

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON  
STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN  
NAIROBI PROVINCE, KENYA**

**Mbogori Jane Mwendwa**

UNIVERSITY OF NAIROBI  
EDUCATION DEPARTMENT  
0197  
NAIROBI

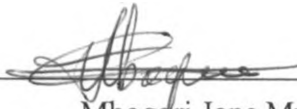
**A Research Project Submitted in Partial Fulfillment of the Requirements  
for the Degree of Master of Education in Educational Administration**

**University of Nairobi**

**2012**

## DECLARATION

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



---

Mbogori Jane Mwendwa

This research project has been submitted for examination with our approval as

University Supervisors



---

Dr. Daisy Matula

Lecturer,

Department of Educational Administration and Planning,

University of Nairobi



---

Mr. Edward N. Kanori

Lecturer,

Department of Educational Administration and Planning,

University of Nairobi

## DEDICATION

This project is dedicated to my parents; my late father Mr. Josphat Mbogori, my mother Janet Mbogori and my daughter.

## ACKNOWLEDGEMENTS

I am deeply indebted to my supervisors Dr. Daisy Matula and Mr. Edward Kanori who gave their time, patience, inspiration and professional guidance during the entire research procedures. My appreciation also goes to all the lecturers in the Department of Educational Administration and Planning without whose effort and constructive guidance this work could not have come to a complete success.

I also wish to express my special thanks and gratitude to all those who gave words of encouragement and prayers that spurred me up in the course of study. Last, but not least, I give glory and honour to the Almighty God for giving me the will, determination and good health to complete this study.

## ABSTRACT

The study was designed to investigate 'influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi Province, Kenya. The study sought to achieve the following objectives: To investigate the influence of the headteachers' democratic leadership styles on students discipline. To investigate the influence the headteachers' autocratic leadership styles on students discipline. To establish the influence of the headteachers' laissez -faire leadership styles on students' discipline. To establish whether other factors influence students discipline other than the headteachers leadership styles.

The study was carried out in 12 public secondary schools in Nairobi province. A review of related literature was carried out under the following sub titles; students discipline, the concept of leadership and leadership styles, headteacher's role on development of students discipline and other factors that may influence discipline in the school. The study used the descriptive survey design. Data was collected using three sets of questionnaires that is, the headteachers, teachers and students from 12 schools The researcher carried out a pilot study in one of the schools. The research instruments were considered reliable as they yielded a high correlation coefficient.. Purposive sampling was used to select a sample based on knowledge and experiences of the group. 48 teachers and 240 students were randomly selected to produce a sample size of 300 respondents.

To check on the influence of headteachers' leadership styles on students discipline , the perceptions of the respondents on the style of leadership used was sought.. Majority of the headteachers were considered democratic, followed by the autocratic while laissez -faire style of leadership received the least support. The study revealed that other factors such as home environment and mass media also has some influence on students discipline. Therefore, based on the findings of the study, it was concluded that the leadership style of the headteacher has a considerable influence on students discipline in schools although other factors may come into play to impact on discipline.

The study made the following recommendations; that the school headteacher should adopt a democratic style of leadership as it tends to help build preventive discipline and minimizes corrective discipline. The Ministry of Education should organize more seminars and workshops on leadership and management of students' discipline. The training institutions should incorporate different models of leadership such as transformational leadership style based on Fielder's contingency theory. Selection of headteachers should be well done from those who have interpersonal skills. Refresher courses should be organized for those in leadership. The researcher also made suggestions for further study which included carrying out a case study on schools that indicate improved discipline, studying the relationship between the headteachers leadership style and another variable such as retention of students. The researcher also suggested that a similar study to the current could be done but in another geographical area.

## TABLE OF CONTENT

Content	Page
Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Abstract.....	v
Table of content.....	v
List of Tables.....	ix
list of figures.....	x
list of abbreviations and acronyms.....	xi

### CHAPTER ONE

#### INTRODUCTION

1.0 Background of the Study.....	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study.....	6
1.4 Objectives of the Study.....	6
1.5 Research Questions.....	7
1.6 Significance of the Study.....	7
1.7 Basic Assumptions of the Study.....	8
1.9 Delimitations of the Study.....	8
1.10 Definition of Significant Terms.....	9
1.11 Organization of the Study.....	9

### CHAPTER TWO

#### LITERATURE REVIEW

2.0 Introduction.....	11
2.1 Concept of Leadership.....	11
2.2 Leadership Styles.....	15
2.3 The Dimensions of the Leadership Styles.....	19
2.3.1 Dictatorial/ Autocratic Leadership Style.....	20
2.3.2 Participative/ Democratic Style.....	21
2.3.4 Laissez – Faire//Withdrawal.....	22

2.4 Headteacher's Role in Development of Discipline.....	22
2.5 Students Discipline .....	24
2.6 Other Factors that may influence Discipline in the School .....	39
2.7 Summary of Literature Review.....	40
2.8 Theoretical Framework.....	41
2.9 Conceptual Framework.....	42

### CHAPTER THREE

#### RESEARCH METHODOLOGY

3.1 Introduction.....	44
3.2 Research Design.....	44
3.3 Target Population.....	45
3.4 Sample Size and Sampling Procedure .....	45
3.5 Research Instrument.....	46
3.6 Instrument Validity .....	46
3.7 Instrument Reliability .....	47
3.8 Data Collection Procedure .....	48
3.9 Data Analysis Techniques.....	48

### CHAPTER FOUR

#### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....	49
4.2 Questionnaires Return Rate .....	49
4.3 Assessments of Headteachers' Leadership Styles .....	56

### CHAPTER FIVE

#### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	64
5.2 Summary of the Findings.....	64
5.3 Conclusions.....	67
5.4 Recommendations.....	67
5.5 Suggestions for Further Studies .....	68
REFERENCES .....	69

<b>APPENDICES</b> .....	75
Appendix i: Letter of Introduction.....	76
Appendix ii : Questionnaire for Headteachers.....	77
Appendix iii: Teachers Questionnaire .....	81
Appendix iv: Students Questionnaire .....	86
appendix v: observation schedule .....	88



## LIST OF TABLES

Table	Page
Table 4.1: Summary of Return Rate.....	49
Table 4.2: Summary for School Type.....	50
Table 4.3: Gender Distribution of the Headteachers.....	50
Table 4.4: Working Experience of Head Teachers in Leadership.....	51
Table 4.5: Gender Distribution of Teachers.....	53
Table 4.6: Age Distribution of Teachers.....	53
Table 4.7: Summary of Teachers Working Experience.....	54
Table 4.8: Gender Distribution of Students.....	55
Table 4.9: Summary of Discipline Problems.....	55
Table 4.10: Summary of Headteachers self-rating on Democratic Leadership Style.....	56
Table 4.11: Summary of Teacher's Perceptions on Headteacher's Democratic Leadership Style.....	57
Table 4.12: Summary of Students' Perceptions on Headteachers' Democratic leadership Style.....	57
Table 4.13: Summary of Head Teachers Self-rating on Autocratic Leadership Style.....	59
Table 4.14: Summary of Teacher's Behavior Rating for Autocratic Leadership Style.....	59
Table 4.15: Summary of Students' Perception on Autocratic Leadership..	60
Table 4.16: Summary of Head Teachers Self rating on Leisses Faire Leadership Style.....	61
Table 4.17: Summary of Teachers' Perceptions on Laissez-faire Style of the Head Teachers.....	61
Table 4.18: Summary of Students' Perception on the Laissez-faire Leadership Style.....	62
Table 4.19: Summary of other Factors affecting Discipline in the School...	63

## LIST OF FIGURES

Figure		Page
Figure 2.1:	Conceptual framework .....	51
Figure 4.1:	Age Distribution of the Head Teachers.....	52
Figure 4.3:	Head Teachers' Academic Qualifications .....	54
Figure 4.4:	Teachers academic qualifications .....	54

## LIST OF ABBREVIATIONS AND ACRONYMS

KCSE	Kenya Certificate of Secondary Education
KESI	Kenya Education Staff Institute
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
PEO	Provincial Educational Officer
RoK	Republic of Kenya
TSC	Teachers' Service Commission

UNIVERSITY OF NAIROB  
LIBRARY  
2nd Floor 00197  
KENYA

## CHAPTER ONE

### INTRODUCTION

#### **1.0 Background of the Study**

Education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction. It is the key to attaining Millennium Development Goals (MGD's), (World Bank Report, 2011). Education is an essential and indispensable tool that opens the door for social prosperity. Since provision of education is a global concern, each individual country strives to avoid situations that can adversely affect the smooth running of the school systems. Disruptions of school programmes can only be avoided through appointment of effective leadership that can develop and uphold appropriate discipline for attainment of education goals.

Discipline is considered critical to the smooth running of any formal organization. It is only through discipline that the set goals of an organization can be achieved. Again it should be noted that discipline cannot be installed at once like a stroke of a cane. Infact, it may take some period of time before the leader installs the discipline aspired in an organization such as school. That is why Peter (1976) refers to discipline as a slow bit – by – bit consuming talk of helping children to see the sense. Once discipline has been established, care should also be taken not to let the standards lower. Maintenance of discipline is therefore a continuous struggle that requires dynamic and effective leadership.

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

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

A report by MoEST (2000) asserts that discipline problems in the schools can be detected through various forms in which students behave. This may include constant booing of the students when addressed by staff, queer behaviours like intentional clearing of throats, nasty remarks and descriptions on walls and boards. Other forms of indiscipline are feigned sicknesses, frequent

absenteeism without good reasons, poor response to bells, and drastic poor performance in class due to drug abuse among others.

Although leadership is a shared responsibility Nzuve (1999), the leadership style used by the headteacher, largely determines the setting of discipline standards in any public secondary school. However, according to Kyungu (1999), the foundations of discipline are determined by the environment. The discipline of a child is determined by the changing variables within the environment. The issue of discipline is not only a concern of Kenya's Ministry of Education but global. A number of schools worldwide have reported cases of indiscipline especially among adolescents in schools that set the smooth teaching and learning activities in disarray. In United States of America, Britain, Japan, and France, the reported cases of adolescent violence in schools have been on the rise Bucheri (2009). He also reported of how one teenage boy aged 14 years burst into a school dance and killed a teacher and wounded other students in Pittsburg, America on a Friday night of April 24<sup>th</sup>, 1998.

Cases of violence, bullying and chaos in classrooms are a regular part of the school day for an increasing number of students in America. Gun-shot wounds are the leading cause of death among high schools in U.S.A, second only to motor vehicle deaths (World Encyclopedia). In countries such as America and Britain, a lot of adolescent indiscipline has been engineered by what Mbiti (2007) regards as the free expression movement. This is a scheme of discipline that advocated for the child to grow in an atmosphere of total freedom with no restriction to behaviour control.

According to Mbiti the proponents of this scheme overlooked the fact that no society can do without rules and authority and those children need the guidance of parents to acquire worthwhile habits, knowledge and attitudes. In these places where the free expression theory was embraced, there is a struggle to maintain discipline in schools.

According to (World Encyclopedia), a number of schools in Africa have had discipline problems. Citing from Vundi (2010) as cited from Nkinyangi (1981) a primary school in Senegal went on strike on allegations of embezzlement of school funds. Ngarage (2007) reported of how violence and misbehavior disrupted the normal school programmes in Botswana. Some of the indiscipline problems included vandalism of property, bullying, alcohol and drug/substance abuse, truancy and unwillingness to do homework among others.

Kenya too has had a share of discipline issues especially in secondary schools. The period between 1990 and 2008 witnessed many horrific indiscipline issues such as vandalism of school property, murder, assault and rape among others (RoK, 2001). The 1991 murder of 19 girls at St Kizito mixed secondary school in Meru, the Bombolulu incident of 1998, the murder of prefects in Nyeri in 1999 and the killing of 68 students at Kyanguli boys in 2001 are some of the worst aftermath of discipline problems. This does not mean in the recent past there have not been cases of discipline problems in different schools within the country or Nairobi province. Some problems of discipline may not have been documented but they keep on occurring on daily basis due

to the influence of the fast ever changing modern city lifestyle. This includes influences of drug abuse, high rate of crime and the changing technology of communication among others. According to the municipal education Officer in charge of Nairobi, there have been several reported cases of discipline problems in a number of public secondary schools. That is the reason why the study to investigate the influence of the head teacher's leadership styles in development of discipline in public secondary schools is necessary.

### **1.2 Statement of the Problem**

Discipline standards drop in some schools and especially those in urban areas such as Nairobi due to various factors. A study carried out by Magara (2009) identified leadership styles as key to preventing discipline problems in the school. An example of a serious case of a discipline problem in public secondary schools within the city occurred at one secondary school in 2008 (Daily Nation), where a form one student perished due to school arson apparently started by other school colleagues. Other problems that keep on occurring on daily basis within the city due to the influence of modern lifestyle includes possession of electronic gadgets of communication, drug and substances abuse, sneaking, absenteeism, lateness, bullying and stealing among others

Although many researchers have researched on leadership styles most of their dependent variables differ. This means that some researchers have studied leadership style and other variables such as motivation, performance among others. The studies were also carried out in different areas meaning that their



findings cannot be generalized to a large urban setup such as Nairobi. Again, Nairobi being a cosmopolitan area has discipline problems in some schools due to the influence of the modern lifestyle unlike those schools in rural areas. The deteriorating discipline could be occurring due to the influence of the leadership style and other factors since a number of public schools in the city have no boarding facilities. This means that the students are exposed to many evils which might influence their behaviour as they go home and back to school.

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

The study was designed to determine the influence of headteachers' leadership style on students discipline in public secondary schools in Nairobi Province, Kenya.

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

- i. To investigate the influence of the head headteachers' democratic leadership styles on students' discipline.
- ii. To investigate the influence of the headteacher's autocratic leadership style on students discipline
- iii. To establish the influence of the headteacher's laissez – faire leadership style on students discipline
- iv. To establish whether other factors influence discipline other than the headteacher leadership styles.

### **1.5 Research Questions**

- i) To what extent does the headteacher's democratic leadership style influence students discipline in school?
- ii) What is the influence of the headteacher's autocratic leadership style on students' discipline in school?
- iii) Does the laissez- faire leadership style of the headteacher influence students' discipline in school?
- iv) Are there other factors that influence students discipline other than the headteacher's leadership style in school?

### **1.6 Significance of the Study**

School discipline is very important to all stakeholders. Information gathered on influence of headteachers leadership styles on discipline can be used to assist them to effectively and efficiently manage their school. The findings helped in identifying the training needs of the headteachers in management of their schools especially in issues concerning discipline. The MOE and especially the KESI can therefore organize refresher courses for those involved in education administration and management. The heads of the school identified the characteristics of different leadership styles, and re-examined their own leadership style in to adopt the most effective leadership characteristics. The colleges that carry out the training of teachers found some useful information that is necessary for instilling the right leadership skills to the teacher students. The findings generated more knowledge which can be of help to academicians and researchers to stimulate more knowledge.

### **1.7 Basic Assumptions of the Study**

The study was based on the following assumptions:

- i) That the leadership style used by the headteacher has an impact on students discipline in public secondary schools.
- ii) That the three leadership styles; democratic, autocratic and laissez - faire are employed by the headteachers in public secondary schools in Nairobi.

### **1.8 Limitations of the Study**

The respondents were free to respond to the research instruments. This implies that the researcher was not in a position to control the attitude of the respondents as they were responding to the research instruments and this may have resulted to bias tendencies. Again the respondents might not have been willing to discuss issues of discipline in their schools as they considered it sensitive.

### **1.9 Delimitations of the Study**

This study was set out to cover only Nairobi province as it was not possible to carry out research-in the entire country due to cost implications. The study was only confined in public secondary schools within the region of the study as private schools have their own management style different from public schools.

### 1.10 Definition of Significant Terms

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

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

**Indiscipline** refers to a situation where the individual group fails to follow the established norms or regulations and sometimes may degenerate into chaos and disorder in the school.

**Leadership styles** refer to the methods in which a leader conducts the organization activities in order to achieve the set objectives and goals.

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

### 1.11 Organization of the Study

The study is organized in five chapters. Chapter one consist of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, , significance of the study, basic assumptions of the study ,limitations of the study, delimitations of the study, definition of key terms and organization of the study. Chapter two constitutes the review of related literature. In this section the following was reviewed. The concept of leadership and leadership styles, a definition of students discipline, the headteachers role under which effective leadership strategies that can help develop high standards of discipline in public secondary school and other

factors that influence discipline in school was included. Theoretical and conceptual framework was finally included.

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

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

This chapter consisted of literature review. The chapter discusses the concept of leadership, leadership styles, dimensions of the leadership style and various styles which include dictatorial/ autocratic leadership style, participative/ democratic style, and laissez – faire/withdrawal. The chapter also presents the head teacher's role in development of discipline, students discipline and the relationship between the leadership style and discipline. The leadership style studies related to head teachers are also presented, other factors that may influence discipline in the School. The chapter finally presents a summary of literature review, theoretical framework and conceptual framework of the study.

#### **2.1 Concept of Leadership**

Leadership concept is not a new concept in social science studies. In more recent years the area of leadership has been extensively studied more than almost any other aspect of human behaviour (Higgs 2002; Higgs & Rowland 2001). It is one of the most important aspects of human behaviour, yet the terms used to describe it have been varied. Although the practice of leadership has been in existence since the origin of the mankind, until now no one has been able to give the definite origin date of leadership concept. However, such observations do not appear to have stemmed scholars' appetites for continuing the research (Higgs 2002). In 2001 a search of the Library of Congress

database revealed in excess of 8,000 books on the topic of leadership (Aitken & Higgs 2002; Higgs & Aitken 2003). This shows that leadership concept is a fascinating subject to explore.

Like other social science concepts, leadership has been interpreted in various ways by different scholars, depending on their own ways of thinking. Over the years, leadership has been studied extensively in various contexts and theoretical foundations (Horner 1997). As many different definitions of leadership have been introduced as there are persons who have attempted to define the concept (Stogdill 1950). Leadership definitions keep evolving as scholars try to simplify the definition to enable people to understand the concept easily and to make it less complicated and more practical in daily business. For centuries leadership studies have been obsessed with leaders, and with identifying the characteristics required for effective leadership (Higgs 2002). Even though it is clearly stated that it is difficult to give leadership a single definition people keep exploring this area of study. It shows that there is no stopping point for leadership study and it has become an essential element in social science. Leadership is like love, deemed to be something everyone knew existed but nobody could define (Bennis & Nanus 1985). Many books have been associated with human problems and complex situation. Scholars sharing same interest continuously attempt to define the concept of leadership.

Leadership is one with the most dynamic effects during individual and organizational interaction. In other words, ability of management to execute

“collaborated effort” depends on leadership capability. Newstrom and Keith(2002) explain that the excellent leader not only inspires subordinate potential to enhance efficiency but also meets their requirements in the process of achieving organizational goals. Stogdill (1957), defined leadership as the individual behaviour to guide a group to achieve the common target. Fry (2003), explains leadership as use of leading strategy to offer inspiring motive and to enhance the staffs potential for growth and development. Several reasons indicate that there should be a relationship between leadership style and organizational performance. The first is that today’s intensive and dynamic markets feature innovation-based competition, price/performance rivalry, decreasing returns, and the creative destruction of existing competencies .Studies have suggested that effective leadership behaviours can facilitate the improvement of performance when organizations face these new challenges (McGrath and MacMillan, 2000).

Understanding the effects of leadership on discipline is also important because leadership is viewed by some researchers as one of the key driving forces for improving a schools’ performance. Effective leadership is seen as a potent source of management development and sustained competitive advantage for organizational performance improvement (Avolio, 1999). For instance, transactional leadership helps organizations achieve their current objectives more efficiently by linking job performance to valued rewards and by ensuring that employees have the resources needed to get the job done ( Curphy, 2006). Visionary leaders create a strategic vision of some future state, communicate that vision through framing and use of metaphor, model the vision by acting



consistently, and build commitment towards the vision (Von Glinow, 2000). Visionary leadership results in high levels of cohesion, commitment, trust, motivation and hence performance in the new organizational environments.

It has been widely accepted that effective organizations require effective leadership and that organizational performance will suffer in direct proportion to the neglect of this ( House,1991). Furthermore, it is generally accepted that the effectiveness of any set of people is largely dependent on the quality of its leadership – effective leader behaviour facilitates the attainment of the follower's desires, which then results in effective performance (Fiedler and House, 1988) Leadership is perhaps the most investigated organizational variable that has a potential impact on employee performance (Curphy, 2006).

A large body of empirical evidences has demonstrated that leadership behaviors influence organizational performance that strong leaders outperform weak leaders, and that transformational leadership generates higher performance than transactional leadership (Burns 2007). Kirkpatrick and Locke (1996) identified over 35 studies reporting positive relationships. Transformational leadership or its components have been associated with the increases in individual, unit, and/or organizational performance in a variety of met analyses, historical archival studies (House et al. 1991), laboratory experiments (Howell and Frost 1989; Kirkpatrick and Locke 1996), field experiments (Barling et al. 1996), and field studies ( Curphy 2006). Recent leadership studies have continued to affirm the positive relationship between

transformational leadership and performance at various levels (Dumdum et al. 2002).

Transactional contingent reward leadership behaviors have also been positively associated with performance, although to a lesser degree than transformational leadership (Boerner, 2007). Although they are sometimes treated as a dichotomy, it is entirely possible for a given leader to exhibit neither, one, or both transformational or transactional leadership behaviors in varying degrees, in different situations. Bass (1985) conceptualized a third type of leadership, laissez-faire leadership, which was hypothesized to occur when there is an absence or avoidance of leadership. In this case the decisions are delayed, and reward for involvement is absent. No attempt is made to motivate the followers, or to recognize and satisfy their needs (Bass, 1985 and Avolio, 1997).

## **2.2 Leadership Styles**

The concept and definition of leadership and style may differ from one person, or situation, to the other. The word 'leadership' has been used in various aspects of human endeavour such as politics, businesses, academics, social works, etc. Previous views about leadership show it as personal ability. Messick and Kramer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself. Since human beings could become members of an organization in order to achieve certain personal objectives, the extent to

which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it his personal objectives and goals could be met; if not, the person's interest will decline. Leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in the organization. Thus, Glantz (2002) emphasizes the need for a manager to find his leadership style. In the literature, leadership has been identified as an important subject in the field of organizational behaviour.

Different researchers and academicians alike have come up with different leadership styles. Every leader in every organization performs certain roles/tasks for the smooth operation of the organization and improvement of organizational performance. The manner in which the leader performs these roles and directs the affairs of the organization is referred to as his/her leadership style (Oyetunyi, 2006). According to him leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. The leader's emphasis on either the task or human relations approach is usually considered central to leadership style. Ball (1987) as reported in Linda (1999) identified the following leadership styles that emerged in the course of his research in British secondary schools: the interpersonal, managerial style, adversarial and the political style or authoritarian style. He describes interpersonal head

teachers as being typically mobile and visible with a preference for consulting with individuals rather than holding meetings. They like to “sound out ideas” and gather opinions. Such head teachers will frequently reiterate to teachers the importance of bringing complaints and grievances to them first of all. Ball (1987) pointed out that this type of leadership style is particularly effective at satisfying teacher’s individual needs, and that grievances and staff turnover tends to remain low. On the other hand, he continues, head teachers with managerial styles adopt a leadership style that parallels that of a manager in industry: The use of management techniques involves the importation into the school structures, types of relationships and processes of organizational control from the factory. The managerial head is chief executive of the school, normally surrounded by a Senior Management Team (SMT). The head teacher relates to the staff through this team and through a formal structure of meetings and committees. Both these responsibilities and structures will be supported and outlined by written documentation, which specifies terms of reference and job descriptions (MoES, 2003).

Ball’s (1987) research revealed several deficiencies of a managerial leadership style, including a sense of exclusion from decision-making on the part of those teachers who are not part of the SMT, the creation of a “them and us” hierarchically-based division, and teachers’ derision for the management structure and its processes. The adversarial leadership style is typified by confrontational dialogue between the head teacher and the teachers. Here headship emphasizes persuasion and commitment. Ball (1987) quotes teachers response to this style of leadership during a focus group discussion as follows.

Some staff will be unable or unwilling to participate in this form of organizational discourse. Some find it unhelpful, others are unwilling to devote the time and energy necessary to get their points of view across. Ball (1987) depicted authoritarian leadership as being distinct from adversarial leadership by its focus on asserting rather than persuading as quoted here under. Such a head takes no chances by recognizing the possibility of competing views and interests. Opposition is avoided, disabled or simply ignored. No opportunities are provided for the articulation of alternative views or the assertion of alternative interests, other than those defined by the head as legitimate. Indeed the authoritarian may rely, as a matter of course, on conscious deception as a matter of organizational control (Ball, 1987:109).

Linda (1999) in Halpin (1996) revealed two extremes of six organizational climates, which he referred to as "open" and "closed" climate. The open climate head teacher is described as typically very enthusiastic, conscientious and hardworking, well balanced in temperament, not aloof, and very much in control. This sort of climate is reported to be conducive to good performance, because teachers therein are described as manifesting high morale, working collaboratively with little to complain about. On the other hand, schools with closed climates are the ones led by head teachers who are highly aloof and impersonal, who emphasize the need for hard work, but who themselves fail to work hard and who say one thing and do another. Teachers working in closed climates, according to Halpin, do not work well together, derive little satisfaction from their work, and dislike their head teachers. Such head teachers are similar to what Kouzes and Posner (2002) describe as leaders.

Linda (1999) also reported a good study in respect of teachers' job satisfaction in which Nias (1980) in Linda (1999) identified three dimensions of leadership styles: initiating structure, consideration and decision-centralization. She defined these to refer respectively to the extent to which leaders define and structure their own and their subordinates' roles towards attaining goals, the extent to which leaders manifest concern, support for their staff, and the extent to which leaders influence group decisions. Nias (1980) found that the individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed what she categorized as three leadership styles: the passive, positive, and Bourbon types, which she describes as thus: One leadership type, the 'passive', gave teachers more freedom than they desired. They perceived themselves as totally free to set their own goals, under heads whose professional standards did not match their own, and who offered neither coherent to the school as a whole nor support and guidance to individuals.

### **2.3 The Dimensions of the Leadership Styles**

With research evolution in different ages, many scholars presented successively different viewpoints on leadership connotation. Stogdill (1948) thought that the leadership style means a kind of method and capability aimed at realizing organizational targets and further affect all organizational activities. Fiedler (1969) presented that the leadership style refers to a kind of relationship that someone uses his rights and methods to make many people work together for a common task. In modern leadership style theories, five leadership styles were presented, including (1) charismatic leadership, (2)

transactional leadership, (3) transformational leadership, (4) visionary leadership, and (5) culture-based leadership (Bass, 1990).

### **2.3.1 Dictatorial/ Autocratic Leadership Style and Students Discipline**

This leadership style is also referred to as authoritative or strong and upfront. / Enthusiasm and clear vision are the hallmarks of the authoritative style. In this form of the leader motivates people by making it clear to them how their work fits into the larger vision of the organization. People understand that what they do matters and why, thus maximizing commitment to the organization's goals and strategies. The standards for success and the rewards are clear, but people have great freedom to innovate and flexibility in accomplishing the goals. This style works well in almost any business situation. It works best when the organization is adrift and the authoritative leader charts a new vision. A limitation is if the leader works with a group of experts or peers who are more experienced. They may see the leader as pompous or out of touch. If the leader becomes overbearing, s/he may undermine the egalitarian spirit team.

Davis & Newstrom (1985) assert that this type of leadership style has its roots-deep in history, where it was the chief model especially in the industrial revolution. In this style of leadership, the leader issues orders or commands and it is the duty of the followers to obey. In a school situation, all decisions and actions must receive the head teacher's approval. The head teacher sets the rules and other school obligations to be observed without consulting the students and the teaching staff personnel. According to Burns (1978), an

autocratic maintains most of the authority by issuing orders and telling group members what to do without consulting them.

Okumbe (1999) asserts that this style of leadership is not very attractive as ascertained by the Iowa leadership studies done in the late 1930's. The results showed that the boys disliked authoritarian leaders in preference for democratic and Laissez-faire leaders. However, it has been observed that in some situations such as work involving risks, autocratic or authoritative style of leadership works best than any other leadership style. On the other hand, some leaders have greatly succeeded even after being total autocrats. Those in favour of this leadership style assert that failure to use it is like having a ship captain in a storm (MacBeath & Myers, 1999). The biggest disadvantage of this style of leadership apart from the dislike by the followers of being ordered around, include overworking oneself as a leader.

### **2.3.2 Participative/ Democratic Style and Students Discipline**

By spending time getting people's buy-in, the leader builds trust, respect and commitment. Because the democratic leader affords people a say in decisions that affect their goals and how they do their work, it drives up flexibility, responsibility and keeps morale high. Its impact on climate is not as positive as some of the other styles. Its drawbacks are the endless meetings, where consensus remains elusive and people can end up feeling confused and leaderless. This style works best when the leader is uncertain about direction and needs guidance or for generating fresh ideas for executing the vision. In times of crisis, consensus may not be effective. Democracy is all about



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

#### **2.3.4 Laissez – Faire//Withdrawal Style and Students Discipline**

In Laissez – faire, the leader tends to avoid power and authority (Kemp & Nethan, 1984). The head teacher who employs this style of leadership tends to withdraw giving room for the subordinate to make their own initiatives. The role of the head teacher when he or/ she embarks on this style is more advisory than evaluative. In this style, the head teacher treats the subordinates as equal members, where communication flows horizontally among group members. The head teacher entirely relies on the “handsoff style”. It does not take long before discipline starts deteriorating in schools. This will eventually affect the smooth running of the school programmes or worse still lead to strikes and other anti-social behaviours.

#### **2.4 Headteacher’s Role in Development of Discipline**

A school head teacher has a key role in setting the tone, establishing the conditions and providing stimulation for living and learning in his or her school (Campel and Nystrand. 1983). According to Knezevich, (1975) the

secondary school head teacher's task is more demanding due to the fact that they deal with young and energetic individuals. Although the head teacher delegates most of the responsibilities, he or she is responsible for the planning, organizing, directing, controlling, staffing, innovating, co-coordinating, motivating and actualizing the goals and the objectives of the institutions and the country (Ministry of Education Manual for Heads of Secondary Schools in Kenya, 1981). It is therefore the role of the head teacher to ensure discipline is maintained in the school at all times to achieve the stated goals.

Bennars (1993) asserts that parents are so busy working for long hours to sustain their families financially that they tend to compromise their roles. He further asserts that parents seem to abdicate their responsibility as parents, entrusting their children blindly to the house helps or experts such as teachers and the administrators who have less time than expected.. The leadership style that the head teacher adopts should be geared towards accomplishing the tasks of the organization (Beare, H, Brian, J.C and Millikan, H. R. 1989). The biggest problem according to them is to identify an appropriate leadership style and the situation in which to use the situational contingencies. Hersey and Blanchard (1982), proposed in their situational theory that leadership behaviour should be varied according to the situation. The head has to realize that we are living in a world where values and lifestyles are changing fast. It is the duty of the head teacher to ensure students are properly guided to avoid antisocial mannerisms.

## 2.5 Students 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 institutions like a school. Blandford (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 (2007) is to produce young people who will be responsible people when they become adults.

Mbiti (2007) 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 (2007) 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 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.

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

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 lifes 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'. In spite 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 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.

Ileri (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 that 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 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 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 Otieno (2010) concurs with the above by saying that well disciplined and well behaved students, are the concern of headteachers, teachers, parents and other stake holders. Discipline involves imparting morals in an individual. According to Mbiti (2007), when these acceptable morals are ingrained in the human personality, one obtains a powerful habit for self control. The mass indiscipline reported in Kenyan schools especially in the period between July–September, 2008 (Daily Nation Newspaper) is a good reason why the secondary school head teachers need to review their leadership styles. A report on the Daily Nation (July 21<sup>st</sup> 2008) indicated that learning in over 300 Kenyan secondary schools was paralyzed in one month. The report considered it as the biggest wave of indiscipline to ever happen in East African schools.

Care should be taken not to associate all discipline problems in schools with poor leadership styles. Discipline in school might be affected by other things such as home background and personal characteristics. Kyungu (1999) asserts that home environment plays a great role in shaping a child's behaviour. He

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

Relationship between leadership style and discipline has been discussed often. Most research results showed that the leadership style has a significant relation with the school performance, and different leadership styles may have a positive correlation or negative correlation with the organizational performance, depending on the variables used by researchers. Sun (2002) compared the leadership style with the leadership performance in schools and enterprises, and showed that the leadership style has a significantly positive correlation with the organizational performance in both schools and enterprises. Broadly speaking, the leadership performance is identical with the organizational performance. The transformational leadership has a positive correlation with discipline, higher than the exchange leadership (Huang, 2006).

Leadership is the ability to influence the opinions, attitudes and discipline behaviour of others. In leadership, the leaders influence the followers so that



they willingly follow the directives given. Stogdill (1950) says that leadership is the process of directing and inspiring workers to perform the task related activities of a group. According to Muchina (2009) coercive method such as influencing people with acts of violence are excluded from true leadership. She further says that if such exclusion is not made muggers and hostage takers can also be referred to as leaders. Although leadership is normally entrusted to one person such as the head of a school, in reality it is a shared responsibility. This point is also emphasized by Syonhi (2007) in her study on development of effective discipline culture in public schools in Thika District when she found out that principals also rely on the support of Board of Governors, parents, teachers and prefects in development of discipline. Everald (1986) asserts that personnel policies and support systems are important components of healthy organizations, though they are not substitute for high quality management on the part of the part of the chief executive.

Leadership styles refer to a particular behaviour such as discipline applied by a leader to motivate his or her subordinates to achieve the objectives of the organization (Okumbe, 1999). Fiedler (1967) asserts that leadership styles are innate, relatively enduring attribute of our personality which provides our motivation and determines our general orientation when exercising leadership. Otieno (2009) concurs by asserting that a leader uses various styles of leadership over a period of time but one style tends to dominate his normal style of leadership. Previous research carried out has consistently revealed that there is no ideal leadership style that can be used to lead in all situations. Although leadership style has been described as a relatively consistent pattern

of behaviour some leaders modify their own style to match a situation. This is what may be referred to as situational, flexible or contextual leadership. Research carried out by Stogdill (1950), concluded that in many instances the profile of a successful leader varied with situations. He goes further to say that different groups of workers and different group activities require different types of leaders. The centrality of leadership styles has led to extensive research in this field. Through research, the following leadership styles have been identified.

In a survey conducted by Hater and Bass (2008) as to whether the followers of transformational leaders exhibit higher discipline it was found that Transformational Leadership behaviors, as evaluated by followers, was positively related to discipline. From the answers given by the employees about the transformational leadership, Keller (2007) concluded that the Transformational Leadership behaviors had a significantly positive relationship with acquisition acceptance and to be positively related to goal clarity, creative thinking, and follower performance. The authors suggest Transformational Leadership be used to face challenges, such as those encountered during an acquisition. In a similar study of Piccolo and Colquitt (2006) the authors found Leadership Transformational behaviors had a significantly positive relationship with task performance. They also found intrinsic motivation and goal commitment to significantly mediate the relationship between Transformational Leadership behaviors and task performance. The authors suggested for training and manager development plans for Transformational Leadership. Wang (2005) studied 81 managers

enrolled in master of business administration courses at a Chinese university and 162 of their immediate subordinates (68% response) to assess the two way relationship between the leader and follower.

Each manager rated task performance and organizational citizenship behavior of his/her followers and each follower rated Transformational Leadership behaviors of the manager and the leader member exchange between them self and the leader. The authors found Transformational Leadership behaviors and the leader member exchange to have significant relationships with task performance and organizational citizenship behavior. The authors also found the leader member exchange to fully mediate the relationship between Transformational Leadership and task performance. The authors believe Transformational Leadership strategies, especially those that enhance the leader member exchange, should be included in management training. Judge and Piccolo (2004) conducted a metaanalysis of 87 studies measuring transformational, transactional, and laissez faire leadership. From the study, the authors found that the Transformational Leadership had shown the highest overall validity, while contingent reward leadership was a close second.

The authors found more validity with Transformational Leadership than contingent rewards when looking at leader effectiveness. Contingent reward was found to be more valid for leader performance. The authors found the differences in validity were not significant for follower motivation and group performance. The authors found, through their meta analysis, Transformational Leadership had a positive relationship with follower job

satisfaction, follower leader satisfaction, follower motivation, leader job performance, group performance, rated leader effectiveness. According to Mehra et al. (2006), when some organizations seek efficient ways to enable them to outperform others, a longstanding approach is to focus on the effects of leadership. This is because team leaders are believed to play a pivotal role in shaping collective norms, helping teams cope with their environments, and coordinating collective action. This leader centered perspective has provided valuable insights into the relationship between leadership and team performance.

A considerable amount of research has been conducted into the impact on staff of different leadership styles. Classic studies of different organizational climates in American schools incorporate consideration of the leadership styles that were found to be integral to the open and closed climates (Halpin, 1966 in Evans, 1999). The open head teacher was described as typically very enthusiastic, conscientious, hard working, well balanced in temperament, not aloof and very much in control albeit in a subtle manner. In this climate head teachers are described as typically manifesting high morale and working collaboratively. Schools with the closed climates are typically led by principals who are aloof and impersonal and who emphasize the need for hard work. Teachers working under such a system normally dislike their head teachers.

In a research study conducted by Ball (1987) in Evans (1999), four leadership styles were identified in the British secondary schools. These included the

interpersonal and the managerial styles and the political style, which he subdivided into the adversarial and authoritarian styles. The interpersonal head was described as typically “mobile” and “visible”, with reference to consulting with individuals rather than holding meetings. Such heads of schools tend to sound one idea and gather opinion (ibid). Such heads frequently reiterate to staff the importance of bringing complaints and grievances to them first. They use the open door policy (Ball, 1987 in Linda, 1999). This style of leadership is particularly effective at satisfying teacher’s individual needs and usually staff turn over is low but decision-making is not focused and teachers may feel very frustrated and insecure. This kind of leadership may create a sense of exclusiveness from decision-making on the part of the teachers who are members of the SMT. This might bring about the isolative culture in schools, which is frequently referred to as the “us” and “them” hierarchical structure in schools (ibid). The adversarial leadership style is typified by confrontational dialogue between the head and the teachers. They speak of the rows, battles and challenges. In this kind of scenario leadership is very much a public performance, the emphasis is upon persuasion and devotion (Ball, 1987 in Evans, 1999). Adversarial heads are always preoccupied with issues that reflect quality ideology rather than administration procedures. They typically focus on quality of education provided and whether the institution is fulfilling its purpose (Ball, 1987 in Linda, 1999). Authoritarian leadership is distinct from adversarial leadership by focusing on asserting rather than persuasion. In this kind of leadership, Ball found that teachers are typically acquiesced because they feel intimidated or confront head teachers. This kind of

leadership is associated with disputed decisions. In some cases there were limited chances of success on the part of the teachers since one of the key features of authoritarian leadership is posing challenges to policy and decision-making (Ball, 1987 in Evans, 1999).

UNIVERSITY OF NAIROBI  
KIKUYO LIBRARY  
P. O. Box 30197

In her study of British primary school teacher's job satisfaction, Nias (1980) in Evans (1999) identified three dimensions of leadership styles. These were the initiating, the considerate and decision centralization. These referred respectively to the extent to which leaders defined their own and their subordinate roles towards attaining goals; the extent to which leaders influence group decisions. Nias (1980) found that individual school leaders in her study could be positioned differently along each of these three dimensions, and that the resulting spread revealed three categories of leadership styles that is the passive, positive and bourbons types which she described as follows. The passive gave teachers more freedom whilst the bourbons were characterized as being socially distanced, and authoritarian in nature. The positive ones were known for setting high professional development standards for teachers. In relation to job satisfaction, it was discovered that the passive and bourbons had the most negative and positive heads and the most positive influence. A positive style provided the context in which a keen teacher could get on well with work and therefore contribute significantly to school improvement (Nias, 1980 in Evans, 1999). Locally in Uganda a few studies have been conducted on the subject of leadership styles in the various education institutions but not necessarily in secondary schools. For example, Ogwenge (1995) carried out a study to investigate the leadership styles that were practiced in the Ugandan

colleges of commerce and to determine whether the democratic or autocratic leadership style had an impact on job satisfaction of staff in these colleges. It was established that there was a significant difference in the leadership styles practiced in the Uganda Colleges of Commerce. The democratic leadership was associated with leaders showing confidence and trust in subordinate staff. The staff was free to talk to their leaders, while leaders were willing to listen to ideas from staff, and did not use fear to make staff implement policy. It was also found that the democratic or autocratic leadership style had a significant impact on job satisfaction of the staff. Where the democratic leadership style was used, staff did not use negative behavior or ways of making their dissatisfaction or frustration felt and vice versa whilst the autocratic style was associated with the negative behavior and such behavior included writing or using verbal attacks on their leaders and colleagues, coming late to work and absenteeism.

Mumbe (1995) conducted a study to investigate the head teacher's leadership style and job satisfaction of teachers in primary schools in Busia, sub-district of Uganda. In this study, the researcher concluded that the democratic style affected the teacher's job satisfaction positively and motivated teachers to work harder towards the achievement of school objectives. The autocratic leadership style on the other hand was found to have a negative impact on the teachers' job satisfaction. Conversely the laissez-faire leadership style did not affect the teachers' job satisfaction. In this study it was also concluded that teachers in Busia town were in favor of the democratic leadership style. This study not only focused on the head teacher's leadership style and performance,

but also on the relationship between the head teacher's leadership style and job satisfaction of teachers. In addition, the study focused on primary schools, not secondary schools. This therefore necessitated a study to focus on secondary schools. Hence the need to design a study specifically to investigate the impact of the head teachers leadership style on the performance of secondary schools. Many studies were conducted in Uganda on leadership in schools. However, the researcher only discovered one on the relationship between leadership and school performance. Ddungu (2004) conducted a study entitled "Patterns of leadership and performance of secondary schools in Uganda". The purpose of the study was to investigate patterns of leadership responsible for the different levels of performance achieved by secondary schools in Uganda. According to the author, the secondary school performance varied across schools in the country. Whilst some schools were consistently performing well, others made no progress whatsoever and others were completely inconsistent. The findings of the study revealed that the majority of school head teachers demonstrated authoritarian leadership patterns, which most subordinates associated with ineffective performance in schools. In the subsequent section, the studies pertaining to the leadership styles of head teachers of secondary schools in particular are reviewed. The delivery and quality of secondary education will depend to a large extent on effective leadership demonstrated by head teachers in the execution of their tasks. Secondary education in Kenya, like elsewhere, requires such leadership that will inspire collective responsibility, hard work and commitment from the teachers. The role of head teachers as effective



leaders in the promotion and development of secondary education cannot be overemphasized.

Different studies have indicated that for excellent academic performance the schools need committed, hardworking and well motivated staff. It takes good leadership to get the best out of the teachers. According to Linda (1999), if school leaders and managers are to get the best out of the teachers whom they lead and manage, they need to understand what makes teachers tick. They need to appreciate what kind of things enthuse and challenge teachers, what gives them a "buzz", what interests and preoccupies them, what has them walking six inches off the ground, what sends them home happy and satisfied. They also need to know what irritates and angers teachers, what hurts them, what makes them dread going to work, what makes them desperate to change jobs, and what frustrates and demoralizes them. The importance of leadership and collegial support as motivators has been emphasized in many studies. Where these factors are reported as sources of satisfaction or motivation, it is evidently the recognition and approbation which they provide for teachers that is important. Linda (1999) reported interviews by Nias (1989), of three teachers as follows: "The head teacher is a tremendous force in the school, she can be a real demon and sometimes the tension gets you down because you know she is watching you all the time, but you feel really pleased when she pats you on the back". "The head says he is pleased with what I have done so far and that is given me confidence that I am on the right track". "We have a new head and she is made us all feel much better about things because she takes a real interest in what we are doing - comes around and has a look, talks

to the children about their work, asks us before she buys equipment, all that sort of thing”.

## **2.6 Other Factors that may influence Discipline in the School**

As noted earlier; although the standards of the school discipline found in any given school is determined by the head teacher’s leadership style, there are other factors that may also negatively or positively influence the behaviour of the students. Kyungu (1999), for instance identified the home environment as one of the factors that has influence on the discipline of the pupils. Buchere (2009) concurs with the view when he says parents have little or no time for their children thus giving room for permissive environment. A child who grows up in the home where there is violence is also likely to be a bully in school. Poverty is another factor at home that may have some effect on the school discipline. Lack of essential things may make children to engage in theft at school. If teachers are not careful in investigating the cause of such behaviour the root cause of the discipline problems may not be identified and only blamed on the administration.

The society may also impact the schools either positively or negatively. Ndima (2010) while studying the role of guidance and counseling in maintaining students discipline in Imenti South District found that the society plays a major role in influencing the behaviour of students. She argues that mass media influences and materialism makes some students particularly from high socio-economic backgrounds to look down upon teachers. Again the environment within which the school is situated such as urban or rural set – up

may positively or negatively impact on discipline. The maintenance of discipline in such situations may be influenced by such environmental factors.

### **2.7 Summary of Literature Review**

The literature review extensively discussed the influence of head teacher's leadership style on students discipline in public secondary schools. Students discipline including the two aspects of discipline; preventive and corrective was reviewed. The concept of leadership and leadership styles was analyzed. The Head teacher's role in development of discipline which encompassed effective strategies of developing appropriate discipline was also discussed. All that was discussed evidenced that the headteachers leadership style has significant influence on students' discipline. This can help the headteachers identify the leadership styles that can develop appropriate discipline in the schools. They will also avoid leadership styles that can have negative influence on the students' discipline.

## **2.8 Theoretical Framework**

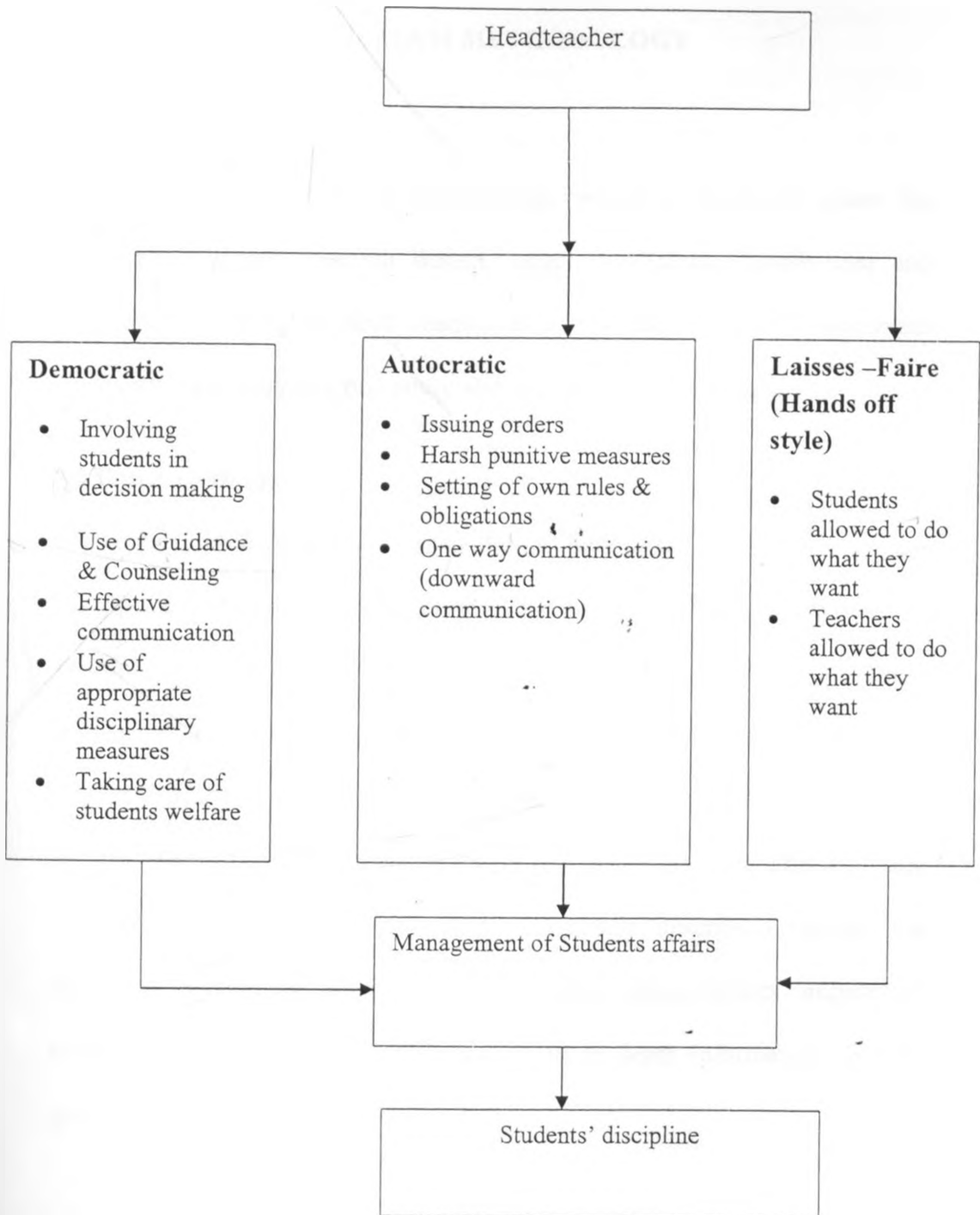
This study is based on Fielder's 1970 Contingency Theory of Leadership as discussed in (Okumbe, 1998). The Contingency Theory emphasizes that there is no single style of leadership that is applicable in all situations. The leadership style used depends on the prevailing situation. According to Fielder (1967) there are two factors that influence the leadership styles used in any organization. These are situational variables and the leader's personal characteristics. The situational variables are characterized by three factors namely; Leader - member relations, Task - structure, Position power. The second variable, which is the leader characteristic, includes relationship - oriented leader and task - oriented leader. Relationship oriented has more lenient, people oriented style whereas a task oriented leader is more concerned with the accomplishment of the task.

These two orientations are measured by what fielder calls the Least Preferred Co-Worker (LPC) scale. The LPC approach calculates the degree to which leadership favorably perceive worst co-workers. Using the LPC scale, the leader is asked to describe the worst perceived co-worker using bipolar scales such as gloomy - cheerful, tense -relaxed or trustworthy - untrustworthy. If the description is favorable it then suggests a relationship oriented leader but if undesirable it indicates a task oriented leader. This study will employ the contingency theory of leadership since the leadership style which influences students' discipline is interplay of environmental variables and the leaders personal characteristics.

## 2.9 Conceptual Framework

In this study students discipline is greatly influenced by the leadership style the headteacher adopts in the school. There are three common leadership styles and each of them has its own characteristic which has definite influence on students' discipline. The democratic leadership style involves students in decision making uses effective communication skills and takes care of students' welfare, thus helping and building preventive discipline involves issuing commands, orders and strict observance of rules which may create resentment among students leading to discipline problems. The leisses faire style on the other hand allows too much freedom which could easily lead to deterioration of discipline in schools. This is illustrated in the figure below.

Figure 2.1 Conceptual Framework



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1 Introduction

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

#### 3.2 Research Design

The research used descriptive survey design. Kerlinger (1969) points out that descriptive study involves description of the states of affairs as it exists. The descriptive survey research is important since it collects information about peoples' attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). This design was also relevant to the study because information on students discipline was easily described after soliciting information by use of questionnaires. Through descriptive design the researcher found out headteachers leadership characteristics impact on students discipline. This helped in providing in depth information on both qualitative and quantitative research data.

### **3.3 Target Population**

A population is the aggregate of all the cases that conform to some designation set of specification. Borg and Gall (1989) define it as all members of real or hypothetical set of people, events or objects to which a researcher wishes to generalize the result of the research study.

The target population for this study consisted of headteachers, teachers and students from the seventy seven public secondary schools in Nairobi.

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

A sample is a small proportion of a target selected for analysis (Borg and Gall, 1989). The main purpose of a sample is to learn something about a large population of subjects by studying a smaller group of its subjects. Twelve schools were selected for the study from the target population.

The researcher used the stratified random sampling to select the schools for the study, which included all the categories of public schools; that is national, provincial, district and boys and girls schools. Stratified random sampling is a probability sampling method that ensures the subjects of the study are included in the proportion in which they occur in the target population. The schools were selected from each stratum using random sampling. The headteachers, teachers and students in the public secondary schools were selected using the purposive random sampling. Purposive sampling is a non-probability sampling that can be used in addition to probability sampling such as stratified random sampling. In purposive sampling, the respondents selected provide in depth information relating to the issue under study. The researcher



obtained a list of public secondary schools from the office of the Provincial Education Officer (P.E.O) in Nairobi.

### **3.5 Research Instrument**

The research instrument used questionnaires and observation schedule. The questionnaires were chosen for the study due to their ease in use. The researcher must not be there for the questionnaires to be filled. The respondents also had sufficient time to read through the items in the questionnaires and understand before responding. The questionnaires solicited information from the principals, teachers and students on the influence the headteachers leadership style had on students discipline in public secondary schools. The questionnaires had two parts; part A solicited personal information while part B sought their opinions which provided data on headteachers leadership styles. The observation shedule on the other hand are free from any bias tendencies unlike the questionnaires and interviews where the respondents might [be influenced by external factors. The observation schedu!e used yielded useful information to establish the relationship of the variables under study.

### **3.6 Instrument Validity**

Validity is the degree to which results obtained from the analysis of the data represents the phenomenon under investigation (Orodho, 2004). For this research, content validity was determined through expert judgments and discussion with the researcher's supervisors. Content validity was checked by dividing the sample subject in to two groups. One group looked at the concept

while the other group determined whether the set of items or checklist accurately represented the concept under study.

### 3.7 Instrument Reliability

Reliability refers to the extent to which measurements are repeatable by persons using the same measure of attitude. A pilot study was carried out to ensure that all questionnaires mean the same to all respondents. The researcher used the **test - retest** method. The questionnaires were administered to the pilot sample respondents twice with a one week interval. The Pearson correlation coefficient was used to estimate the correlation coefficient of the two tests using the formula.

$$r = \frac{1 - 6 \frac{(\sum d)^2}{N - (N^2 - 1)}}$$

r = Pearson correlation coefficient

(d)= difference between scores of the two tests

(N)= the number of subjects in the samples.

According to Gay (1992) any research instrument with a correlation coefficient of between 0.70 and 1 is accepted as reliable enough. The researcher obtained a correlation co-efficient determine of 0.68 which is close enough to 0.7 coefficient recommended by Gay and therefore the questionnaire were considered reliable.

### **3.8 Data Collection Procedure**

Authority to conduct the research in Kenya secondary schools was obtained from the National Council of Science and Technology and the researcher reported to the Provincial Commissioner for clearance. Having obtained the permit, the researcher carried out the pilot study. This helped in improving the instruments. The researcher visited the school to book appointments with the head teacher and agreed on the dates to administer the questioners to the head teachers' teachers and students. The researcher explained that the information given was confidential and for research purposes only.

### **3.9 Data Analysis Techniques**

Data analysis involved cleaning, coding and editing. The data collected was arranged and grouped according to particular research objectives. For every research objective, the responses were calculated in a frequency distribution table. Both quantitative and qualitative data was developed into a database and then analyzed using the statistical package for social science (SPSS) programme to establish the correlation between the dependent and independent variables. The analyzed data from the questionnaires and observation schedules was then presented using tables, charts, graphs and interpreted into narrative form.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter attempted to obtain answers to the research questions. It presents the research findings from the schools where the research was conducted. The findings of this study generated enough information which can effectively answer the research questions. The survey focuses on establishing the influences of head teachers' autocratic, democratic and laissez faire leadership style on student's discipline. It also sought to find out whether other factors influence student's discipline in public secondary schools.

#### 4.2 Questionnaires Return Rate

This study was done in 12 public secondary schools in Nairobi province and questionnaires were administered to 12 headteachers, 48 teachers and 240 students. Out of these questionnaires those successfully collected were from 12 principals, 46 teachers and 227 students indicating an overall of 92.8% success as shown in the table below.

**Table 4.1 Summary of Return Rate**

<b>Respondents</b>	<b>No. of Questionnaires Issued</b>	<b>Return Rate</b>	<b>Percentage</b>
Head teachers	12	12	100%
Head teachers	48	46	98.8%
Head teachers	247	227	91.90%
<b>Total</b>	<b>307</b>	<b>285</b>	<b>93%</b>

**Table 4.2 Summary for School Type**

<b>School type</b>	<b>Frequency</b>	<b>Percentage</b>
National girls	2	16.67
Provincial boys schools	3	25.00
District schools	7	58.33
<b>Total</b>	<b>12</b>	<b>100.00</b>

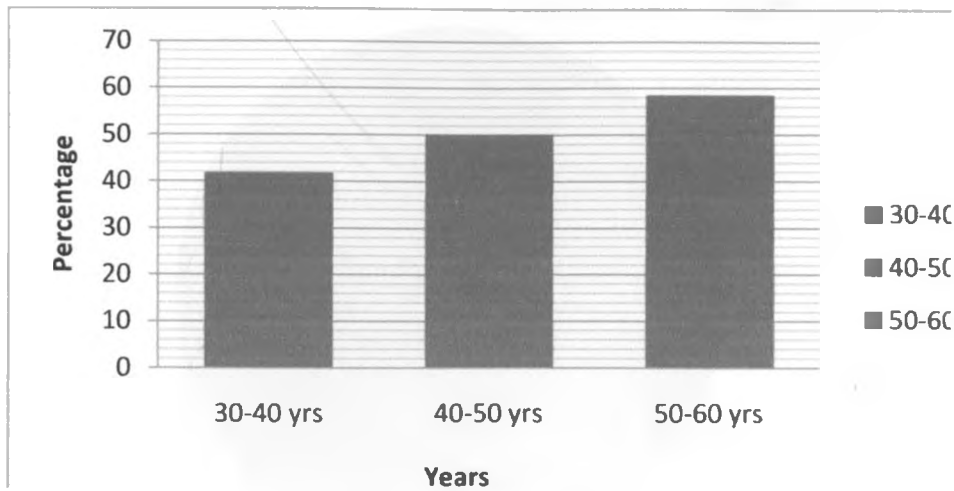
Stratified random sampling was used to select the schools while the 12 head teacher, 48 teachers and 247 students were purposively selected. This shows that all the schools were well represented in the sample. Their experiences in giving information on discipline were well distributed in terms of school category in the sample.

**Table 4.3 Gender Distribution of the Headteachers**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Female	5	41.67
Male	7	58.33
<b>Total</b>	<b>12</b>	<b>100.00</b>

The data on the gender of the headteachers indicated that majority of the headteachers were male. The gender distribution was deemed appropriate to give information about the influence of headteachers on students' discipline.

**Fig 4.1 Age Distribution of the Head Teachers**



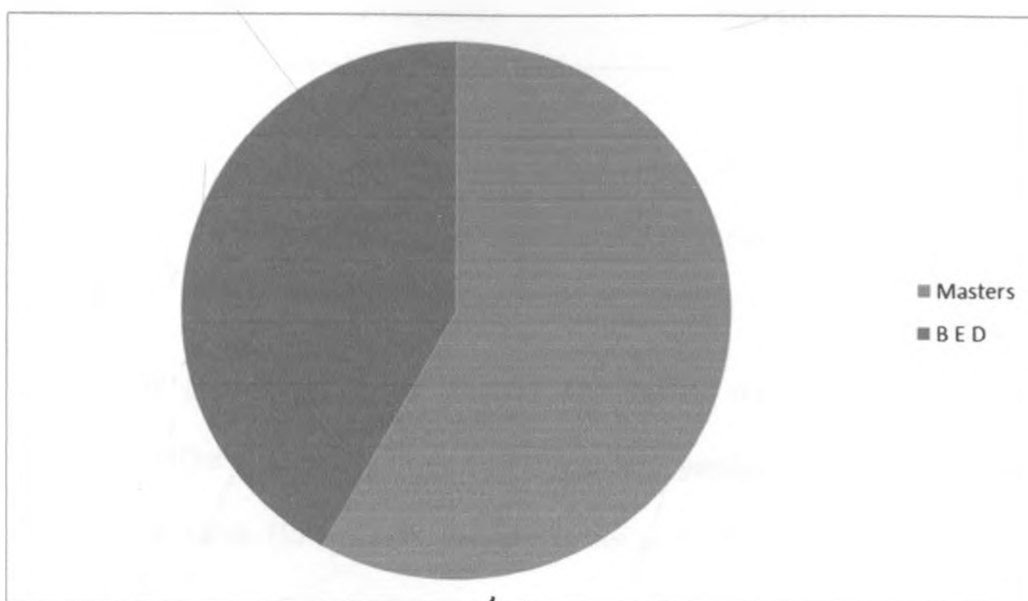
Majority of the headteachers were between 40-50 yrs, only one head teacher was below one year and the remaining 4 headteachers were between 50-60 years. This shows that the headteachers are old enough to give information about leadership styles and discipline in their schools.

**Table 4.4 Working Experience of Head Teachers in Leadership**

Working Experience	Frequency	Percentage
Below 5 years	2	16.67%
6-10 years	8	66.66%
11 years and above	2	16.67%
<b>Total</b>	<b>12yrs</b>	<b>100.00%</b>

Most of the head teachers had more than 5 years experience while only 2 had a headship experience of less than 2 years. The findings of the study indicate that the headteachers have enough experience to provide information about their leadership styles.

**Figure 4.2: Head Teacher's Academic Qualifications**



Highest Educational Attainment	Frequency	Percentage
Bachelor of Education	7	58.33%
Masters of Education	5	41.67%
P.H.D And Above	0	0%
<b>Total</b>	<b>46</b>	<b>100%</b>

Most of the head teachers had the required qualifications for leadership. The skills the head teachers acquired during this period can determine the leadership which in turn influences the students discipline in schools.

**Table 4.5 Gender Distribution of Teachers**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Female	28	60.87%
Male	18	39.13%
<b>Total</b>	<b>46</b>	<b>100%</b>

The female population of the teachers was higher compared to the male population. The findings indicate that there is a gender imbalance between females and males. However, the range was not so big therefore it was deemed appropriate to give information on the influence of headteachers leadership styles on students' discipline.

**Table 4.6 Age Distribution of Teachers**

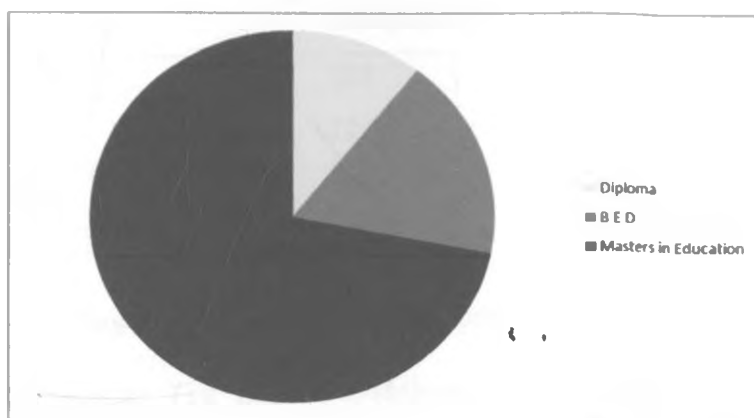
<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
Between 20-29 years	8	17.4%
Between 30- 39 years	12	26.1%
Between 40-49 years	18	39.1%
Above 50 years	8	17.4%
<b>Total</b>	<b>46</b>	<b>100%</b>

Majority of the teachers were between 40-49 years. Those between 20-29 years and above 50 years had an equal percentage of 17.4%. This implies that the teachers were of appropriate age to respond to their items to their questionnaire.



**Figure 4.3 Teachers Academic Qualifications.**

According to the findings 5 teachers had diploma or its equivalent academic qualification while 33 had Bachelor of Arts in Education Degree and the remaining 8 of the sample population had Masters Degree in Education. These findings are represented by the figure below.



The findings indicate that the teachers were professionally qualified hence responded appropriately to the instrument used.

**Table 4.7 Summary of Teachers Working Experience**

Working experience	Frequency	Percentage
0-5 yrs	3	6.52%
6-10 yrs	4	8.69%
11-15 yrs	12	26.09%
16-20 yrs	8	17.39%
21-25 yrs	7	15.22%
26-30 yrs	8	17.39%
31-35 yrs	4	8.69%
<b>Total</b>	<b>46</b>	<b>100%</b>

Majority of the teachers had a teaching experience of between 11-15 years. Only 3 teachers had teaching experience of below 5 years. This implies that the teachers had long experience to give proper ratings for the headteachers leadership styles and respond to other questions relating to discipline.

**Table 4.8 Gender Distribution of Students**

Sex	Frequency	Percentage
Female	103	45.37%
Male	124	54.63%
<b>Total</b>	<b>227</b>	<b>100%</b>

According to the findings the male population was slightly higher than that of the female. The gender distribution was deemed appropriate to provide information on the headteachers leadership styles and students discipline.

**Table 4.9: Summary of Discipline Problems**

Discipline problems	Frequency	Total	Percentage
Lateness	90	297	30.33%
Absenteeism	83	297	27.94%
Disrespect to school authority	95	297	32.00%
Use of drugs and other substances	93	297	31.3%
Possession of the electronic gadgets	85	297	28.6%
Use of abusive language	100	297	33.8%
Bulling	78	297	26.23%
<b>Total</b>	<b>698</b>	<b>2376</b>	<b>29.37%</b>

The findings indicates that there some discipline problem in some schools. This is an evidence that some schools experience discipline problems which could be occurring due to the leadership styles used or from the influence of other factors outside the school environment.

### 4.3 Assessments of Headteachers' Leadership Styles

This section presents the headteachers', teachers' and students perceptions of headteachers leadership style they use in schools. The adapted form of likert scale was used. Statement a, b and c checked on democratic g, h, I on autocratic while j, k, l was on laisses- faire leadership styles.

The responses of strongly Agree (SA) and Agree (A), were treated positive to the style, Disagree (D) and Strongly Disagree (DS) were considered not to favour the style. The results of the findings are presented in the tables below.

#### 4.3.1 To Determine the Influence of Headteachers Democratic Leadership Styles on Students' Discipline

The respondent's perceptions on the Headteachers' leadership style were rated as shown below in the following tables.

**Table 4.10 Summary of Headteachers self –rating on Democratic Leadership Style**

No.	SA	A	U	D	SD	Total
a	5 (41.67)	4(33.33%)	0(0%)	2(16.67)	(8.3%)	12(100%)
b	4(33.33)	5(41.69%)	1(8.33)	1(8.3)	(8.3%)	12(100%)
c	5(41.67)	4(33.33)	0(%)	2(16.67)	(8.3%)	12(100%)
<b>Total</b>	<b>14(38.11)</b>	<b>13(36.11)</b>	<b>1(2.7)</b>	<b>5(13.39)</b>	<b>(8.3%)</b>	<b>36(100%)</b>

Majority of the headteachers considered themselves as democratic. The responses supported democratic style of leadership. The reason why majority of the headteachers embark on the style is because it minimizes conflicts and ensures the group is more cohesive

**Table 4.11 Summary of Teacher's Rating on Headteacher's**

**Democratic Leadership Style**

No.	SA	A	U	D	D	TOTAL
i	19(41.30)	13(28.20)	4(8.69)	6(13.04)	4(8.69)	46(100%)
ii	20(43.48)	12(26.09)	2(4.35)	6(13.04)	6(13.04)	46(100%)
iii	17(36.96)	11(23.91)	4(8.69)	6(13.04)	8(17.39)	46(100%)
<b>Total</b>	<b>56(40.58)</b>	<b>36(26.08)</b>	<b>10(7.25)</b>	<b>18(13.04)</b>	<b>18(13.04)</b>	<b>138(100%)</b>

Most of the teachers' responses perceived their headteachers as democratic. The findings imply that most headteachers in Nairobi province use democratic style as shown below.

**Table 4.12 Summary of Students' Rating on Headteachers' Democratic leadership Style**

No.	VO	O	U	R	N	Total
i	87(38.33%)	82(36.12%)	14(6.16%)	25(11.01%)	19(8.4%)	227(100%)
ii	83(36.58%)	85(37.44%)	13(4.98%)	24(10.57%)	22(9.69%)	227(100%)
iii	75(35.97%)	87(38.33%)	18(7.93%)	25(11.01%)	22(9.69%)	227(100%)
<b>Total</b>	<b>245(35.97%)</b>	<b>254(37.29%)</b>	<b>45(6.6%)</b>	<b>74(10.86%)</b>	<b>63(9.25%)</b>	<b>681(100%)</b>

Majority of the students considered their headteacher as democratic. This is a clear indication that majority of the teachers in Nairobi province use democratic leadership style. The existence of discipline problems in Nairobi could be as a result of the headteachers using other leadership styles identified in the study and other factors influencing students' discipline in schools.

Ball (1978) in Evans (1999) asserted the importance of airing complaints and grievances which can be a strategy of avoiding discipline problems among students.

The findings indicate that majority of the responses perceive the headteachers leadership behaviour as democratic. This is in agreement with indicated many other research findings. A study carried out by Chanya ((2010) indicated that majority of the respondents considered their headteacher to have democratic leadership behaviours. Happins (1966) in Evans (1999) describes the democratic headteacher as enthusiastic, conscientious, hardworking and well balanced in temperament, not aloof and very much in control albeit in a subtle manner. A study carried out by Ball (1987) in Evans (1999) asserted the importance of airing complaints and grievances which can be a strategy of avoiding discipline problems among students. In the study some schools were found to have few discipline problems. This implies that there is a relationship between the style of leadership and students discipline in schools

**4.3.2 To determine the influence of Headteacher's Autocratic Leadership Style on Students Discipline**

**Table 4.13 Summary of Head Teachers Self-rating on Autocratic Leadership Style**

No. of	SA	A	U	D	SD	Total
g	1(8.3%)	0 (0.0%)	3(25.0%)	4(33.33%)	4(33.33%)	12(100%)
h	0(8.33%)	4(33.33%)	1(8.3%)	3(25.0%)	4(33.33%)	12(100%)
i	0(0%)	1(8.33%)	1(8.33%)	7(58.35%)	4(33.33%)	12(100%)
<b>Total</b>	<b>1(2.7%)</b>	<b>5(13.9%)</b>	<b>6(16.66%)</b>	<b>16(44.44%)</b>	<b>1(30.5%)</b>	<b>36 (100%)</b>

The findings imply that autocratic leadership style is not very much preferred by the majority of the headteachers in Nairobi province. According to the findings it was the second most or least preferred leadership style.

**Table 4.14 Summary of Teacher's Behavior Rating on Autocratic Leadership Style of The Headteacher**

No.	SA	A	U	D	SD	Total
d	5(10.86%)	3(6.52%)	10(27.73%)	15(32.60%)	13(28.27%)	46(100%)
e	3(6.52%)	4(8.69%)	7(15.21%)	12(26.03%)	19(41.30%)	46(100.0%)
f	3(8.7%)	5(10.87%)	8(17.39%)	13(28.26%)	17(36.96%)	46(100%)
<b>Total</b>	<b>11(7.97%)</b>	<b>12(8.70%)</b>	<b>25(18.11%)</b>	<b>40(28.98%)</b>	<b>39(28.26%)</b>	<b>138(100%)</b>

The findings indicate that this style is not preferred by majority as strict observance of rules, regulations and organization policies overlooks the human factors.

**Table 4.15 Summary of Students' Behaviour Rating on Autocratic Leadership of the Headteacher**

No.	VO	O	U	R	N	Total
i	19(8.4%)	25(11.01%)	14(6.67%)	82(36.12%)	87(38.33%)	227(100%)
ii	22(9.69%)	24(10.57%)	13(4.98%)	85(37.44%)	83(36.58%)	227(100%)
iii	17(7.48%)	22(9.69%)	20(8.8%)	80(35.24%)	8(38.76%)	227(100%)
<b>Total</b>	<b>58(8.52%)</b>	<b>71(10.4%)</b>	<b>47(6.9%)</b>	<b>227(33.33%)</b>	<b>258(37.88%)</b>	<b>681(100%)</b>

The findings also indicate that autocratic style of leadership is not highly favoured by majority of the headteachers as evidenced by students' perceptions.

The findings indicate that this style is not preferred by the majority as strict observance of rules, regulations and organizational policies overlooks the human factors. Extreme autocratic in some cases is considered a cause of indiscipline in some schools. Autocratic style of leadership suppresses freedom of discussion which can be a source of discontent thus leading discipline problems in school. Linda (in Halpin1996) revealed that characteristics of closed climates can be likened to autocratic style of leadership. Headteachers who have such characteristics tend to be impersonal while emphasizing on the need for hard work thus ignoring the grievances and complains of the followers.

A study carried out by Ddungu (2004) to investigate the patterns of leadership responsible for different levels of performance by secondary schools in Uganda revealed that majority of the schools with ineffective performance used authoritarian patterns of leadership.

#### 4.3.3 To Establish the Influence of Headteachers Laissez-faire Leadership Styles on Students Discipline

**Table 4.16 Summary of Head Teachers Self - rating on Leisses Faire Leadership Style**

No.	SA	A	U	D	SD	TOTAL
c,	1(8.3)	0(0%)	3(25.0%)	4(33.33%)	4(33.33%)	12(100%)
d,	0(8%)	1(8.3%)	2(16.67%)	5(41.67)	4(33.33%)	12(100%)
e,	0(0%)	1(8.3%)	1(8.3)	7(58.33)	3(25.0%)	12(100%)
<b>Total</b>	<b>1(2.7%)</b>	<b>2(5.6%)</b>	<b>6(66.66%)</b>	<b>16(44.44%)</b>	<b>11(30.5%)</b>	<b>36(100%)</b>

The leisses faire style is not favoured by majority as excessive freedom may hinder the achievement of school goals. From the summary there some few headteachers who prefer this style of leadership.

**Table 4.17 Summary of Teachers' Behaviour Rating on Laissez-faire Style of the Head Teachers.**

No.	SA	A	U	D	SD	Total
g	8(17.39%)	4(8.69%)	7(15.22%)	12(26.09%)	15(32.61%)	46(100%)
h	6(13.04%)	6(13.04%)	3(6.52%)	15(32.61%)	16(34.78%)	46(100%)
i	3(6.52%)	5(10.87%)	5(10.87%)	17(36.96%)	16(34.78%)	46(100%)
<b>Total</b>	<b>17(12.32%)</b>	<b>15(10.87%)</b>	<b>15(10.87%)</b>	<b>44(31.88%)</b>	<b>47(34.06%)</b>	<b>138(100%)</b>



Few of the teachers' responses indicated that the headteachers uses laissez-faire leadership styles. The laissez-faire is not preferred by many as allowance of too much freedom encourages many evils which may deteriorate the discipline in the schools.

**Table 4.18 Summary of Students' Behaviour Rating on the Laissez-Faire**

**Leadership Style**

No.	VO	O	U	R	N	Total
i	15 (6.6%)	22(9.69%)	6(2.6%)	87(38.33%)	97(42.73%)	227(100%)
ii	15(6.6%)	25(11.01%)	17(7.5%)	85(37.44%)	85(37.44%)	227(100%)
iii	22(9.69%)	25(11.01%)	11(4.8%)	87(38.32%)	83(36.56%)	227(100%)
<b>Total</b>	<b>52(7.63%)</b>	<b>72(10.57%)</b>	<b>34(4.99%)</b>	<b>259(38.03%)</b>	<b>235(34.51%)</b>	<b>681(100%)</b>

Few of the students' rating of the headteachers' leadership style indicate their laissez-faire characteristics. The style is not chosen by many as students can easily misbehave if allowed too much freedom.

The laissez-faire leadership style received less support according to the study findings. The schools which reported many cases of laissez-faire style of leadership also mentioned many discipline problems. The free reign style of leadership lacks the effective control to create and maintain favourable "climate" for appropriate discipline. Lack of proper direction and control may deteriorate the discipline of the students. This fact was evidenced by the

findings of the study conducted by (Ileri 2004, Mwiria 2004) who had similar observations for this style of leadership.

#### 4.3.4 To Establish Whether other Factors Influence Students Discipline other than Headteachers Leadership Styles.

**Table 4.19 Summary of other Factors affecting Discipline in the School**

No.	Factors	Frequency	Total	Percentage
i	Home environment	185	297	62.29%
ii	Economic background of the parents	187	297	63.00%
iii	Influence from mass media	173	297	58.25%
iv	Influence from peer pressure	191	297	64.31%
		746	1188	62.79%

The mentioning of various factors affecting discipline is an evidence that other factors other than the head teachers leadership style affect discipline.

This implies that even if the headteachers uses an appropriate leadership style in public secondary schools other factors may influence the discipline of students in most cases negatively.

This observation was made by Kyungu (1999) when he mentioned that the home environment as one of the factors which influence students' discipline.

Chanya (2004) had similar observations when she asserted that adolescence crisis, peer pressure, environment issues, drugs and immaturity are the major contributors to the discipline problems in the schools.

## CHAPTER FIVE SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter presents summary of the findings, conclusions and recommendations arrived at. The section also gives some suggestions for further studies that could be carried out in future.

### 5.2 Summary of the Findings

The purpose of the study was to investigate on the influence of headteachers leadership styles on students discipline in public secondary schools in Nairobi Province. Data for the study was collected from 12 public secondary schools with 12 headteachers as respondents, 48 teachers and 227 students answered the questionnaires that provided the data to verify the information provided by the headteachers. Data was collected using three sets of questionnaires, that is the headteachers', teachers' and students questionnaires. The researcher carried out pilot study in one of the schools to check on reliability. The research instruments were considered reliable as they yielded a high correlation coefficient. Purposive sampling was used to select the sample size based on knowledge and experiences of the group.

The study established that majority of the headteachers use democratic style of leadership. Few of the headteachers favoured the autocratic and laissez style of leadership. The democratic style of leadership helps in the develop preventive discipline other than corrective discipline. Aldaga (2001) asserts that democratic leadership style originated in the 1950s due to the influence of the

Humane Relations Movement. A study carried out by Antony (2007) established a high correlation between democratic style of leadership and the students' performance.

The responses given by the teachers and students showed that most of the headteachers in public secondary schools in Nairobi use the democratic leadership style and hence has considerable influence on students' discipline. Democratic style of leadership was reported more in schools which had mentioned fewer discipline problems. The observation schedule used also evidenced the high use of democratic leadership characteristics.

. According to the behaviour rating of the headteachers leadership style autocratic received the second least support. Headteachers, teachers and students responses evidenced existence of autocratic leadership style. The big range given by findings between democratic and autocratic indicates that democratic and autocratic leadership behaviours are quite different. The autocratic style is therefore not largely practiced in most schools in Nairobi province. This fact was also evidenced by the observation checklists used. Autocratic leadership style is generally not preferred in most organizations, Davis and Armstrong (1985). People tend to dislike the style because it is based on threats and punishments and therefore creates fear and frustrations among the followers. According to Burns (1978) the only advantage of the autocratic style of leadership is that it uses even the weakest followers in an organization. This implies that if the leader uses autocratic style well mixed with incentive she or she can create positive discipline in a school.

The study established that few of the headteachers, teachers, and students perceived their head teacher to have laissez faire style of leadership. The absence of the recent updates on the school notice board, punishment book and breaking of the schools' code of dress (uniform) suggested existence of leisses faire leadership characteristics. These findings suggest that leisses faire is practiced in some schools but at a low rate hence the style is not very much favoured. The schools which reported many cases of discipline also mentioned a high use of laissez-faire style of leadership. This implies that the style has significant influence on the students' discipline in public schools. Free-rein style ignores the leaders' contribution in the same way the autocratic ignore the group. It allows the followers to operate at cross purposes which can make a situation to degenerate into chaos. This implies that leisses faire style of leadership is not favoured by the majority of the headteachers as it can negatively influence discipline in schools.

The study established that there are other factors which might positively or negatively influence discipline in schools. The findings identified home environment such as absence and presence of fights, quarrels alcoholism, economic background of the parents, influence from the mass media and peer pressure as some of the factors that may influence the headteachers leadership style. Most of the respondents suggested other factors may influence the discipline in schools.

### **5.3 Conclusions.**

Based on the findings of the study, it can be concluded that the leadership style of a head teacher has a considerable influence on students' discipline. The headteachers leadership behaviour should enhance a good working human relationship between the leader and the student. Most of the headteachers practice democratic leadership styles. This implies that the headteachers involve the students in decision making, inform them regularly about changes or conditions affecting them which reduces the tendencies of resentment.

The study showed that each teacher and student had a different perception of the leadership behaviour of the head teacher. The summary of the findings concurs with other research findings done on leadership styles which have identified democratic leadership style as the most preferred with authoritarian and laissez faire receiving less support. Each style autocratic, participative and laissez faire has its benefit and limitations. A leader uses all the three styles over a period of time but one style tends to be the dominant one (Fielder 1967).

### **5.4 Recommendations**

Based on the findings of this study, the following recommendations should be considered.

1. School headteachers should adopt a democratic style of leadership which involves all members of staff in decision making. Participative leadership behaviours help to build preventive discipline and consequently minimize corrective discipline.

- 2) The Ministry of Education should organize more seminars and workshops on leadership and management of students' discipline.
- 3) Training institutions such as Kenya Education Staff Institute (KESI), colleges and universities should incorporate different models of leadership in the management of human resource.
- 4) The head teacher should be well selected from among those who exhibit inter personal skills.
- 5) Refresher courses should be regularly organized for those in leadership.

### **5.5 Suggestions for Further Studies**

The following areas of research should be considered by future researchers.

- 1) A case study can be carried out on schools that indicate improved discipline.
- 2) A study on the relationship between headteachers leadership styles and another variable such as retention of students can be carried out.
- 3) Similar studies to the current should be carried out in other areas to find out if similar findings will be obtained.

## REFERENCES

- Adam, H. (1987). *Secondary School Management Today*. London: Hutchinson Publishers.
- Aldag, R.J. (2001). *Organizational Behaviour and Management. An integrated Skills Approach*. U.S.A: South western.
- Armstrong, M. (2004). *Human Resource Management. Theory and Practice*: London: Bath Press Ltd.
- Avolio, B.J. (1999). *Full Leadership Development: Building the Vital Forces in Organizations*. Thousand Oaks: CA Sage.
- Ayot, H. O. and Briggs, H.R (1992). *Economics of Education*: Nairobi: Educational Research and Publications.
- Ball, S.J. 1987. *Politics and policy making in education: Explorations in policy sociology*. London: Routledge and Kegan Paul.
- Barrow, J.C. (1976). *Work Performances and Task Complexity as Usual Determinant of Leader Behaviour Style Complexity Journal of Applied Psychology*.
- Bass, B.M (1985). Leadership: Good, Better, Best. *Organizational Dynamics*, 13: 26-40.
- Baum J. R, Locke E. A, Kirkpatrick S. A. (2008), "A Longitudinal study of the Relation of Vision and Vision Communication to Venture Growth in Entrepreneurial Firms," *Journal of Applied Psychology*, Vol. 83, No.1, pp. 43-54.
- Beare, H, Brian, J.C and Millikan, H. R. (1989). *Creating an Excellent School, New Management Techniques*. Newyork: Routledge.
- Bennars, G.A. (1993). *Ethics Education & Development Introductory Text for Students in Colleges and Universities*. Nairobi: East African Educational Publishers.
- Bennis, C.M & Manus B.G, (1985). *Managing the Dream. Leadership in the 21<sup>st</sup> Century*. *The Magazine of Human Resource Development* 27(5), 44 -46



- Blandford, S. (1998). *Managing Discipline in Schools*. London: Routledge publishers.
- Boerner, S, Eisenbeiss, S. A, Griesser, D (2007), "*Follower Behavior and Organizational Performance: The Impact of Transformational Leaders,*" *Journal of Leadership and Organizational Studies*, Vol. 13, No. 3, pp. 15–27.
- Borg, W.R. & Gall, P.M. (1983). *Educational Research*. New York: Longman Publishers.
- Burns J. M. (1978). *Leadership*. New York: Harper Collins
- Campbell D.R (eds) *Impact of Leadership*, Center for Creative Leadership, Greensboro, NC, pp. 177–188.
- Campel, F.R, Codally J. E, and Nystrand. R. O. (1983). *Introduction to Educational Administration*. Massachusetts: Sixth Edition). Allyn and Bacon.
- Chanya, M.V (2010) *Effects Of Principles Leadership Styles On Students Discipline In Public Mixed Day Secondary Schools In Kiambu West District Kenya*. Unpublished Master of Education project, University of Nairobi.
- Cohen, C. & Manion, L. (1980). *Research Methods in Education*. London: Routledge Publishers.
- Curphy G. J (2006). "*Empirical Investigation of the Effects of transformational and Transactional Leadership on Organizational Climate, Attrition, and Performance,*" In: Clark K.E, Clark M.B,
- Davies, B. & Ellison L. (2001). *School Leadership for the 21<sup>st</sup> Century, Provocative and Yet Practical Volume for Current and Intending school Leaders*. Newyork: Routledge.
- Dean, J. (1995). *Managing the Primary School*. Second edition New York: Routledge.
- Dumdum U. R, Lowe K. B, Avolio B. J (2002), "*A Meta Analysis of Transformational and Transactional Leadership Correlates of Effectiveness and Satisfaction: An Update and Extension,*" In: Avolio

- Eshiwani, S.G. (1993). *Education in Kenya since Independence*. East African Educational Publishers Ltd.
- Evans .R.2000. *The pedagogic principal*. Edmonton: Qual Institute Press.
- Everard, K.B. (1986). *Developing Management in Schools*. New York: Basil Blackwell Ltd.
- Fiedler, F.E. (1967). *A Theory of Leadership Effectiveness*, New York: McGraw Hill.
- Fiedler, F.E. and House, R.J. (1988), "Leadership Theory and Research: A Report of Progress," *International*
- Fry, L. W. (2003). *Towards a Theory of Spiritual Leadership*. *The Leadership Quarterly*, 14, 693-727.
- Gay, L. R. (1992) *Educational Research and Analysis and Application*. New York: Macmillan Publishers Company.
- Glantz, J.T (2002). *Finding Your Leadership Style. A Guide for Educators; Association for Supervision and Curriculum Development*.
- Griffin, G. (1994). *School Mastery*. Nairobi: Lectuern Publication Ltd.
- Halpin, A. W. 1966. *Theory and research in administration*. New York: Macmillan.
- Hater, J. J, Bass B. M. (2008), "Superiors' Evaluations and Subordinates' Perceptions of Transformational and Transactional Leadership," *Journal of Applied Psychology*, Vol. 73, No. 4, pp. 695–702.
- Hersey P. & Blanchard, K. (1982). *Management of Organizational Behavior. Utilizing Human Resources*. New York: Engle wood cliffs – Prentice Hall.
- House et al (1991) Leadership styles and Job Satisfaction.Unpublished Masterrs Thesis. Makerere University: Kampala.
- Howel,D.M&Frost,R.M.(1989).*ThePsychology of leadership.NewPerspectives and Research*. New Jersey Lawrence Erlbaum Associates Publishers.
- Inoti, M. (2005). *Training Needs in Relation to Management of Students Discipline in Public Secondary Schools in Meru Central*. Master of Education proposal. University of Nairobi.

- Kemp, R. & Nathan, P. (1989). *Middle Management in Schools, A Survival Guide*. London: Basil Black Wall Ltd.
- Kerlinger, F.N. (1973). *Foundations of Behavior Research*. New York: Holt Rhinehart and Winston Inc.
- Kiringer, F.N. (1969). *Foundations of Behavioural Research*. Newyork: Holt Reihort and Winston.
- Knezevich, J.O (1975). *Administration of Public Education*. New York: Harper and Row Publications.
- Kyungu, S.P. (1999). *Leadership and Discipline. The Role of Prefects in Schools*. Nairobi: Government Press.
- Lado, A. A., Boyd, N. G. & Wright, P. (1992). A Competency-based Model of Sustainable Competitive Advantage: Toward a Conceptual Integration. *Journal of Management*, 18(1): 77-91.
- Linda, E. C 1991). *Managing to motivate a guide for school leaders*. Cassell London.
- Linda.L.(1999). *Shifting conceptions of leadership: Towards a redefinition of leadership for the twenty-first century*.
- Linda, E. C 1991. *Managing to motivate a guide for school leaders*. Cassell London
- MacBeath, J. & Myers, K. (1999). *Effective School Leaders, How to Evaluate and Improve your leadership Potential*. New York: Pearson Education Ltd.
- Magana,A.M.(2009). *Factors Influencing Discipline among Public Primary Schools Pupils in Starehe Division in Nairobi*. Unpublished Master of Education, University of Nairobi.
- Mbiti M.M (2007 Revised Edition). *Foundations of School Administration*. Nairobi: Oxford University Press.
- McGrath, G. R and MacMillan, I. C. (2000). *Entrepreneurial Mindset: Strategies for Continuously Creating Opportunity in an Age of Uncertainty*. Harvard Business School Press Books.

- Messick, D. M. & Kramer, R. M. (2004). *The Psychology of Leadership: New Perspectives and Research*. Lawrence Erlbaum Associates, Publishers. New Jersey.
- Muchina, J.M. (2009). *Effects of Headteachers Leadership styles on Motivation of Secondary Schools Teachers in Kirinyaga District. Unpublished Master of Education Proposal*, University of Nairobi.
- Muema N. J. (2010). *Influence of Guidance and Counseling on Students Indiscipline in Public Secondary Schools. Unpublished Master of Education Proposal*, University of Nairobi.
- Mumbe, O. G (1995). *Leadership and teacher job satisfaction of primary schools in Busia sub district of Uganda: Unpublished Masters Dissertation*. Kampala: Makerere University.
- Mungania, C.E. (2010). *Unpublished Masters of Education Project, Democratic Management Leadership Style of the Headteachers on Development of Students Discipline in Public Secondary Schools in Imenti North District. Kenya: University of Nairobi*.
- Ndaita, J. S. (2007). *Unpublished masters of education project, Development of effective discipline culture in selected public secondary schools in Thika District*.
- Newstrom, J.W. & Keith (2002). *Organizational Behaviour*. New York: McGraw Hill Book Company.
- Nias, J. 1989 *Primary teacher's talking: A study of teaching as work*, London: Routledge
- Nias, J. (1980). *Teacher satisfaction and dissatisfaction: Herzberg's two factor hypothesis revisited*. British journal of sociology of education, 2:233-246.
- Odhiambo N.A (2009). *Effects of Rules and Regulations on Students Discipline in Public Technical Training Institute in Nairobi Province. Unpublished M.E.D Proposal*. University of Nairobi.
- Ogwenge, J. J 1995. *Leadership styles and Job satisfaction*. Unpublished Masters Thesis Makerere University: Kampala
- Okumbo J.A. (1999). *Educational Management Theory and Practice*. Nairobi: University of Nairobi University Press.

- Okumbe, J.A. (2001). *Human Resource Management. An Educational Perspective Nairobi*: Educational Research and Publication.
- Olembo J.O. Wang, P.E. & Karagu, N.M. (1992). *Management in Education. Nairobi*: East Africa Educational publishers.
- Ornstein, A. & Hevine, D. (1989). *The Foundation of Education*. Fourth Edition. U.S.A: Houghton.
- Otieno, D.O. (2010). *Feb /March Educational Journal. Nairobi*: Nairobi University Press. -
- Owens, R.G. (1998). *Organizational Behavior in Education*. New York: Allyn and Bacon.
- Oyetunyi, C.O. (2006). *The relationship between leadership style and school climate: Botswana secondary schools*. Unpublished PhD Thesis. University of South Africa *Review of Industrial and Organisational Psychology*, Vol. 19, No. 88, pp. 73- 91.
- Robert G. & Owen, H. (1970). *Organizational Behavior in Schools*. Englewood cliff.
- Rowe, W. G. (2001). *Creating Wealth in Organizations: The Role of Strategic Leadership. Academy of Management Executive*, 15: 81-94.
- Santora, C.O. (2006) *The relationship between Leadership Style and School Climate: Bostwana Secondary Schools. Unpublished PHD Thesis, University of South Africa.*
- Shishila, B. (2004). *Management and Evaluation in Schools*. Nairobi: Oxford University Press.
- Silver, P. (1983). *Educational Administration. Theoretical Perspectives as Practice and Research*. New York: Happer and Row Publications.
- Stogdill, R. (1948). *Personal Factors Associated with Leadership: A Survey of the Literature. Reprinted in Bass, B(Eds), Bass, B.M., Stogdill (1990), Handbook of Leadership: Theory. Research and Managerial Applications (3rd Ed)*, New York: Free Press. *J. Psychol.*, 25: 35-71
- Stogdill, R. (1974). *Handbook on Leadership*. New York: Free Press
- Stoner S.A. & Freeman, R. E. (1989). *Management* New Jersey, Englewood Cliffs.

Sun, R.Y. (2002). *The relationship among the leadership style, organizational culture and organizational effectiveness based on competing value framework: An empirical study for the institute of technology in Taiwan*. Unpublished doctoral dissertation, National Taipei University, Taipei, Taiwan.

Zhu chew & Spengler(2005). *Finding your leadership style. A Guide for Educators*. Association for supervision and Curriculum

Development. [www.htt/pt@15/july/2012](http://www.htt/pt@15/july/2012)

## APPENDICES

### Appendix i: Letter of Introduction

Dear Sir/Madam,

#### **Re: Permission for Data Collection**

I am a post graduate student at the University of Nairobi (UON) pursuing a Masters Degree in the Educational Administration. I am conducting a research on the influence of headteachers' leadership style on students discipline in public Schools in Nairobi Province, Kenya.

When the study is completed it is presumed that it is going to benefit the principals and teachers to carefully choose the leadership style to adopt in order to maintain discipline in the schools.

I hereby request you to assist me with necessary information to help me obtain accurate findings.

Kindly allow me to carry out this research in your school.

Thank you in anticipation.

Yours faithfully,

Jane Mbogori.

## Appendix ii : Questionnaire for Headteachers

This questionnaire is part of a research project attempting to examine the influence of head teachers' leadership styles on students discipline in public secondary schools in Nairobi County. The main objective of this questionnaire is to obtain information, thereafter analyze the best leadership behaviours that the head teacher can employ to help develop appropriate discipline in public secondary schools. The respondents will be treated in confidence.

### Part A

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

1. What is your gender?

Male

Female

2. What is your age?

Below 30 yrs

Between 35-39 yrs

Between 40-49 yrs

Between 50-60 yrs

3. What you highest academic qualification?

PhD  M. Ed  B. Ed

4. What is your teaching experience?

Below 5 years

5 - 10 yrs

15 yrs and above



5) What is the type of your school?

National

Provincial

District

**Part B**

6) Do you experience any discipline problems in your school?

Yes (      )                  No (      )

If the answer in the above is yes, what type of discipline problems do you experience in the school?

---

---

---

---

---

7) How often do you meet with the disciplinary guidance committee or prefects body to discuss discipline in the school?

Very Often (      )

Often (      )

Sometimes (      )

Rarely (      )

Never (      )

Statement	Response				
	SD	D	U	D	SD
a) In disciplined students are sent to the disciplinary / guidance & Counseling committee.					
b) Students have to know why some rules and regulations exists before obeying					
c) Activities in the school are closely supervised by the principal					
d) Head teacher should guide rather than control					
e) Students needs / must to be heavily penalized if they break laid down rules, regulations and procedures.					
f) Head teacher should not listen to the student and staff.					
g) Students need freedom to do what they feel like doing.					
h) Students are responsible self directing.					
i) Students and staff should know their responsibilities well					

9) i) in your own opinion are there other factors outside the school environment that impact on discipline.

Yes (      )

No (      )

ii) If the response in above is yes, specify

---

---

---

---

---

### Appendix iii: Teachers Questionnaire

This questionnaire is part of a research project attempting to examine the influence of head teachers' leadership styles on students discipline in public secondary schools in Nairobi County. The main objective of this questionnaire is to obtain information, thereafter analyze the best leadership behaviours that the headteacher can employ to help develop appropriate discipline in public secondary schools. The respondents will be treated in confidence.

#### Part A

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

1. What is your gender?

Male

Female

2. What is your age

Between 20 – 29 yrs

Between 30 – 39 yrs

Between 40-49 yrs

Above 50 yrs

3. What is your highest academic qualification?

M. Ed

B. Ed

Diploma

B A with PGDE

S.1.

4. What is your teaching experience?

Below 5 years

5 – 10 years

15 years and above

**Part B**

5. Do you experience any discipline problems in the school?

Yes (     )

No (     )

If the response in the above is yes, specify?

---

---

---

---

---

6. How often does the head teacher call a meeting for prefects / disciplinary committee/ guidance & counseling?

Very often (     )

Often (     )

Sometimes (     )

Very Often (     )

Rarely (     )

Never (     )

7. Use the key to tick in the most appropriate response. 8) Use the key to tick in the most appropriate response

SA – strongly agree

A- Agree

U- Undecided

D- Disagree

SD- Strongly Disagree

Behaviour	U	A	U	D	SD
1. Encourages students and teachers in decision making.					
2. He/ she initiates ideas and inputs from staff & students concerning discipline					
a. Allows students and staff to know what is expected of them.					
b. When an idea/decision is not working establishes a new one by himself /herself.					
c. If discipline shows signs of deteriorating can create own strategies of solving / curbing indiscipline.					
d. Ensures organizations policies, rules and ordinances are strictly followed.					
e. Expects good conduct/ discipline from students					

f. Allows students and staff to implement ideas without his / her guidance.					
g. Does not bother with rules and regulations for discipline seems appropriate.. Interaction with students and staff hold students and staff accountable for happening in the school willing to make changes					
h. Believes staff and students will be self- diverting if they committed to organizations objectives.					

8. Do you think the leadership style of the headteacher influences the discipline stand in the school?

Yes (       )

No (       )

9. In your own opinion do you think other factors outside the school environment influences discipline of the students either negatively or positively?

Yes (     )

No (     )

If yes, specify the factors

---

---

---

---

---



### Appendix iv: Students Questionnaire

The research seeks to investigate the influence of headteachers leadership styles on students' discipline. You are kindly requested to provide information to this questionnaire as honestly as possible. Please tick ( ) where appropriate or fill the required information in the spaces provided.

#### Part A

1. What is your gender?

Male  Female

2. Which is your class?

Form 1  Form 2

Form 3  Form 4

#### Part B

4. Do students experience discipline problems

Yes ( ) No ( )

5. If the answer in the above is yes specify the factors.

---

---

---

---

---

6. Use the key to tick in the most appropriate response.

Vo-very often

O- often

U -undecided

R- rarely

N- never

Behaviour	VO	O	U	R	N
i. Indisciplined students are sent to the disciplinary / guidance and counseling committee.					
ii. Students are explained / consulted /discuss new ideas / rules /obligations before they are implemented.					
iii. Students grievances are well listened to.					
iv. Activities in the school are closely monitored by the principal.					
v. The head ensures students are to follow the rules and regulations strictly.					
vi. Students are heavily punished for offences done.					
vii. Students are to be self-directing for they know the objectives of being in school.					
viii. Students do what they feel like to do are let free.					
ix. Students know what they are supposed to do.					

### Appendix v: Observation Schedule

No.	Item Observed	Yes	No
i	Recent update of the school notice board	( )	( )
ii	School magazine	( )	( )
iii	Punishment books	( )	( )
iv	Prompt response to bells	( )	( )
v	Presence of guidance and counseling office	( )	( )
vi	Adherence of the school code of dress (school uniforms)	( )	( )

REPUBLIC OF KENYA



# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
[secretary@ncst.go.ke](mailto:secretary@ncst.go.ke)

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: [www.ncst.go.ke](http://www.ncst.go.ke)

Our Ref: **NCST/RCD/14/012/887**

Date: **3<sup>rd</sup> July 2012**

Jane Mwendwa Mbogori  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi Province, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi Province** for a period ending **31<sup>st</sup> August, 2012**.

You are advised to report to the **Provincial Commissioner and the Provincial Director of Education, Nairobi Province** 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 Provincial Commissioner  
The Provincial Director of Education  
Nairobi Province.

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Jane Mwendwa Mbogori

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in

Location  
District  
Province

Nairobi

on the topic: Influence of headteachers  
leadership styles on students discipline  
in public secondary schools in Naiobi  
Province, Kenya.

for a period ending: 31<sup>st</sup> August, 2012.

Research Permit No. NCST/RCD/14/012/86

Date of issue

3<sup>rd</sup> July, 2012

Fee received

KSH. 1,000



*[Signature]*

Applicant's  
Signature

*[Signature]*

Secretary  
National Council fo  
Science & Technolo

UNIVERSITY OF NAIROBI  
K...  
P.O. BOX 30197  
NAIROBI

**CONDITIONS**

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

**GPK6055t3mt10/2011**

**(CONDITIONS—see back page)**



**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**