

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON  
STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN  
NAIROBI COUNTY, KENYA**

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of the Degree of Master of Education in Educational Administration**

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**i**

## **DECLARATION**

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

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This project has been submitted for examination with our approval as university supervisors.

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## **DEDICATION**

I dedicate this work to our children, Beverly Wanjiru, Bernice Makena, Tony Muchiri and my grandson Aydan Muchiri.

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## **LIST OF ABBREVIATIONS**

BOG	Board of Governors
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
MoE	Ministry of Education
PTA	Parents Teachers Association
ROK	Republic of Kenya
TSC	Teachers Service Commission

## **ABSTRACT**

The purpose of this study was to investigate influence of Head teachers' Leadership Styles on students discipline in Public Secondary Schools in Nairobi County, Kenya. Discipline of the students is a major factor in academic performance. Head teachers are expected to give the right leadership to both teachers and students in order to achieve excellent academic performance. Four research objectives were formulated to guide the study. Research objectives number one sought to determine how head teachers' autocratic leadership style influence students discipline in secondary schools. Objective number two sought to establish how head teachers' democratic leadership style influence students discipline. The research objective number three sought to find out to what extent head teachers' Laissez-faire leadership style influence students discipline in secondary school and objective number four sought to determine the strategies used by the head teachers when instilling discipline using their leadership style. The design adopted for this study was descriptive survey. The sample comprised of 6 public schools, 6 Head teachers, 24 teachers and 48 students. This data was collected using questionnaires and data analyzed using descriptive statistics. The findings revealed that teachers are given leadership role after attaining teaching experience of about ten years. It also revealed that most schools that applied democratic leadership style did not experience major indiscipline cases such as strikes. All the three leadership styles discussed were identified in different schools and their impacts on student discipline were different. The head teachers therefore may have to apply the leadership style that brings the best results for the school. The findings also showed that head teachers leadership styles are more or less personal attributes that need to be improved to influence students' discipline. Based on the study findings it is concluded that use of democracy in schools is necessary to improve discipline of students in public secondary schools. The study findings hence recommended that Ministry of Education should have a policy where all Head teachers can train on democratic leadership style to improve on students' discipline. The study further found out where a head teacher uses autocratic leadership style s/he is able to suppress indiscipline for some time but soon or later students become in disciplined. All head teachers should be given courses of proper management of human resource and other resources.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Kenya invests heavily in education of its citizens and especially in the provision of basic education. According to Kenya Vision 2030 launched in 2007 the country hopes to achieve quality education, training and research for the well-being of all its citizens (Magana, 2009). It is against this background that the Ministry of Education (MOE) ensures mechanisms are put in place to avoid disruptions to the smooth running of the school systems. One of the ways the Ministry of Education avoids situations that can adversely affect the smooth running of the schools is through appointment of effective leadership that can develop and uphold appropriate discipline for attainment of educational goals.

According to Mbiti (2007), discipline is considered critical to the smooth running of any formal organization where attainment of goals is crucial. Again it should be noted that discipline cannot be installed at once like a stroke of a cane. In fact, it may take some time before the leader installs the discipline required in an organization such as school. That is why Mbiti (2007) refers to discipline as a slow bit – by – bit consuming

talk of helping children to see the sense. Once discipline has been established, care should also be taken not to let the standards lower. Maintenance of discipline is therefore a continuous struggle that requires dynamic and effective leadership.

The issue of discipline is not only a concern of Kenya's Ministry of Education but global. A number of schools worldwide have reported cases of indiscipline especially among adolescents in schools that set the smooth teaching and learning activities in disarray. In the United States of America, Britain, Japan, and France, the reported cases of adolescent violence in schools have been on the rise (Blandford 1998). For example; In America, violence, bullying and chaos in classrooms are a regular part of the school day for an increasing number of students. Gun-shot wounds are the leading cause of death among high schools in U.S.A, second only to motor vehicle deaths (Shishila, 2004). Blandford (1998) also reported of how one teenage boy aged 14 years burst into a school dance, killed a teacher and wounded other students in Pittsburg, Pennsylvania, America on a Friday night of April 24<sup>th</sup>, 1998. In America and Britain, a lot of adolescent indiscipline has been engineered by what Mbiti (2007) regards as the free expression movement. This is a scheme of discipline that advocated for the child to grow in an atmosphere of total freedom with no restriction to behavior control. According to Mbiti (2007) the proponents of this scheme overlooked the fact that no society can do without rules

and authority and those children need the guidance of parents to acquire worthwhile habits, knowledge and attitudes. In these places where the free expression theory was embraced, there is a struggle to maintain discipline in schools

According to (World Encyclopedia), a number of schools in Africa have had discipline problems. For example, according to Vundi (2010) as cited in Nkinyangi (1981) a primary school in Senegal went on strike on allegations of embezzlement of school funds. Likewise, Davies and Ellison (2001) reported of how violence and misbehavior disrupted the normal school programs in Botswana. Indiscipline problems included vandalism of property, bullying, alcohol and drug/substance abuse, truancy and unwillingness to do homework among others.

Much has been written about world leaders, heroic individuals, who have shaped the flow of human affairs and left their imprint on the course of history (Macbeths & Myers, 1999). They further argue that their leadership styles and achievements are researched with the purpose of learning lessons which can be applied in other contexts such as personal relationships, business, and schools among others. It is therefore important to find out what makes successful head teacher tick especially in regard to development and maintenance of discipline in their organizations.



The head teacher, by virtue of being a leader is the pivot around which many aspects of the school revolve. Shishila (2004) suggests that it is the duty of the head teacher to ensure discipline in the school is maintained at all times in order to achieve its targeted goals. Magana (2009) identified poor leadership style as one of the factors causing indiscipline in public secondary schools. The indiscipline problems include unrest, truancy, drug abuse, dropping out of schools, aggressiveness, sluggishness, experimenting in sexual relationships among other evils. For a school to be well managed, the head teacher must adapt an appropriate leadership style to control the discipline of the students.

A report by Ministry of Education Science and Technology (2000) asserts that discipline problems in the schools can be detected through various forms in which students behave. This may include constant booing of the students when addressed by staff, queer behaviors like intentional clearing of throats, nasty remarks and descriptions on wall and boards. Other forms of indiscipline are feigned sickness, frequent absenteeism without good reasons, poor response to bells, and drastic poor performance in class due to drug abuse.

The leadership style whether autocratic, democratic or laissez-faire largely determines the setting of discipline standards in any public

secondary school. According to Kyungu (1999) the foundations of discipline are determined by the environment.

The period between 1990 and 2008 witnessed many horrific indiscipline issues such as vandalism of school property, murder, assault and rape among others (RoK, 2001). In 1991 for instance, 19 girls of the then St. Kizito Mixed Secondary School in Meru had their lives terminated in the hands of their fellow male colleagues due to what was largely blamed on the unresolved discipline problems in the school. In 1998, twenty-six girls of Bombolulu Secondary School in Coast Province were burnt to death in their dormitory. The following year, in 1999, the murder of prefects in a school dormitory cubicle in Nyeri High School could not have occurred had the management used appropriate leadership styles. The worst aftermath of discipline problem occurred at Kyanguli Boys in 2001 when 68 students were burnt to death after two boys petrol bombed the school.

According to the Municipal Education Officer in charge of Nairobi, there have been several reported cases of indiscipline in a number of public secondary schools. These discipline problems range from strikes involving vandalism of school property and murder causing mayhem in neighboring community absenteeism, lateness, sneaking, stealing, drug and substance abuse among others. There are very many cases of indiscipline reported in Nairobi County among other parts of the world.

Although many factors such as drugs, peer pressure, poor diets, and stress related to study can contribute to indiscipline in schools, this study focuses only on leadership styles since they can be used to correct and calm down potential acts of indiscipline. Depending on which style the head teacher may choose to adopt, a school could run smoothly with minimum indiscipline issues or the head teacher would be in a position to counter indiscipline or a looming strike. Therefore, this study is geared towards investigating the influence of the head teacher's leadership styles in development of discipline in public secondary schools in Nairobi which has been in the lime as highlighted above. A study by Magana (2009) revealed that discipline standards are continuing to drop in a number of schools and especially those in urban areas such as Nairobi. Leadership styles could be one of the contributing factors.

## **1.2 Statement of the Problem**

Although the government of Kenya's policy is to ensure delivery of quality education in Kenyan schools, discipline has been a great drawback.

This can be realized from the fact that the whole country has been experiencing student violence and Nairobi County has not been an exceptional as seen above. Despite some of the efforts made by the government, for example, banning of the cane in schools through Legal

Notice No. 56 of Kenya Gazette (Supplement No. 25: 199 of 30<sup>th</sup> March, 2001) and recommendation by the “Report of the Task Force on Student Discipline Unrest” (Republic of Kenya, 2001) that guidance and counseling be used in the management of student discipline in schools due to its proactive approach, the problem remains unresolved. Lately, actions of indiscipline are not only violent and destructive but they are also premeditated and planned and have caused maximum harm to human life. It therefore, appears that there is lack of clear understanding of causes and effective solutions to indiscipline in schools. As such, it is important to understand how schools are run through evaluation of head teachers’ leadership styles and their contribution to discipline/indiscipline.

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the influence of head teachers’ leadership styles on students discipline in public secondary schools in Nairobi County, Kenya.

### **1.4 Objectives of the Study**

The objectives of the study were:

- i. To determine how head teachers’ autocratic leadership style influence on students’ discipline in secondary schools.

- ii. To establish how head teachers' democratic leadership style influence students' discipline in secondary schools
- iii. To determine to what extent head teachers' laissez – faire leadership style influences students' discipline in secondary schools.
- iv. To determine the strategies used by the head teachers while instilling discipline using their leadership style

### **1.5 Research Questions**

To address the above objectives the following research questions were formulated:

- i) What is the influence of head teachers' autocratic leadership style on students' discipline?
- ii) What is the influence of head teachers' democratic leadership style on students' discipline?
- iii) In what way does the head teachers' laissez- faire leadership style influence students' discipline?
- iv) What strategies does the head teacher use to instilling discipline in the school?

## **1.6 Significance of the Study**

School discipline is very important to all stakeholders. The findings may be used in identifying the training needs of the head teachers in their leadership styles especially on issues of discipline. The results of this study may be used by the Ministry of Education (MoE) and especially the Kenya Education Management Institute (KEMI) to organize refresher courses for those involved in educational administration and management. Interested head teachers can use this study to identify characteristics of different leadership styles and re-examine their own in order to adopt the most effective leadership style. The findings of this study may be incorporated in teachers' training institutions in order to impart the right leadership skills to teacher trainees. The data may be used as reference by academicians and researchers in the same area in future.

## **1.7 Limitations of the Study**

One of the limiting factors was that the researcher had no control over the attitudes of the respondents which was likely to affect the research findings intervention. To minimize on this limitation, the researcher requested the respondents not to indicate the names of the school on their questionnaires.

The researcher also recognized that, it would be beneficial to include a large number of schools in order to attain a broader

understanding of leadership styles and discipline in Public secondary schools in Nairobi, although this was not possible due to inadequate resources in terms of time and funds. Therefore, only a representative sample was studied using conventional sampling methods.

### **1.8 Delimitations of the Study**

These are the boundaries of the study. The research was only confined to public secondary schools in Nairobi County. Due to its metropolitan nature, Nairobi County had a wider scope for the research. Nairobi County was also chosen due to its good road network and accessibility to schools. This reduced the amount of time that was wasted on the road and helped in making reliable time schedules.

### **1.9 Basic Assumptions of the Study**

The assumptions underlying this study were that,

- i) Respondents provided honest answers to the questions asked.
- ii) Leadership styles had an impact on the standards of discipline in public secondary schools in Nairobi County.
- iii) Teachers are aware of the leadership style used by the head teachers in their schools.

### **1.10 Definition of Significant Terms**

**Autocratic leadership style** refers to a leadership style where power and authority are centralized in the headship and subordinates are not involved in decision making.

**Democratic leadership style** is where the headship involves subordinates in decision making and gives them a considerable amount of rights and freedom.

**Disarray** refers to a state of disorder characterized by chaos and confusion.

**Discipline** refers to maintenance of appropriate standards of behavior either through encouragement to observe the rules and regulations of the school or discouragement of breaking of the same.

**Head teacher** refers to the person appointed by Teacher Service Commission (TSC) as the administrative head of a secondary school, being responsible for its smooth running.

**Indiscipline** refers to a situation where the individual group fails to follow the established norms or regulations.

**Laissez-faire leadership style** refers to a leadership style which allows subordinate unguided freedom and the leadership role is limited.

**Leadership styles** refer to the blue prints which a leader incorporates in the organization activities in order to achieve the set objectives and goals.



**Public secondary schools** refers to a four year post primary school which is developed, equipped and provided with staff from public funds by the government.

### **1.11 Organization of the Study**

The study is organized in five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of key terms and organization of the study. Chapter two constitutes introduction, students' discipline, and concept of leadership, leadership styles, and head teacher's role in development of discipline, theoretical framework and conceptual framework.

Chapter three has the research methodology and includes the following; introduction, research design, target population, sample and sampling procedure, research instruments and instruments reliability, data collection procedure and data analysis techniques. Chapter four has presentation of data interpretation and analysis. Chapter five has a summary of the findings, conclusions and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter focused on students' discipline, concept of leadership, leadership styles which include democratic. Laissez-faire and autocratic leadership styles and head teacher's role in development of discipline. It also included factors that may influence discipline in the school, theoretical framework and conceptual framework.

#### **2.2 Students' Discipline**

Students' discipline must be maintained at all times. It is only when there is good discipline that proper learning can be expected to take place (Eshiwani, 1993). Students' discipline may be viewed as the pivot, the anchor or the central point which affects all the activities in a school. School discipline aims at ensuring the safety of staff and the students and creating an environment conducive to learning. A school should be harmonious, secure and a productive learning institution (Shishila, 2004). Shishila, (2004) further points out that through discipline, a school develops a secure happy learning atmosphere and at the same time ensuring students are well behaved.

The quest to develop well-disciplined and well behaved students is the concern of head teachers, teachers and parents and other stake holders (Otieno, 2010). Discipline involves imparting morals in an individual. According to Mbiti (2007), when these acceptable morals are ingrained in the human personality, one obtains a powerful habit for self-control. The mass indiscipline reported in Kenyan schools especially in the period between July–September, 2008 (Otieno, 2010) is one of the reasons that the secondary school head teachers need to review their leadership styles.

Kyungu (1999) asserts that the home environment plays a great role in shaping a child's behavior and considers the family as the basic unit which influences the values, attitudes and processes that guide the child's life. Discipline can be categorized into two groups, preventive discipline and corrective discipline (Okumbe, 1999). In preventive discipline, the head teacher must encourage students to maintain high standards of discipline by following the set rules and regulations in the school. In corrective discipline acceptable disciplinary actions are applied to the offenders to discourage further infringement of the school rules and regulations. It should be noted effective leadership is one that relies more on preventive discipline than corrective discipline.

### **2.3 The Concept of Leadership**

Leadership is the ability to influence the opinions, attitudes and behavior of others. In leadership, the leaders influence the followers so that they willingly follow the directives given. Azzara, (2001), says that leadership is the process of directing and inspiring workers to perform the task related activities of a group. According to Muchina (2009) coercive method such as influencing people with acts of violence are excluded from true leadership.

She further argues that if such exclusion is not made muggers and hostage takers can also be referred to as leaders. Although leadership is normally entrusted to one person such as the head of a school, in reality it is a shared responsibility. Newstrom and Keith (2002) did a study on development of effective discipline culture in public schools in Thika District and found that head teachers also rely on the support of Board of Governors, parents, teachers and prefects in development of discipline. Barker (2001) asserts that personnel policies and support systems are important components of healthy organizations, though they are not substitute for high quality management on the part of the chief executive.

### **2.4 Concept of Leadership Styles**

Leadership style refers to a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the

organization (Okumbe, 1999). Barker (2001) asserts that leadership styles are innate, relatively enduring attribute of our personality which provides our motivation and determines our general orientation when exercising leadership. Otieno (2009) concurs by asserting that a leader uses various styles of leadership over a period of time but one style tends to dominate his normal style of leadership. Previous research carried out has consistently revealed that there is no ideal leadership style that can be used to lead in all situations. Although leadership style has been described as a relatively consistent pattern of behavior some leaders modify their own style to match a situation. This is what may be referred to as situational, flexible or contextual leadership.

Research carried out by Stogdill (1978) concluded that in many instances the profile of a successful leader varied with situations. Stogdill (1978) goes further to say that different groups of workers and different group activities require different types of leaders. The leadership style employed by the teacher has a significant impact on discipline in educational institutions. The centrality of leadership styles has led to extensive research in this field. Through research, the following leadership styles have been identified.

## **2.5 Autocratic leadership style on student discipline**

This leadership style is also referred to as authoritative or strong and upfront. Barnett and McCormick (2004) assert that this type of leadership style has its roots deep in history, where it was the chief model especially in the industrial revolution. In this style of leadership, the leader issues orders or commands and it is the duty of the followers to obey. In a school situation, all decisions and actions must receive the head teacher's approval. In matters concerning discipline, the head teacher sets the rules and other school obligations to be observed without consulting the students and the teaching staff personnel. According to Barth (2002) an autocratic maintains most of the authority by issuing orders and telling group members what to do without consulting them.

Okumbe (1999) asserts that this style of leadership is not very attractive as ascertained by the Iowa leadership studies done in the late 1930's. The results showed that the boys disliked authoritarian leaders in preference for democratic and laissez-faire leaders.

However, it has been observed that in some situations such as work involving risks, autocratic or authoritative style of leadership works best than any other leadership style. On the other hand, some leaders have greatly succeeded even after being total autocrats. Those in favor of this leadership style assert that failure to use it is like having a ship captain in a storm (Macbeth and Myers, 1999). The biggest disadvantage of this

style of leadership apart from the dislike by the followers of being ordered around, include overworking oneself as a leader.

## **2.6 Democratic leadership style on students' discipline**

Democracy is all about empowering people so that they are given a chance to provide their views before a decision is made. Macbeth and Myers (1999) refer to this style as collaborative or collegiate while Okumbe (1999) consider it as consultative or participative. Whichever name is used it is important to note that the characteristics or principles of the style remain the same.

A head teacher who uses democratic leadership style allows space for subordinates to share their views before making final decisions. This minimizes the differences or negative attitudes towards a certain rule or school policy as they participated in the deliberation of such decisions. In an educational set up staff meetings, prefects or disciplinary committee meetings where the head allows time for subordinate to air their views provides an excellent example.

## **2.7 Laissez- faire leadership style on students' discipline**

In Laissez- faire leadership style the leader tends to avoid power and authority (Botha, 2005). The head teacher who employs this style of leadership tends to withdraw giving room for the subordinate to make their own initiatives. The role of the head teacher when he/ she embark on this style is more advisory than evaluative.

In this style, the head teacher treats the subordinates as equal members where communication flows horizontally among group members. The head teacher relies entirely on the "hands-off" style. It does not take long before discipline starts deteriorating in schools. This eventually affect the smooth running of the school programs or worse still lead to strikes and other anti-social behaviors.

## **2.8 Head teacher's Role in Development of Discipline**

A school head teacher has a key role in setting the tone, establishing the conditions and providing stimulation for living and learning in his or her school (Chandan, 2004). According to Bryman (2001) the secondary school head teacher's task is more demanding due to the fact that they deal with young and energetic individuals. Although the head teacher delegates most of the responsibilities, he or she is responsible for the planning, organizing, directing, controlling, staffing, innovating, co-coordinating, motivating and actualizing the goals and the



objectives of the institutions and the country (Ministry of Education Manual for Heads of Secondary Schools in Kenya, 2002). It is therefore the role of the head teacher to ensure discipline is maintained in the school at all times to achieve the stated goals. The leadership style that the head teacher adopts should be geared towards accomplishing the tasks of the organization (Chandan, 2004). The biggest problem according Chandan (2004) is to identify an appropriate leadership style and the situation in which to use the situational contingencies.

## **2.9 Theoretical Framework**

The study is based on Functional leadership theory. The functional leadership model conceives leadership not as a one person but rather, as set of behaviors that help a group to achieve their goal. The model was developed by Ezenne (2003) and it stipulates that leadership function meets needs in three distinct areas; task, team and individual. Ezenne (2003) points out that the key assertion in the functional approach to leadership is that leader's main job is to do, or get done, whatever is not being adequately handled for group needs.

Therefore, if a leader manages, by whatever means, to ensure that all functions critical to both task accomplishment and group maintenance are adequately taken care of, then the leader has done his or her job well Gewirtz and Ball (2000). Further, they describe this concept as useful

theory for addressing specific leader behaviors which are expected to contribute to organizational or unit effectiveness.

A leader can be said to have done a good job when they contribute to group effectiveness and cohesion. Lack of discipline leading to strikes and other mischief is an indication of ineffective leadership and lack of cohesion between the leader and subjects. Thus functional theories are developed by studying successful leaders and identifying the actions and behaviors they show. This study correlates the actions and success of different head teachers using the data collected bearing in mind that the head teacher's actions determine the students' discipline. The functional theory assumption is that leaders can change their behavior to meet differing circumstances and widen their behavioral change at will.

This employs functional leadership theory to test the success of different leadership styles since head teachers leadership style should meet students' needs thus influencing their behavior positively. For the head teacher to achieve desired behavior among students, they should employ leadership styles that ensure students' needs are addressed in a satisfactory manner. In summary, this research assumes that leaders are no longer born but are made by using successful cases.

Therefore, this study also analyzes different leadership styles in secondary schools and has come up with a data that may be used to develop functional leadership in schools.

## 2.10 Conceptual Framework

A conceptual framework is an outline that shows possible courses of action or that presents a preferred approach to an idea or thought as shown on figure 2.1.

**Figure 2.1. Conceptual Framework**

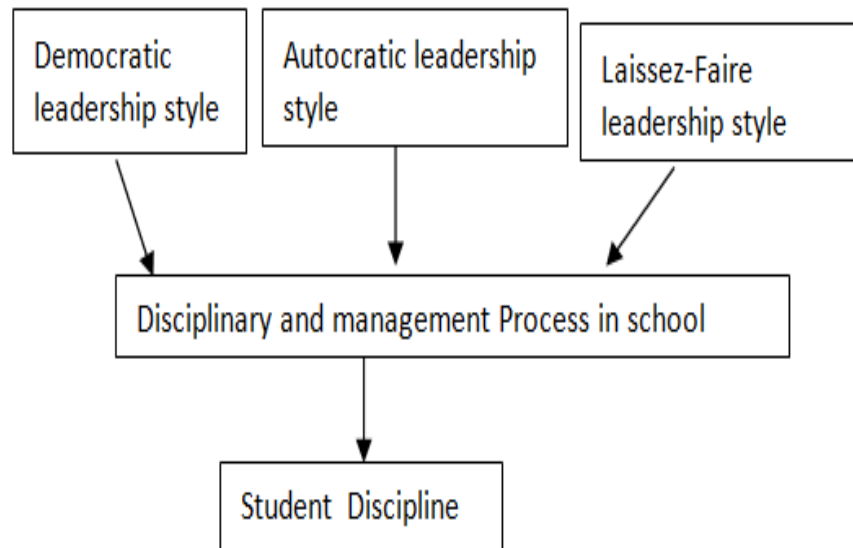


Figure 2.1 shows that students discipline is greatly influenced by leadership style the head teacher adopts in the school. There are three common leadership styles and each of them has its own characteristic which has definite influence on students' discipline therefore; the

conceptual framework of this study is that the head teacher leadership style determines students and management disciplinary process which is responsible for the students' discipline.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter covers research methodology which is organized under the following headings; research design, target population, sample size and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedure and data analysis techniques.

#### **3.2 Research Design**

This study used descriptive survey method. Data was collected from members of a population by use of a questionnaire so as to determine the head teachers' leadership styles. Questions related to administration, power sharing (with teachers and prefects), methods of dealing with dissatisfaction and indiscipline was addressed. This design was selected because it enabled the researcher to get more detailed information and to make independent conclusions about the kind of leadership applied by different head teachers and how it influences students discipline in public secondary schools in Nairobi County, Kenya. The questions were designed to cover respondents of different backgrounds that are the head teacher, teachers and students. A combination of information from all the three categories of respondents in

the questionnaire provided in-depth information for qualitative data analysis.

### **3.3 Target Population**

A target population is the aggregate of all the cases that conform to some designated set of specification. Borg and Gall (1998) define it as all members of real or hypothetical set of people, events or objects to which a researcher wishes to generalize the result of the research study.

According to the county director of education office Nairobi, there are 60 public secondary schools, 900 teachers and 24,000 students in the county. These, therefore, formed the target population of my study.

### **3.4 Sample Size and Sampling Procedure**

A sample is a small proportion of a target population selected for analysis (Borg and Gall, 1989). The main purpose of educational research is to learn something about a large population of subjects by studying a smaller group of its subjects, called sample. According to Mugenda and Mugenda (2003) 10-20% of the target population is adequate sample for study.

In order to sample the schools for study, 10% of all the 60 schools in Nairobi County were sampled. Therefore, the sample size was of 6 schools. To sample the 6 schools out of the target population, probability

sampling was used. A systematic sampling formula was used to calculate “*k*”, (the sampling interval) as follows:

$$K=N/n \text{ (} 60/6=10 \text{)}$$

Where *n* is sample size and *N* is population size.

Thus, every 10<sup>th</sup> school from a list (Appendix I) obtained from the ministry of education was sampled. Non probability sampling strategy was used for selection of Head teachers. Since the population of the sampled schools was small all the head teachers of the 6 selected schools participated as respondents.

Similarly, non probability sampling technique was used to select respondent teachers from the sampled schools. Therefore, the teacher sample comprised a total of 24 teachers from all the 6 schools. Heads of departments were selected as respondents since they are directly involved in leadership. It was assumed that the head teacher uses the departmental heads to implement policies and decisions which are made collectively or individually.

The last group of respondents was from the student population. The sample was selected through non probability sampling- Random sampling. On average 8 students were sampled from each school making the total number of student respondents 48. Prefects were selected as respondents since head teacher uses them as the link between the students and administration.

### **3.5 Research Instrument**

The research instruments used were 3 sets of questionnaires designed by the researcher. The questionnaires were chosen for this research since they gave standardized and more objective data as compared to other methods. Questionnaires were also chosen because they were more efficient in covering a large number of respondents within a shorter time. The three sets of questionnaires were designed to cover head teachers', teachers and students respondents.

Head teacher questionnaire comprised 23 questions. It was made up of part "A" and part "B". Part "A" addressed the background information of the head teacher and the school, whilst part "B" sought to establish what kind of leadership style s/he uses in management. The questions sought to understand if s/he involves other stakeholders in decision making, how much independence s/he accords members of staff and students regarding their welfare, as well as how s/he deals with indiscipline.

Teacher questionnaire had part "A" and part "B" with 15 questions. Part A had questions related to the teacher's background and Part "B" comprised of questions related to the leadership styles where teachers' opinions of their head teachers were captured.

Student questionnaire was divided into part "A" and part "B" containing 6 questions. Part "A" sought to get the students' background



information, whilst part “B” asked questions related to the head teachers’ leadership styles. Combination of the three questionnaires formed the basis for verifying the leadership styles and came up with suggestions and recommendations as provided by the respondents.

### **3.6 Instrument Validity**

According to Kothari (2000), validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. The truth this instrument sought to establish was whether the indiscipline in schools (usually manifested in strikes, substance abuse, disobedience, absenteeism and other forms of mischief) was caused by head teachers’ leadership styles.

To achieve content validity of the instrument, a pilot study was carried out by giving questionnaires to two schools outside the sample schools in order to familiarize with respondents, test question sequence, and eliminate biased, repetitive and ambiguous questions. This was also done to estimate response rate, estimate duration for each questionnaire, and test analysis procedures. This way the researcher made sure that, what constitutes adequate coverage of the problem was addressed, by putting into consideration all responses and checking for variances in the results.

### **3.7 Instrument reliability**

According to Mugenda and Mugenda (1999) the reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. To achieve this, the researcher used test-retest technique where the questionnaire was administered to a number of respondents to test it. A new questionnaire with the same contents was administered to the same respondents for the second time after 2 weeks. The correlation of both questionnaires was calculated using Pearson Correlation Coefficient product to determine its reliability. The results were consistent therefore the instrument was reliable for the study.

### **3.8 Data Collection Procedure**

Authority to conduct the research in secondary schools was obtained from the National Council of Science and Technology after a formal application was written. Upon receiving permission through formal document (permit), the researcher reported to the County Commissioner for clearance before commencement of research work.

The researcher then made appointments with the sampled schools head teachers and teachers by phone. Upon receiving interview dates, the researcher prepared and separated documents used with different respondents. To save on time, all the three questionnaires were answered

on the same day. The respondents were given the choice to either answer the questions on their own or to allow the researcher to tick the answers on their behalf. The second option was preferable since it ensured all the questions are answered as required and allowed space for clarification.

### **3.9 Data Analysis Techniques**

After the collection of data, descriptive statistics method was used in analyzing quantitative data such as age and teaching experience which was presented in form of graphs showing frequencies of each coded response. On the other hand, qualitative data which was open ended was used to explain the patterns that emerged from the quantitative data and to offer additional information to the analysis.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter discusses the analysis of data collected from various respondents. The data was interpreted according to the research objectives and research questions. The purpose of this study was to investigate the influence of head teachers' leadership styles on students discipline in public secondary schools in Nairobi County, Kenya. The data received through questionnaires was analyzed, classified and tabulated to get the relevant information into easily readable form. Further presentation was provided by the use of tables for easy interpretation

#### **4.2 Response Rate of the Target Groups**

Data was collected from the head teachers, teachers and students. A total of 6 questionnaires were given to head teachers and were all returned fully completed. This constituted 100% response rate. A total of 24 questionnaires' were given 1to teachers and 21 were returned fully completed, this constituted a response of rate of 87.5%. Another 48 questionnaires were distributed to students and 45 completed and returned. These constituted a response rate of 93.8%.

This response rate is in line with Mugenda A and Mugenda O (2003) recommendations that a return rate of over 80 % is adequate for a study.

### **4.3 Background Information**

This section analyses and presents background information of respondents namely head teachers and teachers.

#### **4.3.1 Head Teachers' Background Information**

The study sought to investigate the background of the head teachers in regards to their gender, age and their duration of service as head teachers. This was expected to guide the researcher on the appropriateness of the responses and for the researcher to understand the relationship between the head teacher leadership style and discipline in schools in regards to the mentioned variables on the background information.

The respondents were asked to show their gender. This was expected to guide the researcher on the conclusions regarding the degree of congruence of responses with the gender characteristics. The results are shown in table 4.1.

**Table 4.1 Gender of the Head Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Rate (%)</b>
Male	4	67
Female	2	33
<b>Total</b>	<b>6</b>	<b>100</b>

There were more male head teachers than female head teachers with the males being 67 % while the females were 33 %. The researcher included the gender of the respondents in order to establish the magnitude to which each gender influences leadership and discipline in secondary schools.

The head teachers were asked to disclose their age in order to guide the researcher on the relationship between head teachers leadership style and their age. The results were tabulated in table 4.2.

**Table 4.2 Distribution by Age**

<b>Age</b>	<b>Frequency</b>	<b>Rate (%)</b>
Below 30 yrs.	1	17
35-39 yrs.	2	33
40-49 yrs.	3	50
<b>Total</b>	<b>6</b>	<b>100</b>

The table shows that majority of the head teachers were aged 40-49 years, 33% were aged 35-39 years while 17% were aged below 30 years. The significance of this is that TSC and the school foundation bodies deploy older people with the appropriate experience and maturity to manage schools and their complex problems. The high level of experience and maturity of many head teachers was vital in adding value to the trend of findings for this study.

The respondents were asked to indicate the number of years they had worked as head teachers. This was expected to guide the researcher on the appropriateness of the responses in regards to duration of the head teachers' service. Table 4.3 shows the results of the study.

**Table 4.3 Duration of Service as Head Teachers**

<b>Length of Service</b>	<b>Frequency</b>	<b>Rate (%)</b>
Below 5yrs	1	17
5-10 yrs.	2	33
10-15yrs	2	33
Over 15yrs	1	17
<b>Total</b>	<b>6</b>	<b>100</b>

The results show that 33% of the head teachers had worked for 5-10 years, 33% had worked for 10-15 years, 17% had worked for over 15 years while another 17% had worked for less than 5 years. The findings reveal that majority of the respondents had worked for more than five years as head teachers and were therefore in a good position to give appropriate information. It was discovered that most of the teachers felt that the greater the experience the less the need to use autocratic leadership styles and the greater the use of democratic leadership styles. This is because many teachers who had taught for 10 years and longer detested the use of strict methods of leadership. They feel that head teachers need to involve them in decision-making, because they also possess some leadership experience. The way the teachers



perceived and appreciated the head teachers' leadership styles varied on the basis of the number of years of service.

It was further observed that many head teachers who had worked for more than 15 years generally balanced their leadership styles. In addition to being older; they have had a chance to work in various schools and have experienced different ways of doing things. The different challenges they have faced at the end of the day have enabled them to mature in judgment. They have come to note that the differences in values, norms and cultures of schools automatically suggest a variation in leadership styles and a proper variation in leadership styles prompts better school performance.

The head teachers were asked to indicate the number of students in their schools. This was expected to help the researcher understand whether there is a relationship between the leadership style and the number of students enrolled in the school. Table 4.4 indicates the response rate of the number of students' in schools.

**Table 4.4 Number of Students**

<b>No. of Students</b>	<b>Frequency</b>	<b>Rate (%)</b>
Below 200	1	17
Between 200-500	3	50
Above 600	2	33
<b>Total</b>	<b>6</b>	<b>100</b>

The results show that 50% of schools sampled had between 200-500 students while 33% indicated that they had over 600 students and 17% indicated that they had less than 200 students in their school. The results reveal that majority of the schools had a good number of student population.

#### **4.3.2 Background Information of the Teachers**

The study explored the background data of the teachers which focused on their gender, teaching experience and academic qualifications. To determine their gender, the teachers were asked to indicate their gender. The data was presented in table 4.5.

**Table 4.5 Gender of the Teachers**

<b>Gender</b>	<b>Frequency</b>	<b>Rate (%)</b>
Male	10	48
Female	11	52
<b>Total</b>	<b>21</b>	<b>100</b>

The teachers were asked to disclose their age in order to guide the researcher on the appropriateness of their responses. The results were tabulated in table 4.6.

**Table 4.6 Distribution by Age**

<b>Age</b>	<b>Frequency</b>	<b>Rate (%)</b>
Below 30 yrs.	3	14
30-39 yrs.	11	52
40-49 yrs.	5	24
Over 50 yrs.	2	10
<b>Total</b>	<b>21</b>	<b>100</b>

The table shows that majority of the teachers were aged between 30-39 years. Very few teachers were aged below 30 years and above 50 yrs. It was therefore concluded that the responses of the teachers were valid since majority of the teachers had a lot of teaching experience as indicated by their ages.

To determine the period they had been in that school, the teachers were asked to indicate how long they had been teaching at their current school. The data was presented in table 4.7.

**Table 4.7 Duration of Service as Teachers**

<b>Length of Service</b>	<b>Frequency</b>	<b>Rate (%)</b>
Below 5yrs	5	24
5-10 yrs.	6	29
10-15yrs	6	29
Over 15yrs	4	18
<b>Total</b>	<b>21</b>	<b>100</b>

The data indicated that 24% of teachers had taught for less than 5 years, 29% had taught between 5-10 years, 29% between 10-15 years and 18% for over 15 years in their current schools. This shows that majority of the teachers their head teachers' leadership styles.

#### **4.4 Head Teachers Style of Leadership**

This section presents the analysis of data on the three leadership styles applied by head teachers. Data is presented in the extent to which the style of leadership of the head teacher influences students' discipline. The section examines the influence of democratic leadership style, autocratic leadership and laissez-faire leadership style on students' discipline.

##### **4.4.1 Democratic Leadership Style**

The head teachers and teachers were asked to rate the factors on democratic leadership style. The data was to assist the researcher on the effects of this leadership style on students' discipline.

The head teachers and teachers were asked to indicate if teachers were consulted before making decisions pertaining academic progress. The responses were tabulated in table 4.8.

**Table 4.8 Consulting Teachers before Making Decisions Pertaining to Academic Progress**

Response	Head Teacher		Teachers	
	Frequency	%	Frequency	%
Agree	5	83 %	8	38 %
Disagree	1	17 %	13	62 %
<b>Total</b>	<b>6</b>	<b>100</b>	<b>21</b>	<b>100 %</b>

Data from table 4.8 showed that 83% of head teachers agreed that they consult teachers before making decisions pertaining to academic progress. This was in contrast with the opinions of teachers with 62% of them disagreeing. Most of the teachers felt that they are not consulted during decision making on matters pertaining academic progress in their schools.

The researcher sought to find if the head teacher involves staff in making school program. The responses are tabulated in table 4.9.

**Table 4.9 Head Teacher Involves Staff in Making School Program.**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	5	83 %	17	81 %
Disagree	1	17 %	4	19 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

The data from table 4.9 indicates that 83% of head teachers and 81% of teachers agree that head teachers involve staff in the making of school programs.

These findings suggest that school programs are not imposed on teachers and students. The implication of this is that there is less resistance to school programs by both teachers and students hence better management of students' discipline. A head teacher who uses democratic leadership style allows space for subordinate to share their view before making final decision. Okumbe (1999) consider this as consultative or participative.

The head teacher and teachers were asked to indicate if teachers are invited to engage in addressing administrative problems. The results are shown in table 4.10

**Table 4.10 Head Teachers Often Invite Teachers to Engage in Addressing Administrative Problems**

Response	Head Teacher		Teachers	
	F	%	F	%
Agree	4	67 %	12	57 %
Disagree	2	33 %	9	43%
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Majority of the head teachers and teachers agree that the head teacher often invites teachers to engage in addressing administrative problems. According to Otieno (2010) quest to develop well disciplined and well behaved students is the concern of head teachers, teachers and other stakeholders. Hence, head teachers should involve others in addressing administrative problems such as students' discipline.

The researcher sought to find out if head teachers involvement of teachers in solving administrative problems improved students discipline. Results are as shown in the table 4.11.



**Table 4.11 Solving Administrative Problems with Fellow Staff Improves Students Discipline**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	4	67 %	18	86 %
Disagree	2	33 %	3	14 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Data from table 4.11 indicates that majority 67 % of head teachers believe that solving administrative problems with fellow teachers improves the discipline of students. This concurred with the views of the teachers as 86% of the teachers agreed. This indicates that teachers appreciate being involved in administration of the school.

The head teachers and teachers were asked to write an academic excellence through consensus building the results were tabulated in table 12.

**Table 4.12 Academic Excellence is Through Consensus Building**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	5	83 %	13	62 %
Disagree	1	17 %	8	38 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Table 4.12 indicate that majority of head teachers, 83% and majority of the teachers, 62% agreed that academic excellence is through consensus building

Teachers felt that consensus building creates a climate in which all stake holders can express themselves freely, which is in line with a study by Rowan (1993). Rowan argues that teachers need to feel that they have an influence over what is happening in the school rather than be subjected to the decisions of those in power.

Head teachers and teachers were asked if teachers were involved in making academic policy for the school. The results are shown in the table 4.13

**Table 4.13 Teachers are Involved in Making Academic Policy for the School**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	4	67 %	14	67 %
Disagree	2	33 %	7	33 %
<b>Totals</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

The data from the table 4.13 indicates that teachers and head teachers agree that teachers are involved in making academic policy for the school. Since teachers are the main implementers of the policies, it is important to involve them in making those policies.

The head teachers and teachers were asked to indicate if head teacher delegates disciplinary powers to subordinates. Table 4.14 shows the results of the responses.

**Table 4.14 Delegation of Disciplinary Powers to Subordinates in the School Exists**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	3	50 %	6	29 %
Disagree	3	50 %	15	71 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Data from the table shows that 50% of the head teachers and 29% of the teachers agreed that there is delegation of disciplinary powers to subordinates. This means that majority of teachers felt that head teachers do not give them powers to deal with discipline cases. This leads to discipline problems in schools. These findings are consistent with a study by Kiruma (2004) on the factors contributing to students strikes in Mukurwe-ini division. Kiruma observed that one of the causes of indiscipline was autocratic behavior in dealing with discipline of students. Head teachers should therefore delegate disciplinary powers.

The head teachers and teachers were asked to indicate if the head teacher uses democratic leadership style. The results are tabulated in table 4.15.

**Table 4.15 Head Teacher Uses Democratic Leadership Style**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	5	83 %	15	71 %
Disagree	1	17 %	6	29 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Data from table 4.15 indicated that 83% of the head teachers perceive themselves as democratic leaders. Majority of the teachers also felt that the head teachers apply democratic leadership style. This is in line with Kouznes and Posner (2003) who argued that for a school to provide quality education, those in power should carefully nurture democratic leadership. Kouznes and Posner further argue that democratic leadership can be effectively utilized to extract the best from people.

The head teachers and teachers were asked to indicate if there had been students' unrest in the school over the last 3 years. The results are shown in table 4.16

**Table 4.16 There Have Been Cases of Students' Unrest in the School Over the Last 3 Years**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	2	33 %	8	38 %
Disagree	4	67 %	13	62 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Table 4.16 results indicated that 33% of head teachers and 38% of the teachers agreed that there have been cases of students' unrest in their schools over the last 3 years. This indicates that majority of the schools had not experienced unrest in the last 3 years. It was concluded that the main reason for the lack of unrest in many of the schools was the leadership style of the head teachers since most of the head teachers applied democratic leadership style.

A study by Magana (2009) reviewed that discipline standard are continuing to drop in a number of schools especially those in urban areas due to various factors. Such as drug abuse and poor parenting. This means that though leadership style is a main factor in discipline cases, there are other factors to consider.

The head teachers and teachers were asked to indicate K.C.S.E. results improvement in the school over the last three years. The results are shown in the table 4.17.

**Table 4.17 K.C.S.E Results Have Improved in the School Over the Last Three Years**

Response	Head Teacher		Teachers	
	F	%	F	%
Agree	4	67 %	13	62 %
Disagree	2	33 %	8	38 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Table 4.17 shows that 67% of the head teachers and 62% of the teachers agreed that the K.C.S.E results of the schools had improved over the last 3 years. This indicates that there is a correlation between the leadership style and performance in school since democratic leadership was applied in majority of the schools.

These findings are consistent with a study by Nsubuga (2008) on the influence of leadership styles on students' performance in Wakisio district. Nsubuga's findings noted that there was a positive performance relationship with a coefficient of 0.48 where democratic leadership style was used.

The results as shown in the tables indicate that majority of head teachers and teachers strongly agreed that democratic leadership style was used in schools in Nairobi County. The rating of the statements shows that most agreed to the statements. The respondents who were head teachers and teachers indicated that academic excellence is through consensus building, involving staff in making school program and consulting their teachers before making decisions pertaining to academic progress. The respondents also indicated that they agreed that they often invite their teachers to engage in addressing administrative problems. Encouraging teachers to participate in decision making and solving administrative problems with fellow staff improves student discipline

#### **4.4.2 Laissez-Faire Leadership**

The head teachers and were asked to rate the factors on Laissez-Faire leadership style.

The head teacher and teachers were asked to indicate if head teachers leave decisions on discipline cases to be made by teachers without intervention. The results are shown in table 4.18.



**Table 4.18 Head Teachers Leave Decisions on Discipline Cases to be Made by Teachers Without Intervention**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	2	33 %	9	43 %
Disagree	4	67 %	12	57 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Table 4.18 indicates that 33% of head teachers agreed that they leave decisions to be made by teachers without intervention while 57% of the teachers disagreed. This indicates that both teachers and head teachers disagreed that teachers are left to make decisions without intervention.

Head teachers and teachers were asked to indicate if teachers are interfered with in making decisions that promote progress in school. The results are shown in table 4.19.

**Table 4.19 Teachers are not Interfered with When Making Decisions That Promote Progress in the School**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	2	33 %	11	52 %
Disagree	4	67 %	10	48 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Data from table 4.19 shows that 52% of teachers felt that they are not interfered with when making decisions that promote progress in the school. However, data from the head teachers contradicted teachers' data as 67% of head teachers disagreed. In this style of leadership the head teacher tends to withdraw giving room for the subordinate to make their own initiatives. In laissez – faire leadership style the leader tends to avoid power and authority (Kemp & Nethan, (1984).

Head teachers and teachers were asked to rate head teachers uses Laissez – faire leadership style. The results were shown in table 4.20.

**Table 4.20 Head Teacher Uses Laissez-Faire Leadership Style**

<b>Response</b>	<b>Head Teacher</b>		<b>Teachers</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Agree	2	33 %	5	24 %
Disagree	4	67 %	16	76 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

Table 4.20 results indicate that 76 % of teachers and 67% of head teachers disagreed that the head teacher uses laissez-faire leadership style.

#### **4.4.3 Autocratic leadership style**

The head teachers and teachers were asked to rate the factors on autocratic leadership style and the results were tabulated. Head teachers and teachers were asked if decisions regarding school progress are solely made by head of the school and the governing body. Their responses were recorded in table 4.21 as shown.

**Table 4.21 Decisions Regarding School Progress are Solely Made by the Head of the School and the Governing Body**

Response	Head Teacher		Teachers	
	F	%	F	%
Agree	3	50 %	15	71 %
Disagree	3	50 %	6	29 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

The data on table 4.21 indicates that most teachers and head teachers agreed that decisions regarding school progress are solely made by the head- teacher and the governing body. Those in favour of this leadership style asserts that failure to use it is like having a ship captain in a storm (MacBeath and Myers, (1999). The biggest disadvantage of this style of leadership apart from the dislike by the followers of being ordered around, include overworking oneself as a leader.

Head teachers and teachers were asked to indicate whether the system of administration is top-down.

**Table 4.22 System of Administration is Top-Down**

Response	Head Teacher		Teachers	
	F	%	F	%
Agree	2	67 %	9	43 %
Disagree	4	33 %	12	57 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

The data collected indicates that 67% of head teachers agreed that system of administration is top down while only 43% of teachers agreed. This contradiction implies that teachers felt that decisions are collectively made. When system of administration is top-down, there are many cases of unrest in schools as pointed out by Cheloti (2009).

The head teachers and teachers were asked to indicate to what extent the head teacher applies autocratic leadership style. The results are shown in table 4.23.

**Table 4.23 Head Teacher Applies Autocratic Leadership Style**

Response	Head Teacher		Teachers	
	F	%	F	%
Agree	2	33 %	9	43 %
Disagree	4	67 %	12	57 %
<b>Total</b>	<b>6</b>	<b>100 %</b>	<b>21</b>	<b>100 %</b>

The data on table 4.23 showed that majority of the head teachers and teachers felt that the head teacher does not apply autocratic leadership style.

Cheloti (2009) did a study on principals' management styles and students' unrest in public secondary schools. Her study indicated that 46.1% of respondents indicated that they blamed autocratic leadership style for the unrest. This implies that use of autocratic leadership style is a major factor that contributes to indiscipline in schools.

#### **4.5. Handling Indiscipline**

The respondents were asked to indicate how they handle indiscipline in their schools. Head teachers were asked to indicate how they handle indiscipline in their school. The results are shown in Table 4.24.

**Table 4.24 Handling Indiscipline**

<b>Variable</b>	<b>Number</b>	<b>Response Rate (%)</b>
Suspension	4	67
Punishment	6	100
Counseling	2	33
Expulsion	1	17

The results in table 4.28 show that 100% of the respondents give punishments, 67% indicated that they handled indiscipline by suspension, 33% indicated counselling while 17% indicated expulsion. This implies that punishments are the most effective way of handling indiscipline. In some cases suspension is applied and in extreme cases of indiscipline an expulsion serves as a way of disciplining students. Counselling is given when the case is recurring case and all other avenues have failed.

#### **4.6 Changes Teachers Would Like to See**

Some of the changes that the teachers indicated they would want to see changed include; the teachers felt that the students had a lot of freedom which caused them to disregard their authority. Some teachers felt that the head teacher should be more available and should be more involved in students' welfare. Others pointed out that the head teacher needed to involve them and to some extent the students in matters that concern the

students. They also pointed out the head teacher should have an open relationship with the students so that the students can feel free to confide in them.

#### 4.7 Students Responses

A total of 45 students from forms 1 to 4 were interviewed. Since the schools were girls' and boys' schools, both genders were represented. Their responses were further analyzed and interpreted together with that of teachers and head teachers.

The students were asked to indicate who they talk to when they have a problem. Their responses were recorded in table 4.25.

**Table 4.25 Who to Talk to When in Problems**

<b>Factor</b>	<b>No of Respondent</b>	<b>%</b>
Discipline master	5	11
Class teacher	20	44
Prefect	3	7
Dean	5	11
Head teacher	8	18
Other students	4	9
<b>Total</b>	<b>45</b>	<b>100</b>



The results show that majority 44% of the students went to the class teacher whenever they had a problem. 18% went to the head teacher, 11% went to the prefect and another 11% went to the dean. 9% went to other students while 7% went to the prefect.

The students were asked to indicate whether their school had gone on strike and 44% indicated that the school had gone on strike. 56% indicated that they had not gone on strike.

Those students who indicated that they had gone for strikes were asked to indicate reasons for strikes. Their responses were recorded in table 4.26.

**Table 4.26 Reason for Strikes in schools**

<b>Factor</b>	<b>F</b>	<b>%</b>
Peer pressure	20	44%
Bad leadership	9	20%
Drugs	5	11%
Poor diet	8	18%
Other	3	7%
<b>Total</b>	<b>45</b>	<b>100%</b>

Results show that 44% of the students went on strike because of peer pressure, 18% was because of a poor diet, and 20% was due to bad leadership while 11% were influenced because of drugs.

7% of students cited other reasons for the strikes such as limited entertainment, teacher's strikes and strict school rules.

These results therefore indicate that a majority of the students went on strike because of reasons other than poor leadership. As earlier indicated, most head teachers use democratic leadership style. This means that most students were satisfied with this type of leadership. This is in congruence with a study by Olembo and Cameroon (1986) who advocate for the leadership of a head teacher to be democratic. Head teachers should be aware of techniques that work in which situations and those that backfire.

The students were asked to indicate whether they had attempted to strike and why they did not succeed. The results show that there were some attempted strikes that did not succeed. Table 4.27 shows the results.

**Table 4.27 Why Strikes Did Not Succeed**

<b>Factor</b>	<b>F</b>	<b>%</b>
Problem was solved through discussions with head teacher	27	60
Trouble makers were expelled	11	25
Students were threatened with expulsion	7	15
<b>Total</b>	<b>45</b>	<b>100</b>

Results show that majority 60% of the students indicated that the Problem was solved through discussions with head teacher. 25% indicated that the Trouble makers were expelled while 15% indicated that Students were threatened with expulsion. These results show that most strikes were offset by discussions with the head teachers. This was a clear indication of democratic leadership that should be embraced by all head teachers in Nairobi County.

## CHAPTER FIVE

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary of findings as discussed in chapter four and interpretations of the data analysis, conclusions and recommendations based on the findings.

#### **5.2 Summary of the study**

This research set out to establish how leadership styles influence discipline of students in public secondary schools in Nairobi County. Research was prompted by the level of strikes experienced in secondary schools in the last 3 years nationwide.

Six schools of different categories were sampled and respondent were head teachers, teachers and students. Four research objectives were formulated. The first sought to determine head teachers' autocratic leadership style influence on students' discipline in secondary schools. The second research objective was to establish how head teachers' democratic leadership style influence students' discipline in secondary schools. The third research objective was to determine to what extent head teachers' laissez – faire leadership style influences students' discipline in secondary schools. The last objective sought to determine the

strategies used by the head teachers while instilling discipline using their leadership style. The study employed a descriptive survey design. The total sample size was 72 with respondents being 6 head teachers, 21 teachers and 45 students. Data was gathered by use of questionnaires.

The findings indicated that 83% of head teachers feel that they apply democratic leadership style. This was collaborated by majority of the teachers as 71% agreed that their head teachers use democratic leadership style. Data gathered from teachers and head teachers showed majority of the schools that were interviewed experienced an improvement in K.C.S.E results with 62% of teachers and 67% of head teachers saying that there was an improvement. Data gathered also indicated that majority of teachers and head teachers disagreed that there had been cases of students' unrest in their schools. Findings show that 44% of students indicated that there had been strikes in their schools. They attributed this to peer pressure, bad leadership and poor diet among others. The results of this research show that there is a direct correlation between head teachers leadership styles and students' discipline.

Majority of schools that applied democratic leadership style had less cases of indiscipline. Most of the schools with students' unrest indicated that the head teacher uses autocratic and laissez-faire leadership style. Therefore, democratic headship if well executed is best suited for secondary school leadership.

Schools which exhibited laissez-faire leadership characteristics had several successful strikes and attempts which could easily have been stopped or thwarted through dialogue between head teacher, teachers and students. This leadership therefore, encourages indiscipline due to the head teacher's unwillingness to take responsibility and to understand students' needs and concerns.

Schools that were characterized as having autocratic leadership experienced fewer strikes and unrest than those with laissez-faire leadership. The students and teachers however, resented this kind of leadership since the head teacher did not listen to their grievances or even consult them, but instead made the final decisions. Lack of strikes was not a result of dialogue but due to the punitive measures that were taken against trouble makers. This kind of leadership therefore may be successful in instilling discipline in students but leads to great pressure and dissatisfaction, eventually leading to unrest in schools.

### **5.3 Conclusion**

Effective school research reveals that there is a very significant leadership effect not only on the student learning, but also on an array of school conditions as well. Leadership is a very strong predictor of school performance (Leithwood & Jantzi, 2007). This study established that among the pillars on which education is anchored leadership is pivotal. For example, if leadership per se, is expected to have a pronounced effect on education, it must be visionary, transformational and shared.

The study established that there is a strong relationship between the leadership style of head teachers in secondary schools and discipline and that the contribution of the leadership style towards the overall school discipline is vital. From the study and also through the literature reviewed, it is clear that leadership is a very important component and a critical ingredient in the process of improving the school's discipline. What was established from the literature and confirmed by the study was that leadership, though important, can be misused, particularly when it remains vested in an individual, more so when the leadership style of that individual is autocratic.

This study established that in various schools, leadership was premised upon individual endeavor rather than collective action, whereas the trend now is that authority to lead need not be located in one position

of the leader, but can be distributed among the staff. In other words, leadership should be detached from the heads of schools and should be primarily concerned with relationship and connections among individuals within a school. The idea is that leadership should not be equated to headship.

A school that wishes to embrace teacher leadership would need to develop a culture that supports collaboration, participative decision-making, and partnership team teaching. These are all characteristics of a school whose head teacher believes in and practices a democratic leadership style. This is where a head teacher is willing to part with some of his powers to others. Empowering teachers to take on leadership roles enhances the teachers' self esteem and work satisfaction, which in turn leads to higher levels of performance due to higher motivation.

#### **5.4 Recommendations**

The major recommendations have emanated from this research:

- I. Head teachers of all categories of schools should embrace democratic leadership styles since from the above findings it is the most effective and efficient for both teachers and student discipline.



- II. The ministry of education should formulate policies and guidelines outlining the type of leadership to be applied in public schools by head teachers.
  
- III. The ministry should further come up with implementation strategies and penalties to head teachers who fail to adhere to the set guidelines. This is important since indiscipline has led to production of hooliganism and out of school and as well as deaths and destruction of property
  
- IV. There is also a great need to involve teachers, parents and other stakeholders in matters pertaining to students' discipline.

### **5.5 Suggestions for Further Research**

Due to time and financial constraints the research was conducted within a limited scope. It is therefore suggested that further research of similar objectives should be conducted among private schools and other public secondary schools outside the county of Nairobi to understand if the observations and findings are universal before the above recommendations can be instituted.

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## APPENDICES

### APPENDIX I

#### LETTER OF INTRODUCTION

Muchiri Faith G.

University of Nairobi

Department of Educational  
Administration & Planning

P.O. Box 92, KIKUYU

1<sup>st</sup> September, 2012

Dear Sir/Madam,

#### **RE: PARTICIPATION IN EDUCATIONAL RESEARCH**

I am a post graduate student at the University of Nairobi (UON) pursuing a master's degree in the Department of Educational Administration. I am conducting a research on the **influence of head teachers' leadership style on students discipline in public Schools in Nairobi County, Kenya.**

I hereby request you to allow me to collect data for the research. I wish to assure you that the identity of all the respondents will be confidential.

Thank you.

Yours faithfully,

Faith Muchiri.

## APPENDIX II

### QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is part of a research project attempting to examine the influence of head teachers' leadership styles on students' discipline in public secondary schools in Nairobi County. The identity respondents will be kept confidential. Your name and name of the school are optional you may choose to write these at the end of the page or to leave it blank.

#### Part A: Background Information

Please tick ( ✓ ) where appropriate or fill the required information in the spaces provided.

1. What is your gender? Male  Female
2. What is your age? Below 30 yrs.  35-39 yrs.  40-49 yrs.   
50-60 yrs.
3. How many years have you served as head teacher?  
Below 5yrs  5-10 yrs.  10-15yrs  Over 15yrs
4. How many students do you have in your school?  
Below 200  between 200-500  Above 600

**Part B: Leadership Style**

Please use the key to indicate your opinion toward the items that follow.

Put a tick next to the response that describes your opinion.

**Key;**

Agree – (A)

Disagree – (D)

**Democratic leadership style**

<b>Democratic leadership style factors</b>	<b>A</b>	<b>D</b>
Encouraging your teachers to participate in decision making		
Consulting your teachers before making decisions pertaining to academic progress		
Involve staff in making school program for the school		
You often invite your teachers to engage in addressing administrative problems		
Solving administrative problems with fellow staff improves student discipline		
Academic excellence is through consensus building		
Teachers' involvement in designing school programs in this school is highly supported		



You use democratic leadership style		
Delegation of powers to subordinates in this school strongly exists		
There have been cases of students' unrest in the school over the last 3 years		
K.C.S.E results have improved in this school over the last three years.		

**Laissez-Faire Leaders Ship style**

<b>Laissez-Faire Leaders Ship style factors</b>	<b>A</b>	<b>D</b>
As a head teacher, you leave decisions to be made by teachers without intervention		
Teachers have freedom to do as they think best in the interest of promoting discipline in this school.		
Teachers are not interfered with when making decisions that promote progress in this school		
As a head teacher you use laissez-faire leadership style		
It would be accurate to say that you fully leave teachers to make decisions pertaining to discipline without		

intervention		
Decisions are made from down and they come later to the top		
There is free delegation of responsibilities and duties for discipline in this school		
I leave my staff to make decision on school programs and activities without prior intervention		

#### **Autocratic leadership style**

<b>Autocratic leadership style factors</b>	<b>A</b>	<b>D</b>
Decisions regarding school progress are solely made by the head of school and the governing body		
The system of administration is Top-down		
Prefer authoritarian decision making		
Head teacher applies autocratic leadership style		
All power is centralized to me		

11. How do you deal with undisciplined students? Punishment   
 Canceling  Suspension  Expulsion  Other

\_\_\_\_\_

12. How do you deal with indisciplined students? Punishment   
Canceling  Suspension  Expulsion  Other

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## APPENDIX III

### TEACHERS' QUESTIONNAIRE

This questionnaire is part of a research project attempting to examine the influence of head teachers' leadership styles on students discipline in public secondary schools in Nairobi County. Please answer questions as honestly as possible.

Do not write your name or any other form of identification anywhere in this form. The respondents will be kept confidential.

#### Part A: Background Information

Please tick ✓ ( ) where appropriate or fill the required information in the spaces provided.

1. What is your gender? Male  Female
2. What is your age bracket? 20 – 29  30 – 39  40-49  Above   
50
3. How long have you been teaching in this school?  
Below 5 yrs.  5 - 10 yrs.  10 - 15yrs  above 15yrs

#### Part B: Leadership Style

Please use the key to indicate your opinion toward the items that follow.

Put a tick next to the response that describes your opinion.

**Key;**

Agree – (A)

Disagree – (D)

**Democratic leadership style**

<b>Democratic leadership style factors</b>	<b>A</b>	<b>D</b>
Teachers are encouraged to participate in decision making		
Head teachers consult fellow teachers before making decisions pertaining to academic progress.		
Teachers are involved in making academic policy for the school		
Often you engage in addressing discipline problems		
Teachers are involved in designing academic programs in this school		
Delegation of powers to subordinates in this school strongly exists		
In this school there is respect for fellow teachers' opinions regarding academic improvement		
Academic excellence is through consensus building		
Head teacher uses democratic leadership style		
There have been cases of students' unrest in the school over the last 3 years		
K.C.S.E results have improved over the last three years		

### Laissez-Faire Leadership style

<b>Laissez-Faire Leadership style factors</b>	<b>A</b>	<b>D</b>
As a teacher, you are given full mandate to make discipline decisions without intervention from the head of school		
Teachers have freedom to do as they think best in the interest of promoting progress in this school		
Teachers are not interfered with when making decisions that pertains to discipline in this school.		
You prefer collective decision making in this school		
It would be accurate to say that the head of school leaves teachers to make decisions pertaining to discipline and school performance without intervention		
The head of school leaves staff to make decision on school programs without prior intervention		
Head teacher uses laissez-faire leadership style in administration		

**Autocratic leadership style**

<b>Autocratic leadership style factors</b>	<b>A</b>	<b>D</b>
Decisions regarding school discipline are solely made by the head of school and the governing body		
The system of administration is Top-down		
What is important in school management is accomplishment of the task at hand not addressing discipline issues		
It is enjoyable having teachers count on the head teachers for ideas and suggestions regarding school discipline		
All power is centralized to the head teachers		
Head teacher applies autocratic leadership style of administration		

2. What changes would you like to see in the leadership of this school?

Briefly explain -----

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## APPENDIX IV

### STUDENTS' QUESTIONNAIRE

The research seeks to investigate the influence of head teachers' leadership styles on students' discipline. You are kindly requested to provide information to this questionnaire as honestly as possible. You are not required to write your name.

Please tick ( ✓ ) where appropriate or fill the required information in the spaces provided.

#### Part A: Background Information

Please tick where appropriate or fill in the required information in the spaces provided.

1. What is your gender? Male  Female
2. What class are you in? form 1  2  3  4

#### Part B: Leadership Style

3. If you have problems whom do you talk to?

Discipline master  Class teacher  Prefect  Dean  Head teacher   
other students  No one

Please explain your choice-----

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-----  
-----

4. Has the school been on strike since you joined? Yes  No

If "yes" above what was the reason?

Peer pressure  Bad leadership  Drugs  Poor diet  Funds  
embezzlement  General stress from study other

If other, specify -----  
-----  
-----

5. If no above have there been attempts? Yes  No

If "yes" to number 5, why didn't the strike succeed?

Problem was solved through discussions with head teacher  Trouble  
makers were expelled  Students were threatened with expulsion  
other

If other explain briefly-----  
-----  
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