for school trips.

Various aspects of transformational leadership style are practised by principals. These include charismatic leadership style/ idealized influence as the principals serve as role models, thus the followers identify with them and want to emulate them since the they have a clear vision and sense of purpose; Inspirational motivation leadership style as the principals motivate students to show appropriate behavior; and individualized consideration since the principals pay

attention to the needs and the potential of the students and also establish a supportive climate where individual differences are respected.

Authoritarian style of leadership is practiced to a limited extent, as majority of the principals emphasize close monitoring of the students. However the other aspects that impact negatively on students' discipline are minimally practised. Most principals use various methods to deal with deviant students. Punishment is the main method being employed, followed by counseling and in extreme cases suspension of deviant students. Counseling should be emphasized as a means of dealing with deviant students. Because the principals of public secondary schools in Igembe Sub-County practise leadership aspects that tend to strengthen good behavior in students, it can be concluded that the indiscipline witnessed in some of the schools could be attributed to prominence of leadership aspects that weaken good discipline like authoritarianism, and other factors other than leadership styles of the principals. The various leadership styles ought to be varied accordingly to ensure high discipline standards.

5.4 Recommendations

The researcher made the following recommendations;

i. Teacher training institutions and management training institutions to include and put emphasis on leadership courses and their practicability to equip them with skills of effective managers.

ii. Ministry of Education should organize in-service programs to: create awareness to teachers on transformational leadership style that stresses guidance and counseling of students; train principals on the need to emphasize transactional leadership that stresses observance of school rules and regulations; teach principals the dangers of authoritarian leadership; and train principals to apply different leadership styles as situation demands and shun the exclusive use of one leadership style.

iii. County Directors of Education should organize workshops to provide in-service training on head teachers on the appropriate leadership styles to employ to curb indiscipline.

iv. Teacher training institutions such as diploma teachers' training colleges and universities should modify their curriculum to include leadership aspects that nurture desirable behavior but shun those that glorify undesirable behavior.

5.5 Suggestions for further research

The suggestions for further studies include the following:

i. Further study should be done on the influence of leadership styles on the teachers' job satisfaction in secondary schools.

ii. A study should be carried out to determine the role of various school stakeholders on discipline of students.

iii. A study should be carried out to determine home-based factors that may influence students' discipline other than principal's leadership styles.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

University of Nairobi

Department of Educational Administration and Planning

P.O Box 30197-00100

Nairobi

Date: 3/10/2018

To,

The Principal,

Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a postgraduate student at the School of Education, University of Nairobi currently working on a research project on **Influence of head teachers' leadership styles on students' discipline in public secondary schools in Igembe Sub-County, Meru County, and Kenya. This** is to request you to allow me to carry out the study in your school. The information given by respondents is for academic purposes only and their identity will be kept confidential.

Thank you in advance

Yours faithfully,

Kilemi Joy Kendi

APPENDIX I: TEACHERS' QUESTIONNAIRE

Instructions: Please indicate the correct option as honestly as possible using a tick or circle (o) on one of the option for the questions options. Your response will be accorded great confidentiality hence do not write your name or the name of the school.

Part A: Personal information

1. What is your gender? Male ( ) Female ( )
2. What is your age? Below 30years ( ) 30-40 years ( ) 40-50 years ( ) above 50years ( )
3. What is your highest academic qualification? (a) PhD ( ) (b) MA/MSC ( ) (c) M.ED ( ) (d) BA/BSC with PGDE (e) B.ED ( ) (f) Diploma ( ) (g) any other (specify)……
4. What is your teaching experience? 1-5years ( ) 6-10years ( ) 11-15years ( ) Above15years () (

Part B: Leadership issues in the school

Below are 21 simple questions. Read each and decide the most appropriate option according to the scale provided. Key: Always (A) Often (B) Occasionally (C) seldom (D) Never (E).

	Statements	**A**	**B**	**C**	**D**	**E**
1.	Treats all members as equal					
2.	Gets group approval on important matters before making decisions					
3.	Puts group suggestions into action					
4.	Looks out for individual welfare of group members					
5.	Gives rewards for targets met					
6.	Encourages following hierarchy					
7.	consequences for misbehavior					
8.	Encourages use of uniform procedures					
9.	Serves as a role model					
10.	Inspires and motivates teachers and students					
11.	Encourages teachers and students to be innovative and creative					
12.	Promotes cooperation and harmony.					
13.	Looks for individual welfare of group members					
14.	Guides and counsels members					
15.	Acts without consulting the group					
16.	Refuses to explain his actions					
17.	Principals are slow to change					
18.	Closely monitors students and teachers					
19.	Principals make sure their part in the school is understood by all members					
20.	Speaks in a manner not to be questioned					

Section C: Leadership styles and students' discipline

please provide response by ticking and/or answering as appropriate

a) The following statements represent views about students' discipline. Kindly show your position on the scale: **Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1**

	5	4	3	2	1
Principal's leadership styles influence students					
Involvement of students in decision making improves their discipline					
Rewarding well behaved students upholds discipline					
discipline Students must be monitored very closely to behave accordingly					
Guiding and counseling students upholds high discipline standards					

i) Democratic leadership style and students' discipline

a) i) The following statements show principals' democratic leadership behaviours. Show your extent of agreement on their application in your

school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

Principal's behaviour	A	OF	OC	R	N
Involves students in formulating rules and regulations					
Organizes students' barazas for them to express issues pertaining to their welfare					
Allows students to elect their leaders					
Notifies students in advance of any changes in the school					
Consults with the students on discipline issues					

b) i) Does this approach work? Yes ____ No _____

c) ii) Why do you think so?

_____

d) ii) The use of democratic leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale **Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1**

	5	4	3	2	**1**
Involvement of students in formulating rules and regulations has improved their discipline					
Organizing students' barazas has helped improve their discipline					
Allowing students to elect their leaders has helped improve their discipline					
Notifying students in advance of any changes in the school has helped improve their discipline					
Consulting with the students on discipline issues has improved their discipline					

ii) Transactional leadership style and students' discipline

a) I) the following statements show principal's transactional leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never Encourages students to follow school rules and regulations

Principal's behaviour	A	OF	OC	R	N
Rewards students for good behaviour and/or improved discipline					
Encourages students to follow school rules and regulations					
Punishes students who show deviation from school norms e.g. denies them going for trips due to misconduct					

ii) The use of transactional leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale

Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, StronglyDisagree-1

	5	4	3	2	1
Use of uniform procedures in dealing with discipline issues has helped improve students' discipline					
Encouraging students to follow school rules and regulations improves their discipline					
Rewarding students for good behaviour and/or improved discipline improves students discipline					
Punishing students for misconduct improves their discipline					

b) i) Does this approach work? Yes ____ No _____

ii) How does your school handle students who display deviant behaviour? Expulsion _____ Suspension _____ Punishment _____ Counseling _____

iii) Transformational leadership style and students' disciplineI) The following statements show principal's transformational leadership behaviours. Show your extent of agreement on their application in your school. **A-** Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

Principal's behaviour	A	OF	OC	R	N
Serves as a role model i.e. walks the talk to students					
Inspires students by encouraging them to uphold good values					
Understands and acts on the needs and feelings of students					
Guides and counsels students on proper behaviour					

ii) The use of transformational leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale Strongly **Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1**

	5	4	3	2	1
Walking the talk has helped improve students' discipline					
Encouraging students to uphold good values has helped improve their discipline					
Understanding and acting on the needs and feelings of students improves discipline					
Guiding and counseling students on proper behaviour has improved discipline					

a) Are guidance and counseling department available in your school? Yes _____ No _____

b) How are they utilized? _____

iv) Authoritarian leadership style and students' discipline

a) i) The following statements show principal's authoritarian leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

Principal's behaviour	A	OF	OC	R	N
Does not involve students in decision making					
Closely monitors students					
Does not communicate changes to students in advance					
Refuses to explain his actions					

ii) The use of authoritarian leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale **Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1**

	5	4	3	2	1
Taking actions regarding discipline without involving students has improved discipline					
Monitoring students closely has improved their discipline					
Failure to communicate changes to students in advance has improved discipline					
Taking actions without any explanations has improved students' discipline					

Thank you very much for your time and cooperation.

APPENDIX III: QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to provide general information regarding discipline in your school. Be assured that your answers will be treated with confidentiality. **Do not write any name or identification on this questionnaire.** This questionnaire has THREE sections; please respond to all the questions .**Please provide response by ticking and/or answering as appropriate.**

Section A: Background information

Please tick as appropriate

1. What is your gender? Male ( ) Female ( )
2. What is your age? Below 30years ( ) 30-40 years ( ) 40-50 years ( ) above 50 years ( )
3. What is your highest academic qualification? (a) PhD ( ) (b) MA/MSC ( ) (c) M.ED ( ) (d) BA/BSC with PGDE (e) B.ED ( ) (f) Diploma ( ) (g) any other (specify)……
4. What is your teaching experience? 1-5years ( ) 6-10years ( ) 11-15years ( ) Above 15years ( )

Section B: General information on discipline

a) Does your school experience students' discipline problems? Never____ Rarely____ Seldom_____ Occasionally____ Always____

b) What is the nature of the discipline problems? _____

c) Generally, how do you deal with indiscipline cases in the school? Expulsion _____ Suspension _____ Punishment _____ Counseling ____

d) How would you rate the discipline of your students?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent____

Section C: Leadership styles and discipline

The following statements represent views about students' discipline. Kindly show your position on the Likert scale: **Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, and Strongly Disagree-1**

	5	4	3	2	1
Principal's leadership styles influence students discipline					
Involvement of students in decision making improves their discipline					
Rewarding well behaved students upholds discipline					
Students must be monitored very closely to behave accordingly					
Guiding and counseling students upholds high discipline standards					

i) Democratic leadership style and students' discipline

a) i) The following statements show principals' democratic leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Involve students in formulating rules and regulations					
Organize students' barazas for them to express issues pertaining to their welfare					
Allow students to elect their leaders					
Notify students in advance of any changes in the school					
Consult with the students on discipline issues					

ii) Does this approach have a bearing on students' discipline? YES____ NO____

iii) How would you rate the discipline of your students as regards this (democratic) approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent____

ii) Transactional leadership style and students' discipline

a) i) The following statements show principal's transactional leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Encourage use of uniform procedures in dealing with discipline issues					
Reward students for good behaviour and/or improved discipline					
Encourage students to follow school rules and regulations					
Punish students who show deviation from school norms e.g. denying them going for trips due to misconduct					

iv) How would you rate the discipline of your students as regards this (transactional) approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent____

iii) Transformational leadership style and students' disciplineI) the following statements show principal's transformational leadership behaviours. Show your extent of agreement on their application in your school. **A-** Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Serve as a role model to students i.e. walk the talk					
Inspire students by encouraging them to uphold good values					
Understand and act on the needs and feelings of students					
Guide and counsel students on proper behaviour					

iv) How do you inspire students in the course of your interaction? Encouragement _____ Recognition_____ Guidance_____

v) How would you rate the discipline of your students as regards this (transformational) approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent____

iv) Authoritarian leadership style and students' discipline

a) i) The following statements show principal's authoritarian leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Do not involve students in decision making					
Closely monitor students					
Do not communicate changes to students in advance					
Don't explain my actions regarding discipline to students					

iii) How would you rate the discipline of your students as regards this approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent____

Thank you very much for your time and cooperation.

APPENDIX IV: STUDENTS' QUESTIONNAIRE

Please respond to the questions below honestly.

Section A: Background information

1. Please indicate your gender. Male ( ) Female ( )

2. In which class are you? ----------

3. Did you join this school in Form one? Yes ( ) No ( )

Section B: General discipline issues in the school

4. Have you ever been sent home from school? Yes ( ) No ( )

5. If yes, why? (Please tick all that applies) i) Poor performance ( ) ii) Lack of fees ( ) iii) Indiscipline ( ) iv) Others_____

6. (a) Does your school experience students' discipline problems? Yes [ ] No [ ] (b) List the common discipline problems in your school……. (c) How would you rate the discipline of students in your school? Very good [ ] Good [ ] Average [ ] Poor [ ]

Section C: Leadership styles and student discipline

7. (a) To what extent do you agree that the way a school principal handles or treat students issues influences their discipline (Tick appropriately) Strongly agree [ ]Agree [ ] Disagree [ ] Strongly disagree [ ]

(b) How would you rate your principals' approach to handling students' issues? (Please tick √ where applicable) Rudeness/harsh [ ] Reasonable [ ] Not

concerned 8. To what extent do you agree with the following statements about the relationship between the principal, teachers and students in your school?

Use this key 1. Strongly Agree, 2. Agree 3. Disagree 4. Strongly Disagree

a. Your school believes in open and honest communication. 1[ ] 2[ ] 3[ ] 4[ ]

q b. There is adequate and quick communication in your school 1[ ] 2[ ] 3[ ] 4[ ]

c. The school administration communicates to us only when there is a problem 1[ ] 2[ ] 3[ ] 4[ ]

d. Students are allowed to elect their own representatives 1[ ] 2[ ] 3[ ] 4[ ]

e. We frequently hold students barazas with the school administration to discuss issues affecting students 1[ ] 2[ ] 3[ ] 4[ ]

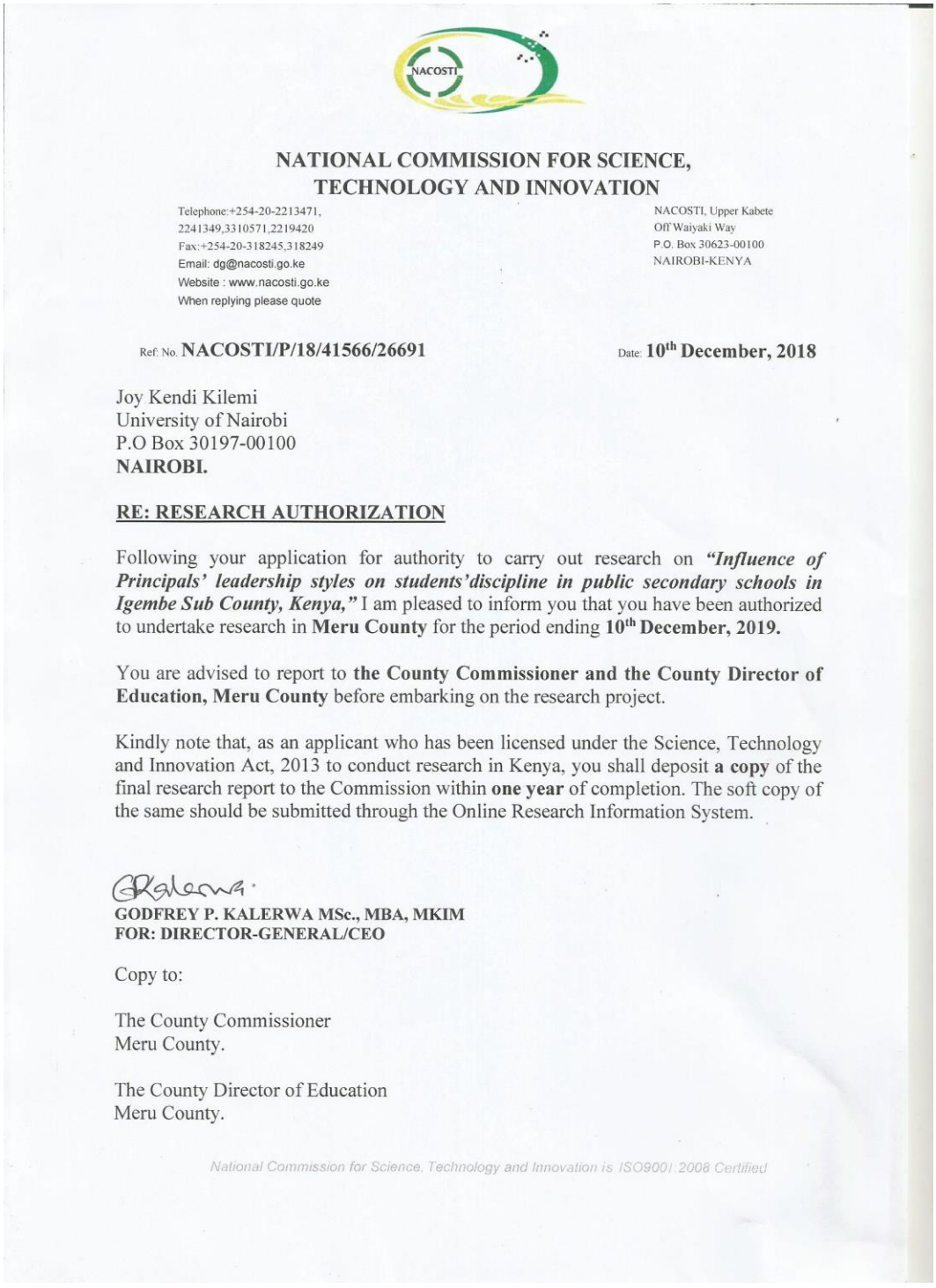
f. The school administration involves teachers, parents and students when making key decisions 1[ ] 2[ ] 3[ ] 4[ ]

g. The administration only rewards those students it considers disciplined 1[ ] 2[ ] 3[ ] 4[ ]

h. The school administration is not bothered with students issues 1[ ] 2[ ] 3[ ] 4[ ]

9. In order to promote students' discipline in schools what suggestions would you give to enhance a principal's leadership skills?_____

APPENDIX V: AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/41566/26691** Date: **10th December, 2018**

Joy Kendi Kilemi
University of Nairobi
P.O Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Influence of Principals' leadership styles on students'discipline in public secondary schools in Igembe Sub County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **10th December, 2019.**

You are advised to report to **the County Commissioner and the County Director of Education, Meru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Meru County.

The County Director of Education
Meru County.

National Commission for Science, Technology and Innovation is ISO9001:2008 Certified

APPENDIX VII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MISS. JOY KENDI KILEMI
of UNIVERSITY OF NAIROBI, 492-60600
Maua,has been permitted to conduct
research in *Meru County*
on the topic: *INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS'DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN IGEMBE SUB COUNTY, KENYA*
for the period ending:
10th December,2019

Permit No : NACOSTI/P/18/41566/26691
Date Of Issue : 10th December,2018
Fee Recieved :Ksh 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

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