

**PARTICIPATORY LEADERSHIP STYLES AND THEIR EFFECT ON STUDENT  
DISCIPLINE IN SCHOOLS. A CASE OF PUBLIC SECONDARY SCHOOLS IN  
KIAMOKAMA DIVISION OF KISII DISTRICT.**

**BY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE  
DEGREE OF MASTER OF EDUCATION IN  
EDUCATIONAL ADMINISTRATION AND PLANNING,  
UNIVERSITY OF NAIROBI.**

**2003**

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## DECLARATION

**This research project is my original work and has not been presented for a degree in any other University.**

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## ACKNOWLEDGEMENTS

My sincere and deep appreciation is expressed to my supervisor Mr. Edward Njenga Kanori, lecturer, Department of Educational Administration and Planning, University of Nairobi, for his enabling support, guidance and constructive criticism from the beginning to the completion of the study.

My special appreciation is expressed to my mother Luciah for her love and support during this study. Deep appreciation is also expressed to my brother Samuel Birundu whose financial assistance defrayed the cost of this research study. His assistance was of fathomless significance. My typist Costinah Munini also deserves a credit. And lastly to my colleagues and friends I thank them all.

## DEDICATION

This research work is dedicated to the memory of my father the late Peter Birundu Mogitaba for his love and support during his lifetime and for his inspiration to excel and further my studies. And to my dear mother Luciah Kwamboka Birundu who saw me through this study with undying love, encouragement and unwavering support.

## ABSTRACT

The major purpose of the study was to establish the extent to which secondary school principals use participatory leadership styles in school administration. The study also sort to determine whether the age, administrative experience and academic qualification had any influence in encouraging participation in school leadership. The study also investigated the problems that principals face in school management especially student unrest.

On the literature review the researcher focused on leadership and discipline. Participation in school leadership as a means of promoting school democracy is also discussed in detail. The role of prefects in school leadership is also dealt with because they also play a positive role in assisting the school administrators. The role of communication in participative leadership is given priority as information is important in any organization. Interaction of all school community members to enhance teamwork in our schools is also discussed.

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The study was ex-post facto in design and the target population consisted of 16 principals and 118 teachers of public secondary schools of Kiamokama division in Kisii district. The principals and teachers questionnaire were used in the study.

The items in the questionnaire were tested for content validity and reliability by means of a pilot study. The pilot study enabled the researcher to make alterations on inappropriate items in the questionnaires. After collection of data it was analyzed using the Likert rating scale. The t-test was used to determine the level of significance.

**The study came out with the following research findings:-**

1. There is no significant relationship between principals' gender and discipline in public secondary schools in Kiamokama division.
2. There is a significant relationship between principals' administrative experience and discipline of students in public secondary schools.
3. There is no significant relationship between the principals' academic qualification and discipline problems in public secondary schools.
4. There is no significant relationship between the age of the principal and discipline of public secondary school students in Kiamokama division Kisii district.
5. The principals' religious affiliation has no relationship with discipline problems experienced by students in public secondary schools.

**The recommendation of the study are as follows:-**

1. Guidance and counseling to be strengthened in schools. This will help in minimising student unrest thus promoting interaction between students and teachers.
2. Students to be involved in school management so that they may get an opportunity to give suggestions and express their problems freely.
3. Punishment is essential for effective school administration. This is because it will serve as a correction to any misbehaviour to avoid repetition of unwanted acts in schools.

4. Drawing of school rules is a necessity in all schools so as to be a reminder to students and parents to avoid a situation of lawlessness.
5. Caning should be re-introduced in schools. This has been suggested as a better means of controlling students which is in agreement with the biblical teachings.
6. Improving of communication in school. This will avoid collision in school activities thus promoting co-ordination and satisfaction of decisions that are carried out.

## TABLE OF CONTENTS

CONTENT	PAGE
Title Page.....	(i)
Declaration.....	(ii)
Acknowledgements.....	(iii)
Dedication.....	(iv)
Abstract.....	(v)
Table of contents.....	(viii)
List of tables .....	(xi)
List of figures .....	(xii)
List of abbreviations .....	(xiii)
<b>CHAPTER ONE.....</b>	<b>1.</b>
1.1 BACKGROUND INFORMATION.....	1.
1.2 Statement of the problem.....	4.
1.3 Purpose of the study.....	6.
1.4 Objectives of the study.....	6
1.5 Research questions.....	7.
1.6 Significance of the study.....	7.
1.7 Limitations of the study.....	8.
1.8 Delimitations of the study.....	8.
1.9 Basic assumptions of the study.....	8.
1.10 Definitions of significant terms.....	9.
1.11 Organization of rest of study.....	10.
<b>CHAPTER TWO.....</b>	<b>11</b>
2.1 LITERATURE REVIEW.....	11.
2.2 Leadership and discipline .....	11.
2.3 Participation in school leadership in promoting school democracy.....	17.
2.4 Role of prefects in school leadership.....	19.
2.5 Communication in participative leadership.....	22.

UNIVERSITY OF NAIROBI  
 EAST AFRICANA COLLECTION



2.6	Interpersonal relations in enhancing participative leadership in schools. ...	24.
2.7	Conceptual framework.....	28.
<b>CHAPTER THREE.....</b>		<b>29</b>
3.1	<b>RESEARCH METHODOLOGY .....</b>	<b>29.</b>
3.2	Research design.....	29.
3.3	Target population.....	29.
3.4	Sample and sampling procedure.....	22.
3.5	Research instruments.....	30.
3.6	Instrument validity.....	30.
3.7	Instrument reliability.....	31
3.8	Data collection procedure.....	31.
3.9	Data analysis procedure.....	32.
<b>CHAPTER FOUR.....</b>		<b>33.</b>
4.1	<b>DATA ANALYSIS INTERPRETATION AND DISCUSSION...</b>	<b>33.</b>
4.2	Questionnaire return rate .....	33.
4.3	Report findings.....	33.
4.4	Data analysis .....	45.
<b>CHAPTER FIVE.....</b>		<b>51</b>
5.1	<b>SUMMARY CONCLUSION AND RECOMMENDATIONS.....</b>	<b>51.</b>
5.2	Findings of the study.....	51.
5.3	Summary of the study.....	52.
5.4	Conclusions .....	54.
5.5	Recommendations of the study.....	55.
5.6	Suggestions for further research.....	57.
<b>BIBLIOGRAPHY.....</b>		<b>58.</b>

<b>APPENDICES</b> .....	63.
Appendix A - Permission letter to Headteachers.....	63.
Appendix B - Letter to respondent.....	64.
Appendix C - Headteachers questionnaire.....	65.
Appendix D - Teachers questionnaire.....	70.
Appendix E - list of public secondary schools.....	75.

<b>LIST OF TABLES</b>	<b>Page</b>
Table 1: Sampled reported indiscipline cases in schools (1999).....	5
Table 2: Teachers' Gender.....	33
Table 3: Teachers, age interval.....	34
Table 4: Teacher religious affiliation.....	34
Table 5: Academic qualification of teachers.....	35
Table 6: Discipline problems experienced by teachers.....	36
Table 7: Teachers suggestions on discipline problems .....	37
Table 8: Gender of the principals.....	38
Table 9: Principals' age interval.....	38
Table 10: Principals' religious affiliation.....	39
Table 11: Academic qualification of principals.....	39
Table 12: Principals' administrative experience.....	40
Table 13: Role played by principals in school leadership.....	41
Table 14: Members that principals involve in the disciplinary process.....	42
Table 15: Causes of discipline problems in secondary schools.....	43
Table 16: Principals' suggestion on better methods of enhancing discipline.....	44
Table 17: Principals' score variables.....	45
Table 18: Principals' Gender variable.....	46
Table 19: Age variable.....	47
Table 20: Religious affiliation variable.....	48
Table 21: Academic qualification variable.....	49
Table 22: Administrative experience variable.....	50

**LIST OF FIGURES**

	Page
FIGURE 1: Conceptual Framework .....	28.

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EAST AFRICANA COLLECTION

## LIST OF ABBREVIATION

B.O.G	-	Board of Governors
K.C.S.E	-	Kenya Certificate of Secondary Education
T.S.C.	-	Teachers Service Commission
T.T.C	-	Teachers Training College

# CHAPTER ONE

## 1.1 BACKGROUND TO THE PROBLEM

According to Kyungu (1999) a school as an organization has a very crucial role to perform in terms of shaping human behaviour. Education in general is an effective weapon to fight ignorance, poverty and disease, which are the root causes of discontent throughout the world. School managers are the key operators of their organizations and should perform their work effectively so as to achieve their objectives.

There is need to make every member of the organization to be participative in carrying out duties of the organization. According to Zanjoc (1966) humans are social beings and as such they should work in partnership. The presence of others tends to improve performance of tasks. He further states that the presence of others facilitates the dominant response and correct behaviour on well learned tasks.

There is no human being who is perfect when performing duties as his scope may have various limitations. Frankel (1969) states that leadership, which is associated with influence, should be reciprocal. A system will collapse unless it provides its loyal obedient supporters with warmth and security. Mbiti (1974) says that the charismatic leader expecting blind faith must respond to certain follower demands to minimize dissatisfaction and especially disobedience from students in case of a learning institution

Lack of participatory leadership styles has led to student indiscipline in almost all countries of the world including Kenya.. According to Nyatuka (Daily Nation 13<sup>th</sup> May 2002) bullying, poor management and ineffective teaching are some of the factors leading to unrest in schools. Between the years 2000-2002, 250 schools countrywide experienced students unrest leading to destruction of property and loss of life. He stresses that discipline is vital for good academic performance. It begins with the Headteachers and the rest of the staff. Since the headteachers personality pervades every aspect of school life, his or her character should be beyond reproach. Headteachers are supposed to delegate responsibilities including that of discipline to teachers so that students can respect teachers. Schools also need to involve parents and community in decision-making processes.

According to the former T.S.C Secretary Mr. Sogomo (2002), training of headteachers is laudable but for it alone is not enough because alot needs to be done to improve the running of the school. Forming student forums where they give their views freely and inviting students representatives to B O G meetings as a means of promoting participative decision making is very important. According to the Daily Nation of 8<sup>th</sup> March 2002 Riokindo Boys High School in Gucha District was shut after students fought riot police and destroyed property worth Sh. 1.5 million. They were protesting over poor performance in K.C.S.E 2001

In the Daily Nation (Sept 26, 2001), the government through the task force on student unrest recommended principals and deputies posts to be advertised and guidelines be made for prefect selection and political influence on B.O.G. selection be avoided. Schools were also urged to produce a calendar of yearly meetings to be circulated to all members. Education officers were also expected to attend board meetings. According to the Daily Nation (2002 7<sup>th</sup> March), 15 students of Sameta boys High school, Gucha District, were arrested for taking part in a demonstration as a result of demanding the transfer of the principal for alleged poor meals, and high handedness

The Daily Nation (31<sup>st</sup> December 2001) a high school teacher cited indiscipline cases in Kisii school as being harassment of students of lower classes by their seniors as the latter enjoy protection from the principal. Other schools that rioted due to mismanagement in the year 2000 alone are Nyansabakwa boys in Nyamira, Matongo Lutheran theological college, Kisii progressive high school and Rangeny'o girls according to reports on file by the Daily Nation.

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EAST AFRICANA COLLECTION

Most recent cases of student unrest due to poor leadership are Kenyatta university having a two day sit-in blaming the administration, Kenya Utalii college protesting against it's constitution and, Moi University. All this cases indicate a controversy on what Vroom (1960) points on participatory leadership styles that if practised leads to realization of goals and satisfaction to basic needs.

Conclusively also Mbiti (1974) talks on democracy as the guiding principle in school management and therefore every individual should be respected.



## **1:2 Statement of the problem.**

Participative leadership promotes both effectiveness and efficiency in running the daily affairs of learning institutions. Most researchers have pointed out that there is a gap that is supposed to be filled in school management. According to Kimengi (1983) effective leadership is essential in schools. Miles (1965) says that participation leads to greater effort and less resistance to the managers influence. It is important to note that participative management assumes that knowledge and expertise are widely distributed throughout work groups and that decisions are best made by those close to or most conversant with the participation problem addressed.

A survey conducted by the Daily Nation indicated that the cases of student unrest due to lack of participative leadership are increasing instead of decreasing. In the year 2001 alone the reported cases were 230: Central province 85 cases, Eastern 76, Rift Valley 50 and Western 19. Other provinces recorded the following figures: Nyanza 7, North Eastern 7, Coast 4 and Nairobi 2 as it was reported by David Aduda of the Daily Nation. This shows an urgent need for a further research so as to come up with more advanced skills in resolving this issue.

TABLE 1. Sampled Reported indiscipline cases in school (1999)

PROVINCE	DISTRICT	BOYS	GIRLS	MIXED	DAY	TOTAL
COAST	TAITA TAVETA	0	1	0	0	1
RIFT						
VALLEY	LAIKIPIA	1	0	0	0	1
EASTERN	NAKURU	1	0	0	0	1
	MACHAKOS	11	0	3	0	14
	KITUI	1	0	0	0	1
CENTRAL	NYERI	9	3	12	1	25
	MURANGA	1	1	0	0	2
	KIRINYAGA	2	0	1	0	3
	KIAMBU	0	1	0	0	1
NYANZA	NYAMIRA	4	0	2	0	6
	KISII CENTRAL	0	0	2	0	2
	GUCHA	0	0	4	0	4
	BONDO	1	0	0	0	1
	KISUMU	2	0	2	0	4
	RACHUOYO	0	0	0	1	1
TOTAL		33	6	26	2	67

Source: Nation Library file.

In Kisii District, it was reported that 700 students of Cardinal Otunga Boys were sent home after protesting against end of year examinations. They also protested against a cut off of 600 marks at the end of year exams before one is allowed to proceed to the next class (Daily Nation 8<sup>th</sup> Nov. 2002). A total of 25 students from the neighbouring Kisii High school were also held at the local Police station. They were arrested over allegations that they were plotting to go on the rampage over a fine imposed on them following a strike the previous month. The study therefore shall investigate the causes of such constant unrest in Schools.

### **1:3 The purpose of the study**

The purpose of this study was to find out various participatory leadership behaviors portrayed by secondary school headteachers in Kisii district. Also to find out various backgrounds within which each different leadership behaviour is portrayed and it's related student behaviour.

Investigated in detail the relationship of student unrest cases with the type of leadership behaviour exhibited.

### **1:4 Objectives of the study**

The objectives of this study was:-

- ❖ To find out whether there exists any significant relationship between principals lack of participatory leadership style versus the following.

Chronological age, gender, academic qualification, administrative experience and religious affiliation.

- ❖ To investigate other factors that influence discipline other than the principals leadership style.
- ❖ To search for ways of improving student discipline of public secondary schools of Kiamokama division in Kisii district.

### 1:5 Research Questions

The study tested the following questions:-

- (a) what are the factors that influence leadership style by Principals in public secondary schools in Kiamokama Division of Kisii District
- (b) What kind of discipline problems are experienced among public secondary school students in Kisii.
- (c) Are there any other factors other than the principal's leadership style that contribute to student indiscipline?
- (d) What disciplinary methods are applied when dealing with cases of students misbehaviour in public secondary schools in Kisii district?
- (e) Which are some of the problems that principals face when trying to enhance discipline in their students.?
- (f) What are the roles of the principal's in general when dealing with discipline issues in their schools.?

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### 1:6 Significance of the study

The results of this study shall enrich educators in Teachers Training Colleges and Ministry of Education in better means of resolving crisis in Secondary schools in order to minimize cases of student misbehaviour.

The study also intends to enhance respect for one another in schools so that various school activities can be done through participation and a better way of approaching issues in our schools can be realized.

#### **1:7 Limitations of the study**

The major limitation of the study was due to lack of extensive research done on participatory leadership styles by Principals particularly in Kiamokama division which is a newly created district.

The absence of parent's involvement in the study due to the difficulty of their accessibility and willingness to participate was also a limitation to the study.

#### **1:8 Delimitations of the study**

The researcher has delimited the scope of the study such that it was carried in Kiamokama division of Kisii rural community.

The study was carried on public secondary schools only, excluding private Secondary Schools.

#### **1:9 Basic assumptions of the study**

- (a) It was assumed that secondary school principals are aware of the participatory skills in leading their schools.
- (b) The Principals were honest and truthful in giving out information according to the questions asked.
- (c) Principals of secondary schools shall appreciate the information they get which shall be used as a tool for improving school leadership.

## 1.10 Definition of significant terms

The following terms were significant in the study and were used and defined in the context of the study.

**Articulative:** This means speaking naturally fluently, with proper language and deep tones.

**Communication:** Refers to sharing of ideas, facts, opinions, information and understanding.

**Discipline:** This is the training of the mind for self-control and respect to authority.

**Participatory leadership.** This is the involvement of all members of the school community in running the daily activities.

**Prefect:** A prefect is a pupil/student with leadership qualities either selected by school authority or elected by pupils and given constant powers to control and guide other pupils/students.

**Public secondary school.** This is a school that gets financial support by the ministry of education as per the approved budget estimated.  
powers to control and guide other pupils/students.

## **1:11 Organization of the study**

The study is organized into five chapters. The first chapter focuses on the background and statement of the problem under study, purpose, objectives, research questions, significance, limitations and delimitations, basic assumptions of the study and definitions of significant terms of the study.

Chapter two deals with literature review. The related literature is reviewed under the sub-topics: leadership and discipline, participation in school leadership in promoting school democracy, role of prefects in school leadership, communication in participative leadership, interpersonal relations in enhancing participative leadership in schools and finally the conceptual framework.

The third chapter covers the research methodology. This includes research design, target population, sample and sampling procedure, instrument validity, instrument reliability, Data collection and data analysis techniques.

Chapter four presents the data analysis and discussion of research findings while the last chapter focuses on the summary of the findings, conclusions and recommendations of the study.

## CHAPTER TWO

### 2.1 LITERATURE REVIEW

The review focuses on discipline as very essential in any organization in promoting peaceful situation to enhance leadership and good school governance. The issue of leadership is crucial especially in participatory leadership. The importance of involving all school community members takes a gigantic role in secondary school administration.

#### **2:2 Leadership and Discipline.**

In any institution such as a school or home discipline plays a great role in avoiding unrest. According to Beech et al (1964) efficient leadership in schools should not disregard other important stakeholders like the student though young they may be. Their views should be listened to instead of obeying blindly Mbiti (1974). According to Weldy (1979) young people need limits on their behaviours – many are totally confused and hence insecure when adults do not set limits for them. They become so free without limits deviating to the wrong paths, which eventually causes conflicts with their adults.

Leadership should be a key to assist individuals or groups to move towards production goals that are acceptable so that it is easier to maintain the group and to motivate it towards attainment of set goals. This is in line with Boles (1975) who describes leadership as the art of getting people to do things. It is regarded as indiscipline when individuals do not conform to the set boundaries especially in an institution like the school. Suggestions given should not be discussed without good reasons and the intentions well established.



According to Tosi et al (1974) leadership occurs when an individual is able to influence another person or group to go beyond the boundaries of the psychological contract. The existence of top hierarchy in schools does not imply leadership. Misuse of position powers without regard to the subjects and other stakeholders in school management contributes to discontent and lack of understanding which is the source of school unrest. Giving of orders and just making decisions is described as simple power position and has no connection with leadership. According to Richard Hall (1972) leadership involves what a person does beyond, and above basic requirements of his position ..... A mechanical reliance on organizational position would bring a situation in which the characteristics of the individuals filling top positions would make no difference whatever. This is crystal clear that leadership involves followers and therefore participation is the backbone and the true way of satisfying the decisions of all members concerned.

According to studies carried by Kyungu (1999) representing the Ministry of Education, schools are expected to be places where growth and development of the individual occurs. Schools are also expected to be places where children examine their prejudices and learn to live in unity and harmony. It is therefore the responsibility of the school to provide an enabling climate for working together with an aspiration of attaining national unity. When indiscipline occurs in a school all stakeholders get worried and concerned about such an inappropriate behaviour and violence. He further stresses that schools become traumatized when involved in riots. This was experienced in such schools like Sigalame High School destruction in (1960s), St Kizitos rape and deaths in (1991), Bombululu Secondary School arson and Nyeri Boys High School burning and death of four prefects in (1998).

According to Adair (1973) a leader exceeds the average member of his group in intelligence, scholarship, dependability in exercising responsibilities, activity and social

participation and social economic status. He further says that the qualities, characteristics and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as a leader.

Fiedler F (1967) investigated the extent to which leadership veered towards the two poles of task oriented and considerably tried to predict the circumstances in which one leadership style would be more effective than the other. He suggested that it might be less trouble to change the situation than to train the leader. He says that it is easier to change someone's rank and power or to modify the job he is supposed to do than it is to change his personality or leadership style. Improvement of effectiveness in leadership can therefore be made by accurate diagnosis of the group-task situation and by altering the leaders work environment. Training of leaders could make them learn to change the situations themselves and thus not wait for someone else to change for them. This makes leaders to be personally more adapted to the situation so that a shared progress can be achieved towards common goals.

According to Hertzberg (1966) a list of leadership functions which has been the basis for numerous adaptations in industry and other fields are as follows; planning which means seeking all available information and defining group task purpose or goal.

Secondly initiating function which is briefing a group on the aims and the plan, explaining why aim or plan is necessary, allocating tasks to group members and setting group standards, influencing tempo, ensuring all actions are taken towards objectives, keeping discussion relevant and prodding group to action.

Supporting by expressing acceptance of persons and their contributions, encouraging groups and individuals, disciplining groups, creating team spirit, relieving tension with

humour and reconciling disagreements or getting others to explore them. Another function is informing which is clarifying task and plan, giving new information to the group thus keeping them in the picture, receiving information from group and summarizing suggestions and ideas coherently. Lastly evaluation which according to him is the checking feasibility of an idea, testing the consequences of proposed solution, evaluating group performance and helping the group to evaluate its own performance against standards.

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The above functions therefore conclude that a leader is a person with certain qualities of personality and character which are appropriate to the general situation and supported by a degree of relevant technical knowledge and experience, who is able to provide the necessary functions to guide a group towards the further realization of its purpose, while maintaining and building its unity as a team; doing all this in the right ratio or proportion with the contributions of other members of the team.

According to guidance and counseling manual (2002) indiscipline arises in schools where idleness is rampant and teachers have little interest in the pupils academic welfare. The role of the principal in instilling discipline in the school should be by helping students to settle. This is eliminating bullying in the school since bullying delays students from entering into effective study atmosphere. Discipline as a plan of training must be carried out in the context of love, respect and acceptance. There should be no hatred in discipline. The Principal or teacher counselors should make it clear that he/she hates only the wrong action and not the student. The principal should trust students, encourage students to bestow praise and give presents to well behaved students every end of the term because students will excel with praises. So as to avoid misunderstanding in schools the Principal must

explain why rules are necessary or changes which must take place. This should be communicated well in advance to both teachers and students.

The guidance and counseling manual (2002) further found out that the principals should allow open air discussion in school, formal meeting or suggestion box an opportunity to let off steam due to stress strains in any community. When discipline is put in place a school's academic performance will automatically improve. Effective learning requires a good teacher, disciplined students in order to attain the positive goal. The principal is responsible for overhaul running and control of the school besides planning, organizing, directing, controlling, staffing co-ordinating, motivating and actualizing the educational goals of the school. He should delegate responsibilities to the Deputy principal. This is due to the fact that the Deputy principal is the head of the disciplinary committee in charge of discipline and prefects in supervising them in their duties. He controls punishment and may convene a meeting of disciplinary committee and if the case is serious then he normally forwards it to the head of the school. Other cases are referred to the guidance and counseling committee.

According to Mbiti (1974) Human relations in places of work should be a basic consideration. Any organization ought to be employee-centred. A man works well when he is happy within the environment of his work. The physical facilities in which the person works should be friendly and capable of creating a good social atmosphere for interaction among the workers. The machines or tools with which he performs his duty must be safe and secure for his use.

He further explains that men work well when their superiors take notice of their work and constantly reinforce them in their performance. Workers should also be given their dues and respect as human beings. Equal justice to everyone among the employees of the organization should be administered. Favors and any form of discrimination are a great danger in administration. Suspicious and backbiting among people in an organization can only breed friction and misunderstandings. A manager who knows his job well, must make sure that the workers are properly briefed on their responsibilities, and this can be facilitated by holding regular staff meetings as well as consulting each individual section of the organization on relevant matters before effecting changes.

Democratic leadership entails the knowledge of how effective team-work can be achieved rather than how one can enforce commands. The main goal of discipline both in the school and in the home should be to produce young people who will be responsible people when they become adults. Such people should be able to make their own decisions and accept the consequences of these decisions like men. They should be self-disciplined individuals, the kind of persons who do not simply swim with the current.

According to Fayol H. (1965) discipline is in essence obedience, application, energy, behaviour and outward marks of respect observed in accordance with the standing agreement between the firm and its employees. Whether these agreements have been freely debated or accepted without prior discussion, whether they be written or implicit, whether they derive from the wish of the parties to them or from rules and customs it is discipline .....discipline is so essential for the smooth running of any business that without discipline no enterprise could prosper.

From this study we can therefore remark that leadership is a process of motivating all individuals in the work place, effective delegation, team building and promoting staff development. Ahead teacher should be committed, competent and conversant, consistent confidence and courageous, consulting and communicating.

### **2.3 Participating in school leadership in promoting school democracy.**

Participating leadership encompasses involving all the members in decision. It is a situation of making every group equal in reaching at a consensus. According to Pateman (1970) participation describes a situation in which workers are offered full explanations of decisions already made by management. Participation in leadership ought to be full so as to ensure maximum satisfaction. It should not be partial. Full participation exists only in circumstances where each member of an organization or decision making body within it has equal power to determine the outcome of deliberations associated with the decisions in question.

Leadership in a school ought to be an interactive process. Without proper interaction and proper channels of communication an organization is only a confusion of people and machines according to Stephen Robins (1979). The leader, the group and the situation influence each other. On the contrary a style of leadership that informs people on what to do without seeking their opinions is considered autocratic and the outcome is disorderness and use of violence. This concurs with the student riots which always rock the city of Nairobi. The Daily Nation of (April 26, 2003), portrayed a picture where students are not involved in decision making whereby University of Nairobi students protested against a decision by their vice-chancellor to send home all students pursuing a degree in nursing.

This shows how he never involved the students in order to understand their grievance. Furthermore the students reacted on rumours that the nursing department would be abolished implying how channels of proper communication are closed.

A study carried out by Salders and Hofstede (1974) indicates that consultative leadership is preferred than the autocratic style whereby a leader makes decisions on his own without participating the rest of the group. They further found out that authorization ignores the need of the followers as well as centralizes power in the person of the leader. Lewis et al (1939) puts it that autocratic leadership produces a great tension and frustration. Democratic leadership techniques, which are participative produces, better results than the autocratic leadership. School heads are supposed to be focused so as to distinguish the proper path of participation. According to Tannenbaum and Schmidt (1973) recognizes that the leader should work jointly with his or her work group. This is in agreement with Cohen (1985) who emphasizes that participative leadership overcomes the destructive human consequences of hierarchical bureaucratic organization.

The case of participative leadership is successfully practiced in Baraton University. According to the Daily Nation 16<sup>th</sup> March 1996 it was found that the views of the vice-chancellor supported this kind of leadership whereby the students are given priority to decide and choose the right thing to do so long as it does not contravene the teachings of the Bible. They are represented in staff meetings and the institutions believe that no substance injurious to the body should be allowed, as the body is the temple of God. Furthermore students found smoking in the campus are usually counseled, but if they continue with the habit they are expelled. This is clear that the students are not provoked to anger nor given a deaf ear in their grievances.

According to research done by the Ministry of education entitled report of the task force on student discipline and unrest in secondary schools (2001) it was found out that some head teachers are not appointed on merit but as a result of other considerations that is political patronage, religious influence, tribalism, colonialism or bribery. This leads to most headteachers serving in their home districts promoting parochialism in the management of school affairs. It was established that headteachers have poor working relationship with other members of staff and that they do not plan for succession hence making the office of the deputy headteachers a conflict center lacking consultation and transparency which is a conducive atmosphere for indiscipline.

#### **2.4 Role of prefects in school leadership.**

According to global counseling center (2002), prefect system is a very important organ in maintenance of student discipline in the school. The prefects are close to the students and therefore deal with discipline cases at grassroots level. They are the bridge between staff and students community even planned strikes can be thwarted by active prefects. Prefects should be protected from being mishandled by other students. The prefects should report serious cases to the deputy principal who will in turn report to the principal in case the offence is so serious. In some cases the Principal reports suspension to the B.O.G. The B.O.G deals with serious cases of discipline which involves suspension of students and recommends students expulsion to the director of education. The director is the only person who expels a student from a school in Kenya.

According to Bondo teachers' college workshop on guidance and counseling (1999), the institution of prefect ship is very crucial in school administration. Since prefects work under the office of the deputy principal, the teacher counselor could occasionally invite him



or her to share in their discussions. Prefects need to know precisely their roles, areas of jurisdiction, leadership qualities, administrative hierarchy and prospects.

According to Kyungu (1999) a prefect is a pupil/student with leadership qualities either selected by school authority or elected by pupil and given constant powers to control and guide other pupils/students. The role of prefects should be one of promoting understanding between the supervisors and the subordinates in the school system. Contrary to this in few cases prefects have been seen as betrayers to their fellow colleagues like in Nyeri High School whereby the student body was discontented with the prefects thus locked them in their cubicles while they were asleep, poured petrol and set them on fire killing four of them.

The report on the task force on student unrest (2001) investigated that students and teachers have no avenue of appraising their Head-teachers as a way of providing a feedback on his/her performance this shows lack of participation in schools.

It is therefore important that prefects be academically above average, honest respectful, obedient, .....consistent and above all active in co-curricular activities to assume position of leadership in schools.

Prefects should be a means of preparing young people to adulthood maturely and responsibly. They therefore should not be discriminated. Mbiti (1998) says that discipline in school and at home should be that which will produce young people to be responsible when they become adults. This notion is also supported by Mwiria (1995) who investigated that early involvement of students in making decisions that affect them is good for their future and that of the country.

Prefects should be chosen by both staff and other students and they should be trained and have a well organized information system, well managed student records which are diagnostic, prognostic, formative, cumulative transactional and usable. According to the Daily Nation Friday (August 24, 2001) the excessive power of prefects was condemned in coast Province. This was portrayed in the excessive privileges they were given and powers of punishing their colleagues without working hand in hand with their superiors in school leadership. Reports on the Daily Nation 26 Oct. 2000 shows that students were held over arson bid. This was Nyansabakwa students in Nyamira District who attempted to burn their school protesting on the humiliation and beatings meted on them by juniour prefect.

The global counseling center (2002) found out that drug abuse is a major problem in schools. They cited the following as factors that lead to drug abuse. Firstly parents who are addicts serve as an example to their children, frustrations and influence by peer groups and accidental user. Also environmental influence, academic pressure rich parent, indisciplined society, spiritual bankruptcy, religious cult, copying heroes, seeking to annoy and fighting for elimination of fear.

The signs of indiscipline in school due to drugs were found out to be truancy, stealing, deliberate vandalism of school property, violent attack by students on other students and even teachers breaking school rules. Chronic misbehavior in classrooms, time wasting, disruption of pupils who are anxious to learn, untidiness in school dress and habits, late coming to school and feeling of heroism for the bad students/staff and fighting.

The guidance center noted the following factors as the causes of discipline problems in schools.

Firstly negative teachers who do not care about the objectives and goals of their institutions, parents who are unable to bear the burden of school fees thus seeing the Principal as the cause. Incompetent principals also use and try to please students at the expense of other teachers and above all negotiate influence by other students who for reasons best known to themselves have realized that are failing and they would want the whole lot to help them fail.

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## 2.5 Communication in participative leadership.

Communication refers to sharing of ideas, facts, opinions, information and understanding. Communication promotes participative leadership and according to Peter Drucker (1975) good communication is the foundation for sound management. The managerial functions of planning, organizing, directing and controlling depend on communication in an institution. For planning to be realistic, it is essential that it is based on sound information which is not possible without a good system of communication existing in a school.

The headteacher should seek information from his peers, subordinates and other stakeholders in a school. According to Kenyatta University open learning handbook on management functions and behaviour (2003) an organization with mostly routine, simple tasks is likely to work more efficiently with a formally centralized networks. Secondly the problem solving objectives of speed and flexibility cannot be achieved by the same pattern of communication rather speed in problem solving can be achieved at the expense of flexibility and vice-versa. As such the communication pattern should be designed with reference to the objective that is regarded as most important.

Information is an important source of power in organizations hence there should be a large number of active participants in decision-making process.

The grapevine transmits information from one person to a group of persons much more rapidly. Each individual passes the information to several others some of whom repeat the message to others.

Information may lead to a change in their thinking on the subject and thus affects their behaviours. According to Keith Davies (1975) says that in the grapevine people talk most when the news is recent, affecting their work and on people they know. This is participative in approach because majority of people get the information and may oppose the message, which is not appealing to their interests and thus an opportunity to express their opinions. At times management may even find the informal communication channel more useful in transmitting information than the formal channel.

According to Waithaka (1987) a firm but considerate school administration with proper channels of communication will provide an atmosphere of justice and coupled with regular counseling most students will automatically appreciate what is good for them. Effective communication is also appraised in school leadership by Dickson et al (1982) who says that participatory leadership permits and encourages communication and represents an increase in the availability of information to teachers of the school organization.

According to Bell L (1990) communication in school include formal and informal interviews with staff, pupils, parents and others involved in school administration. It includes a discussion of staff handbooks, handbooks for parents, reports and other communications with the wider community.

Communication takes a variety of different forms that is verbal, which includes planned and unplanned discussions, one –to one encounters small or large meetings and using telephones. Written communication includes notes, memos, reports, letters, position papers and notices. Visual includes posters, diagrams, flow charts, pictures and photographs.

All communication in school is about action, initiating action, preventing action or giving or requesting information on which action may be based.

## **2.6 Interpersonal relations in enhancing participative leadership in schools.**

Any institution and the school being one must have some form of interaction and socialization and the degree in which they are handled plays a pivotal role in promoting school democracy. Thompson (1977) states that characteristics of the headteacher and the way he relates to the public has a great impact in school management. He says that he should be articulative that is speaking naturally fluently, using proper language and deep tones in the voice to create an impression of maturity. Besides that he should be diplomatic and personable. According to Kenyatta University open learning handbook on management functions and behaviours,(2003) interpersonal competence refers to the degree to which you are accurately aware of your impact on others and of the impact of others on you. This promotes ability to engage in mutually helpful relationships. It enables members of the organization to achieve their personal goals as well as task goals they intend to achieve.

When interpersonally one is incompetent he creates an environment in which members act very defensively to protect their own interests hence like in schools causing students unrest.

On the other hand interpersonally competent managers allow their subordinates to

challenge their views and to question the organizations norms, policies, rules and objectives. This leads to discovery of problems and commitment to solving them hence increasing organizational effectiveness.

According to Schutz (1966) there are three interpersonal needs that is inclusion which is the need for interaction and association, control for power and affection which is the need for love and affection. This is in line with the expectations of the learning institutions whereby everybody needs to be incorporated in all the undertakings of an institution to be satisfied in decision that are concluded. Johnson (1972) provides means of resolving interpersonal problems incase they arise. He describes it as constructive confrontation, which is a deliberate attempt to help another person examine the consequences of his or her behaviour. It also includes knowing the importance of the relationship, ability of the confrontee and use of empathy among others to work harmoniously and as a family in tackling issues.

Homans (1950) identified the leader of a group as a member who originates interaction. He says that to do is to engage in an act that initiates a structure in the interaction as part of the process of solving a mutual problem. Stogdill (1959) defined leadership as the initiation and maintenance of structure in expectation and interaction.

House (1970) developed a motivational theory of leadership. He proposed that the leaders motivational functions are to increase the net valences associated with work-goal attainment as well as with the path to such attainment and to increase the subordinates path instrumentality with respect to work goal attainment for personal outcomes and behaviour.

Fiedler (1967) advanced a contingency theory of leadership. The effectiveness of a given pattern of leader behaviour is contingent upon the demands imposed by the situation. The

solidly distant leader tends to be more effective in very easy and very difficult situation., the highly sociable leader tends to be more effective in situations that the leader must take into account the expectation, values and interpersonal skills those with whom he is interacting. The leader must present behaviours and organizational process perceived by followers as supportive of their efforts and of their sense of personal worth. He will involve followers in making decisions that affect their welfare and work. He will use his influence in order to further the task performance and personal welfare of followers. The leader builds group cohesiveness and motivation for productivity by providing freedom for responsible decision making and exercise of initiative.

According to Bell L. (1952) schools are places designated for learning. They take trouble to make their philosophies explicit for themselves and to explain them to parents and pupils. The foundation of their work and co-operative life is an acceptance of shared values. Emphasis should be laid on consultation, team work and participation but without exception, the most important single factor in the success of these schools is the qualities of leadership of the head. He further explains that the extent to which teachers recognize the centrality of management activities to the achievement of their educational objectives depends on the organization of their particular school. The willingness of teachers to become involved in the management of their schools depends on their understanding of the nature of management and its relevance to work in the classroom. The principal should manage their schools such that teachers are enabled to maximize their professional potential.

Drucker (1969) drew attention to the complexities of management when he divided the tasks that face any manager into two specific parts as the task of creating a true whole that

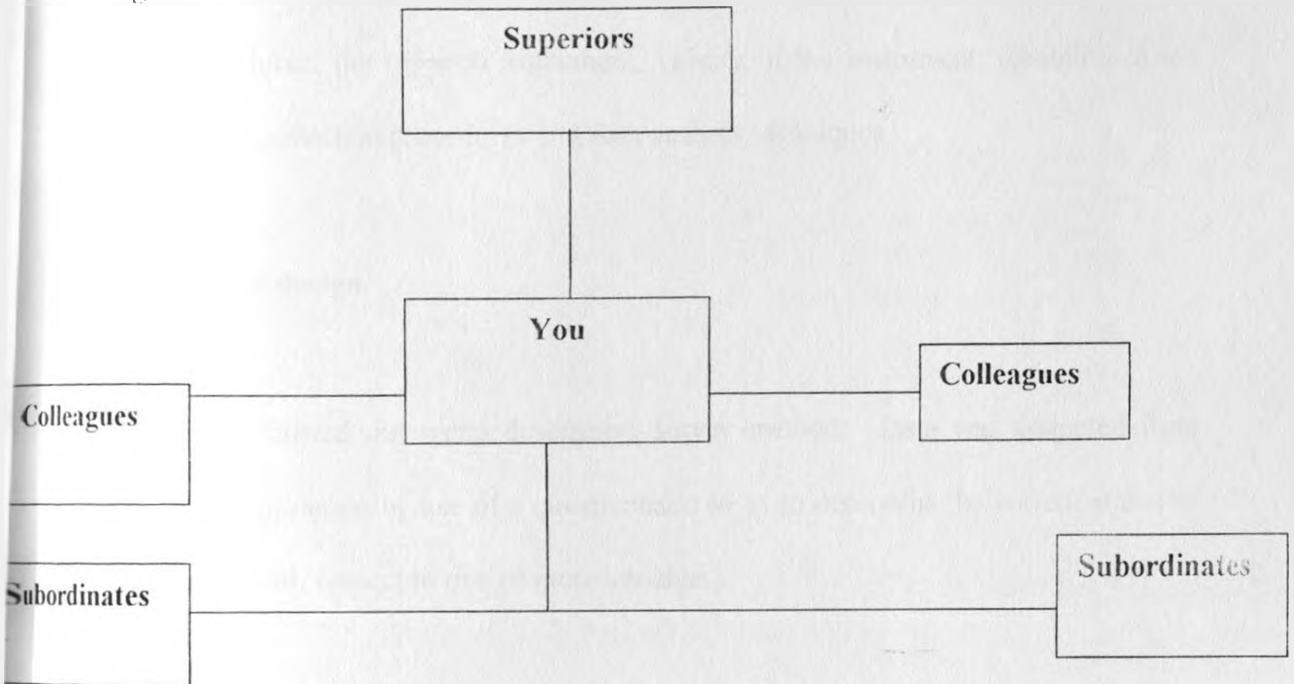
is larger than the sum of the parts, a productive entity that turns out more than the sum of resources put into it. The second specific task of the manager is to harmonize in every decision and action the requirements of immediate and long-range future.

Hughes-et-al (1985) have drawn attention to the importance of distinguishing between those tasks that a manager in secondary school must carry out in providing professional leadership and those that relate to executive functions. Professional leadership include providing professional guidance to staff, counseling pupils, parents and others, teaching and curriculum development and acting as spokes person for the school on relevant educational matters and involvement in external professional activities. Executive functions are allocating resources, monitoring their use, coordinating functions within the school or development and establishing and maintaining external relationship with members of the governing body and employers.



## 2:7 Conceptual Framework

Figure 1.



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One's role in the organization can be viewed as a central role surrounded by at least three other types of roles, supervisors, colleagues and subordinates. Besides these three types of roles one may have to interact with a lot of other people from different positions that is students, board of governors, officials from the Ministry, parents and the general public to promote the participative model.

## CHAPTER THREE

### 3.1 RESEARCH METHODOLOGY

This research methodology include research design, target population, sample size and sampling procedures, the research instrument, validity of the instrument, reliability of the instrument, data collection procedures and data analysis techniques.

#### 3.2 Research design.

The study was carried out using descriptive survey method. Data was collected from members of a population by use of a questionnaire so as to determine the current status of that population with respect to one or more variables,

The research was aimed at establishing the relationship between the principals' participatory approach and discipline in public Secondary schools in Kiamokama Division of Kisii District. This study was carried out to find out factors that are associated with student unrest and any other undesirable behaviour in schools.

The study was independent and not manipulable as Tuckman (1978) defines ex-post facto research as one where the study investigates the variables without any manipulation.

#### 3.3 Target population.

The target population for this study consisted of all 17 Principals of public secondary schools in Kiamokama Division, Kisii District. The schools fell in the following categories. A girls boarding school and 16 mixed day schools.

### **3.4 Sample and sampling procedure**

According to Borg and Gall (1989) sampling is a research technique for a given number of subjects from a target population as a representative of that population. There are 17 schools implying 17 Principals in total. According to Mulusa (1988) a population of 17 categories means a sample size of 16. Therefore 16 Principals of public secondary schools were investigated. According to records kept in Kiamokama divisional Education office, there were 123 teachers in all these schools. Mulusa (1988) also advocates a sample of 118 teachers for the above population of teachers. The researcher therefore investigated 118 teachers.

### **3.5 Research instruments.**

The data from the study was collected using a questionnaire . The questionnaire collected information on the relationship between the principals participatory leadership and discipline in public secondary schools in Kisii District. The questionnaire was divided into three sections containing structure and close-ended questions. Section A contained questions that enabled the researcher to get demographic information on gender , age religious affiliation, academic qualification and administrative experience. Section B contained items that help the researcher to get the roles played by principals to ensure good discipline is maintained in their schools. Sections C contained items that will assist the researcher get information on causes of indiscipline in public secondary schools in Kisii District and the possible solutions to those problems.

### **3.6 Instrument validity.**

Borg and Gall (1989) point out that there are four main types of validity that is content validity, predictive validity, concurrent validity and construct validity. Content validity is

the degree to which the sample of an instrument represents the content that the instrument is designed to measure. A pilot study was conducted whereby inappropriate question items were discarded.

### 3:7 Instrument reliability.

Borg and Gall (1986) defines reliability as the level of internal consistency or time. To establish the reliability of the instrument a pilot study was carried out.

The reliability of the instruments coefficient of internal consistency was calculated by dividing the instrument items into two by placing all odd numbered in one sub-test and all even numbered items in another sub test. The scores for odd numbered subtest were computed separately and correlated with the computed even numbered sub-test

From the results obtained the researcher calculated the pearsons product moment correlation coefficient which gave reliability of only half of the instrument, the researcher then used the Spearman Brown prophecy formula below.

$$r_e = \frac{2r}{1+r}$$

so as to obtain reliability of the entire instrument. This gave a better estimate of the instrument accuracy.

### 3.8 Data collection procedure

The researcher himself administered data collection instruments both in pilot and main study. A research permit was obtained from the office of the President and a copy was presented to the District Education officer Kisii District. The Principals of the participating schools were informed. The researcher himself distributed the questionnaires to the participating schools. He collected the questionnaires after two weeks for final analysis.

### 3.9 Data analysis procedure.

After collection of questionnaires the research had to inspect and edit the data to check on completeness and uniformity. Each item of the factors affecting the relationship between principals' leadership styles and discipline in public Secondary schools was assigned a score using Likert rating scale (Likert 1967) each item was followed by 3 responses ranging from very frequently to never. The responses from the respondents were scored as follows:-

Very frequent – 3

Frequently – 2

Never – 1

The researcher then analyzed the data using frequencies and percentages as shown in chapter four.

## CHAPTER FOUR

### 4.1 DATA ANALYSIS INTERPRETATION AND DISCUSSION.

The findings of the study are arranged according to the following sub headings:-

The questionnaire return rate, report of the findings, interpretation and analysis of data.

#### 4.2 Questionnaire return rate.

There were two categories of questionnaires that is for principals and teachers.

A total of 5 questionnaires were used for the pilot study. 16 questionnaires were distributed for principals in the main study whereby only 12 questionnaires were returned and answered. This meant 75% of the principals questionnaires were returned and thus did not affect the results. On the other hand 118 questionnaires were distributed for teachers and 90 of the questionnaires were answered and returned which is 76%. This also indicate that the result was not affected because the major findings had appropriate sample size.

#### 4.3 Report findings

Table 2 Teachers' Gender.

SEX	FREQUENCY	PERCENTAGE
MALE	70	78
FEMALE	20	22
TOTAL	90	100

TABLE 2 shows that male teachers are the majority that is 78% whereas the female are only 22%.

**Table 3 Teachers' Age Intervals in years.**

AGE	FREQUENCY	PERCENTAGE
15-24	15	17
25-34	54	60
35-44	17	19
45-54	4	4
55-64	0	0
<b>TOTAL</b>	<b>90</b>	<b>100</b>

Table 3. shows that the majority of teachers were in age group 25-34 years which is 60% of the total number of teachers.

Only 15 teachers were below 25 years which shows that this is a tender age when some have not finished their schooling. Only 4 teachers were above 45 years.

This means some of them have had early retirement, promotion as principals or transfer to other professions.

**Table 4 Teachers' Religious Affiliation**

RELIGION	FREQUENCY	PERCENTAGE
Protestant	62	69
Catholic	23	26
Muslim	0	0
Hindu	0	0
Others	5	5
<b>Total</b>	<b>90</b>	<b>100</b>

The data shows that the majority of teachers are Protestants 69% followed by Catholics 26% while others are represented by 5%. There is no Muslim or Hindu.

**Table 5. Academic Qualification of Teachers.**

<b>Academic qualifications</b>	<b>Frequency</b>	<b>Percentage</b>
SI	1	1
Diploma in Education (D.P.Ed.)	14	16
Bachelor of Education (BED)	57	63
Bachelor of Arts (B.A)	1	1
Bachelor of Science (B.Sc)	2	2
B A/Post Graduate diploma in Education	3	3
B.Sc/ Post Graduate diploma in Education	2	2
Masters	2	2
Others	8	9
<b>Total</b>	<b>90</b>	<b>100</b>

Table 5. shows that 63% of the teachers have a Bachelor of Education degree. This clearly means that most teachers have the relevant qualification and skills for teaching in Kiamokama division of Kisii district. This is followed by 16% of the teachers who are holders of diploma in education. Very few have a post graduate diploma in education and 9% are employed by the B.O.G represented as others from the above table.



**Table 6 Discipline problems experienced by Teachers in their institutions**

<b>Discipline problem</b>	<b>Frequency</b>	<b>Percentage</b>
Drugs/Alcohol	3	4
Time wasting	5	7
High handedness	5	7
Interference of parents	1	1
Lack of disciplinary board	1	1
Corporal punishment	18	24
Parents unco-operative in indiscipline cases	15	20
Lack of follow up in indiscipline cases	5	7
School drop-outs	3	4
Transferring of students	1	1
Students hatred to teachers	15	20
Student – Student conflicts	1	1
Strikes	1	1
<b>Total</b>	<b>75</b>	<b>100</b>

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Table 6. shows that the greatest problem experienced by teachers is the corporal punishment which therefore should be rejected in order to minimize cases of student indiscipline in schools. 20% of the cases show that parents are very much un-cooperative hence refusing to assist teachers when dealing with cases of indiscipline. Another 20% show that students hate teachers and thus do not comply with the instructions being given as most of the commands emanate from the principals. Other problems associated with discipline are drugs and alcohol 4%, time wasting 7%, high handedness 7%, lack of follow up in disciplinary cases 7%, school drop outs 4% and other minor problems below 2%.

**Table 7 Solutions to Discipline problems as suggested by Teachers.**

Suggestion	Frequency	Percentage
Student – teacher conference	10	4
Parents participation	7	3
Guidance and counseling	62	26
Learning from role models in society	1	0.4
Drawing of school rules	12	5
Spiritual guidance	5	2
Using successful school old boys	1	0.4
Strengthening self –esteem	11	5
Caning	16	7
Improving communication in schools	14	6
Forming of School clubs	11	5
Avoiding laxity after exams	1	0.4
Involving students in discipline	38	16
Banning of students first language	11	5
Suspension & expulsions	15	6
Punishment	27	11

As recorded in table 7, it is evident that the teachers highly recommended guidance and counseling in schools which is lacking. Students feel isolated when faced with numerous problems within and outside the school. This accounts 26% which is the highest percentage according to the data given. Guidance and counseling will give the students opportunity to share knowledge among themselves and the teachers involved.

The teachers also suggested that students should be involved in all disciplinary matters undertaken in their institutions which is 16% as per the table above. This meant that teachers feel that most students do not see the reason for any form of discipline meted against them due to the fact that they are not involved.

Canning which is 7% was recommended by teachers that it should be re-introduced provided it is done responsibly and correctly. Banning caning do not therefore augur well in the institutions effective disciplinary machinery. Other suggestions are on holding student teacher conferences 4%, drawing of school rules 5%, and forming of school clubs 5%. Punishment which is 11% as suggested by teachers contributes immensely to reforming of student behavior provided it is appropriate and proportional to the offence committed by the student.

**Table 8 Gender of the Principals**

Gender	Frequency	Percentages
Male	11	92
Female	1	8
<b>Total</b>	<b>12</b>	<b>100</b>

Table 8. Shows that 92% of the principals in Kiamokama division are male whereas only 8% are female.

**Table 9 Age Interval of Principals.**

Age in years interval	Frequency	Percentage
16-24	0	0
25-34	2	17
35-44	8	66
45-54	2	17
55-64	0	0
<b>Total</b>	<b>12</b>	<b>100</b>

Table 9 shows that the majority of principals were in age group 35-44 years which is 66%. Those below 34 years are only 17% and above 45 years 17%. There was no representation of 25 years and below as they have to teach for 3 years group I before they are promoted to the principal status as per the new regulations by the T.S.C.

**Table 10 Principals' Religious Affiliation.**

Religion	Frequency	Percentage
Protestant	9	75
Catholic	3	25
Muslim	0	0
Hindu	0	0
Others	0	0
<b>Total</b>	<b>12</b>	<b>100</b>

The information on table 10 show that the majority of principals are protestants 75% followed by Catholics 25% while Muslims, Hindu and others have got no representation.

**Table 11 Academic Qualifications of Principals.**

Academic Qualifications	Frequency	Percentage
SI	1	8
Dip in Education (Dip. Ed)	2	17
Bachelor of Education (B.Ed)	6	50
Bachelor of Arts (B.A)	0	0
Bachelor of Science (B.Sc.)	0	0
B A/P.G.D.E	2	17
BSc/P.G.D.E	0	0
Masters	1	8
Others	0	0
<b>Total</b>	<b>12</b>	<b>100</b>

Table 11 shows that the greatest number of principals have a bachelor of education degree represented by 50%. This implies that they have the relevant qualification which suits their responsibility as required. Diploma of education holders have 17% representation which is equivalent to holders of Bachelor of Arts plus a post graduate diploma in education 17%. SI holders 8% and masters degree 8%.

**Table 12 Principals Administrative Experience.**

<b>Administrative experience in years</b>	<b>Frequency</b>	<b>Percentage</b>
1-5	8	70
6-10	4	30
11-15	0	0
16-20	0	0
21-25	0	0
<b>Total</b>	<b>12</b>	<b>100</b>

The findings in table 12 show that most principals have had an experience of 1-5 years which is 70% and 6-10 years 30% more than ten years there is none. This can be attributed to the fact that in 1999 there was mass retirement of those principals that had attained the age of 55 years which is the mandatory retirement age and therefore were replaced by principals who did not have not had a wide experience as principals

**Table 13 Role Played by Principals in ensuring good Discipline is maintained in their Schools.**

<b>Role played by principals</b>	<b>Frequency</b>	<b>Percentage</b>
Encourage teachers to attend lessons	5	20
Ensuring teachers observe T.S.C regulation	5	20
Discouraging teachers from smoking/drinking	2	8
Encouraging team work	4	14
Promoting guidance and counseling	6	30
Delegating responsibilities	2	8
<b>Total</b>	<b>24</b>	<b>100</b>

The table shows that principals play a great role in guidance and counseling which is 30% . It is quite clear that the principals understand the importance of students being counseled as a way of assisting them to face their daily challenges as they progress in education. 20% encourage teachers to attend their lessons which is crucial in encouraging students not to be idle but to be busy in their studies for enhancing the acquisition of better results. Another 20% is represented by principals who make sure that teachers observe the teachers service commission regulations so that rules are not violated which may jeopardize the smooth running of their institutions. Encouraging teamwork is another role of the principals which is 14% according to the table. Discouraging teachers from smoking and drinking is only 8%. This clearly indicates that it becomes difficult for principals to control fully private life of the teachers. Delegating responsibilities which is 8% show that most principals hardly delegate responsibilities to their teachers.

**Table 14 Members that Principals involve in the Disciplinary process.**

Members involved	Frequency	Percentage
Deputy principal	1	4
Senior master	1	4
Guidance & Counseling master	2	8
Class teachers	1	4
Members of staff	1	4
Prefects	1	4
P.T.A members	3	12
B.O.G	3	12
Parents	6	24
Pastors	3	12
Chief/sub chief	2	8
Ministry officials	1	4

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Table 14 show that the highest percentage is 24% thus principals involve parents mostly when dealing with discipline cases. They also involve pastors 12% area chief or sub chief 8% and Guidance and counseling master 8%. They rarely involve students teachers and deputy principals which is only 4%. The B.O.G and P.T.A members are also represented by 12% which means to some extent they are involved more than teachers or students in cases of indiscipline.

**Table 15 Causes of Discipline Problems in Secondary Schools.**

<b>Causes</b>	<b>Frequency</b>	<b>Percentage</b>
Drug abuse	8	15
Too much freedom to students	2	4
Peer pressure	4	8
Lack of communication	3	6
Absenteeism by principals and teachers	1	2
Students not allowed to discuss their problems	1	2
Exam stress	1	2
Home background	8	15
Nomadic students	2	4
Poor performance in class	3	6
Poverty	2	4
Favourism from teachers	1	2
Lack of rules	3	6
Laxity of teachers	2	4
Idleness in school	1	2
Poor examples from adults	1	2
Decline of moral standards in society	1	2
Influence of mass media	2	4
Clanism	1	2
Incitement by teachers and community	2	4
Shortage of basic needs	1	2
Corporal punishment	1	2
Tragedies like fire outbreak	1	2

The findings from table 15 show that drug abuse among students and problems related to the home background are the greatest cause of student unrest as they both share the highest 15%. These causes are followed by the influence of peer pressure 8%, poor communication in schools 6% poor performance in class work 6% and above all lack of rules to be followed in school 6%.



Other causes of student indiscipline are too much freedom to students, nomadic students, influence of mass media and incitement by teachers and the community.

**Table 16 Principals suggestions on better methods of enhancing Discipline among Secondary School Students.**

Suggestions	Frequency	Percentage
Guidance and counseling	9	20
Provision of basic facilities	1	2
Enough staff	1	2
Regular conference with stakeholders	14	32
Principals to appreciate others views	2	5
Formation of school rules and routine	3	7
Teachers to act as role models	4	9
Seminars from inspectorate	1	2
Strict penalties for indiscipline students	3	7
Religious instruction to be encouraged	2	5
Touring of other institutions by students and teachers	1	2
Re-introduction of canes for correction	1	2
Students to avoid taking drugs	1	2
Parents to pay school fees promptly	1	2
<b>Total</b>	<b>44</b>	<b>100</b>

Table 16 shows that principals most preferred method of limiting indiscipline cases in schools is holding of regular conferences with the school's various stakeholders which is represented by 32% Guidance and counseling is the second attribute that should be strictly considered in schools 20%. Also from the findings we can infer that the behavior of teachers has a lot to be desired from students. They should act as role models 9%. The principals also suggested that strict penalties should be adhered to indiscipline students and

above all religious instruction has a role in maintaining discipline. The re-introduction of the cane for correction is essential as a means of disciplining errant students.

#### 4.4 Data Analysis

The collected data was coded before analyzing it. Editing was also done so that errors were checked. Proof reading was also done in order to correct inconsistent coding. The researcher gave a score on the principals' participative roles and ranked them as follows:- very frequently 3, frequently 2 and never 1. These scores facilitated to calculate the t-test to measure the relationship of various variables.

**Table 17 Various Variables and Scores for the Principals.**

Variables	Scores
Gender Male	21, 23, 25, 25, 19, 25, 24, 23, 18, 24,
Female	21
Age 25-34	19, 24
35-44	21, 25, 25, 21, 25, 23, 18, 24
45-54	23, 25
Religion Protestant	21, 24, 23, 25, 25, 25, 24, 23, 18
Catholic	19, 21, 25
Academic qualification SI	25
DIP Ed	25, 23
B.E.D	21, 25, 19, 24, 18, 24
BA	25
BA/P.G.D.E	23
Administrative experience 1-5 yrs	21, 24, 18, 23, 24, 25, 19, 25,
6-10	21, 23, 25, 25
11-15	

## A Gender Variable

There is no significant difference between the gender of the principal and discipline in public secondary schools in Kiamokama division. The t-test was used to test the above null hypothesis.

**Table 18 Mean Scores t values and the critical values for the Gender of Principals.**

Sex	Female	Male	t-value
Statistical Variables			
$\bar{X}$	21	22.9	
N	1	11	0.941
$\Sigma X^2$	441	5836	
$(\Sigma X)^2$	441	63504	

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The t value obtained in table 18 is 0.941 which is less than the critical value of 1.812. The value obtained shows that there is no significant difference between gender of the principals and the discipline of students thus we accept the null hypothesis. This means that the principal's gender does not determine the discipline of the students.

## B Age Variable

There is no significant difference between the age of the principal and discipline in public secondary schools in Kiamokama division.

**Table 19 Age of the Principals Mean Score, Standard Deviation and t-values.**

Age Statistic variables	25-34	35-44	45-54	t
π	21.5	22.75	24	0.587
N	2	8	2	
ΣX <sup>2</sup>	937	4186	1154	0.929
(ΣX) <sup>2</sup>	1849	33124	2304	0.649

Table 19 shows that t between 25-34 and the 35-44 years is 0.587 which is less than the critical value 1.86. t value between 25-34 years and 45-54 years is 0.929 less than the critical value 2.92 and also t value between 35-44 years and 45-54 years is 0.649 less than the critical value of 1.86.

It can therefore be deduced that the t-values obtained shows that there is no significant difference between age of the principal and the handling of students discipline.

### **C Religions Variable**

There is no significant difference between the principals religious affiliation and discipline in public secondary schools.

**Table 20 Principals' Religious Affiliation, Number of Respondents, Mean scores and the t value.**

Religion	Protestant	Catholic	t
Statistic variables			
$\bar{X}$	23.11	21.67	0.871
N	9	3	
$\Sigma X^2$	4850	1427	
$(\Sigma X)^2$	43264	4225	

Table 20 shows that the t-value obtained is 0.871 which is less than the critical value of 1.812. This implies that there is no significant difference between the religious affiliation of the principals and the student discipline. Religion thus does not determine the discipline of the students.

#### **D Academic qualification variable**

There is no significant relationship between the principals' academic qualifications and discipline in public secondary schools in Kiamokama division.

The t-test was used to test the above null hypothesis.

**Table 21 Principals Academic Qualifications, Number of respondents, Mean Scores and the t-values.**

Academic qualification	DIP Edu	B.E.D	t
Statistical variables			
$\bar{X}$	24	21.83	0.972
N	2	6	
$\Sigma X^2$	1154	2903	
$(\Sigma X)^2$	2304	17161	

The t-value obtained in table 21 is 0.972 less than the critical value of 1.943. Therefore there is no significant difference between principals' academic qualification and students discipline in secondary schools. It is therefore evident that principals have equal chances of discipline despite variations in their academic qualifications.

#### **E Administrative Experience Variable**

There is no significant relationship between the principals' administrative experience and discipline in public secondary schools.

**Table 22 Principals' Administrative Experience, Number of respondents, Mean Scores and the t value.**

% $\bar{x}$	1-5 yrs	6-10 yrs	t
$\bar{X}$	22.375	23.5	4.07
N	8	4	
$\Sigma X^2$	4057	2220	
$(\Sigma X)^2$	32041	8836	

The findings from table 22 show the t-value 4.07 greater than the critical value 1.812. This means the null hypothesis is rejected. There is therefore a relationship between the principals administrative experience and student discipline. The more experienced principals tend to be participative in the daily running of public secondary schools than the less experienced principals.

## CHAPTER FIVE.

### 5.1 SUMMARY CONCLUSION AND RECOMMENDATIONS.

#### Introduction

This chapter is a summary of the findings, conclusions and recommendations on ways of curbing student unrest in public secondary schools. The Chapter also has suggestions for further research.

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#### 5.2 Findings of the study.

1. There is no significant relationship between principals' gender and discipline in public secondary schools in Kiamokama division.
2. The principals' administrative experience has a relationship with the discipline problems. Long serving principals who have gained more experience tend to be participative in their leadership.
3. Despite variations in academic qualification of principals there is no relationship with the discipline problems among the students of public Secondary schools.
4. The age of the principals does not have any relationship with the discipline problems experienced by students of public secondary schools in Kiamokama division.
5. Religious affiliation of the Principals has no relationship with indiscipline cases among the students of public secondary schools in Kiamokama division.



### 5.3 Summary of the study.

This study was intended to investigate the participatory leadership styles by principals and its effect on student discipline in public secondary schools in Kiamokama division.

The objectives of this study was to find out whether there exists any significant relationship between principals lack of participatory leadership style versus chronological age, gender, academic qualifications, administrative experience and religious affiliation

Secondly it was to investigate other factors that influence discipline other than the principals' leadership style, and also to search for ways of improving student discipline of public secondary schools of Kiamokama division in Kisii District.

The researcher had the following 6 research questions:

1. Investigated the factors that influence leadership style by principals of public secondary schools in Kiamokama division.
2. Investigated the kind of discipline problems experienced among public secondary students in Kiamokama division.
3. Searched for other factors other than the principals' leadership style that contributes to student indiscipline.
4. Looked for methods that are applied when dealing with cases of student misbehaviour in public secondary schools in Kiamokama division.
5. Investigated the problems that principals face when trying to enhance discipline in their students.
6. Investigated the roles of the principals in general when dealing with discipline issues in their schools.

The literature review discussed in detail leadership and discipline whereby leadership should be the key to assist individuals more towards production of goals. Participative leadership in schools was given a higher priority as it encompasses involving all the school community members in decision making. The role of prefects in school leadership was also stressed as one way of involving students so that they feel as part and parcel of school management instead of isolating them in decision making. Communication was also dealt with in literature review as a means of establishing rapport and understanding for smooth school routine. Lastly interpersonal relationship in schools contributes immensely to teamwork leading to faster attainment of targeted goals.

The study was ex-post fact in design and the target population consisted of 16 Principals and 118 teachers of public secondary schools of Kiamokama division in Kisii district. The questionnaires were used in this study. The principal's questionnaire was sub-divided into two sections whereby section A investigated the demographic information in details of the principals. Section B investigated the roles the principals' play in maintaining discipline, causes of discipline and suggestions of best disciplinary methods in public secondary schools in Kiamokama division. The teachers questionnaires had two sections A and B and besides investigating their demographic information it also investigated on discipline problems that students of public secondary schools face in Kiamokama division.

The content validity was tested whereby from the variables in the questionnaires the items were ordered from general to specific and were related to objectives. The research instrument was given to two experts in the area of content validity testing.

They were then structured which made it possible for the researcher to table and interpret the information generated easily.

In reliability of the instruments the researcher used a split-half method. In this case the questionnaires were split into two categories of even and odd numbered items. The researcher then randomly divided one percent of the sample population into two groups and administered the even numbered items to one group and the odd numbered items on the other to check the effectiveness of construction of statements which were then administered to 16 public secondary schools in Kiamokama division for final data collection. The total number of principals who returned the questionnaires were 12 out of 16 hence 75% return rate. For teachers a total of 118 questionnaires were administered whereby 90 questionnaires were returned which is 76% return rate.

#### **5.4 Conclusions.**

It is crystal clear that principals of public secondary schools experience numerous hardships in administering their institutions. They cited causes of indiscipline as follows:-

Drug addiction and alcoholism. This is a chronic problem as it has an adverse effect on the daily effort of students' class work. This thus result to poor performance in academic work, idleness and in the long run unnecessary resistance to authority. Interference of the parents in disciplining their children is another cause of indiscipline. They become unco-operative and quite a number do not see

the need why their students are being corrected. Peer pressure has a role in student in discipline as some follow blindly their colleagues without taking time to consider the aftermath of their actions. Teachers also do not take their work seriously so that they can involve the pupils fully in class work and other very important activities for their progress. Absenteeism of both teachers and the principal is a grivous consequence for effective school leadership.

Decline of moral standards in society makes the young copy examples from their adults who in most cases have no cause to correct the young ones. This is followed by poverty, which contributes, to shortage of basic needs. Students are also not involved in the making of rules in schools, lack of proper channels of communication and transferring or suspending of students.

#### **5.5 The study had the following recommendations: -**

1. Guidance in counseling in schools \should be enhanced and more teachers should be trained in this area. It should be timetabled among the school routine work so that it is not assumed.
2. Students should be involved in discipline cases. They should know clearly the intensity of discipline meted against a particular offence. This therefore calls for students to be given time to air their opinions freely without intimidation or victimization.
3. Punishment is necessary as part of student discipline so long as it is administered maturely and intelligently.

4. Suspension and expulsion, which has been banned, should be re introduced. This is because when students know that the principals have no power to take a stern action against them they tend to break the school rules with a lot of contempt without respecting the immediate authority. It is from this conduct that they incite others leading to unrest and strikes in school.
5. Drawing of school rules is necessary. In some few observed cases even the teachers do not know the school rules nor do the students. This is the situation, which prompts anarchy in schools. The rules should be printed on the school notice board for students to be reading as a reminder. Other school community members like parents should be aware of the school rules to participate in school management.
6. Caning to be re-introduced in schools. The students need to be corrected of their mistakes as they are not equals with teachers.
7. Forming of school clubs. Students gets an opportunity to excel in their various talents.
8. Strengthening self-esteem for self satisfaction and encouragement.
9. Strengthening spiritual guidance in schools to enable students realise the authority of the supreme Lord in their efforts.
10. Holding student-teacher conferences. This promotes social skills and sharing of suggestions.
11. Parents' participation in school leadership should be encouraged.
12. Improving communication in schools.

**5.6 Suggestions for further research**

1. A similar research should be conducted involving both public and private secondary schools..
2. Secondly another research should be carried out to involve parents and students only.
3. The role of communication in enhancing participative leadership in public secondary schools should be studied.

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## APPENDICES

### APPENDIX A

**Birundu Josiah Song'oro**  
**University of Nairobi**  
**Department of Education**  
**Administration and planning**  
**P.O Box 92**  
**Kikuyu.**  
26<sup>th</sup> June 2003,

The Headteacher

.....Secondary school

Dear sir/madam,

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

**RE: PARTICIPATORY LADERSHIP STYLES AND THEIR EFFECTS FOR  
STUDENT DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KIAMOKAMA  
DIVISION OF KISII DISTRICT.**

I am a postgraduate student in the University of Nairobi, pursuing a Master of Education in Educational Administration. I am conducting a study on participatory leadership styles and their effect for student discipline in Secondary schools. I am hereby seeking your permission to interview you and your teachers through questionnaires. The questionnaires are designed for this research propose only, therefore the responses shall be absolutely confidential and anonymously given: NO NAME SHALL BE REQUIRED FROM ANY RESPONDENT OR INSTITUTION.

Thank you in advance.

Yours sincerely,

**BIRUNDU JOSIAH SONG'ORO**

## APPENDIX B

**Birundu Josiah Song'oro**  
**University of Nairobi**  
**Department of Education**  
**Administration and Planning**  
**P.O Box 92**  
**Kikuyu**  
26<sup>th</sup> June 2003,

Dear Respondent,

**RE: STUDY ON PARTICIPATORY LEADERSHIP STYLES AND THEIR EFFECT FOR STUDENT DISCIPLINE IN SCHOOLS, A CASE STUDY OF PUBLIC SECONDARY SCHOOLS IN KIAMOKAMA DIVISION OF KISII DISTRICT.**

I am a postgraduate student in the University of Nairobi, pursuing a Master of Education in Educational Administration. I am conducting a study on participatory leadership styles and the effect for student discipline in secondary Schools. I hereby request for your response to the questionnaire items as honestly as possible and to the best of your knowledge.

The questionnaires are designed for this research propose only, therefore the responses shall be absolutely confidential and anonymously given.

NO NAME SHALL BE REQUIRED FROM ANY RESPONDENT OR INSTITUTION.

Thank you in advance.

Yours sincerely,

**BIRUNDU JOSIAH SONG'ORO**

## APPENDIX C

### QUESTIONNAIRES

#### Section A

##### **The general questionnaire**

The questionnaire is designed to gather general information about yourself and your school for use in the study. Your responses to the questionnaire will be treated with utmost confidence. Do not write your name.

Please indicate the correct answer by ticking the appropriate box.

1. Your Sex            F [        ]            M [        ]

2. Please indicate your age bracket

25 years and below

[        ]

> 25    < 35                    [        ]

> 35    < 45                    [        ]

> 45    < 55                    [        ]

> 55                            [        ]

3. Indicate your religious affiliation

Protestant [     ]

Catholic [     ]

Muslim [     ]

Hindu [     ]

Others [     ]

4. Indicate your professional/academic qualification in the space provided below

SI [     ] Dip. Ed [     ] B.E.D [     ]

B.A [     ] B sc [     ] BA/PGDE [     ]

B.Sc/PGDE [     ] MASTERS [     ]

Others specify \_\_\_\_\_

5. Indicate your experience as

i) Class room teacher No. of years [     ]

ii) Deputy headmaster/Headmistress No. of years [     ]

iii) Headmaster/Headmistress No. of years [     ]

6. Please indicate the size of your school

i) Single streamed [     ]

ii) Double streamed [     ]

iii) Triple streamed [     ]

iv) Four streamed [     ]

v) Over four streamed [     ]

7. Indicate the number of students in your school in the blank space provided

Boys [     ]     Girls [     ]     Total [     ]

8. What is the category of your school please tick appropriately

(a) Mixed Day [     ]     (b) Boarding [     ] day and Boarding [     ]

## SECTION B

### QUESTIONNAIRE FOR HEADTEACHERS

Below is a list of possible roles played by headteachers in a school to promote fair disciplinary procedure. Circle VF for very frequently F for frequently N for Never.

1. Sharing information freely with school community members [     ]
2. Showing understanding for diverse opinions of the members of staff. [     ]
3. Being not defensive when criticized [     ]
4. Avoiding dominating discussions [     ]
5. Accepting blame incase of mistake or failure [     ]
6. Giving credit and recognition generously to every member who deserves it [     ]
7. Appointing prefects and class monitors in every class [     ]
8. Suspending misbehaving students from school [     ]
9. (a) Student teacher conferences [     ]
- (b) Counseling the students [     ]
- (c) Dialogue with school community members [     ]



10. List ways in which you assist your teachers to maintain good discipline in the school- \_\_\_\_\_

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11. (a) Does your school have a disciplinary committee yes  No

(b) If yes to (a) above who chairs it?

12. (a) When having disciplinary problems in your school do you involve school community members in solving them? Yes  No.

(b) If Yes list down the members you involve \_\_\_\_\_

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13. What do you think are the causes of discipline problems among students in secondary schools? \_\_\_\_\_

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14. Give suggestions on favourable methods of enhancing discipline among secondary school \_\_\_\_\_ students.

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## APPEDIX D

### SECTION A

#### **The general questionnaire**

The questionnaire is designed to gather general information about yourself and your school for use in the study. Your responses to the questionnaire will be treated with utmost confidence. Do not write your name.

Please indicate the correct answer by ticking the appropriate box.

1. Your Sex            F [        ]            M    [        ]

2. Please indicate your age bracket

25 years and below            [        ]

> 25    < 35                    [        ]

> 35    < 45                    [        ]

> 45    < 55                    [        ]

> 55                              [        ]

3. Indicate your religious affiliation

Protestant [ ]

Catholic [ ]

Muslim [ ]

Hindu [ ]

Others [ ]

4. Indicate your professional/academic qualification in the space provided below

SI [ ] Dip. Ed. [ ] B.E.D [ ]

B.A [ ] B.sc [ ] BA/PGDE [ ]

B.Sc/PGDE [ ] MASTERS [ ]

Others specify \_\_\_\_\_

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5. Indicate your experience as

i) Class room teacher No. of years [ ]

ii) Deputy headmaster/Headmistress No. of years [ ]

iii) Headmaster/Headmistress No. of years [ ]

6. Please indicate the size of your school

i) Single streamed [ ]

ii) Double streamed [ ]

iii) Triple streamed [ ]

iv) Four streamed [ ]

v) Over four streamed [ ]

7. Indicate the number of students in your school in the blank space provided

Boys [     ]     Girls [     ]     Total [     ]

8. What is the category of your school ? Please tick appropriately

(a) Mixed Day [     ] (b) Boarding [     ] (c) Day and Boarding [     ]

### QUESTIONNAIRE FOR TEACHERS

Kindly you are requested to indicate your own opinion to what extent each statement applies to your school regarding student disciplinary procedures. Read the statements and then tick in each case, the extent that best describes the disciplinary procedures used in your school. Be as truthful as possible.

Scale A= Always     OFT = Often

OCC= Occasionally R= rarely N=Never

1. The head teacher is directly involved in establishing the rules of behaviour, the penalties to be applied and the processes to be used.

2. The head teacher utilizes the process of consultation regarding disciplinary matters.

3. When confronted with  problems of indiscipline, the head teacher uses the following measures:-

(a) Student – teacher conferences [     ]

(b) Teacher- parent conferences [     ]

(c) Transferring students to alternative schools [     ]

(d) Punishment [     ]

(e) Referring students to a disciplinary committee [     ]

(f) Alerting police [     ]

4. The headteacher delegates some disciplinary responsibilities to teachers [     ]
5. The headteacher involves students in the formulation of school rules [     ]
6. As school rules are formulated, they are communicated to parents, students teachers and the board of governors. [     ]
7. Some students are accorded privileges in the administration of rules[     ]
8. (a) The headteacher allows the formation of students council [     ]  
(b) Students are allowed to elect their own representatives into the student council [     ]
9. There is full participation of parents in cases of indiscipline [     ]
10. Meetings are conducted involving teachers and parents to discuss student discipline. [     ]
11. In your suggestions list best methods of enhancing student discipline

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12. (a) In your views what are the problems if any with disciplinary methods used in your school?

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(b) Kindly give as many suggestions as possible of methods that can be used to enhance discipline among secondary school students.

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## APPEDIX E

### List of Public Secondary Schools in Kiamokama Division Kisii District.

1. St. Peter's Chironge Secondary School mixed day.
2. Masabo Secondary School mixed day.
3. Mobamba Secondary School Mixed day
4. Moremani Secondary School Mixed day
5. Ibacho Secondary School Mixed day
6. Kiamokama friends Secondary School Mixed day
7. Mogweko Secondary School Mixed day
8. Musa Nyandusi Secondary School - Gesicho Mixed day
9. Nyamagesa COG mixed day
10. Nyamagesa D.E.B mixed day
11. Hema Secondary mixed day.
12. Gesabakwa Secondary mixed day.
13. Bogeche Secondary mixed day
14. Amabuko Secondary mixed day
15. Ichuni girls boarding Secondary
16. Amasege Secondary mixed day
17. St. James Ichuni mixed day

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