INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON PUPILS' DISCIPLINE IN PUBLIC PRIMARY SCHOOLS IN LIKONI DIVISION, KENYA

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DECLARATION

This research project is my original work and has not been presented for a degree in other university.
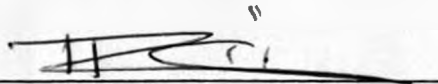
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This research project report has been submitted with our approval as University Supervisors.

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DEDICATION

I dedicate this work to my family members

ACKNOWLEDGEMENT

I wish to express my heartfelt gratitude to all the university lecturers who participated in the course of my study. Special thanks go to my project supervisors Dr. Rose Obae and Mr. Edward Kanori for their consistent guidance, understanding and encouragement. I sincerely appreciate the support given by my family.

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ABBREVIATIONS AND ACRONYMS

BOG   Board of Governors

MoE   Ministry of Education

MoEST   Ministry of Education Science and Technology

SPSS   Statistical package for social

UK   United Kingdom

ABSTRACT

This study aimed at investigating in influence of head teachers' leadership styles on pupils' discipline in public primary schools in Likoni Division, Kenya. The problem of indiscipline in schools has been widely been reported allover the country. One of the most affected regions in the Country has been Coastal province. The study had four objectives; To identify common types of discipline problems in public primary schools in Likoni Division, Kenya, to examine causes of institutional and background of indiscipline in the schools, to establish the various leadership style among head teachers of public primary schools in Likoni division and to determine the extent to which head teachers leadership styles influenced pupils discipline in public primary schools in Likoni Division. Literature review focused on concept of discipline, nature of indiscipline in schools, common ways of handling discipline, leadership in schools, leadership and pupil discipline in the school setting. This study used Macgregor's Theory X and Y of Motivation Theory. The target population in the study was public primary school in Likoni Division in Kenya. According to the Municipal Education Officer there are 21 schools, consisting of 21 head teachers and 400 teachers. The study used questionnaires and interview to gather data. The researcher used questionnaires to collect data from respondents. Questionnaires were carefully designed instruments consisting of questions and statements. The study established that the most common indiscipline problems in primary school were truancy and tardiness, absenteeism, drugs abuse, and bullying and fighting. The major causes of indiscipline were lack of guidance and counseling, drugs abuse and addiction, and peer pressure. The study concluded that head teachers were not engaging other stakeholders in handling of discipline matters and also that they were using corporal punishment and expulsion rather than guidance and counseling to handle discipline matters. The study made recommendation that the head teachers should be encouraged to enhance inclusive and participatory leadership style between various stakeholders' teachers, pupils and parents. This creates a conducive environment for each stakeholder's inputs in a cordial and mutual respect environment without intimidation. Another recommendation was that head teacher should begin use alternative method for disciplining pupils like guidance and counseling rather than use of traditional method of discipline like corporal punishment and expulsion. It was suggested that a study on causes and drug and manifestation in coast province should be conducted. A study on the relationship between school discipline and school performance should also be conducted.

CHAPTER ONE

INTRODUCTION

1.1 Background to the problem

Leadership themes are continually developing due to social technological and economical changes. Due to these rapid changes, a lot of leadership styles cannot longer cope with current situation. Theories of leadership have moved from top down approach which is hierarchal strategies to facilitative strategies like pedagogical leadership style. Its approaches work collaboratively in a community to have a common voice and understanding.

Effective leadership in schools has been widely noted as a factor that will make a difference between achievers and non-achievers in educational goals. Lotto and McCarthy (1980) in Campbell, Bridges and Nystrand (1993), reviewed 97 studies of successful schools and interviewed leading researchers as well as writers on urban education about the factors associated with success in urban elementary schools. Leadership emerged as a crucial factor in determining schools' success.

Weathersby (1999) in Luthans (2002) stresses that dramatic changes noted in a work environment will result due to a visionary leader who encourages and persuades rather than commands followers towards common goals. Bush and Bell

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(2003) emphasize that headteachers are directly involved in influencing the activities of the school towards goal setting and goal attainment.

Discipline is in real terms the backbone of success of a school. The efficiency and effectiveness of organizational activities depend on the overall organization of discipline (Okumbe, 1999). Kyungu (1999) refers to discipline as a controlled, ordered behavior resulting from obedience of rules or self control doing the right thing at the right places and one of the life's paradoxes that leads to repression, but freedom.

The problem of student's indiscipline is realized universal problem. In Japan, the National Council of Japan (1998) states that bullying, refusal to go to school and delinquencies were some of the indiscipline cases noted in Japan's primary schools which is a problem attributed to parental permissiveness and peer pressure. United Kingdom (UK) research highlights community and parental influences as having the greatest impact upon pupil behavior within school (Wright, 2008). Besag (1989) contends that children who are bullies come from homes where punitive style of discipline is used and aggression is seen as an acceptable way of setting problems.

Leadership styles vary from one organization or society to another. In democratic leadership, the leader is the man who on the whole, best lives up to the standards of behavior that a group valves. Such a leader as a symbol promotes a focus yield

results and give much satisfactions as well. The leaders behavior becomes a focus for identification of the followers and hence makes for effective activity.

It must however be pointed out that in many schools the type of leadership practices is either coercive or lassie- fair. Both coercive and lissez- fair leaderships practices are inappropriate in the school situation for they create a non- conducive environment of the desired goals. For example enforcement of school discipline which ultimately influences learning requires collective effort by all the concerned parties and this cannot be achieved in education or an Laissez – faire environment. Students responsible behavior is influenced or is dependent on how the school system is run.

Griffin (1996) says that a head's public and professional reputation will depend more on the standard of discipline in his or her school than on any other single factor for good discipline brings good results in every field of school endeavor. A head teacher that lets discipline slip out of his hands is risking trouble. The problems of indiscipline in schools have negative effects in the teaching learning process. Its consequences often result in the destruction of school property, assault and indecent behavior such as rape and in some extreme cases of death of students.

Cotton (2001) identifies lack of discipline as the most senior problem facing the educational system, with many educationalist and students gravely concerned about disorder in school environments. Cotton points out that insubordination and

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intimidation by pupils' result in countless school and disruptions leading to many suspensions in a year. Cotton further says that in addition to these school discipline issues, classroom are frequently plagued by other, more minor kinds of behavior which disrupt the flow of classroom activities and interfere with learning. This, she claims takes approximately one- half of the classroom time, with activities other than instruction and discipline problems being responsible for a significant portion of this instructional time.

Discipline also promotes individual growth and development, it creates a free conducive atmosphere for interruption, makes learners role confidence in decision making and generally it has a great bearing on the learners performance in their national examinations. From this observation therefore clearly shows that discipline is the backbone of all activities earned in schools'. Schools are expected to produce adults who can be responsible citizens and who are capable of making major decisions on problems affecting their life's and who can contribute largely to their communities' development. This is why students ought to conform to their school norms both for their good and that of their schools'. Inspite of the benefits gained out of discipline in our learning institutes cases of indiscipline especially in many Kenya Primary Schools are still rampant.

A leading American educationist, Norwhich (2000) in his article "Principles of Discipline in Schools" observed that school administration need to device acceptable methods of dealing with indiscipline cases in schools. Education

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offered in schools is expected to produce responsible hardworking citizens nation. He continues to note that "without deeply ingained discipline in our education systems, nations are labour to produce learned themes, and totally irresponsible individuals capable of demolishing desirable values witnessed decades of years age. In Kenya, the increase in the number of schools experiencing student indiscipline has been on the rise. This is evident from rampant strikes.

Ireri (2004) asserts that the disturbances are not only confined to secondary schools, but also to primary, middle level colleges and the universities. Student interprets their grievances as having their root within the school (MOE, 2008). Reasons are advanced for the problem of indiscipline in Kenyan schools. These include poor parenting, drug abuse by students political influence and the mass media (Kariuki 2000, Mandi 2001). However there is an emerging view hat this phenomenon could be emanating from exclusive management approaches applied by school heads which limits teachers and parental input in discipline matters (Mwiria, 2004) MoE (2008) postulates the lack of dialogue with the head teacher is a major source of frustration which tends to aggravate existing problems. The Ministry of Education (MoE) indicates that head teacher must be in the forefront by promoting participatory, democracy, dialogue, team work and good public relations as the head teacher is the pivot of the school system.

To improve quality of the management and administration of schools in Kenya there is need to train the right people as head teachers of schools. This was not

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done in the past, and this has led to the present under performance of most of the schools in Kenya, unending strikes and other problems that take place within them. Stealing, drug abuse, lateness, absenteeism, early manages and fighting are the most rampant discipline cases among pupils in the public primary schools. The influence -of head teachers' leadership style on pupils discipline in public primary school in Likoni division, presents justification for a study to.

In spite of the efforts made by school managers in maintaining discipline in many learning institutions cases of indiscipline are still rampant. The student of Kipkabus Boys High School in Eldoret went on rampage damaging property worthy millions of shillings (Okanga and Njoroge2009).They were protesting at confiscation of cell phones. In July 2001, Students in Kyanguli Boys Secondary School in Machakos entered a room with 20 litres petrol and set it a blaze in wee hours of the morning at boys slept 67 students were wasted alive because they wanted to force school administration to close school earlier that scheduled (Kindiki, 2004). In Gichugu Division of Kirinyaga District four primary school girls, aged 12 and 13 abandoned studies to work as house helps in Nairobi citing discrimination by teachers over poor performance. They were arrested and held at a Kirinyaga police station as officers consulted the district children's office (Musa 2005).

In June 2000, about 3000 pupils of Wangu, Ronald Ngala, Tom mboya, Ushirika and Dadora primary schools in Dandora estate in Nairobi city went on rampant

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protesting the death of a colleague in a 6.30 am road accident. Pupils destroyed property, stoned motorists with stones, looted, drunk beer and set a vehicle involved in the accident on fire, (Onyango 2003). Students of Nairobi Ridgeways Academy were forced to sit in the cold after a fire raced their dormitory. The fight started at 3am, after two groups of students engaged differences and could not settle amicably (Mathege, 2006).

1.2 Statement of the problem

The Municipal Education Officer Mombasa in May 2010 in stakeholders meeting cited cases of indiscipline. He noted that stealing, drug abuse, sneaking from school lateness, absenteeism, early marriages and fighting are the most rampant discipline cases among the public primary schools in Mombasa. In a head teachers conference held in Voi in May 2011 the Coast Provincial, Director of Education in his speech emphasized the type of leadership style expected in primary schools. In conclusion he said that the head teacher leadership style plays a key role in the discipline of the pupils. In Likoni schools cases of indiscipline are high compared to the other divisions, Changamwe, Island and Kisauni divisions. The case of students dropouts, truancy, disappearing from schools is rampant. Case in point is in March 2010, when pupils were found swimming in Shelly Beach during schools hours. Cases of pupils dropping to start bodaboda business have been cited by the provincial administration. Hawking by pupils is

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common collecting of old metals and selling can be witnessed in Likoni division. According to administration reports this shows how displine cases are in rise.

1.3 Purpose of the study

The purpose of the study was to investigate influence of head teachers' leadership style on pupils discipline in Likoni Division, Kenya.

1.4 Objectives of the study

The following were objectives of the study.

1. Identify common types of indiscipline in public primary schools in Likoni Division , Kenya

2. To examine causes of institutional and background of indiscipline in the schools

3. To establish the various leadership style among headteachers of public primary schools in Likoni division.

4. To determine the extent to which headteachers leadership style influence pupils discipline in public primary schools in Likoni division.

1.5 Research questions

The study sought to answer the following questions:

i) What are various types of indiscipline in primary schools in Likoni Division?

ii) What are the causes of indiscipline cases in public primary school in Likoni division?

iii) What are the various leadership styles among headteacher of public primary schools in Likoni division?

iv) How does the headteachers leadership style influence pupils discipline in public primary schools?

1.6 Significance of the study

It is hoped that the findings of the study will help developing an awareness and understanding of the situation among the stake holders. The primary school administrators may use the finding to be able to diagnose the influences of discipline that may lead to indiscipline and be able to deal with them directly. It will be useful to Kenya Education Staff Institute for in-servicing headteachers, it is also useful the Universities and Colleges as source of knowledge for further study.

1.7 Limitations of the study

Limitations are conditions beyond the control of the researcher that may place the conclusion of the study and their applications to the situations (Best & Kahn, 1998). The major limitation of the study was that the respondents may not release complete information for fear of being victimized based on the finding and recommendations of the research. However, the researcher assured them

confidentiality by reassuring the respondents that their identity would not be revealed in the finding and research is for study only.

1.8 Delimitations of the study

The study was restricted to public primary schools found in Likoni division. Private Primary schools were are not included. This is because private primary schools have different administrations in management style. The study was to use 21 schools in Likoni division to provide data for the study. Only headteachers and teachers were used as respondents. Others like parents and guardians of the pupils in those schools are not used in the study.

1.9 Assumptions of the study

As the researcher embarked on the study it was assumed that all the schools that were to be used for this study experience indiscipline cases despite the fact that all of them have qualified administrators. The study assumed that head teachers keep a file for discipline cases. The researcher also assumed that all the students and head teachers who are given questionnaires to fill will provided true and accurate information.

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1.10 Definitions of the significant terms

The following were definitions of significant terms used in the study.

Adolescence refers to the peoples in primary schools who are experiencing rapid physical and mental development of these children.

Deviance refers to non- conformity to the standards of behavior of pupils.

Indiscipline refers to all forms of disrespects and unruly behavior by pupils in school

Norms refers as the rules or standards of behavior defined by the shared expectations of a pupils This includes what the group regards a socially accepted pattern of behavior expected of every individual in the group.

Truancy refers to unlawful students' behavior of going out or being a way from school without permission.

Peer pressure refers to the external demand to accept group discussion and behavior which interferes with individual thought and reasoning in order to identify with the group.

1.11 Organization of the study

The study was organized in five chapters. Chapter one contained information on the background of the study, statement of the problem, objectives of the study, research questions the significances of the study basic assumption of the study and significant terms used in the study and organization of the study. The second chapter contained literature review which will be organized thematically. This

Included concept of discipline, examples of types of indiscipline levels in schools theoretical framework and conceptual framework. The third chapter contained the research methodology. This comprised of research design population, sample size and sampling procedures, research instruments validity of instruments, reliability of instruments, data collection procedures and data analysis technique. The fourth chapter contained data analysis presentation and interpretation while the fifth chapter contained the summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review in this section was discussed under the following readings the concept of discipline, nature of indiscipline in schools, Leadership and pupil discipline in the school setting, theoretical framework and finally a conceptual framework.

2.2 The Concept of discipline

The word discipline is derived from the root word disciple, which according to Hover (1978) implies teaching or helping one to grow or achieve. It is the control of a class to achieve desired behavior. Shishulla (2004) defines discipline as the process of training or control after using a system of punishment aimed at obeying rules. Olembo (1997) defines discipline as that good behavior shown by members of a certain community which ensures smooth running of that community According to Mbiti (1974) discipline is a system of guiding the individual to make reasonable decisions responsibly, and the goal of discipline is to make it possible for the individual or team of individuals to succeed in the advancing their goals.

According to Burundi (2003) explains that indiscipline can be regarded as a situation whereby individuals do not conform to the set boundaries especially in

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institutions like a school. Bland ford (1998) advances the view that effective and lasting discipline focuses on the ability of the individual to control themselves. The purpose of discipline in school is primarily to create and maintain conditions favourable for learning and teaching. The goal of indiscipline according to Mbiti (1974) is to produce young people who will be responsible people when they become adults.

Mbiti (1998) defines discipline as a system of guiding the individual to make reasonable decisions responsibly. In a classroom teaching discipline means the control of a class to achieve desirable behaviour. The headteacher of a school must have a thorough understanding of discipline as a subject. Mbiti (1998: 83) argues that; "...discipline in schools and at home should be that which will produce young people who will be responsible when they become adults. They should be able to make their own decisions and accept the consequences of the decisions. They should exercise self-discipline; the kind of persons who do not simply 'swim with the current.' Every school and every home aims at seeing its products grow into interesting effective people who will make good friends, husbands, wives, parents, neighbours and good citizens."

In modern terms, discipline is a system of arranging conditions for healthy learning and living. The child needs to be helped to develop his/her unique and individual personality, but with a cultural background and group consciousness. Discipline implies responsibility, order and regularity. The traditional scheme of

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discipline was where the adult commands, the child obeys. It is authoritarian. This is outdated but unfortunately it is a common practice in many schools.

Okumbe (1998) argues discipline is the action by management to enforce organisational standards. In order to successfully achieve the objectives of a school, all members are required to adhere to various behaviour patterns for maximum performance.

Ayieko (1988) maintains good discipline will have a tradition of achievement and disciplined students from such a school emerge as individuals who are well involved with internalised personal discipline and indeed good citizens, parents and future workers. Soundness of discipline in any school depends largely on the headteachers' policy. He/she ought to give clear sense of direction and transmit high expectations to staff and students while also involving all teachers in the determination of the policy.

Ukeju, Akabagu and Ndu (1992: 290) define discipline as the control of behaviour in the light of purpose. An individual has self-discipline when he/she can set a goal for himself/herself and then make whatever sacrifices and efforts necessary to obtain it. Individuals aught to be trained to govern each of their conduct rather than to be dependent upon others. Blandford (1998: 1) argues that effective and lasting discipline focuses on the ability of individual to control themselves. If all members of the school community were self-disciplined, there would be very few problems.

2.3 Nature of Indiscipline in schools

Legal Notice No. 40 under Section 19 of the Education Act 1968 i.e. Education (School Discipline) Regulations indicates that the school is expected to promote among its pupils good behaviour and acceptable moral and social conduct. Any behaviour or action which is not in conformity with these accepted norms constitutes indiscipline. Mass indiscipline or school strikes take place when a group of learners are involved in acts of indiscipline.

Republic of Kenya (1991:11) on students' unrest and indiscipline in Kenya secondary schools defines unrest and indiscipline as Lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuses, non-compliance to rules and regulations, drugs abuse, destruction of property, bullying of fellow students, boycotts, assault, indecent behaviour like rape and arson.

Birundu (2003) argues it is regarded as indiscipline when individuals do not conform to the set boundaries especially in an institution like a school. Suggestions given should not be discussed without good reasons and the intentions well established.

Many types of maladjusted children are found in schools. The systems they exhibit are numerous ranging from untruthfulness, truancy, cruelty, bullying, cheating, stealing and many other types of disorderly behavior. In Singapore, the common discipline problems are telling lies, bullying, late coming to school,

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disruptive behavior, vandalism, use of abusive language, truancy stealing smoking and physical violence (strait limes 1997). Williams (1974) gives a list of undesirable behaviour in schools.

According to Williams (1974) the first of these undesirable behaviour is the violence of general standards of morality and integrity. These include behaviors such as stealing and lying. The second group includes transgression against authority, defiance and in subordination, lastly the violation of general schools regulations which include truancy irregularity in attendance cruelty, roughness and fighting in school.

A leadership style refers to a particular behavior applied by leaders to motivate his or her subordinates to achieve the objectives of an organization (Okumbe 1999) Kemp & Nathan (1989) identified three types of leadership names authoritarian, democratic and lassies faire. According to Campbell, Brelger and Nyslrand (1993) the autocratic leadership style results in the group members reacting aggressively and apathetically in work environment. Owens (1998) postulates that autocratic leadership centralizes power in the person of the leaders as well as ignoring the needs of the followers.

Muchiri (1998) also indentifies some forms of indiscipline in schools such as absenteeism, persistent or non completion of work, fighting in school compound, defiance of school rules, refusal to carry out punishment smoking and abusing drugs. The other form involves the destruction of school property such as strikes

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and boycott of lesson. Secondly there is the issue of communication crisis. This refers to multilevel exchange processes that require a general level of understanding of what is being done and why it is being done. Institutional heads would find their duty lighter if they persuaded their students and staff that they are actively pursuing remedies where appropriate. Relevance crisis of the curriculum is an element that can lead to despair and dissatisfaction if those being given the education can find no genuine exclusion for it. There is the identity crisis in which the youth is faced with cultural and spiritual level of identity.

Scarf (1974) addressed the issue of indiscipline in the American context and stated that parents have a share of blame for school indiscipline. He says that, permissiveness of the society has reared the generation. Teachers cannot be effective in schools unless parents and the society in general take hard training in moral and good manners. Kinyanjui (1977) says the more attention should be given to what goes on inside schools. There is great need to know what kind of head teachers is in a given school.

There are social factors that can lead to indiscipline in schools like student's background. The child who has lacked love and freedom will look for it elsewhere. Kinyanjui (1977) Community on the discipline in school says that the Ministry of Education has to be blamed for the ware of student's institutions. He argues that the Ministry has contributed by denying the head teachers the power to administer punishment on rude students. The head teacher has no power to

expel a student from school. The increase in the number of schools experiencing student indiscipline has been on the rise (Muchemi, 2005). The disturbances are not only confined to secondary schools but also to primary, middle level colleges and the universities. Indiscipline is rooted in Kenya Schools as evilness by rampart strikes.

According to the Ministry of Education, 180 public, 8 Private and 21 technical institutions have participated in the mayhem witnessed in the second term 2008 academic calendar (Buch Wa Buchere, 2008) Discipline problems in schools can be detected through various forms in which students behave (Ministry of Education Science and Technology [MoEST], 2000). This may include constant booing by students when being addressed by the staff, queer behaviors like intentional clearing of throats, nasty remarks and description on board and walls, feigned sickness by students, frequent absenteeism, without good reasons, poor response to bells and drastic poor performance in class due to drug abuse.

Discipline problems according to Sagini (1991) can take any some of all the following forms, lateness, chronic absenteeism, truancy, rudeness, insubordination, disrespect, unacceptable verbal expressions of dissatisfaction, abuse, non-compliance to rules and regulations, drug abuse, destruction of school property, bulling of fellow students, boycotts assaults and indecent behavior like arson and rape. Teachers should be aware of the criminal status of their pupils and families for example those involved in drug abuse Blandford 1998). Head

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teachers leadership styles. Leadership according to Okumbe (1999) is a process of encouraging and helping others to work enthusiastically towards objectives.

According to Purkey and Smith (1985) and Owens (1998), the participatory leadership style provide s climate of sense of unity in pursuit of set goals. MoEST (1999) stresses that the effective head teachers pay more attention to planning work and special tasks and permits teachers and students to participate in decision-making process in an effort to achieve school goals. Participatory leadership has the beneficial results of overcoming the destructive consequences of hierarchical bureaucratic organizations (Coner, 1985). The Lassie-faire style of leadership according to Kemp and Nathan (1989) is where a leader succumbs to sociological theory and MC Gregor Theory (1960). The theories argue that people are in rarely motivated, naturally like to do work and therefore there should be no rules since everybody has an inborn sense of responsibility.

However this style of leadership may result in discipline problems and to non-inforcement of rules and regulations in a school. Some teachers are too authoritarian, straight laced humorless, distant and boring, contiguity and unfair, all of which lead to disruptive behavior of the students (Bland ford, 1998). The MoEST (1999) indicates that some head teachers put several barriers between various participants administrators, leaching staff, parents and students causing general apathy among teaching staff in schools. The head teacher is the pivot of the school system and the school either stands or falls by its head. Therefore, the

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head teachers must be in the fore front by promoting participatory democracy, dialogue, teamwork, transparency, open communication systems and public relations (MoE, 2008). According to MoE (2008) the head teachers are expected to liaise with the various slake holders to install discipline in schools.

2.4 Common ways of Handling Indiscipline

According to The Education Act, cap 211 Laws of Kenya (1968) a pupil may be suspended from attendance of school if his language or behaviour is habitually or continuously such as to endanger the maintenance of a proper standard or moral and social conduct in the school or if any single act or series of acts subversive of discipline is committed. The other form of punishment is expulsion which can only be ordered by the office of Director of Education which has since been replaced by Education Secretary. Corporal punishment has been abolished through Legal Notice No. 56 of 13th March 2001.

However, reports indicate that corporal punishment is illegally being administered in schools together with other crude ways of dealing with indiscipline e.g. assault on students by teachers. Other methods include manual work, conference with parents of wrong doers and detention (Wangari, 1986).

Griffin (1996) suggests the following as the aim of school discipline:- The paramount aim of school discipline should be to endow each learner with such habits self respect and proper pride in his own integrity that he will observe the norms of good conduct when not under compulsion or supervision; and will

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eventually carry them into his adult life. Sound discipline is an essential ingredient in the creation of a happy and industrious school community performing properly its function of training the citizens of tomorrow

In dealing with discipline lack of communication is the greatest single factor causing school strikes. To avoid this there is need to have open forums regularly with students and where there is no open forum information should be passed on through other channels like notice boards and announcements. Teachers should be forbidden to invent and use punishments that are bizarre or unduly humiliating like keeping learners kneeling in front of the classroom during the lesson. A variety of punishments that are useful to the school community and the individual should be used, for example cleaning the compound, cutting long grass and press-ups.

Ukeju et al (1992: 294) suggest the following ways of dealing with indiscipline first, develop school ideas and spirit: This is done through assemblies, discussions and students' group meetings where character, good citizenship and good spirit are deliberately cultivated. Develop favourable relations: This is where principals who are well liked and respected make students behave in a way that will make approval. Principals should therefore whenever possible exhibit interest in every learner in all their activities. Congratulating them when they succeed and sympathise with them in their misfortunes. Careful and daily roll call will forestall truancy: Careful seating arrangements and custody of examination papers will

prevent cheating in examinations. Careful planning by principals can remove many disciplinary situations by removing temptations and possibility of misbehaviour. For example, depositing all students' pocket money with the housekeeper who locks it up and keeps a record of period issues to each student for the students' immediate use. There should be home and school co-operation when dealing with deviant students. Parents must not seek to support their children whenever they are caught in mistakes as they may make teachers withdraw from making an effort that ensure good discipline amongst students in schools. Skinner (1969) argues against punishment as an effective means of controlling behaviour. He emphasises positive reinforcement to produce a better world. It is more efficient to reinforce desired behaviour than to punish all the unwanted behaviour.

2.5 Leadership in schools

Leadership is a force in the sense that it initiates action towards common goals among people. Leadership involves accomplishing goals with and through people. That is, in a certain situation and at a certain time, an individual may attempt to influence the behavior of someone else this individual is considered the potential leader. The person being influenced is the potential follower, no matter whether that person is the boss, a friend as relative or subordinate. Therefore, in any situation what someone is trying to impact the behavior of another individual or a group, leadership is occurring.

2.6 Leadership and pupil discipline in the school setting

Discipline in the school is the function of the administration. The general school and even decision discipline is dependent upon the headteachers administrative supervisory and leadership styles. The success of a school to a great extent depend upon its principal. He is the leader who must set the standard for hardwork and good behavior. According to Olembo 1986 leadership of a headteacher should be democratic combining self confidence, friendliness and firmness. It should not merely consist of issuing orders. Linda (1989) highlights some techniques when used to tend backfire. This techniques include; saying "I am the bose here", insisting on having the last word using tense body language, such as rigid or clenched hands, using degrading, insulting, humiliating or embarrassing put downs, using sarcasm, attacking the student character, acting superior, having a double standard making students do what I say and not what I do, insisting that I am right, pleading or bribing, making assumptions, using physical force, making or substantiated accusation, holding a grudge nagging, mimicking the student, generalizing about students by making remarks such as "All you kids are the same" making comparisons with siblings or other students, and finally throwing a temper tantrum.

According to Olembo (1986), the good behavior expected inside school is carried over into life outside it. Where discipline is based on fear and not respect for others, pupils start from badly as soon as they get away from school. Since the

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community judges a school by the behavior of its students outside, it is in the heads own interests to promote the kind of discipline that lasts. He must however, have powers to deal with, and allow his teachers to deal with pupils who disobey the rules and behave badly. A situation should be created where students learn to discipline themselves and are the first to disapprove of those who break the a good rules.

According to the report by the task force or student discipline and unrest in primary school by M.EST (September, 2011), the headteachers absenteeism without informing was mentioned to be on cause of student unrest. Lack of clear channels of communication between the headteacher and other stakeholders like teachers, students, parents, Board of Governors (BOG), sponsors, the community and at times education officers causes indiscipline among students. Lack of freedom to express opinion by teachers, students and the administration bread situation where students have no way of expressing their grievance, leading to frustration and resulting in disruptive behavior. In where school administration imposes profects on students, during disturbances prefects become target of attack.

The task force observed that in the formulation of school rules, there is lack of ownership resulting in resentment ultimately open defence. In some case, there was a feeling of discrimination in the application of the roles such that students from well to do families got away with lesser punishment. The task force on the

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students discipline and unrest in primary school (Republic of Kenya, September 2001) was informed of instances where a newly headteachers rejection by parents led to indiscipline of students.

The taskforce also noted drugs and substances of abuse are some causes of indiscipline in school. The taskforce was informed that students who use substance feels "high" and its effects are instance and much more than the effects of bhang. On discipline, the taskforce recommender guidance and counseling and personal care to be strengthened n order to provide a strong foundation on moral values and spiritual noting that corporal punishment has been banned by the ministry of Education. In conclusion, headteachers leadership style applied determine to a large extent, discipline of students in a school.

2.7 Leadership styles and discipline

For the headteachers, discipline is the control of the school in order to achieve desirable behavior and result. Whenever there is indiscipline in the school, learning either by the individual student's school is disrupted. It is therefore important for the headteacher to be vigilant personally and through appropriate delegation of task related to the maintenance of discipline in the school. Indiscipline among students could caused or come as a result of many factors either within or outside.

Control

Control means various measures taken to reduce the chances of bad behavior. It may also means whatever is done to stop or prevent bad behavior from recurring.

The common methods used in reducing deviant or indiscipline are punishment and rewards. Punishment is administered in a number of forms;-

i)   Reproof – An administrator may be sarcasm and or vulgar abuse in disciplining students

ii) He may choose to keep the students out of class

iii) He decide to keep the students in school for a short time after school hours

iv) He may want to deprive the students of some privileges

v)   He may think of suspending the student from school.

2.8 Theoretical Framework

The study is going to use Macgregor's Theory X and Y of motivation (Cole, 1995). This theory is suitable for this study as it explains what motivates a headteacher to adopt the type of leadership style that he/she chooses. An autocratic leader who believes in supervising his followers could be influenced by the scientific approach by management and McGregor's theory X which presumes that people are lazy and disintegrated in work and therefore have to be guided and

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supervised. The headteacher makes almost all decisions on his/her own without consulting others. One will issue directives the pupils and would expect them be executed untrust question. He/she follows roles and regulators strictly. One the other hand, the democratic and Laissez faire leaders are influenced by the behavioral approach and McGregor's theory Y that says human beings are naturally motivated like their work and therefore need no supervision. With the democratic leadership styles the headteachers allows the staff and other stakeholders to participate in decision making leading to a sense of ownership and responsibility people feel motivated and work towards achieving goals they have formulated. With Laissez faire leadership, the head believes there should be no rules and regulations since everybody has inborn senses of responsibility. However, this style lacks powerful centre of control and may lead to confusion, anarchy or chaos and this case discipline in public primary schools may not be controlled.

2.9 Conceptual framework

Figure 2.1: Conceptual framework influence of headteachers leadership style on pupils discipline in public primary school.

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                        ┌─────────────────────┐
                        │   Leadership style  │
                        └─────────────────────┘
            ┌───────────────────┼───────────────────┐
            ▼                    ▼                    ▼
    ┌──────────────┐     ┌──────────────┐     ┌──────────────┐
    │  Autocratic  │     │  Democratic  │     │ Laissez faire│
    └──────────────┘     └──────────────┘     └──────────────┘
            │                    │                    │
            ▼                    ▼                    ▼
  ┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
  │ - Central power  │  │ - Considers need │  │ - No leader in   │
  │   and authority  │  │   first          │  │   the            │
  │ - Task oriented  │  │   interests      │  │   organization   │
  │ - Dictates       │  │   freedom of     │  │ - Leader as a    │
  │                  │  │   works          │  │   symbol         │
  │                  │  │ - Praises work   │  │ - A lot of time  │
  │                  │  │ - Set goals      │  │   wasted         │
  └──────────────────┘  └──────────────────┘  └──────────────────┘
          │                     │                     │
          ▼                     │                     ▼
  ┌──────────────┐              │            ┌──────────────┐
  │ Indiscipline │              └────────────│  Discipline  │
  └──────────────┘                           └──────────────┘
```
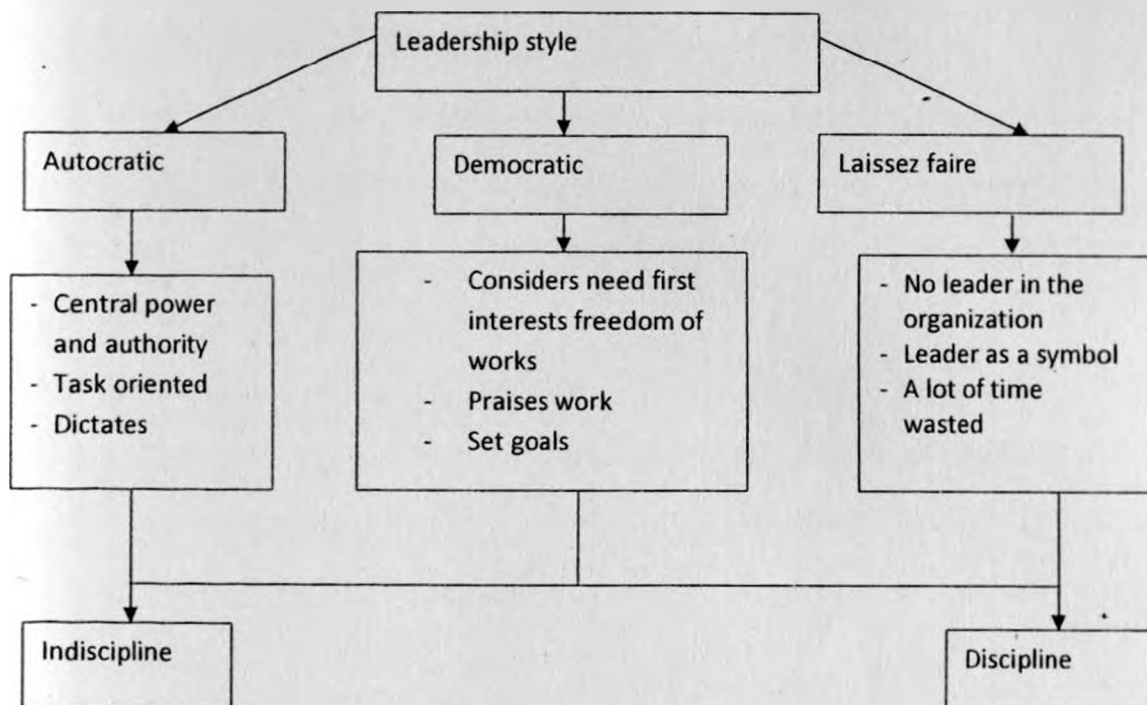
A conceptual framework is a diagrammatic representation of ideas showing the relationship between variables. The conceptual framework below shows the conceptual of how the independent variable (leadership styles) and dependent discipline relate. The conceptual framework introduces the different types of leadership styles adopted by headteacher namely autocratic and Laisses faire. The leadership style of a headteacher influences discipline that takes place within the institution. If maintaining of discipline is carried properly it will lead to negative results as shown in the conceptual framework.

The leadership style of the headteacher (inputs) determines the discipline process that will lead to either discipline or indiscipline.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the research methodology which was organized under research design, target population, sample size and sampling procedure, research instrument, instrument validity, instrument reliability and data collection procedure and analysis techniques

3.2 Researcher design

Orodho (2003) defines research design as the outline or plan that is used to generate answers to research problems. The research design that was used in the study was descriptive survey. Descriptive design attempts to design social system such as a school according to (Mwiria & Wamahiu, 1995). The choice of the design was dictated by its effectiveness to serve evidence concerning all existing situation or current conditions, identify standards or norms into which to compare present conditions in order to determine now to take the step determine where are aimed at collecting information from the respondents on their relation from respondents on their opinions in relation to factor s influence of the leadership style to pupils discipline in public primary school in Likoni District.

3.3 Target population

A target population is defined as a group of individuals that have one or more characteristics in common that is of interest to the researcher (Best & Kahn, 1993). The target population in the public primary school in Likoni Division in Kenya. According to the Municipal Education Officer there are 21 schools, consisting of 21 head teachers and 400 teachers.

3.4 Sample size and sampling procedure.

Sampling is a procedure a researcher use to gather people, places or things to study (Orodho & Kombo 2002). A sample is a representative part of a population whose properties are studied to gain information about the whole (Webster, 1985). Out of 21 public primary schools 2 schools provided subjects for the study account for determining the sample size provided by Morgan. The remaining two schools were used in the piloting.

The study used simple random sampling design. This design produce equal chance to every member in the population to involve in study (Peter 1994) simple random sampling is applied to select the public primary school 19 schools are selected randomly for this study. The head teacher of 19 randomly sampled schools participates in the study as respondent to the questionnaire. Kasomo (2006) indicates that 10% of the accessible population is enough for descriptive e survey. Hence the number of teachers who participates in the study was 20

Sample random sampling is applied to the 400 public primary teachers. The list of teachers was obtained from the office of the municipal – Mombasa city council Education department.

Table 3.1 Sampling matrix

Respondents	Target population	Sample population
Headteacher	21	19
Teacher	400	360
Total	**421**	**379**

3.5 Research instruments

Research instruments are the techniques or methods of data collections or methods of collections (Kasomo, 2006). The researcher used questionnaires to collect data from respondents. Questionnaires are carefully designed instruments consisting of questions and statements (Peter 1994). They consists of both open and close ended questions since they are accompanied by possible answers that respondent can choose from . They are easy to analyze because their information content is short.

Open ended questions were appropriate to the study because the researcher was interested in depth information from the respondent since they provide room for respondents to air out their views. Both the head teacher and the teachers' questionnaire were divided into the following sections. Demographic

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information of the respondents which includes age ,gender, teaching experience and professionals , qualifications, dispute problem experience at school head teacher style in matters concerning disputes and strategies used to strengthen dispute in school. Questionnaire were divided into two sections. Section A included demography and section B strategies used in strengthening dispute in school.

3.6 Instrument validity

Validity of an instrument represents the extent to which the instrument measures what it purports to measure (Borg and Gall, 1989). Content validity is a measure of the degree to which data will collect using a particular concept (Borg & Gall, 1989). The researcher arrived at content validity through the results and comments of the pilot study conducted in two public primary schools. Items that failed to measure the variable they intended to measure were modified and others discarded completely. The schools that were used in the pilot study were excluded from the main study. Consultation and discussion with supervisor was done to establish between content validity.

3.7 Instrument reliability

Reliability is a measure of the degree to which a research instrument yield consistent results on data after repeated trials (Mugenda & Mugenda, 1999).To test the reliability of this study's research instrument, pilot-testing was carried out in 2 yard only selective public primary schools in Likoni Division. These schools

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were not included in the actual study. The test retest method was used to identify any deficiencies so that they could be connected before the main study. The researcher administered the same test to the same group in the 2 pilot schools after an interval of 1 week. The reliability co efficient between two scores was calculated using the:

Person product - Moment Correlation formula

$$v = \frac{\sum xy - (\varepsilon x)(\varepsilon y)}{\{[N\varepsilon x^2 - (\varepsilon x)^2]\ [N\varepsilon xy^2 - (\varepsilon y)^2]\}}$$

where;
$N = Number\ of\ values\ or\ elements$
$x = First\ score$
$y = Second\ score$

The researcher computed the reliability coefficient for the questionnaire which is 0.82 Mugenda and Mugenda (1999) assets that coefficient of 0.80 or more implies that there was a high degree of reliability of data

3.8 Data collection procedure

The researcher sought a research permit from the National Council for Science and Technology (NCST) and thereafter write letters to the headteachers to be allowed to do the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed

questionnaires were collected at the agreed time. The researcher the administrator and collected the instrument from the respondent on the same day.

3.9 Data analysis techniques

Data analysis refers to the interpretation of collected data into useful information(Kombo &Tromp 2006). After the data had been collected there will be cross-examination to ascertain their accuracy, competences and identify those items wrongly responded to, spelling mistakes and blank spaces. Quantitative data was then be entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). This processed the frequencies and percentages which were used to discuss the findings. Frequency distribution tables, pie charts and bar graphs were used to present the data while descriptive statistics such as percentages and frequencies were used to answer research questions. Qualitative data were analyzed thematically.

CHAPTER FOUR

DATA PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the collected data. The chapter is divided in four parts. The four parts is organized under guidance of the research questions. First part has the demographic information about the respondents. The second part consists of the manifestation of indiscipline by pupils and also the root causes of indiscipline in primary school; Third part was to find out various techniques used by teachers and head teachers to deal with issues concerning discipline in primary schools. The fourth part of the chapter provides the connections betweens leadership style and the disciplines in schools.

4.2 Questionnaire Return Rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Table 4.1 presents the questionnaire return rate.

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Table 4.1 Questionnaire return rate

Category	Administered	Returned	% age return
Headteachers	21	19	90.5
Teachers	400	338	84.5
Total	421	357	84.7

In this study, out of 21 questionnaires administered to the headteachers, 19 (90.5%) were returned. Out of the 400 questionnaires administered to the teachers, 338 (84.5%) were returned. This was attributed to the fact that the researcher administered the questionnaires personally. The return rate was considered adequate in providing valid and reliable presentation of the targeted population.

4.3 Demographic information

This section presents the demographic information of the respondents namely the headteachers and teachers.

4.3.1 Demographic information of the head teachers

Respondents who included head teachers and teacher's forwarded the following as the demographic factors. To establish the demographic information of the headteachers, they were requested to indicate their gender, academic

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qualifications, age, category of their schools and the number of streams in the schools. The responses are presented in table 4.2.

Table 4.2

Demographic Information of the head teachers

Variable	N	F		%
Gender		Male		61.54
		Female		38.46
Academic Qualification		P1		41.67
		Diploma		23.08
		B.ed		15.38
		PGDE		7.69
		Others		15.38
Age		36-45		23.08
		45 and above		76.92
		Others		0
Category of your School		Mixed day		53.85
		Mixed Boarding		23.08
		Girls boarding		15.38
		Girls day		7.69
Number of Streams		Single		7.69
		Double		84.62
		Triple		7.69
	19			100%

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From the findings, the male headteachers' accounted for 61.54% while the female were 34.46%. The findings therefore, shows that they were more males than females who participated in the study as respondents. The data also presents the disparity of the leadership in schools. Data further shows that majority (41.67%), of the respondents had a P1 certificate, followed by Diploma in Education as accounted by 23.08%, B.Ed, which accounted for 15.38%. Those with PDGE were 7.69% while other combinations of qualifications accounted to 15.38%. From the findings, majority accounting for 76.92% of the respondents age is 45 years and above those with 36-45 years are 23.08%.. The finding on the category of the schools in Likoni shows that mixed days schools were the majority accounting for 53.85%, the rest follows in the order mixed boarding 23.08%, girls boarding 15.38% and last is girl's day accounting for 7.69%. The finding on the number of streams in the school in likoni shows that majority have double streams, accounting for 84.62% and the schools with triple and single streams account for 7.69%.

The headteachers were further asked to indicate whether they had attended any in-service training. Data revealed that that majority of head teacher's accounting for 61.54% had attended in-service courses during their time as teachers, only 38.46% said they have never attended these courses. They were also asked to indicate whether they had attended a course of guidance and counselling. Their responses indicated that majority 58.33% of head teacher's had attended course in

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guiding and counseling course during their time as teachers, only 41.67% said they have never attended these courses.

4.4.4 Types of discipline problems experienced in primary schools in Likoni division

The study sought to establish the types of discipline problems that teachers experienced in Likoni division. To show the kinds of discipline problems experienced in primary schools, frequencies table with frequencies and percentages was made. Table 4.3 presents the responses of the headteachers on the types of discipline problems experienced.

Table 4.3

Discipline problems experienced

Discipline problem	N	F	%
Drug abuse	328	69	21
Absenteeism	328	62	18.9
Failure to complete work	328	44	13.4
Truancy	328	42	12.8
Fighting and bullying	328	42	12.8
Rudeness and disobedience	328	40	12.2
Others	328	29	8.8

From the table it was established that the most frequently occurring discipline problems among primary school was drugs and substance abuse, accounting for 21%,Absenteeism was 18.9%,drugs abuse together with bullying and fighting account for 12.8% failure to complete homework/laziness, accounting for 13.4%, closely followed by rudeness and disobedience accounting for 12.2%. The least occurring disciple problem according to the study has been grouped together as others with 8.8%.

The headteachers were further asked to indicate the methods that they used in handling discipline in schools. They were asked in the item to rate how frequently they used the methods at a scale of 1-4 ranging from very frequently to never. A mean of 5 meant they used the method very frequently while 1 meant never. The data is presented in table 4.4.

Table 4.4

Methods used by headteachers in dealing with discipline

Variable	Mean
Corporal punishment	3.0833
Suspensions	3.0000
Alerting police	3.0000
Transferring students to another class	3.0000
Recommending students to another School	3.0000
Referring students to disciplinary committee	2.4167
Teacher's parents conferences	2.1538
Students-pupils conferences	1.8462
Counseling students	1.3846

From the tables it can be deduced that majority of the head teachers' opted to use corporal punishment with a mean of (3.0833), this was followed by transferring pupils to another class or to another school, together with suspensions with mean of(3.000). Referring students to disciplinary committee accounting for mean

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(2.4167), dialogue with parents mean(2.2308), teacher parent conferences with mean of (2.1538),teachers association with mean of (2.0769),teachers pupil conferences with a mean of (1.8402). The least used method was counseling pupils indicated by mean of (1.3846).

The teachers were further asked to indicate the causes of discipline in the schools. The data is presented in

Table 4.5

Teachers responses on causes of indiscipline cases in public primary school in Likoni division.

Cause	F	Percentage
Lack of guidance & Counseling	58	17.7
Drugs abuse	56	17.1
Lack of communication at home/school	56	17.1
Permissiveness of parents/teachers	49	14.9
Peer pressure	48	14.6
Social factors	41	12.5
	328	100

According to the finding drug abuse and lack of guidance and counseling is cited as reason with the highest frequency indicated by mean of (17.7%), this is not surprising since, lack of guidance and counseling was deduced as the least used method by head teacher's in the study. Drug abuse and addiction follows with a frequency of 17.1% together with peer pressure and influence. Permissiveness and apathy among parents and teachers follows with a frequency of 14.9%,Lack of dialogue and communication at home or school has a frequency of 14.6%. Social factors have a frequency of 12.5%. The factor with least of the frequency is domestic problems with a frequency of 6.1%.

The headteachers were also asked whether there were discipline committee in the schools. Majority 84.62%, of head teachers indicated that the schools has disciplinary committee indicated by 15.38% indicate that schools do not have committee.

Leadership styles among head teachers of public primary schools in Likoni division

To establish the leadership styles employed by headteachers in primary school, the respondents were requested to indicate how they carried out some of the activities. For example, they were also asked to indicate the relationship between the headteachers and other stakeholders. The data is presented in table 4.6

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Table 4.6

Relationship of the head teachers with other stakeholders

Item	N	%/mean
Relationship of the head teacher	Parents	1.53
	Teachers	1.41
	Prefect	1.52
	Students	1.44
	Other support staff	1.48

According to the findings head teachers seems to relate best with parent(mean of 1.5.3), followed by prefects with a mean of (1.52), and finally support staff with a mean of (1.5.2).The finding also shows that the head teachers do not relate well with pupils with a mean of (1.44) and teachers with a mean of (1.4.1). They were also asked how often they held meetings with teachers. They responded as indicated in table 4.7.

Table 4.7

Headteachers frequency of holding meetings with teachers

Holding meetings with teachers	Termly	40.18%
	Once per month	30.37
	Once fortnight	13.50
	Weekly	15.95

Majority of head teachers' indicated that they hold meetings once per term, or termly indicated by 40.18%,This indicate that the majority of head teachers in Likoni division do not consult regularly with teachers followed 30.37% for once per month, for once a week it was 15.95% and the last was 13.50% once fortnight. The data shows that headteachers frequently held meetings with teachers to discus students discipline. They were also asked ho often they delegated disciplinary responsibility. Their responses are presented in table 4.8.

Table 4.8

Headteachers responses on frequency of delegating disciplinary responsibility

	Always	Often	Occasionally	Rarely	Never
Teachers	16.8%	14.6%	19.2%	31.8%	17.4%
Students	18.9%	18.3%	8.8%	26%	27.7%
Parents	29%	24.7%	28%	8.8%	8.5%

Majority of the respondents indicated that head teachers' rarely delegates disciplinary responsibilities to other members of the school community in this case teachers, these is followed by occasionally by 19.2%,The respondents who indicated never were 17.4% always with 16.8% and lastly those who mentioned often were 14.6%.

They were further asked how often they consulted regarding disciplinary matters. Data revealed that majority of the respondents indicated by 38.1% indicated that head teachers' rarely hold consultation with other members of the school community in this case students, this. is followed by those who mentioned by never with 19.5%,The respondents who indicated always were 15.9%, 13.7% were indicated often while 12.5% indicated occasionally.

The study also sought to establish the approach that the headteachers used to chose prefects. The responses are presented in table 4.9.

Table 4.9

Head teacher Approach of Choosing Prefect

Method	always	often	occas	rarely	never
Dialogue with teachers	8.21%	16.72%	3.34%	36.78%	34.75%
Dialogue with student	15.81%	20.97%	5.78%	31.61%	25.84%
Dialogue with parents	19.39%	15.45%	8.79%	37.58%	18.79%
Dialogue with teachers association	20.12%	11.28%	3.66%	45.43%	19.51%

Data indicated that dialogue with teachers and parents were the most frequently used methods of selecting prefects.

The headteachers were also asked to indicate their participatory approach to tasks. Their responses are presented in table 4.10.

Table 4.10

Head teacher Participatory Approach on Tasks

Role of behavior	37.5%	34.1%	9%	15.1%	11.8%
Penalties and processes	⁻45.6%	36.9%	10.3%	2.2%	3.4%

According to the findings the head teachers' directly involved in establishing the roles of behavior, which includes 37.5% who mentioned always, 33.8% mentioned oftenly,15.2% mentioned rarely, 11.8% mentioned never and 9% mentioned occasionally. According to the findings the head teachers' directly involved in establishing the roles of behavior, which includes 45.6% who mentioned always, 37.5%, mentioned oftenly,10.5% mentioned occassionary. 3.3% mentioned never and 2.2% mentioned rarely.

The headteachers were also asked to indicate their leadership styles. Their responses are presented in table 4.11.

Table 4.11

Teachers leadership styles

Head teacher leadership styles	Always	Often	Occassionary	rarely	never
Formulation of school rules	15.34%	9.79%	2.13%	53.35%	19.51%
Meetings teachers and pupils	14.63%	12.20%	2.74%	30.49%	39.94%
Delegating discipline duties	13.29%	7.55%	13.90%	54.68%	10.57%
Participation of teachers in formulation of school rules	7.32%	5.49%	14.63%	48.17%	4.39%
Communicates to teachers about	18.04%	9.79%	2.75%	32.22%	36.70%
Encourage dialogue on disciplinary matters	12.54%	5.20%	3.98%	59.94%	8.35%

The finding s indicates that 53.35% of the teachers were of the opinion that the head teachers' rarely involves teachers in the formulation of the school rules. Also 19.51% indicates never, 15.24% believe always, 9.76% believes often and 2.13% occasionally.

The finding s indicates that 53.35% of the teachers were of the opinion that the head teachers' rarely involves teachers in the formulation of the school rules. Also

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19.51% indicated never, 15.24% believed always, 9.76% believes often and 2.13% occasionally. The finding s indicates that 39.94% of the teachers were of the opinion that meeting are never held between teachers and pupils. Also 30.49% indicated rarely, 14.63% believe always, 12.20% believes often and 2.74% occasionally. The finding s indicated that 54.68% of the teachers are of the opinion that the head teachers' relied delegated some disciplinary responsibility to teachers. Also 13.90% indicates, occasionally, 13.29% indicates always and finally 10.57% never and finally 7.55% indicates occasionally.

The finding s indicated that 54.68% of the teachers were of the opinion that the head teachers' rarely delegated some disciplinary responsibility to teachers. Also 13.90% indicates, occasionally, 13.29% indicated always and finally 10.57% never and finally 7.55% indicates occasionally. The finding s indicates that 54.68% of the teachers are of the opinion that the head teachers' rarely delegated some disciplinary responsibility to teachers. Also 13.90% indicated, occasionally, 13.29% indicates always and finally 10.57% never and finally 7.55% indicates occasionally. The finding s indicated that 48.17% of the teachers are of the opinion that the head teachers' rarely involves teachers in the revisions of rules. Also 24.39% indicates, never, 14.63% indicates occasionally and finally 7.32% always and finally 5.49% indicates often.

The finding s indicates that 48.17% of the teachers were of the opinion that the head teachers' rarely involves teachers in the revisions of rules. Also 24.39%

indicated, never, 14.63% indicates occasionally and finally 7.32% always and finally 5.49% indicates often. The finding s indicated that 36.70% of the teachers were of the opinion that the head teachers' never communicates to teachers about disciplinary actions taken against pupils. Also 32.72% indicated, rarely, 18.04% indicates always and finally 9.79% often and finally 2.75% indicated occasionally.

The finding s indicates that 36.70% of the teachers were of the opinion that the head teachers' never communicated to teachers about disciplinary actions taken against pupils. Also 32.72% indicated, rarely, 18.04% indicated always and finally 9.79% often and finally 2.75% indicated occasionally. The finding s indicates that 59.94% of the teachers were of the opinion that the head teachers' rarely encouraged dialogue with teachers regarding disciplinary matters. Also 18.35% indicates, never,12.54% indicated always and finally 5.20% never and finally 3.98% indicated occasionally.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings, conclusion, recommendations and suggestions for further research.

5.1 Summary of the study

The purpose of the study was to investigate influence of head teachers' leadership style on pupils discipline in Likoni Division, Kenya. The study further sought to identify common types of indiscipline in public primary schools in Likoni Division, Kenya, to examine causes of institutional and background of indiscipline in the schools and to establish the various leadership style among head teachers of public primary schools in Likoni division. The literature review was thematically. This included concept of discipline, examples of types of indiscipline levels in schools theoretical framework and conceptual framework. The study employed descriptive design. The sample comprised of 21 headteachers and 400 teachers. The researcher used questionnaires to collect data from respondents. Quantitative data was analyzed by organizing it into categories o the basis of the themes concept or similar feature. Quantitative data was analyzed using statistical package for social (SPSS). The computed data was then analyzed using descriptive statistics. This statistics calculated included frequencies, means

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and percentages. Interpretation of the data was then done within the frame of reference of the research problem.

5.2 Summary of findings

The need for both in-service training together with guidance and counseling was found to be important. The more the head teacher had gone through these courses the more they favoured participatory approach of discipline, even more important than the educational level of a head teacher. The factors which seem to have little influence on outcome of regression were category of school and size which had a (t, 1.298, 3.50.)

The research findings showed that many primary schools in Likoni were experiencing discipline problems. Most frequently occurring discipline problems among primary school pupils in Likoni division was found to be drug abuse, bullying and fighting and abseentism. This may be attributed to the fact that Likoni division is in Coastal province in Kenya where there has been report high province of drugs amongst young people.

In the method used by head teachers to address discipline problem in Likoni, majority of the head teachers' opted to use corporal punishment, this was followed by transferring pupils to another class or to another school, together with suspensions, Referring students to disciplinary committee, dialogue with parents, teacher parent conferences, teachers association, teachers pupil conferences. The least used method was counseling pupils indicated by mean of (1.3846).

The leading Causes of discipline problems among primary school pupils were lack of guidance and counseling, drugs abuse and addiction, and peer pressure and influence. The other includes permissiveness and apathy amongst parents and teachers; lack of dialogue and communication at home or school, social factors and domestic problems are cited as the least causes of indiscipline among pupils-in likoni. Majority of head teachers indicated that the schools has disciplinary committee indicated by 84.62%, 15.38% indicate that schools do not have committee.. On issue of how head teachers' relate with other stakeholders including parents, pupils, teachers and community, Head teachers; do not relate well with pupils with a mean of (1.44) and lastly teachers with a mean of (1.4.1). Majority of teachers' indicated head teachers' do not prefer holding meetings with teachers regularly as can be seen in the majority of respondent indicated they hold the meetings once per term, indicated by 40.18%, followed 30.37% for once a week it was 15.95% 27 and the last was 13.50% for once per fortnight. On the other hand majority of respondent mentioned that headteachers did not delegates some administrative duties to the teachers accounting for 66.06%. Majority of the respondents indicated that head teachers' rarely delegates disciplinary responsibilities to other members of the school community in this case teachers, Students, This case was different when it came to parents because majority of the respondent suggested that head teacher delegates discipline matters to parents On the issue of whether head teachers' consult other stakeholders on the issue of disciplines, Majority of the respondents indicated by 38.1% indicated that head

teachers' rarely delegates consultation to other members of the school community in this case teachers, students, school board.

On the issue of how far head teachers' applies participation processes to enhance pupils discipline, According to the findings the head teachers' directly involved in establishing the roles of behavior, which includes 37.5% who mentioned always, 33.8% mentioned oftenly,15.2% mentioned rarely, 11.8% mentioned never and 9% mentioned occasionally. Clearly this clearly shows that majority head teachers control all aspect of the School without giving a room of others stakeholders to participate. This is also the case of majority of head teachers being directly involved in establishing According to the findings the head teachers' directly involved in establishing the roles of behavior on matters concerning the penalties to be applied on discipline matters and the likely processes to be used, which includes 45.6% who mentioned always, 37.5%, mentioned oftenly,10.5% mentioned occassionary. 3.3% mentioned never and 2.2% mentioned rarely.

On the issue of Head teachers supporting participative dialogue, a finding indicated that 36.78% of the head teachers rarely encourage dialogue with teachers on the matters related to choosing prefects. Also 34.95% indicates head teachers never encourage the dialogue with teachers, 16.72% believe they often,8.21% believes always and 3.34% occasionally.

A finding indicated that 37.58% of the respondents rarely encourage dialogue with parents on the matters related to choosing prefects. Also 18.79% indicated

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head teachers never encourage the dialogue with teachers, 19.39% believed they always,15.45% often,8.79% were for occassionary. A finding indicated that 45.43% of the respondents rarely encourage dialogue with teachers association on the matters related to choosing prefects. Also 20.12% indicates head teachers never encourage the dialogue with teachers association, 20.97% believe they often,15.81% believes always and 3.66% occasionally.

The finding s indicates that 53.35% of the teachers are of the opinion that the head teachers' rarely involves teachers in the formulation of the school rules. Also 19.51% indicates never, 15.24% believe always, 9.76% believes often and 2.13% occasionally. The finding s indicates that 39.94% of the teachers are of the opinion that meeting are never held between teachers and pupils. Also 30.49% indicates rarely, 14.63% believe always, 12.20% believes often and 2.74% occasionally. The finding s indicates that 54.68% of the teachers are of the opinion that the head teachers' rarely delegates some disciplinary responsibility to teachers. Also 13.90% indicates, occasionally, 13.29% indicates always and finally 10.57% never and finally 7.55% indicates occasionally.

The finding s indicates that 48.17% of the teachers are of the opinion that the head teachers' rarely involves teachers in the revisions of rules. Also 24.39% indicates, never, 14.63% indicates occasionally and finally 7.32% always and finally 5.49% indicates often

The finding s indicates that 36.70% of the teachers are of the opinion that the head teachers' never communicates to teachers about disciplinary actions taken against pupils. Also 32.72% indicates, rarely, 18.04% indicates always and finally 9.79% often and finally 2.75% indicates occasionally.

The finding s indicates that 59.94% of the teachers are of the opinion that the head teachers' rarely encourage dialogue with teachers regarding disciplinary matters. Also 18.35% indicates, never12.54% indicates always and finally 5.20% never and finally 3.98% indicates occasionally.

5.3 Conclusion of the Study

From the findings it can be concluded that young primary schools pupils are abusing drugs at their tender age and this main cause of indiscipline in coastal region particularly in Likoni division. This finding is an early warning to educational officials, parents and community in particular to address these alarming findings, for there can never be future without young people, who now are being consumed by drugs and substance abuse... The prevalence of drugs in the coast province is a major challenge for the youth and measures must be taken to eradicate it amongst primary school children. The researcher also concluded that many pupils feel isolated by schools administration, teachers and parents as was highlighted by the fact that they the leading Causes of discipline problems among primary school pupils were lack of guidance and counseling and lack of communication from home and school. This was made worse by the fact that

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majority of the head teachers' opted to use corporal punishment; this was followed by transferring pupils to another class or to another school, together with suspensions. The approaches used by the headteacher reflect their leadership style which seems too authoritarian. Head teachers prefer to use intimidation and fear to control the pupils. These may be caused by ignorant or resistance to adopt new strategies opting for corporal punishment which may be the easiest option for them, but the method has been outlawed preferring more accommodative and participatory approaches. This has also been collaborated in the study which indicates guidance and counseling, was the least used method by head teacher's to deal with indiscipline problems in the study. The study also reveals that the majority of primary schools has disciplinary committee, this findings is contradicting since earlier on it was established that head teachers do not encourage participation of other stakeholders on the matters pertaining to the discipline of pupils. The only likely scenario may be the composition of the disciplinary committee which seems to be used by head teachers to "rubber stamp" their decisions. The role of disciplinary committee in schools serves the purpose of creating a participatory and democratic ways of dealing with discipline matters, and to reduce chances of head teachers' making unilateral decision without consultation.

From the findings it can also be deduced that students and teachers involvement in enhancing discipline is minimal. This is first manifested by the fact that majority head teachers' s are directly involved in all roles in the school, even

trivial things like being directly involved in establishing penalties for in disciple cases and also the rules governing the school. This is also collaborated by the fact that head teacher were found not favoring delegating disciplinary responsibilities to teachers and students but occasionally preferring to deal with parents. Similarly the head teachers were found not to favour consultation regarding disciplinary matters. The same study concluded that pupils were the least involved members of student community in participatory in matters related to school. These head teachers also have reduced consultation with teachers preferring both parents and teacher's association.

5.4 Recommendations

The researcher makes the following recommendations based on the findings and the conclusion of the study.

i) The researcher recommends that pupils be given a chance to participate in matters that affect them. Such matters include their welfare, administration and curriculum. This means that their opinion should be sought and encouraged.

ii) The head teachers should be encouraged to enhance inclusive and participatory leadership style between various stakeholders' teachers, pupils and parents. This creates a conducive environment for each stakeholder's inputs in a cordial and mutual respect environment without intimidation.

iii) It is recommended that head teachers adopt alternative discipline methods apart from over reliance on suspension and corporal punishment. Such method includes dialogue and guidance and counseling.

iv) Pupils to be encouraged to build self esteem and sense of responsibility by building trust and mental growth through encouraging them to take decisions which affect them directly in their school life and when they are within the community

v) It is recommended that head teachers to undergo regular in-service training on new approaches of involving pupils in governance. This can also be accompanied by regular inspections of schools to ensure that the culture of schools is suitable for participatory governance.

5.5 Suggestions for further study.

To reinforce the findings of this study, the following areas are suggested for further studies.

1. Drugs abuse causes and manifestation in coast province Kenya

2. A study of relationship between school discipline and school performance.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

<div align="right">
Grace Wairimu N.

P.O Box 92876
</div>

To Headteacher

_____ primary school

Dear Sir/Madam,

I am a student at University of Nairobi currently pursuing a Masters' degree in Education. as part of my assessment. I am required to carry out research on "Influence of leadership styles on pupils discipline" Your school has been selected for the study. The purpose of this letter is to request you to kindly allow me to carry out the study in your school. Your identity will give will be treated with absolute confidentiality and will only be used for the purpose of this study.

Thank you.

Yours, faithfully,

Grace Wairimu Ndung'u

APPENDIX II

QUESTIONNAIRE FOR HEADTEACHERS

The researcher would like to gather information about yourself and your school. Please indicate the correct answer by ticking ( ) in the appropriate information is meant for this research only and the sources will be kept confidential. Do not write your name or that of your school anywhere in this questionnaire.

Section 1

1.   What is your gender?

    Male   ( )   Female   ( )

2.   What is your age?

    Below 20 years   ( )   20-30 years   ( )

    31-35 years   ( )   36-45 years   ( )

    45- above years ( )

3.   What is your academic qualification?

    P1   ( )   Diploma   ( )

    Pgde   ( )   Bed   ( )

    Others   specify

    _____

4.   How many years have you been a teacher in primary school?_____

5.   How many years has been a head teacher?_____

6.   How long have you served as a head teacher in the present school?_____

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7.   How many teachers do you have in your school?_____

8.   How many teachers fall under each of the professional qualification?

P1   (   )   Diploma   (   )

Pgde   (   )   Bed   (   )

Others

Specify _____

9.   Did you attend in- service courses of service as a teacher during your service

as a head teacher?

Yes   (   )   No   (   )

10. Did you attend a course in guiding and counselling as head teacher?

Yes   (   )   No   (   )

11. Specify the category of your school.)

Mixed day   (   )   Mixed boarding   (   )

Girls boarding   (   )   Girls day   (   )

Boys day   (   )   Boys boarding   (   )

Special schools   (   )

12. Please indicate the number of streams in your school

Single (   )   Double (   )   Triple (   )   Four (   )

Five (   )   Over five (   )

13. Please indicate the number of pupils in your school in the space below.

Boys   (   )   Girls   (   )

Section 2

The question in this part require ticking (   ) while others require your own opinion.

Please respond to each of the questions as truthfully as possible.

1. Listed below are some of the processes to enhance student discipline Please indicate with a tick (   ) in the relevant column the extent to which each one of these processes is used in your school in relation to student discipline.

Scale VF = very frequently, F=Frequently,   R=Rarely   N= Never

	Process of enhancing student discipline	VF	F	R	N
a	Student – pupil conference				
b	Teacher – parent conferences				
c	Counseling students				
d	Suspensions				
e	Transferring student to another class				
f	Recommending student to another class				
g	Transferring student to other schools				
h	Referring students to a disciplinary committee				
i	Corporal punishment				
j	Dialogue with parents				
k	Teachers association				

Any other (specify)

_____

2. In your own opinion what are three best process of enhancing pupils discipline in public primary schools? Kindly write down.

    i)   _____

    ii)   _____

    iii)   _____

3. Does your school have a disciplinary committee?

    Yes [ ]   No [ ]

4. If   yes   to   Q3,   who   chair   it?

_____

5. As a headteacher, what discipline problems do you involve other members of the school community such as teacher, students and parents in solving them

    Yes [ ]   No [ ]

    If   yes,   list   down   the   members   you

    involve._____

6. What do you think are the causes of discipline problems among pupils in primary   schools

_____

7. Kindly, give as many suggestions a possible of methods that can be used

   to enhance discipline among primary schools pupils

   _____

Thank you

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

1   How long have you served as a teacher in this school?

2   What post do you hold in the school?

3   In what ways do you assist the head teacher to instill in the school?

4   Does the head teacher delegates some administrative duties to the teachers

     Yes/No?

5   How often do the teachers hold official meeting with the head teacher?

     Weekly   (   )

     Once fortynight   (   )

     Once a month   (   )

     Termly   (   )

6   How can you describe the relationship of the Head teacher with:-

	Warm	Fair	Poor	unable to determine
Students	( )	( )	( )	( )
Teacher	( )	( )	( )	( )
Parent	( )	( )	( )	( )
Support staff	( )	( )	( )	( )
Prefect	( )	( )	( )	( )

Section 2

Please indicate with tick (   ) in the relevant column the extent to which each of   •

the following statements applies in your school.

Scale A=Always,   OFT= often,   OCC – Occasionally R=rarely,   N=Never

Statement	A	OFT	OCC	R	N
The headteachers is directly involves in establishing the a) Roles of behavior, b) The penalties to be applied and the processes to be used					
2 The headteachers delegates disciplinary responsibilities to other members of the school community such as a) teachers, b) students and c) parents					
3 The headteacher utilizes the process of consultation regarding disciplinary matters					
When confronted by problems of indiscipline, the headteacher uses the following measures a) Student teacher conferences					

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4	b) Teacher – parent conferences c) Transferring student to alternative schools d) Punishment e) Referring student to a disciplinary committee f) Alerting police					
5	The headteacher encourage the following in handling matters related to students discipline such as choosing prefects and formulating roles a) Dialogue with teachers b) Dialogue with students c) Dialogue with parents d) Dialogue with parents e) Teachers association					
6	The headteacher involves the following member of the school community in solving cases of student indiscipline. a) Teachers b) Student c) Parents d) Parents teacher association					

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Please indicate with a tick (   ) in the relevant column the extent to which each of the following statement applies in your school.

Scale A=Always,   OFT= often,   OCC – Occasionally R=rarely, N=Never

1. The headteacher involves teacher in the formulation of the school roles					
2. Meetings are held between teachers and pupils					
3. The headteacher delegates some disciplinary responsibility to teachers					
4. The headteacher involves teacher in the revision of roles					
5. The headteacher communicates to teachers about disciplinary actions taken against pupils					
6. The headteacher encourages dialogue with teacher regarding disciplinary matters					

APPENDIX IV

INTERVIEW SCHEDULE OF MUNICIPAL EDUCATION OFFICER

MOMBASA DISTRICT

1. What are the most common grievances advanced by pupils during unrest?

2. What are the discipline problems which you may categorize as gender related?

3. What are the discipline problems which may categorize are related to the size of the school?

4. How often does the District send advisory inspectors to the schools?

5. Does the District organize in-service training for newly appointer Head Teacher before they take of their appointments?

6. In your considered opinion, what are the greatest cases of indiscipline in schools in Likoni Division Mombasa District?

7. What measures can you recommend to assist in bringing down the level of indiscipline in Likoni Division of Mombasa District?

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Our Ref: Date:

NCST/RCD/14/012/163   1st March 2012

Grace Wairimu Ndung'u
University of Nairobi
P.O.Box 30197
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' leadership styles on pupils' discipline in public primary schools in Likoni Division, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Mombasa District** for a period ending *31st July 2012.*

You are advised to report to **The District Commissioner and the District Education Officer, Mombasa District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Mombasa District.

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Grace Wairimu Ndung'u
of (Address) University of Nairobi
P.O BOX 30623, Nairobi
has been permitted to conduct research in

	Location
Mombasa	District
Coast	Province

on the topic: Influence of head teachers' leadership styles on pupils' discipline in public primary school in Likoni Division, Kenya

for a period ending30th June2012

Research Permit No. *NCST/RCD/14/012/163*
Date of issue   *1st March 2012*
Fee received   *KSHS. 1,000*

Applicant's
Signature

Secretary
National Council f
Science &Technolo