

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

UNIVERSITY OF NAIROBI  
KIKUYU LIBRARY  
P. O. Box 30197  
NAIROBI

**Chege Anne Wanjiru**

**A Research Project Submitted in Partial Fulfillment of the Requirement  
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.

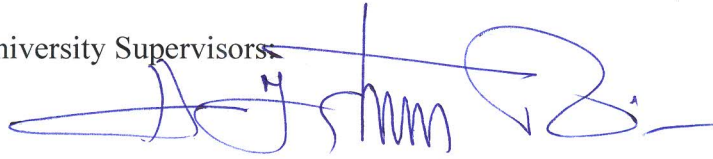


---

Chege Anne Wanjiru

E55/78455/2009

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



---

Dr Jeremiah M. Kalai,

Lecturer

Department of Educational Administration and Planning.

University of Nairobi



---

Dr Rose M. Obae,

Lecturer,

Department of Educational Administration and Planning.

University of Nairobi



## DEDICATION

I dedicate this work to my late dad Hunter Kamau, my mum, Jane Kamau, my husband, Chris and my sons, James and Kenneth.

## ACKNOWLEDGEMENT

I first and foremost thank God who gave me the strength and wisdom for each day of my entire course and patience to write this project. I am most sincerely grateful to my project supervisors Dr. Jeremiah Kalai and Dr. Rose Obae who have worked tirelessly, sacrificing their time to give me valuable advice and support without which this entire project would not have been possible.

Special thanks also go to my family, my husband Chris Chege for the immeasurable assistance he accorded me and my two boys, Jim and Ken for their love and support during this entire period. I also acknowledge the help and support of my classmates, the Master of Education group 25 whose encouragement through group activity kept me going.

I cannot forget my respondents especially the head teachers of secondary schools in Nairobi County who cooperated with me by allowing me to collect relevant data not only from them, but also from the teachers and students in their schools.

I'm also grateful to my course lecturers Dr. Ursula Okoth, Mr. Kanori, Mr. Khatete, Dr. Gichuhi, Dr. Kalai and Dr. Nyaga whose dedication and team work in teaching us enabled us to achieve our goals.

## TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
List of tables .....	ix
List of figures.....	x
Abbreviations and acronyms .....	xi
Abstract.....	xii

### CHAPTER ONE

#### INTRODUCTION

1.1. Background to the study.....	1
1.2. Statement of the problem.....	4
1.3. Purpose of the study .....	7
1.4. Objectives of the study .....	8
1.5. Research questions .....	8
1.7 Limitations of the study.....	10
1.6. Delimitations of the study.....	10
1.7. Assumptions of the study .....	11
1.9 Definitions of significant terms .....	11
1.10 Organization of the study .....	13

UNIVERSITY OF NAIROBI  
KIKUYU LIBRARY  
P. O. Box 30197  
NAIROBI

## CHAPTER TWO

### LITERATURE REVIEW

2.1. Introduction .....	14
2.2. Concept of leadership .....	14
2.3. Integrative definition of a leader .....	15
2.4. Early history of leadership.....	16
2.5. Leadership styles .....	16
2.5.1. Autocratic or authoritarian style .....	16
2.5.2. Participative or democratic style.....	17
2.5.3. Laissez-faire or free rein style.....	17
2.6. Discipline in relation to the school environment.....	18
2.7. Etymology of discipline and punishment .....	18
2.8. Global perspective of students' discipline.....	19
2.9. Discipline problems experienced in Kenyan public schools .....	20
2.10. Leadership styles and students' discipline.....	22
2.11. Theoretical framework .....	24
2.12. Conceptual framework .....	26

## CHAPTER THREE

### RESEARCH METHODOLOGY

3.1. Introduction .....	29
3.2. Research design .....	29
3.3. Target population.....	30
3.4. Sample size and sampling techniques .....	30
3.5. Research instruments.....	32

3.6. Validity of the research instruments .....	33
3.7. Reliability of the research instruments .....	33
3.8. Data collection procedures .....	35
3.9. Data analysis techniques.....	35

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction .....	37
4.2. Demographic information.....	38
4.2.1. Demographic information of the head teachers .....	38
4.2.2. Demographic information of the teachers.....	42
4.3. Influence of head teachers' leadership styles on students' discipline in public secondary school .....	44
4.3.1. Causes of discipline cases among schools in public secondary schools.....	45
4.3.2. Influence of head teachers' autocratic leadership style on students' discipline .....	49
4.4. Influence of head teachers' democratic leadership style on students' discipline .....	58
4.5. Influence of head teachers age on students' discipline.....	59
4.6. Relationship between head teachers' academic qualification and students' discipline.....	60
4.7. Ways of minimizing students' unrest in schools .....	61



## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction .....	63
5.2. Summary of the study .....	63
5.3. Conclusions .....	65
5.4. Recommendations .....	66
5.5. Suggestions for further research .....	66
<b>REFERENCES .....</b>	<b>67</b>

### APPENDICES

Appendix A: Letter of introduction .....	73
Appendix B: Head teachers' questionnaire .....	74
Appendix C: Questionnaire for teachers .....	82
Appendix D: Questionnaire for prefects .....	86
Appendix E: Research permit .....	90

## LIST OF TABLES

Table	Page
Table 4.1 Teaches responses on the standards of discipline in the school .....	45
Table 4.2 The most preferred leadership style .....	49
Table 4.3 Teachers' responses on the preferred leadership style .....	50
Table 4.4 Prefects responses on the most preferred leadership style ...	51
Table 4.5 Prefects response on the most predominant leadership style	53
Table 4.6 Head teachers responses on relationship with others .....	56
Table 4.7 Students responses on their relationship with head teachers	57
Table 4.8 Influence of head teachers gender and students discipline ....	59
Table 4.9 One way Anova for relationship between head teachers' age and student discipline .....	60
Table 4.10 Influence of head teacher's academic qualification on students discipline .....	61



## LIST OF FIGURES

Figure	Page
Figure 2.1: Conceptual framework of head teachers' leadership styles and students' discipline in public secondary schools in Nairobi County .....	27
Figure 4.1 Respondents' composition .....	37
Figure 4.2 Distribution of head teachers by gender .....	38
Figure 4.3 Distribution of head teachers by highest academic qualifications .....	39
Figure 4.4 Distribution of head teachers by age .....	40
Figure 4.5 Duration of service as head teachers .....	41
Figure 4.6 Categories of schools .....	42
Figure 4.7 Distribution of teachers by duration in the school .....	43
Figure 4.8 Distribution of teachers by their positions in the school .....	44
Figure 4.8 Head teachers' responses on frequency of unrest .....	46
Figure 4.10 Teachers' responses on experience of unrest in schools ...	47
Figure 4.11 Head teachers' most preferred leadership style .....	52

## ABBREVIATIONS AND ACRONYMS

<b>B. A.</b>	Bachelor of Arts
<b>B .Ed (Arts)</b>	Bachelor of Education (Arts)
<b>B.Ed (Science)</b>	Bachelor of Education (Science)
<b>DEO.</b>	District Education Officer
<b>Dip. in Edu</b>	Diploma in Education
<b>EFA.</b>	Education for All
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KEMI</b>	Kenya Education Management Institute
<b>M.Ed</b>	Master of Education
<b>MOE</b>	Ministry of Education
<b>PGDE</b>	Post Graduate Diploma in Education
<b>RoK</b>	Republic of Kenya
<b>SPSS</b>	Statistical Package for Social Scientists
<b>UPE</b>	Universal Primary Education

UNIVERSITY OF NAIROBI  
KIKUYU LIBRARY  
P. O. Box 30197  
NAIROBI

## ABSTRACT

The purpose of this study was to examine the influence of head teachers' leadership styles on students' discipline in public secondary schools in Nairobi County. Five research objectives were formulated that sought to examine the causes of indiscipline among students in public secondary schools in Nairobi County, examine the extent to which the leadership style adopted by the head teachers of these schools had an influence on students' discipline, and analyse the extent to which the head teachers' characteristics such as age, gender, education background and administrative experience influenced students discipline in the schools.

This study employed a descriptive survey design that is suitable for collecting both qualitative and quantitative data. The sample included 22 head teachers, 99 prefects and 66 teachers. Data was gathered by use of questionnaires administered personally through drop and pick method. A pilot study was conducted in six schools which were not included in the final study to test the validity of the measuring instruments. Reliability of the instruments was also ascertained through test retest, and the correlation coefficient of 0.896 obtained, which indicated that the instruments were suitable for use in the study. Data collected was analysed using descriptive statistical methods.

Findings indicated that indiscipline cases were still a common phenomenon in public schools. Though majority of the head teachers stated that they adopted the democratic leadership style in management of their schools, the students differed and revealed that the autocratic leadership style was dominant. The findings thus indicated a significant relationship in the autocratic leadership

style ( $t=0.527$ ,  $p > .05$ ), democratic ( $t = .870$ ,  $p > .05$ ) and laissez faire ( $t = 1.003$ ,  $p > .05$ ). Because  $p$  values were greater than 0.5. The data also provided substantial evidence that there was also significant relationship between head teachers age and gender and students' discipline.) However, the findings revealed that there was no significant relationship between head teachers academic qualifications and students' discipline. This was shown by autocratic leadership style ( $F= .746$ ,  $p > .05$ ), democratic ( $F= 2.177$ ,  $p > .05$ ) and laissez faire ( $F= 1.779$ ). This showed that head teachers academic qualifications had no influence in their leadership styles since  $p$  value was less than 0.5.

Based on the findings, the study concluded that the head teachers' leadership styles had a direct relationship to students' discipline. As such, the head teachers should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools. There is also need to involve teachers and parents in matters of students' discipline in schools.

In view of the limitations and delimitations of the study it was suggested that there be a study on the relationship between head teachers' academic qualifications and students' discipline, there is also need for a study on teachers' perception of head teachers' leadership styles and students' discipline as well as a study on the influence of the school environment on students' discipline.



## CHAPTER ONE

### INTRODUCTION

#### 1.1. Background to the study

Globally, educating a nation remains the most vital strategy for the development of the society throughout the developing world (Aikaman & Unterhalter, 2005). Many studies on human capital development concur that it is the human resources of a nation and not its capital or natural resources that ultimately determine the pace of its economic and social development. The principal institutional mechanism for developing human capital is the formal education system comprising the primary, secondary and tertiary training (Nsubunga, 2008.) The role of education at all the levels is not only to impart knowledge and skills that enable the beneficiaries to function as economies and agents of social change in society, but also impart values, ideas and attitudes and aspirations important for natural development (Chapman, 2003).

In Kenya, formal education is based on eight years of primary education, four years of secondary education and four to seven years university education depending on the course chosen.. The education system particularly primary and secondary education is still centrally managed by the Ministry of Education (MOE)Gross enrolment rates in primary schools at present is almost 100 percent because both under age and over age pupils are enrolled as education is free after the introduction of the policy of free Universal Primary Education (UPE) As a result, the number of learners graduating from grade eight has more than doubled

in recent past making the selection of learners who qualify to join secondary schools competitive. To meet this rising demand, some public secondary schools have had to increase the streams and there are even plans to upgrade some provincial schools to national status with expansion of facilities to accommodate the growing demand (Ndichu, 2006).

The goal is not only to increase equitable access but also to improve quality and efficiency in the leadership and management of public secondary schools. Mass participation requires new management approaches (Mbiti, 2007). Such policy reforms may need good leadership so that the government achieves its objective of access and quality. The role and importance of secondary education in national development is of utmost importance. Failure to expand access at secondary level will definitely undermine efforts to sustain UPE, and the achievement of the education related Millennium Development Goals (MDGs) Transition rates into lower secondary level may fail unless access to lower secondary schooling is expanded (World Bank Report, 1995). When this mass education at secondary level is achieved, it will require new leadership approaches in order to enhance this efficiency and effectiveness. Improved efficiency is needed and can be achieved through management reforms like raising the learner/teacher ratio, increasing teacher's time on tasks, students' participation in some decision making, reducing repetition and improving dialogue, counselling and accountability (Muchiri, 1998). Through inefficiency, indiscipline results leading to much learning time being lost in many public schools in Kenya. Approximately

twenty five percent of school days may be lost each year in poorly managed schools (Lewin, 2001)

Leadership at work in education institutions is thus a dynamic process where an individual is not only responsible for the group's tasks but also actively seeks the collaboration and commitment of all the group members in achieving group goals in a particular context, (Chapman, 2003). Leadership in this context pursues effective performance in schools under which can only be achieved in conducive environments. Thus leadership incorporates the accomplishment of tasks which is the organizational requirement and the satisfaction of all stakeholders which is the human resource requirement (Okumbe, 1998). Maicibi (2005) also contends that without a proper leadership style, effective performance cannot be realized in schools. Even if the school has all the required instructional materials and financial resources, it will not be able to use them effectively, if the students are not directed in their use, or if the teachers who guide in their usage are not properly trained to implement them effectively, (Warigi 2010)

Armstrong (2004) defines Leadership as influence, power and the legitimate authority acquired by a leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired purpose. A school as a formal organization is also seen to be a social institution charged with not only transmission of knowledge and skills, but also inculcation of important values and attitudes useful for the growing child of that society. A study of school discipline is very important especially for two main reasons: It helps ensure safety of both



the students and the staff in the school and it also creates an environment conducive to learning (Borg & Gall, 1989).

Serious student misconduct involving violent or criminal behaviour defeats these goals and makes headlines in the process. More than ever before, today's schools are serving children from dysfunctional homes, children living in poverty, children of teenage parents, and special education students. Unfortunately, resources to adequately serve the total range of needs presented by these students are becoming increasingly limited. Adequate parental supervision and control of these students has weakened and many students have diminished respect for all forms of authority, including authority of the school personnel (Bass & Bass, 2008). As a result, schools are confronted with problems of students possessing weapons, students involved with gang recruitment and rivalry and students engaged in drug trafficking, both as sellers and buyers. Such problems lead to violence acts in and around schools ( Muchiri, 1998).

## **1.2. Statement of the problem**

Indiscipline has been and continues to be a major plague and impediment of learning in our education institutions countrywide. Of late, there has been the changing nature, characteristics and increase of number of schools experiencing unrest. According to the task force on student discipline and unrest in public secondary schools (Republic of Kenya, 2001) there has been increased number of students' unrest especially from 1970s to the present. Some of these incidents are reported in the media but majority of them go unreported with head teachers of

such school trying to contain them to avoid bad publicity that often comes with frequent occurrence of such incidents as these tends to reflect badly on them in terms of their capability and suitability to head such institutions. The Ministry of education (MOE) would also not want such frequent reports on the media and will at times try to downplay not only the existence of such incidents, but the severity and frequency of them in order to paint a good image of the education sector and it's management. There have been increased disturbances in our schools characterized by violence, disorder, riots, strikes and wanton destruction of property and even in severe cases death of innocent students raising the public concern in media, congressional testimonies and even numerous studies and reports that vividly underscore the persuasiveness of the problem.

Tragically, reports from daily newspapers and even from the Ministry of Education and schools concerned indicate that violence and strikes which are forms of indiscipline have been happening at an alarming rate since the days of the St Kizito mixed secondary school where the male students invaded the girl's dormitory and violently raped a number of them. In the melee that followed, 19 girls lost their lives (Daily Nation 13 July 1991) Other incidents followed with students premeditating and planning to cause maximum chaos and destruction even to human life for example the Nyeri High School strike (Kenya Times 2001) where students locked up their prefects in cubicles while they slept and poured petrol and set them on fire killing four of them.

Probably the most serious of them was what happened in Kyanguli High School in Machakos District in 2001 where 68 students were burned to death by their

fellow students allegedly protesting against what they termed as the Principal's high handedness.(Kenya Times 6<sup>th</sup> April,2001). In recent past, reports in the media, ( The People Daily 1<sup>st</sup> August 2008) reported that learning in over 300 Kenyan High schools had been paralyzed between the months of June to August in the biggest wave of student strikes to ever affect the East African country. The previous Saturday, the report continued that a student was burned to death when he was trapped in a dormitory set ablaze after students rioted overnight at Nairobi's Upper Hill School. This prompted Kenya's education Minister to set up a commission to investigate the causes of the unrests and report to him within 24 hours. The then Secretary General of the Kenya National Union of Teachers, (KNUT), also urged the government to reintroduce corporal punishment in schools saying the strikes were fuelled by indiscipline among the students.

The church was also very concerned with the wave of school riots with church leaders expressing sadness at the deaths and the destruction of property and urged the government to seek urgent measures to solve the problem in their Anglican Journal 2008.This year again eight students of Ndururi Girls Secondary school were accused of plotting to raze the school buildings in Nyahururu, (Daily Nation September 1<sup>st</sup> 2011)

In Nairobi county, in July of 2011, there was a strike led by Form three students at Upper Hill Secondary School where a fire started by the students razed a dormitory leading to closure of the institution for a week and expulsion of the ring leaders of the strike. The parents had to foot the bill for the repair of the said dormitory and reports from the some of the students indicate that this is



something that occurs at least once every year in the institution. Some other schools like Nairobi School, Kangemi High School and Highway secondary schools have also been experiencing some form of unrest according to the Ministry of Education's reports on school's unrest, (2002 ,2008). This report also found several of the causes of unrest as been an overloaded curriculum, autocratic school administration, drug and substance abuse, poor living conditions in schools, excessive use of corporals punishment, lack of an effective guidance and counselling, poor communication, abdication of parental responsibility, an incompetent board of governors, culture of impunity in the society, adolescence identity crisis, head teachers high handedness and the prefect system among others, ( *The Standard 25<sup>th</sup> July 2008*)

The study thus seeks to find out how head teacher's leadership styles can influence students indiscipline and unrest in Nairobi county, and even though various studies have been done on the same, the above cases highlight that the problem is still with us and hence worthy of more research and continued attention. It is intended that an investigation in this area will shed more light on the factors affecting discipline in our schools and in particular the effect that the leadership style adopted by the school administrators has on the schools discipline.

### **1.3. Purpose of the study**

The purpose of this study was to examine the influence of head teachers' leadership styles on students' discipline in public secondary schools in Nairobi County.

#### **1.4. Objectives of the study**

The objectives of the study were:

- i) To examine the causes of discipline cases among schools in public secondary schools in Nairobi county;
- ii) To examine the extent to which head teachers' autocratic leadership style influence students' discipline in public secondary school.
- iii) To examine the extent to which democratic leadership style influence students' discipline in public secondary school
- iv) To examine the extent to which discipline in public schools secondary schools in Kenya is dependent on the situational leadership style of school head teachers.
- v) To analyse the extent to which the head teachers' gender, age, education background and administrative experience influence students' discipline in public secondary schools.

#### **1.5. Research questions**

The study sought to answer the following research questions:-

- i. What are the causes of discipline cases among schools in public secondary schools in Nairobi county?
- ii. To what extent does head teachers' autocratic leadership style influence students' discipline in public secondary school?
- iii. To what extent does head teachers' democratic leadership style influence students' discipline in public secondary school?

- iv. How does discipline in public schools secondary schools in Kenya dependent on the situational leadership style of school head teachers.
- v. To what extent do head teachers' gender, age, education background and administrative experience influence students' discipline in public secondary schools?

### **1.6 Significance of the study**

The study sought to provide ways and means of improving the leadership styles adopted not only in the sample schools but also in other educational institutions countrywide by providing insight to head teachers especially on how to curb indiscipline to avoid riots and strikes in their schools. It was hoped that the findings of this study would also be of help to educators, policy makers, Ministry of Education, school administrators, students and their parents at large in efforts to improve discipline in schools and in Kenya at large. The study findings may also be used by Teacher Training Colleges and Universities as well as Management Trainers like KEMI in developing programmes that can equip school head teachers with skills to resolve conflicts that may avert riots in the schools. Other researchers may also use the findings as a basis of their research problem as they try to fill the gaps that may be left out in this research. A conducive learning environment which has been the purpose of this research, will also improve performance, enhance academic standards and achieve the stated national goals of education.



### **1.7 Limitations of the study**

According to Mugenda and Mugenda (1999), limitation is an aspect that may influence the results negatively, but over which the researcher has no control. This study focused on head teachers' leadership styles and students' discipline, which is a sensitive issue in most schools. As such, the study could be hindered by suspicion and inhibitions that could affect head teachers' responses. The students could also be apprehensive about their identities being revealed as they commented on their head teachers' leadership styles. The researcher also encountered respondent fatigue due to many other studies being conducted in Nairobi which limited the rate of questionnaire return. Some head teachers were also too busy and sometimes absent from school for long hindering their participation in the study. To counter the limitations, research instruments were structured carefully and piloted to eliminate the element of bias and vagueness. All respondents were also assured of the confidentiality of the information given and that the findings are purely for academic purposes but not for policy decisions or any other purpose.

### **1.6. Delimitations of the study**

The study targeted head teachers and students in public secondary schools only in Nairobi County because the criteria for appointing principals of secondary schools are set by the government through the Teachers Service Commission. It also limited itself in the public schools and not in the private schools in Nairobi or elsewhere since the catalysts for their disciplinary problems may not be quite the same as for those in public schools. Also, since the study was conducted in



Nairobi which is an urban area, the findings may not be generalized to schools in the rural areas. The study also focuses on disciplinary problems associated to the leadership styles employed by the head teachers and not any other administrative problems.

### **1.7. Assumptions of the study**

This study was carried out on the following assumptions:

- i) Head teachers as well as the students would give accurate and honest responses.
- ii) That the head teachers were capable of identifying the causes of indiscipline in their schools
- iii) That head teachers had developed some standard methods of dealing with indiscipline cases in their schools.
- iv) That the leadership style adopted by the head teacher had an influence to the disciplinary problems encountered in the schools.

### **1.9 Definitions of significant terms**

For purposes of this study, the following terms will be taken to mean as defined below:

**Authority :** Refers to the legitimate right to demand compliance from others. In this study, the head teacher has the right to demand authority from the students.

**Discipline:** This is the practice of training students to obey rules and orders.

**Disruptive behaviour:** Refers to any behaviour from students which appears problematic, inappropriate and disturbing to others.

**Head teacher:** Is a headmaster or headmistress in charge of daily running of secondary school.

**Leader:** This a person who guides or directs a group or team for achievement of stated goals and objectives. Leadership is therefore the interpersonal process in which an individual takes the initiative to help group members attain organizational goals.

**Leadership Style:** This is the manner and approach of providing direction, implementing plans and motivating people. Various styles can be employed such as autocratic, democratic, laissez-faire and situational or contingency.

**Public secondary school:** It refers to an institution of learning which is post primary and is run by funds from the government and the public.

**Secondary school:** Refers to an institution of learning which is post primary and prepares students for form four examinations.

**Strike:** This is a period of time when an organized group of students refuses to follow the school schedule due to a disagreement over certain issues with the administration of the secondary school.

**Student:** Refers to a child or pupil that attends school for purposes of learning in a post-primary institution.

**Students' unrest:** Refers to rebellious activities like riots and destruction of property that may interfere with the smooth running of an educational institution in this case a secondary school.

### **1.10 Organization of the study**

The study is organized into five chapters: chapter one deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, definition of significant terms of the study and the organization of the study. Chapter two presents the literature review where the subtopics covered are: the introduction, leadership in general and student discipline in the school setting, trends in theory of leadership, types of leadership styles, discipline in general, definitions, dimensions in social setting, linkage between leadership and student discipline in school setting, and summary of literature review. Chapter three comprises the research methodology focusing on: research design, target population, sample and sampling techniques, research instruments, data collection procedures and data analysis procedures. Chapter four deals with the data analysis, interpretation and discussion of the findings while chapter five comprises the summary of the study, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This section presents the literature review in form of theoretical review and empirical review. The study will focus on leadership styles among head teachers in public secondary schools. In addition, the study will give a summary of the literature review, theoretical framework and conceptual framework.

#### **2.2. Concept of leadership**

Leadership has been described as the process of social influence in which a person can enlist the aid and support of others in the accomplishment of a common task (Chemers, 1997). Hence, leadership here is seen as ultimately creating a way for people to contribute to making something extraordinary happen. According to Kenny and Zaccaro (1983) effective leadership is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or societal goals. A leader is therefore one or more people who select, equip, train and influence one or more followers who have diverse gifts and skills and focuses them to the organization mission and objectives. The leader should also build credibility and trust through interaction and feedback to and with the followers in order to shape their values, attitudes and behaviours towards success. He/ she



should also build the follower's sense of self worth and self efficacy such that they are willing and ready to take and obey orders and directives.

The leader should also recognize the impact and importance of audiences outside the organization system and endeavour to shape a favourable image of the organization to the outside environment through controlled discipline, seeking what is right and good for the organization, showing mercy in his actions with all people, focusing on the purpose of the organization and on the well-being of the followers and creating peace in the organization- not a lack of conflict, but a place where peace grows.(Cole,1995)

### **2.3. Integrative definition of a leader**

The great man theory presents the case that leaders are individuals endowed with great characteristics and heroic abilities while the trait theory describes individual leaders as people who have specific characteristics that help or enable the person to be a leader. While the great man theory implies that people are somehow endowed with some essence of leadership, the trait theory provides measurable and testable characteristics such as virtues, race, gender, height, appearance, psychological factors, efficacy, cognitive factors and emotional factors. According to Stogdill (1974) the focus of both theory and trait is on the individual.

## **2.4. Early history of leadership**

The search for the characteristics or traits of leaders has been going for centuries. History's greatest philosophical writings from Plato's Republic to Plutarch's Lives have explored the question "what qualities distinguish an individual as a leader?". Underlying this search was the early recognition of the importance of leadership and the assumption that leadership is rooted in the characteristics that certain individual's possess- trait theory of Leadership. For centuries, this trait based perspective dominated empirical and theoretical work in leadership and using early research techniques. Thomas Carlyle and Francis Galton (1841) researchers conducted over a hundred studies proposing a number of characteristics that distinguished leaders from non leaders: intelligence, dominance, adaptability, persistence, integrity, socioeconomic status and self-confidence (Bass & Bass, 2008).

## **2.5. Leadership styles**

The three major leadership styles are as follows:

### **2.5.1. Autocratic or authoritarian style**

Under the autocratic leadership style, all decision-making powers are centralized in the leader, as with dictators. Leaders do not entertain any suggestions or initiatives from subordinates. The autocratic management has been successful as it provides strong motivation to the manager. It permits quick decision making as

only one person decides for the group and keeps each decision to him/herself until he/she feels it needs to be shared with the rest of the group (Mbiti, 2007). According to the contingency theorists, this leadership style works better in periods of crisis but fails to win the 'hearts and minds' of followers in day -to - day management of the school.

### **2.5.2. Participative or democratic style**

The democratic leadership style favours decision making by the group. Such a leader gives instructions after consulting with the group. They can win the cooperation of their group and can motivate them effectively and positively. The decisions of the democratic leader are not unilateral as with autocratic because they arise from consultations with the group members participation by them. The contingency theorists postulate that the democratic leadership is more adequate in situations that require consensus building (Mbiti, 2007; Okumbe, 1998).

### **2.5.3. Laissez-faire or free rein style**

A free – reign leader does not lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects: they are given a free hand in deciding their own policies and methods (Mbiti, 2007). This according to the contingency theorists can be perceived as a failure of the leaders to take charge of situations. However, all agree that different situations may call for different leadership style hence the style adopted should be one that most effectively achieves the objectives of the group while balancing the interests of its individual members. (Lewin et al. 1939, in Journal of American Psychologists vol. 3).



## **2.6. Discipline in relation to the school environment**

Any rational society craves for law and order. It is natural that a group of people originally living in conditions of anarchy should seek a more regulated existence. Once an authority has been established, it is up to that authority to instruct its charges in the rules of that society. Infractions against the rules are summarily dealt with. As one establishes order and authority, the concepts of discipline and punishment come to the forefront.

## **2.7. Etymology of discipline and punishment**

Discipline is related to the word disciple, or follower, therefore discipline is the knowledge that is given by a leader to his followers. Punishment on the other hand comes from the verb to punish which can trace its roots all the way back to the Latin word for penalty or great loss (Bass & Bass, 2008). Discipline refers to training activities, methodology and motivation. It can also refer to training someone in the rules of an institution, such as a school, a union, or the military. Often punishment or disciplinary measures is inflicted if a trainee is lax in their discipline. Self-discipline is training the mind and body to accomplish a goal, often one that is difficult or does not have short term gratification (Fior, 2001).

Institutions such as schools both private and public are the best place to witness discipline. It often means the outer and inner conformity to a set of indoctrinated rules. Students in schools wear a uniform as a show of outward discipline but also show inner discipline when they cheer for their school team in sporting matches (Millman et al., 1981).

Indiscipline is a derivative of the word discipline. The Oxford Learners Dictionary defines it as lack of control in the behaviour of a group of people. In other words it is the inability of a person to live in accordance with rules. Tuluhi and Bello (1985) assert that indiscipline is the breaking of rules and regulations of institutions. Individuals willingly or unwillingly violate laid down rules of an institution which hampers the smooth running of the institution.

To this end, indiscipline can simply be seen as mode of life not in conformity with rules and non-subjection to control. By extension, the term connotes the violations of school rules and regulations capable of obstructing the smooth and orderly functioning of the school system (Mbiti, 2007). School rules and regulations in most cases do affect students more than any other thing because they are made by the school authorities in order to guide and protect the students while in school. ) Discipline can include punishment in its regimen but it is not always the case. It should always emphasize on nurturing and guiding and should be a positive way to teach teens self-control and confidence. With discipline, head teachers should use strategies to prevent problems plus guidance to manage conflict (Hallinger & Heck, 1998)

## **2.8. Global perspective of students' discipline**

Students' indiscipline has been a major concern worldwide. Students have in the past protested against political regimes, conditions in schools or society as a whole, (Cooke & Dunhill 1966). In the United Kingdom for example, student

politics has existed since the 1880s with the formation of students' representatives councils to represent students' interests, (Koehler 1992). The movements varied in subject, size and success, with all kinds of students in both public and private educational institutions participating. In the United states, student activism is often understood as oriented toward change in the American Educational System, (Hallinger & Heck, 1998).

Fiona (2005) in her research on students' discipline in Uganda found out that 'striking' of secondary school students as a means of seeking attention or protest in Ugandan schools was becoming rampant. Hardly a term passed without a school going on strike and as she asserted, the pattern was becoming bizarre with school property being destroyed by students. Nsubunga (2008) on his paper presented at the 5<sup>th</sup> ACP conference in Uganda on developing teacher leadership highlighted that the school administration had a duty to disseminate information to the student especially on issues pertaining to them if students unrest was to be contained.

### **2.9. Discipline problems experienced in Kenyan public schools**

Serious student discipline problems have been experienced in Kenyan Secondary schools. Indiscipline among secondary school students has attracted serious attention of not only scholars and administrators, but the government too. Common examples of indiscipline experienced in Kenyan secondary schools include: cultism, indecent and improper dressing and grooming styles, lateness,



drug abuse, rudeness and arrogance, defiance and disobedience of school rules, riots, strikes and destruction of property among others.(Daily Nation 23<sup>rd</sup> July 2008) Some scholars and administrators attributed indiscipline among secondary students to their state of development. They opine that when students notice certain biological changes signalling maturity in the course of their growth and development, they tend to misbehave by faulting school rules and regulations (Mukharjee, 1985). Several other reasons have been advanced by different stake holders as the underlying causes of students 'unrest; An overloaded curriculum, autocratic school administration, drug and substance abuse, poor and or inadequate facilities in schools, lack of effective guidance and counselling services among others, (The people daily, 2008). Notable among the most serious indiscipline cases in Kenyan secondary schools include: St Kizito Secondary School in 1991, where the male students invaded the girls dormitory and violently raped a number of them and 19 died in the melee that followed. In 1997, Bombolulu High School students also went on strike and wanton destruction of school property was experienced. Nyeri High School also experienced unrest in 1999, where 4 prefects were burnt to death and Kyanguli Secondary School in 2001 where 68 students were burnt to death as they slept. In Nairobi County, students unrests have been experienced in various districts. City Secondary School students burnt down a dormitory in 2002 , Upper Hill Secondary School in 2007 and 2008 where a dormitory was burnt and students hurt in the incident, Nairobi School and Highway Secondary School in 2008 and 2009 respectively (Republic of Kenya, 2010).



## **2.10. Leadership styles and students' discipline**

The success of any teaching learning process is determined upon the quality of students' discipline. School leadership is imperative for schools to function successfully the way strong leadership is vital for any organization to operate efficiently. Discipline is a function of the administration. School heads or principals are seen as the foundation for instructional leadership at the school level (Sergiovanni, 1998). The general school and classroom environment is dependent upon the head teachers administrative, supervisory and leadership styles.

According to Okumbe (1998), the success of a school to a great extent depends upon its principal. He is the leader who must set the standard for hard work and good behaviour. He plays an important leadership role in establishing school discipline both by effective administration and by personal example. Principals of well-disciplined students are usually highly visible models. They engage in what Duke describes as management by walking around, greeting students and teachers and informally monitoring possible problem areas. Effective principals are liked and respected rather than feared and communicate caring for students as well as willingness to impose punishment if necessary. Olembo and Cameroon (1986) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. The extensive literature on school effectiveness in developed countries show that achieving better and conducive

learning environment depends fundamentally on improvements in Leadership and management of the institution. Although there are other many factors affecting the same, Leadership still remains the main determinant of indiscipline in schools.

It cannot be overemphasized that the success of teaching/learning process is dependent upon the quality of students' discipline. Since students discipline management is a corporate responsibility between teachers and parents, the schools' principals are expected to incorporate the two categories of members of the school community in his/her school's discipline management programme (Cole, 1995).

There has also been a growing concern in secondary schools to have students participate in the leadership of their high schools. Principals can develop team of students who can meet him/her often to develop school policies. It is the trend today to have a more democratic form of leadership, or team approach where there has been equal input from faculty, staff, students as well as administrators. More tasks within the high school especially some large ones require a team approach rather than one individual being responsible for getting the work done (Cooke & Kierkel, 2001). This team approach has been considered by some to have helped with the responsibility of policy making and discipline of the modern day high school. Many have also agreed that team leadership and team control has been much better than the autocratic control that is very authoritative.

### **2.11. Theoretical framework**

Abraham Maslow is considered the father of Humanistic Psychology. He developed a theory of personality that has influenced a number of different fields, including Education. Maslow's original hierarchy of needs model was developed between 1943-1954, and still remains for most people the definitive Hierarchy of needs as follows;

- i. Biological and Physiological needs - air, food, drink, shelter, warmth, sex and sleep.
- ii. Safety needs - protection from elements, security, order, law, limits and stability.
- iii. Belongingness and love needs-work group, family, affection and relationships.
- iv. Esteem needs- self-esteem, achievement, mastery, independence and status.
- v. Self Actualization needs - realizing personal potential, self- fulfilment, seeking personal growth and peak experiences.

Maslow's theory explains that individuals are driven by needs like safety, respect, esteem. They construct individual value systems that relate to these needs. He further explains that Learning can only take place when basic needs have been met. The learner perceives education in more accurate terms when needs are met and learning becomes the priority. The head teacher should look carefully with the help of the teachers who are in close contact with the students at each level



and identify such needs including the most basic psychological one of nutrition and ventilation. The most likely deficiency is the second category of psychological security. Students sometimes feel threatened by inconsistent administrators/ teachers.

The third category of love and belonging can be solved by the parents, teachers and the administrators. Students who feel their teachers and parents have genuine affection and concern for them and ensure that they feel accepted by them and even other pupils are unlikely to cause serious disciplinary problems. The information which the teacher and heads convey to them, the attention they are given and the way in which they know them individually and are prepared to help them including constructive criticism when they are wrong is very important.

Similarly the fourth Maslow's need of self-esteem which grows from the fulfillment of the previous one is essential to good discipline. Problem students are often those who have not been able to establish a feeling of self-respect because others, including their teachers, head teachers, parents and the government have not convinced them that they are worthy of respect. Student leadership development and development of the whole person should be the role of head teachers to make the education effective and cognitive where each level of hierarchy of needs is applied to the benefits of better education to the students.

Maslow's hierarchy of needs is an excellent model for understanding human motivation and behaviour but it is too simple and rigid. Humans are very complex with needs that overlap each other at different times. In other words, even if a

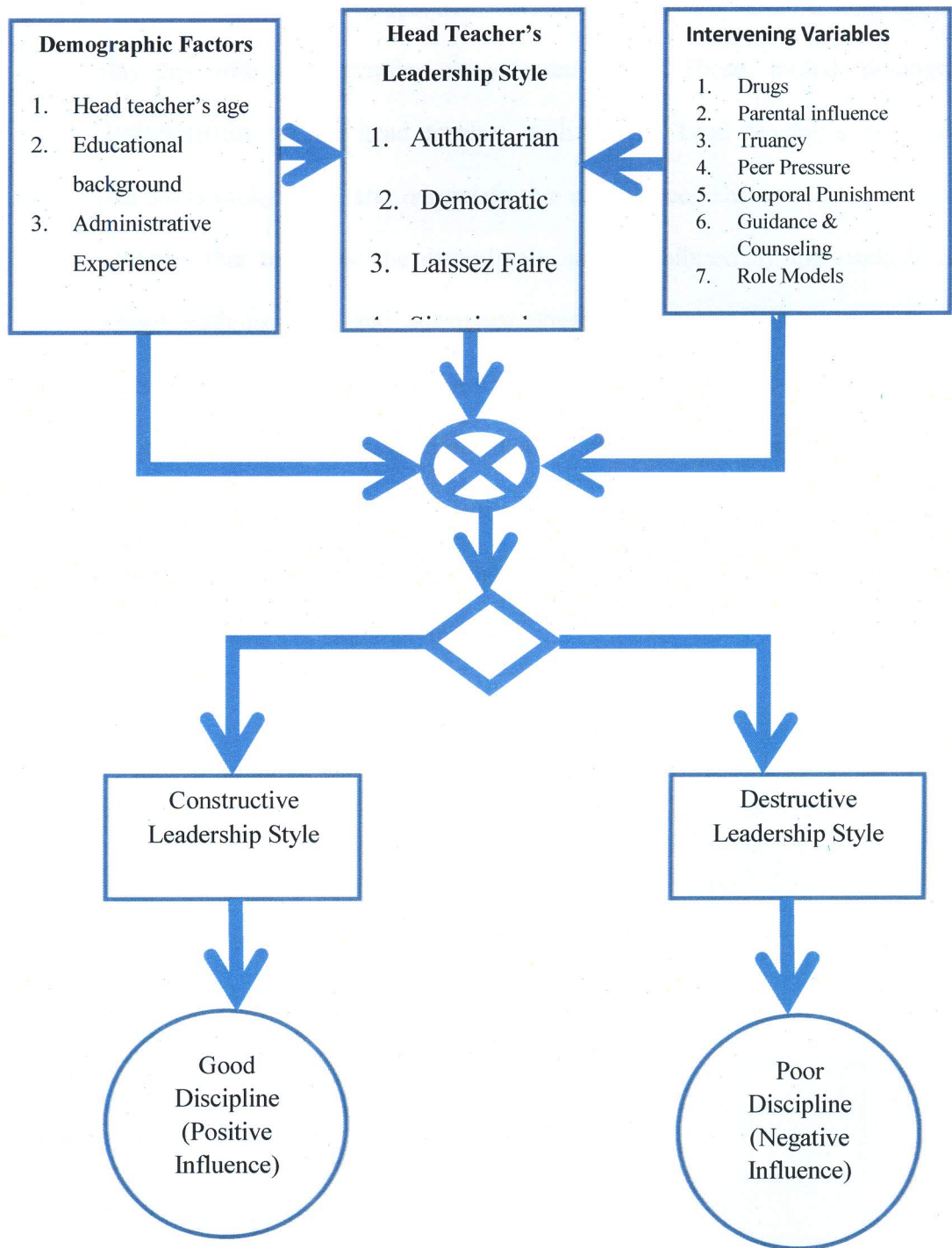


level of need has been met in the past, this does not mean that the same need will not again become the source of motivation for behaviour in a different situation. However, the theory is relevant to this study since each level of the hierarchy of needs can be applied by the head teachers to the benefits of better education for students hence minimize the areas of discontent.

### **2.12. Conceptual framework**

The conceptual framework of the study is presented in figure 2.1.

**Figure 2.1: Interrelationship between head teachers' leadership styles and students discipline.**



The researcher's conceptual framework postulates that the leadership style employed by the head teachers is the independent variable which has an influence on students' discipline (dependent variable). There are variables that come into play that influence discipline cases in the school. These include demographic characteristics of the head teacher such as the head teacher's age, gender, education background and administrative experience. There are also intervening variables that influence the disciplinary cases exhibited by the students in the school such as drug and substance abuse, parental influence, peer pressure, corporal punishment among others as highlighted. However, the researcher is of the opinion that no matter the situation, the head teacher has the ability to determine the outcome of discipline in the school by adopting the type of leadership style that will be constructive hence promote good discipline by minimizing cases of students' unrest .

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.1. Introduction

The study was designed to identify the influence of head teachers' leadership styles on students' discipline. This chapter presents the procedures that were used to conduct the study. It focused on research design, target population, sample and sampling procedures, research instruments, data collection and data analysis procedures.

#### 3.2. Research design

This study employed a descriptive survey design. Descriptive survey designs are used in preliminary and exploratory studies to allow researchers to gather information about people's attitudes, opinions, habits or any other characteristics of a particular individual or group, summarize it, present and interpret the data collected for the purpose of clarification (Orodho, 2009). This design was chosen because the study sought to explore the cause and effect relationship between the head teachers' leadership style as an independent variable and students' unrest as a dependent variable. The head teachers' leadership styles were the presumed causes and stimulus of students' unrest in secondary schools. In this study, the design would also assist in analysis of both the quantitative and the qualitative data since the researcher will use semi structured questionnaires to collect data.



### **3.3. Target population**

Mugenda and Mugenda (1999) define target population as an entire group of individuals, events or objective having common observable characteristics. Borg and Gall (1989) defines target population as the number of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research. The target population for this study based on the list of public secondary schools in Nairobi County obtained from District Education Office, Nairobi area, was 74 public secondary schools, with a population of 74 head teachers and 36,618 students qualifying for the study. Out of the 74 schools, 13 are girls' schools 14 are boys' schools and the rest are mixed schools, both day and boarding. ( Source: D.E.O,s Office,Nairobi Area, 2010)

### **3.4. Sample size and sampling techniques**

A sample is a small portion of a target population. Any statements made about the sample should also be true of the population,(Mugenda & Mugenda 2003). If the population from which a sample is to be drawn does not constitute a homogeneous group, then the stratified sampling technique is applied so as to obtain a representative sample (Orodho, 2010) the population involved being a smaller one, 22 schools representing 30% of the whole population was an adequate sample for this study. This indicates that the sample size for head teachers was also be 22. Mugenda and Mugenda (1999) say that a sample population of between 10-30% is adequate. The researcher also used a sampling of 15% for the students' leadership body i.e. prefects, head boy/head girl, dormitory /dining hall prefects and also 15percent of the teachers. Since a school

had an average of 30 prefects, 22 schools had an estimated total of 660 prefects and hence 15% of that gave 99 prefects, (respondents). Similarly, the schools had an average of 20 teachers, therefore 22 schools had an estimated number of 440 teachers qualifying for the study and 15% of that gave a total of 66 teachers, (respondents). The total sample size was therefore 22 Head teachers, plus 99 prefects, plus 66 teachers giving a total of 187 respondents.

Stratified sampling was then used to pick the sample size due to the different categories of public schools in Nairobi County ( National, Provincial, District, boys only, girls only, mixed, day, and boarding) so that each participant had an equal chance of participating. Using the method of proportional allocation as recommended by (Kothari, 2004) where sizes of the sample are kept proportional to the size of the strata. All the head teachers of the 22 schools were used in the sample.

The schools chosen also were those in existence for at least four years to allow students to have attained form four level. This also ensured that the schools chosen were already well established and are not having so many problems associated with struggle to establish. Caution was also taken to ensure that only head teachers who had stayed in their work station for more than one year were included. This gave them ample time to have settled and established themselves and hence make possible for their students to have formed an opinion of their leadership. The prefects were also selected from form two onwards for they had been in the school longer hence they knew their head teachers well.

### **3.5. Research instruments**

The main tools for this study were a questionnaire for head teachers, another one for teachers and another one for the students. The head teacher's questionnaire was designed to gather background information about the head teachers and their schools. Information such as sex of head teachers, their age and education background, sex of the students and the size of the school was gathered. It also contained specific questions aimed at gathering information on their purportedly leadership style adopted and the disciplinary challenges facing them. The questionnaire for the teachers sought to find out common discipline issues encountered with pupils and the ways used by the head teacher who is the top most person in dealing with them and how successful the methods have been.

The students' questionnaire gave the students room to give their views on the leadership style their heads exercise on them in dealing with common disciplinary cases and how this impacted their behaviour. In each of them, neither name of subject nor the school was needed. Confidentiality was ensured for all the participants.

Once the questionnaires had been constructed, they were pre-tested in six schools outside the sample population but identical to it. Once the questionnaires were collected, they were analyzed and deficiencies such as unclear questions, insufficient space, wrong phrasing etc were identified and corrected. Questions that were vague or unclear were also identified and corrected or removed altogether. The final questionnaire was then administered to the respondents.



### **3.6. Validity of the research instruments**

Validity of the instruments refers to the degree to which a test measures what it purports to measure. Borg and Gall (1989) Mugenda and Mugenda (2003) also define validity as the accuracy and meaningfulness of inferences, which are bases on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomena under study.

Since instruments have been adopted from organization behaviour and were designed in an environment foreign to Kenya, validity was tested before they were used hence pilot study was conducted to check if the questions could be well understood. Six schools selected by randomization, were used in the pilot study to determine the validity of the questionnaires. The six schools were not be included in the final study. The researcher ascertained instrument validity by comparing the pilot study responses to the expected responses. Discrepancy was addressed by the relevant adjustments, corrections and rephrasing of statements where necessary. Content validity was also used to determine whether the questionnaire answered the research questions. This involved scrutinizing the questionnaires to ascertain that the content was a comprehensive representation of the elements to be measured. The instrument was designed to include all the elements under study (Borg & Gall, 1989).

### **3.7. Reliability of the research instruments**

General questionnaires have to be tested first to find out whether they are capable of bringing out the required information. Mugenda and Mugenda (2003) define



reliability as a measure of the degree to which an instrument yields consistent results or data after repeated trials. The piloting enabled the researcher to test the reliability of the instruments. To ensure reliability was achieved, the researcher employed the test- retest technique. This involved administering the test to one group selected randomly as stated and then after some time had passed, i.e. after two (2) weeks, the same test was administered to the same group. The two sets of scores were then regressed using the Pearson's product moment correlation coefficient formula to determine the correlation coefficient ( $r$ ) between the two sets of scores.

$$r = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

where

X = first set of scores;

Y = the second set of scores,

$\sum X$  = the sum of the first set of scores;

$\sum Y$  = the sum of the second set of scores;

$\sum X^2$  = the sum squared of the first set of scores;

$\sum Y^2$  = the sum squared of the second set of scores;

$\sum XY$  = the sum of the cross product of x and y and n = the total number of respondents.

The value for the questionnaires after the correlation was 0.896 indicating a high correlation hence the instruments were found to be reliable for study by the

researcher. According to Mugenda (1999), a reliability coefficient above + 0.6 is satisfactory. The value of the two sets of questionnaires after the correlation was strongly positive indicating a high correlation. The researcher therefore found the instruments reliable enough to be used in this study.

### **3.8. Data collection procedures**

The first step the researcher took was to obtain a permit from the National Council of Science and Technology, Ministry of Higher Education, before embarking on the study. Thereafter, the researcher personally visited the District Education Officer (D.E.O) and district commissioners (D.Cs) for various districts in Nairobi area (county) to discuss the research visits to the schools before the study commenced. The researcher then visited the schools to make appointments with head teachers according to their timetables. The researcher then personally administered the questionnaires to the head teachers, students and teachers in the selected schools on the agreed dates and then responses collected personally after three days.

### **3.9. Data analysis techniques**

Once the questionnaires were collected from the respondents, they were read thoroughly to have a clear understanding of the responses. Various techniques were then used by the researcher to analyze the information. The researcher first checked for the incompleteness errors then coded and entered the data into the Statistical Package for Social Sciences (SPSS). Since the data collected from the respondents was both quantitative and qualitative in nature, inferential statistics

was used to analyze the qualitative data on personal attributes like feelings, opinions, and attitudes and infer the relationships between the variables. Quantitative data was analyzed using tables, pie charts and graphs. Responses for specific questions from both the students, teachers and the head teachers were intended to measure whether the head teachers' leadership style tend to be autocratic or democratic and how that impacted on students' discipline. The responses were then compared using the Pearson Correlation Coefficient (R) where a strong relationship between Leadership style and school discipline was measured. When the relationship was negative , it meant the more autocratic the head teacher was, the poorer the discipline of the students and the contrary was also true, i.e. A moderate positive relationship shows that the democratic leadership style lowers disciplinary problems among the students. Conclusions and recommendations were then made based on the findings regarding head teacher's leadership styles and students' discipline in secondary schools in Nairobi county.



## CHAPTER FOUR

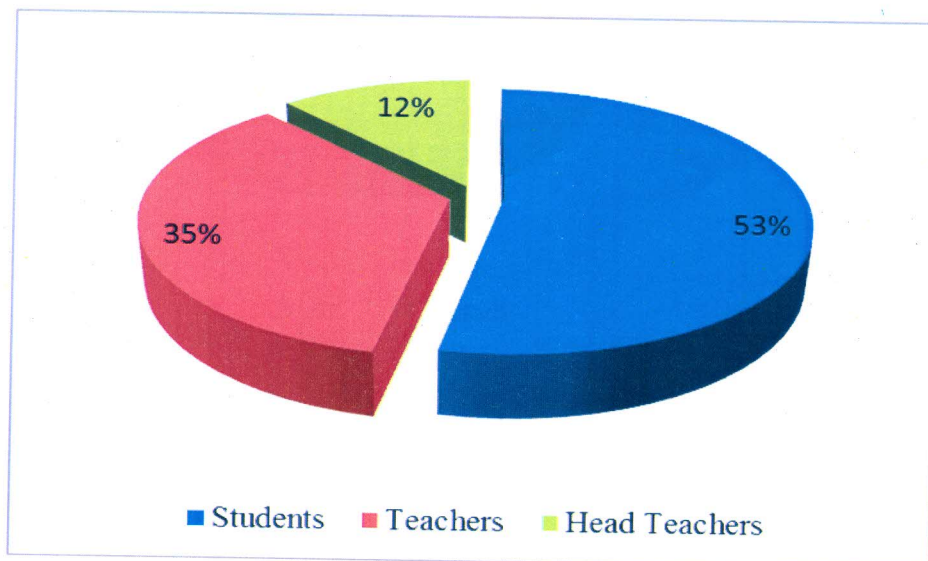
### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1. Introduction

This chapter presents the findings of the study. The presentations were done based on the research questions and analysis of significant relationships between variables selected for the study.

From a sample size of 187 respondents, 161 responses were successfully completed. This gives a questionnaire return rate of  $161/187 \times 100$  or 86%. The findings in this study are based on these responses of the head teachers, teachers and students as regards their opinion on most of the issues pertaining leadership and discipline in the questionnaires administered. Figure 4.1 shows their representation in the sample used during analysis.

**Figure 4.1 Respondents' Composition**





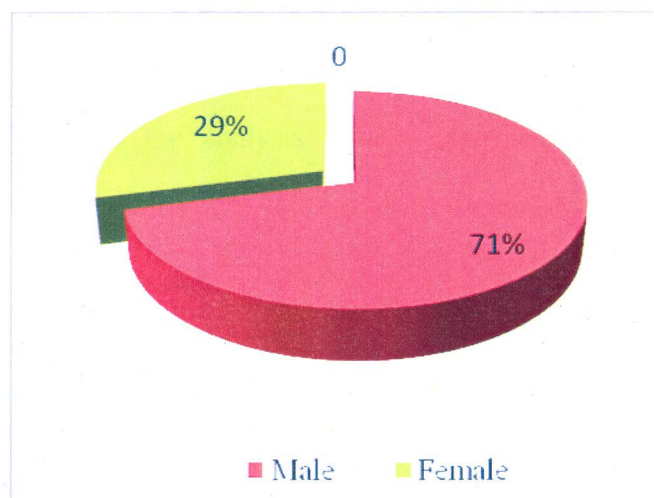
## 4.2. Demographic information

This section of the analysis presents the demographic data of the respondents namely the head teachers and teachers. The section presents the demographic data of the head teachers followed by that of the teachers.

### 4.2.1. Demographic information of the head teachers

The demographic data of the head teachers focused on their gender, academic qualifications, age and duration of service as head teachers. In order to establish the gender of the head teachers, they were asked to indicate their gender. Their responses are presented in figure 4.2.

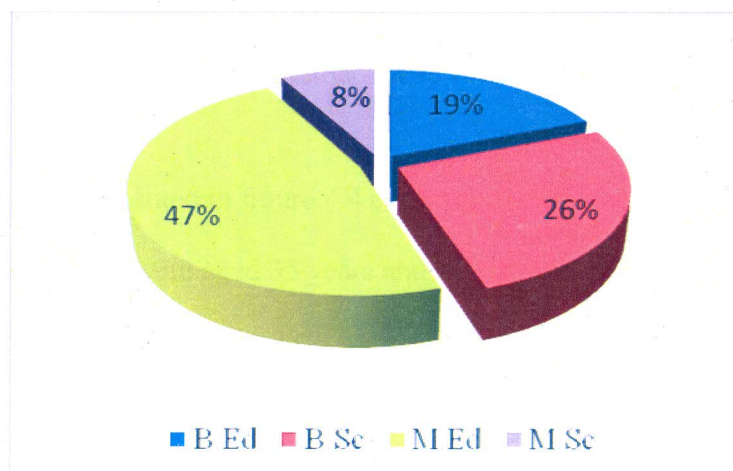
**Figure 4.2 Distribution of head teachers by gender**



The analysis of head teachers' gender composition reveals that 71% were male while the remaining 29 % were female. The data implies that there was gender

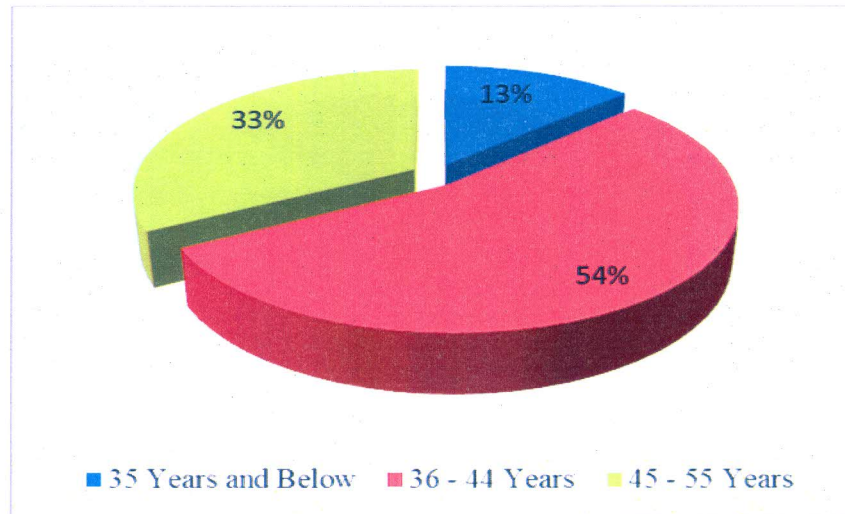
disparity in the headship of schools. The data further implies that the government policy on gender equity where two thirds of appointments to such positions should be reserved to women has not been adhered to. The head teachers were further asked to indicate their highest academic qualifications. Their responses are presented in figure 4.3.

**Figure 4.3 Distribution of head teachers by highest academic qualifications**



Data on the analysis of the head teachers' higher academic qualifications indicated that 47% of head teachers had M.Ed, 26% hold BSc, 8% have M.Sc while the remaining 19 % had B.Ed as their highest level of education. The data shows that head teachers had achieved various qualifications which may influence their leadership styles and hence discipline. The researcher was further interested in establishing the age distribution of the head teachers. They were therefore asked to indicate the same. Their responses are presented in figure 4.4.

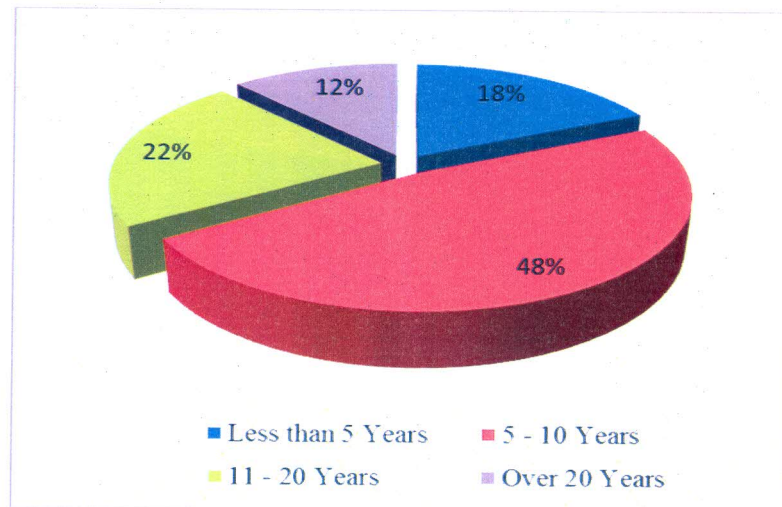
**Figure 4.4 Distribution of head teachers by age**



Data presented in figure 4.4 on the ages of the head teachers under study revealed that 13% were aged 35 years and below, 54% were aged between 36 and 44 years while the remaining 33% were aged above 45 years but below 55 years. The data implies most of the head teachers were advanced in which presupposes that their leadership styles have been influence by their age.

The study further sought to establish the duration that head teachers had served. They responded as indicated in figure 4.5.

**Figure 4.5 Duration of service as head teachers**

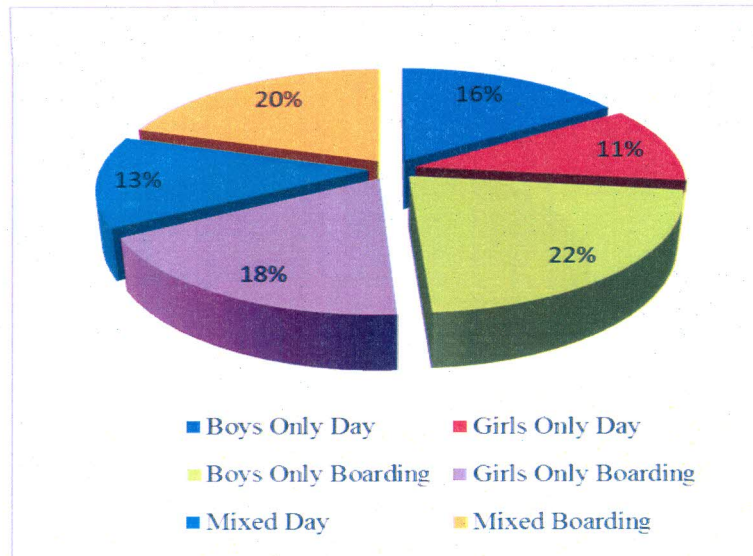


Data on the duration that head teachers had served as heads as presented in figure 4.5 showed that revealed 18% of the head teachers had served as principals in their schools for a period less than 5 years, 48% for a period between 5-10 years, 22% for a period between 11-20 years, while the remaining 12% for a period of more than 20 years. This indicates that more 82% of the head teachers had served for more than 5 years in their schools and hence were thus able to articulate the issues affecting their students' discipline.

The head teachers were lastly asked to indicate gender composition of their students. The data is presented in figure 4.6.



**Figure 4.6 Categories of schools**

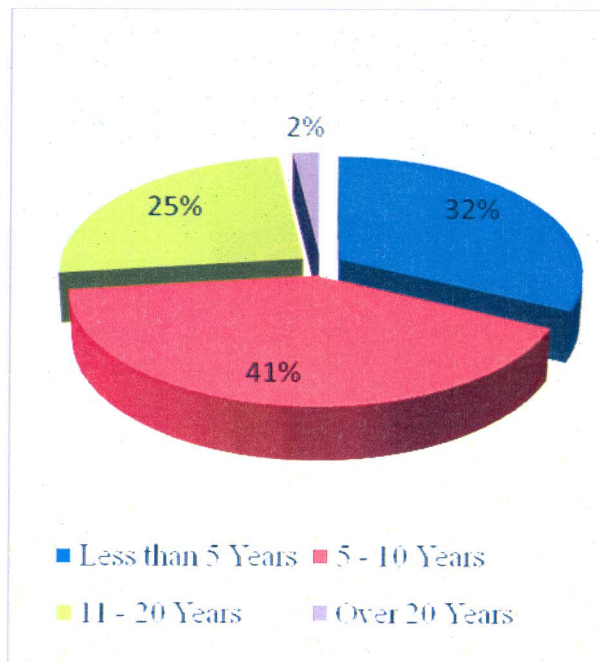


Data on category of the schools indicated that of the schools sampled, 16% were boys only day school, 11% girls only day schools, 22% boys only boarding, 18% girls only boarding, 13 % mixed day schools while the remaining 20% were mixed boarding. Most of the schools also had more than two streams in each class. The data shows the variance in the composition of schools and hence variance in the experience in discipline among the head teachers.

#### **4.2.2. Demographic information of the teachers**

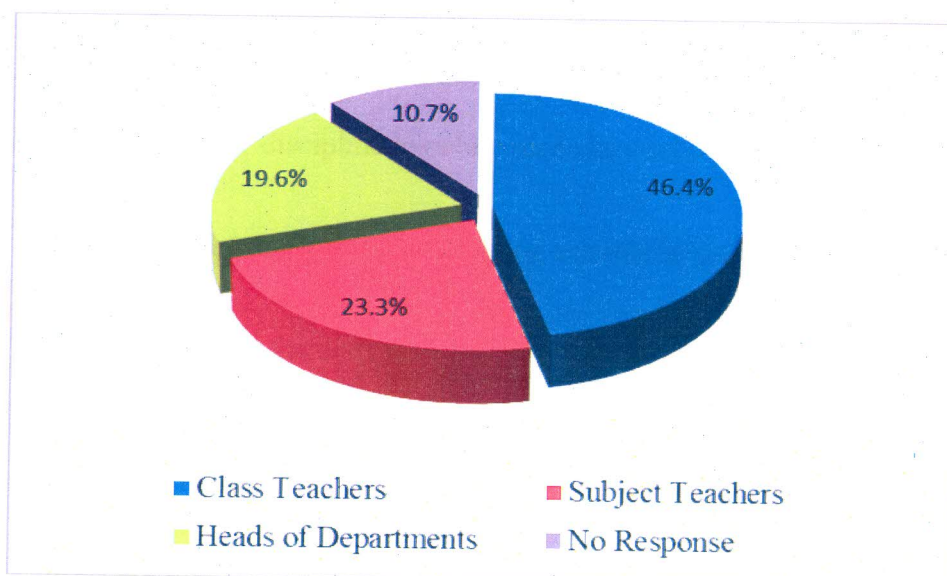
The researcher explored the demographic data of the teachers. The demographic data focused on the period they had been teaching and their responsibility in the schools. To determine the period they had been in school, the researcher asked the teachers to indicate. The data is presented in figure 4.7.

**Figure 4.7: Teachers' duration in the schools**



The data as presented in figure 4.7 shows that 32% of the teachers had been in their schools for a period of less than 5 years, 43% had been in their schools for a period between 5 and 10 years while the remaining 25% for a period of 11-20 years. This indicates that the majority of teachers (68%) had been in the schools for a much longer period than 5 years hence were able to articulate the issues on students discipline and unrest in their schools. The teachers were further asked to indicate their positions in the schools. Their responses are presented in Figure 4.8.

**Figure 4.8 Distribution of teachers by their positions in the school**



Data indicated that almost half (46.4%) the number of the teachers were class teachers, 23.3%) were subject teachers and (19.6%) were heads of departments. These findings imply that the teachers were in contact with the head teachers and students and are able to explain how head teachers leadership style impacted students' discipline.

#### **4.3. Influence of head teachers' leadership styles on students' discipline in public secondary school**

This section of the analysis presents the analysis of data on the influence of head teachers' leadership styles on students' discipline in public secondary schools. The section presents data on the extent to which head teachers' autocratic leadership style influences secondary school student discipline; examines the extent to which head teachers' democratic leadership style influences secondary



school students' discipline; examines the extent to which discipline in secondary schools in Kenya is dependent on the situational or contingency leadership style of school head teachers and lastly the section analyses the extent to which the head teachers' gender, age, education background and administrative experience influence students' discipline in public secondary schools.

#### 4.3.1. Causes of discipline cases among schools in public secondary schools

In order to establish the discipline issues in the schools, the teachers were asked to indicate the standards of discipline in the schools. The data is presented in table 4.1.

**Table 4.1 Teachers' responses on the standards of discipline in the school**

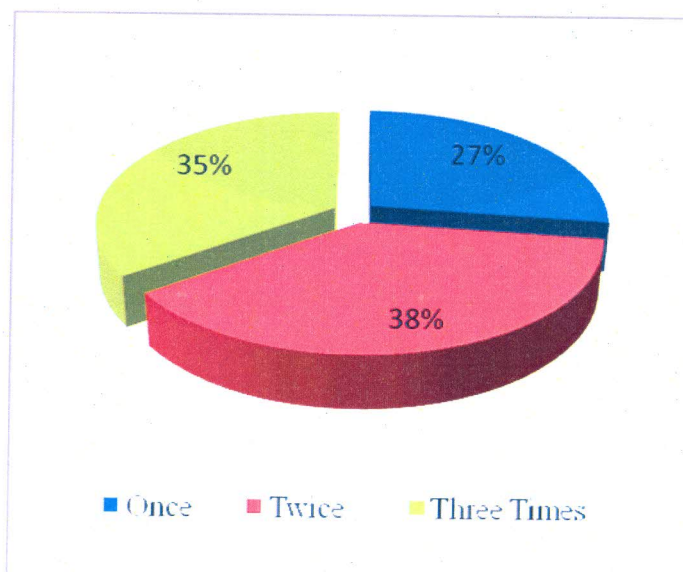
<b>Rating</b>	<b>F</b>	<b>%</b>
Very high	5	8.9
High	11	19.6
Average	34	60.7
Low	6	10.7
<b>Total</b>	<b>56</b>	<b>100.0</b>

Data on the standards of discipline indicated that it was good as indicated by 60% of the teachers. The findings show that schools experienced forms of indiscipline. The study sought to establish the forms of unrests experienced in the schools. The head teachers were for example asked to indicate whether they had experienced some form of un resets in their schools, their responses indicated that



82% of the head teachers had experienced some form of students' unrest in their schools in the past five years while 18% had not. This indicates that the occurrence of students' unrest was a common phenomenon in public secondary schools in Nairobi County. Asked to indicate the frequency of un rests, they indicated as presented in figure 4.9.

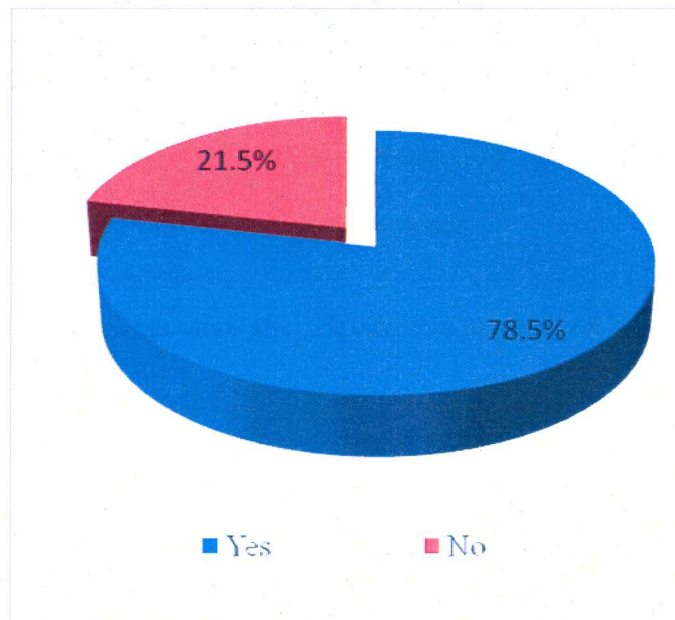
**Figure 4.9 Head teachers' responses on frequency of unrest**



In terms of the frequency with which the riots and strikes had been observed by the head teachers, the study found that 27% had experienced only once, 38% had experienced twice and 35% had experienced three times. They were further asked to indicate the frequency of the unrests experienced the head teachers highlighted the following as forming the complaints from the students: school's diet, fear of exams especially the mock, drugs and substance abuse, high handedness of some teachers and insufficient resources and facilities. The teachers were asked whether

they had experienced any form of students' unrest in the school in the past five years. The results were as presented in the Figure 4.10.

**Figure 4.10 Teachers' responses on experience of unrest in schools**



The findings show that 78.5% of the teachers had experienced some form of unrest in their schools while 21.5% had not experienced. The 21.5% are also part of the teachers that had been in the schools for less than five years. The teachers indicated that the causes of students' unrest in their schools included students' refusal to take mock examinations, refusal to take meals by students who complain that they were either poorly cooked or inadequate for them. Bullying also formed part of the causes in some schools while highhandedness of the head teacher and also some teachers was also cited as a cause. Further, other causes highlighted included pressure from other schools that may be taking part in the strikes country world while others went on strike when their head teacher had

been transferred. Some teachers also cited the generation gap between the head teacher and the students as a source of conflict and misunderstanding in public secondary schools. Rising drugs and substance use among students also cropped up as a major contributing factor. These findings agree with those of a parliamentary committee on Education whose study on causes of students' unrest that rocked the country between June and July 2008 listed the fear of Mock examinations as the top most cause.

The prefects were also expected to respond on whether there were cases of unrest in schools in the last 5 years. Data indicated that majority 88.5 of the schools had experienced some form of unrest in the past five years. This result indicated that students' indiscipline and unrest was still a common phenomenon in the public secondary school. Asked to indicate the reasons for the unrest, they highlighted reasons such as poorly cooked meals, highhandedness of the head teacher and some teachers in the school, lack of entertainment, poor and inadequate facilities like laboratories, library and classes, poor management of the school especially of the finances, poor exam results, lack of proper communication and information especially when major changes affecting them are to be implemented in the school e.g. transfer of the head teacher, pressure from other schools and an overloaded curriculum. This survey agreed with the findings of a related study by Sichei (2005) that highlighted parental rearing, lack of adequate teachers, drug abuse and peer pressure, head teachers' leadership style as the main causes of students indiscipline in secondary schools in the then Mount Elgon District.



The head teachers were also asked to indicate whether they were adequately trained to handle indiscipline in the schools. Data indicated that 68% felt that they are not adequately trained and/or well prepared to handle some of the disciplinary challenges encountered in their schools.

#### 4.3.2. Influence of head teachers' autocratic leadership style on students' discipline

Asked to indicate the most predominant Leadership Style out of a list provided, the head teachers responded as indicated in table 4.2.

**Table 4.2 The most preferred leadership style**

Leadership style	Never	Rarely	Sometimes	Always
Authoritarian	31%	28%	27%	14%
Democratic	12%	18%	24%	48%
Laissez-Faire	48%	22%	18%	12%
Situational or Contingency	18%	24%	20%	38%

Data from table 4.2 indicated that Authoritarian leadership style was sometimes and always used in 41% of the schools, and rarely or never used in 59% of the schools surveyed. Democratic leadership style was always and sometimes used in 72% of the schools while the remaining 28% rarely or never uses it. Further the study revealed that Laissez-faire was sometimes and always used in 30% of the schools surveyed while 70% of the head teachers indicated that they rarely or

never use Laissez- faire. As per situational or contingency approach, 58% indicated that they sometimes and always deal with the case as per the situation, while the remaining 48% either rarely use it or never use it altogether. These findings agree with those of Sichei, (2005) who revealed in his study on Perceptions of the causes of indiscipline among Secondary school students in Mount Elgon District that most head teachers, 90% of them in his study perceived themselves to be democratic.

Teachers were also asked to indicate the most preferred leadership style. Their responses are presented in table 4.3.

**Table 4.3 Teachers' responses on the preferred leadership style**

<b>Leadership Style</b>	<b>Frequency</b>	<b>Percentage</b>
Authoritarian	6	10.7%
Democratic	34	60.7%
Laissez-Faire	3	5.4%
Situational or Contingency	13	23.2%
<b>Total</b>	<b>56</b>	<b>100%</b>

From the findings, it is clear that majority of the teachers 60.7% preferred the democratic leadership style. The reasons given for selecting the democratic style of leadership as the most favourable were that it discipline in schools is a challenge that calls for involvement of everyone so that disputes are resolved in the best possible manner to avoid them escalating to extreme proportions. Those who went for the authoritarian argued that the head teacher had the sole authority to effect and maintain discipline in the school and this must be felt by all. Those who went for laissez-faire said that most of the disciplinary challenges

encountered in schools do not deserve much attention since they will always find a way of resolving themselves if they are left to be. However, 23.0% went for situational or contingency leadership style arguing that different situations call for different measures of handling them depending on such factors as the urgency and gravity of the situation and whether it was a first or repeated offence.

The prefects were also asked to indicate the most preferred leadership style. Their responses are presented in table 4.4.

**Table 4.4 Prefects' responses on the most preferred leadership style**

<b>Leadership Style</b>	<b>Frequency</b>	<b>Percentage %</b>
Authoritarian	7	7.3
Democratic	52	54.2
Laissez-Faire	16	16.7
Situational or Contingency	21	21.8
<b>Total</b>	<b>96</b>	<b>100%</b>

The prefect revealed that the majority of them, 54.2% would prefer the democratic leadership style, followed by situational or contingency with 21.8% of the responses, laissez-faire was next with 16.7% of the responses from the prefects and lastly the authoritative comes last as the preferred leadership style with only 7.3% of the responses gathered. The reasons revealed for selecting the democratic leadership style is that the students felt they should be more involved in the affairs of the school especially before implementing the changes that would affect them, as this would minimize the resistance from them. Those who went for

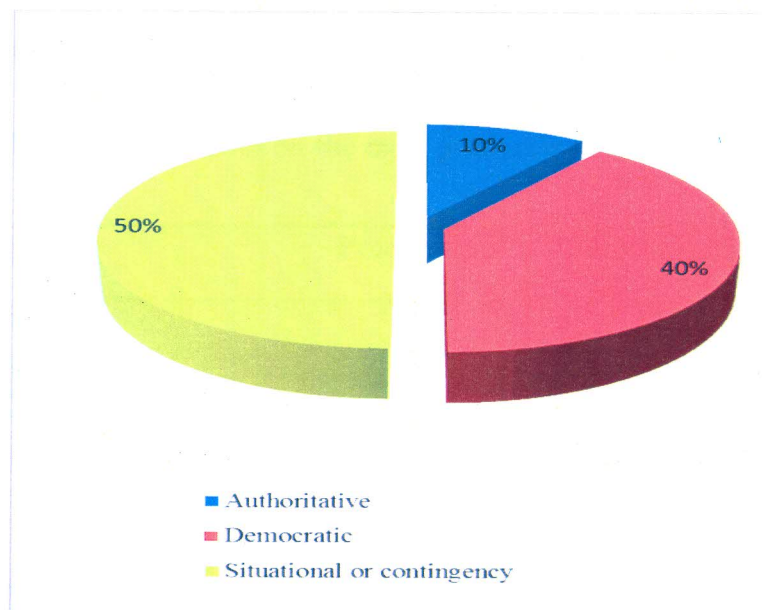


the situational leadership style explained that there should be different approaches of handling the disciplinary cases as they come depending on their gravity and whether they were a first offence or a repeated offence.

Further, those who went for laissez-faire felt that sometimes the school administration makes a mountain out of a mole hill when dealing with some of the disciplinary cases thus blowing a simple matter out of proportion than it was originally. Those for the authoritative style gave the reason that discipline in the school was very paramount and the head teacher needed to exert his authority in order to stamp out the indiscipline that has become rampant among students in public secondary schools.

The head teachers were also asked to indicate the most preferred leadership style. Their responses are presented in figure 4.11.

**Figure 4.11 Head teachers' responses on the most preferred leadership style**



Data indicated that 10% of the head teachers in the survey were for the authoritative leadership style, 40% went for the democratic leadership style while 50% went for the situational or contingency style. The reasons given by the head teachers for selecting the authoritarian style of leadership was that the authority of the head teacher needs to be exerted and felt in the school if discipline is to be instilled in the students. Those for the democratic leadership style explained that it allowed freedom of expression and was cited for making all parties in the school feel part and parcel of the school program. Those who selected the situational or contingency approach gave their opinion as that cases situations that present themselves in a school vary and that calls for different leadership methods of dealing with them, sometimes necessitating the head teacher to be authoritative and sometimes the need to be democratic by involving other parties in the handling of the disciplinary issue at hand.

The prefects were asked to indicate the most predominant leadership style used by their head teacher. Their responses are presented in table 4.5.

**Table 4.5 Prefects' responses on the most predominant leadership style**

<b>Leadership Style</b>	<b>Frequency</b>	<b>Percentage %</b>
Authoritarian	47	49.2
Democratic	18	18.6
Laissez-Faire	5	5.2
Situational or Contingency	26	27.0
<b>Total</b>	<b>96</b>	<b>100%</b>

The findings on the , 49.2% of the prefects indicated that the most predominant leadership style in the schools was authoritative, 18.6 stated that it was democratic, only 5.2% felt that it was laissez-faire and a further 27.0% noted that it was based on the situation or contingency. This contrasted with the findings of both the teachers and the head teachers themselves who stated that the democratic leadership was more dominant in the schools, whereas the students felt that it was the authoritative style that was more dominant. The findings therefore revealed that students were of the opinion that their head teachers were authoritative.

The teachers were also asked to indicate rate the head teachers' predominant leadership style. Data revealed that democratic was predominant in 56% of the school. As such most teachers indicated that democratic style was the most dominant in their schools. This study disagrees with the findings of Kiruma (2004) who carried out his study in the then Nyeri District and found authoritative leadership style as the most dominant which curtailed the freedom of teachers and students leading to mistrust between them and the administration.

The study further aimed at establishing the influence of leadership style on students' unrest. Teachers were therefore asked to indicate the extent to which they agreed or disagreed with the statement that "head teachers leadership style influences students discipline' Data showed that The majority of 58%the teachers were also in agreement that a head teachers' leadership style influences students'' discipline and unrest in secondary schools.



The students were also asked to indicate the extent to which head teachers' leadership style influenced students' discipline. Data indicated that majority of the prefects were in agreement that the leadership style adopted by the head teacher had a major influence on the students discipline. This was shown by a total of 79.2% of the prefects who participate who either agreed and strongly agreed that the head teachers' leadership style had an influence in the management of discipline of the students, only 20.8 of them either disagreed or strongly disagreed that the head teachers' leadership style had no influence on the management of discipline in the schools. The reasons given by those who agreed included the fact that they believed that the head teacher was the top most person and therefore to a great extent determined the direction programmes were to run in the school and how any issue would be handled in the school, and thus hi/her leadership style played a major role.

Data on whether the head teachers delegated duties to teachers indicated that 81.6% of the teachers stated that their heads delegated administrative duties to them while 15.0% stated that they were not delegated administrative duties by the head teachers. The non response could be attributed to fear of victimization from the head teachers or attitude problems. Lack of delegation of responsibilities to teachers indicates that head teachers used authoritative leadership style.

The study further sought to establish whether they were involved in discussing students discipline in disciplinary committee meetings. Data showed that 75% of the teachers said they were involved in discussing students discipline in disciplinary committees conducted in the school while 21.4% of them were not

involved. A further 3.6% did not respond to this item. The findings indicate that head teachers involved teachers in matters of discipline in the schools.

The study further sought to establish the relationship that the head teachers had with the students. The data is presented in table 4.6.

**Table 4.6 Head teachers' responses on relationship with others**

<b>Category</b>	<b>Very good</b>	<b>Fair</b>	<b>Poor</b>	<b>No response</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
Students	57	28	13	2
Teachers	64	29	6	1
Parents	48	39	11	3
Others (support staff, community)	32	43	23	2

Data on head teachers relationship with others in the school indicated that 57%o them said that the relationship between the head teacher and the students is very good, 64% indicated that the relationship between the head teacher and teachers was very good while the relationship between the head teachers and parents was very good. However, the relationship with support staff and the community was rated as fair by 43%).The data implies that when other stakeholders are in good relationship with the head teacher, they will all come together and sort discipline issues together. This showed that the head teacher maintained a close relationship with the teachers who could help him/her in controlling discipline in the school.

However, head teachers needed to improve their relationship with the students and their parents for more improvement in the discipline of the students. The good relationship may also be attributed to the fact that the head teachers were involving the stakeholders in the running of the school which includes issues of discipline.

The student respondents were also asked to indicate their relationship with the head teachers. In this item they were asked to rate some certain behaviors of their head teachers. Their responses are presented in table 4.7.

**Table 4.7 Students' responses on their relationship with head teachers**

Head teachers' behaviour	Never %	Rarely %	Sometime %	Always %
Head teacher is friendly and easy to talk to	33.6	30.3	21.6	14.5
Head teacher encourages students to express their feelings freely	42.3	33.5	13.6	10.6
Head teacher encourages new ideas from students	37.4	17.5	29.2	15.9
Head teacher is not defensive when criticized	45.8	23.7	22.5	8.0
Head teacher shows no favouritism, treats all equally	23.4	32.0	26.2	18.4

Data showed that 45.8% of the prefects noted that the head teachers was not defensive when criticized, 75.8% also felt that their head teacher never or rarely encouraged the students to express their feelings and ideas freely and frankly



while only 24.2% noted that the head teacher sometimes and always encouraged the students to express their feelings and ideas freely and frankly. Further, 54.9% of the prefects stated that their head teachers rarely or never encourage the students to bring new changes as well as creative ideas to be put to practice while the remaining 45.1% said the head teachers sometimes and always encouraged them to bring new changes and creative ideas for consideration. Majority of them, 69.5% also noted that the head teacher rarely or never accepts that he/she is capable of making mistakes, and is defensive when criticized, while a partly 20.5% of them stated that the head teacher accepts criticism and is not defensive when criticized by the students. Further 55.4% of the prefects also revealed that the head teacher rarely and never treats the students equally, hence shows favouritism to some students, while the remaining 44.6% are the ones who stated that their head teachers showed no favouritism and sometimes and always treated all students equally.

#### **4.4. Influence of head teachers' democratic leadership style on students' discipline**

To calculate for significant relationship between different leadership styles head teachers leadership style across gender, one way Anova statistical methods was used. The findings are presented in table 17.

**Table 4.8 Influence of head teachers gender and students discipline**

Leadership style	Gender	No	mean	sd	t	p
Autocratic	Male	15	79.00	2.5580	.527	.503
	Female	5	1.9580	2.000		
Democratic	Male	15	2.9329	3.3329	.870	.239
	Female	5	1.3333	6.3232		
Situational	Male	15	69.3478	3.7498	1.003	.270
	Female	5	70.333	3.63297		

According to the table there was significant relationship in the autocratic leadership style ( $t=0.527$ ,  $p > .05$ ), democratic ( $t = .870$ ,  $p > .05$ ) and laissez faire ( $t = 1.003$ ,  $p > .05$ ). Because p values were greater than 0.5 the data therefore provided substantial evidence that there was significant relationship between head teachers gender and student discipline

#### **4.5. Influence of head teachers age on students' discipline**

To test for any significant relationship between head teachers age and student discipline, one way Anova was used. The data is presented in table 4.8

**Table 4.9 One way Anova for relationship between head teachers age and student discipline**

Leadership style		SS	df	Ms	F	
Autocratic	Between group	4.05	2	2.123	.228	.792
	Within group	75.200	9	8.367		
	<b>Total</b>	<b>79.250</b>	<b>11</b>			
Democratic	Between group	91.681	2	45.745	.125	.009
	Within group	130.800	19	7.316		
	<b>Total</b>	<b>222.481</b>	<b>21</b>			
Situational	Between group	10.374	2	5.589	.188	.831
	Within group	343.536	12	30.196		
	<b>Total</b>	<b>354.910</b>	<b>14</b>			

The table demonstrates that there was significant relationship between head teachers age and students' discipline. Autocratic leadership style revealed ( $F=.228, p > .05$ ) democratic revealed ( $F= .125, p > .05$ ) and laissez faire ( $F= .188, p > .05$ )

#### **4.6. Relationship between head teachers' academic qualification and students' discipline**

To test for significant relationship between head teachers academic qualifications and students' discipline , the findings were revealed as presented in table 4.8.



**Table 4.10 Influence of head teachers' academic qualification and students' discipline**

Leadership style		SS	df	Ms	F	p
Autocratic	Between group	10.412	3	5.708	.746	.501
	Within group	64.813	7	7.648		
	<b>Total</b>	<b>75.225</b>	<b>10</b>			
Democratic	Between group	39.543	2	21.680	2.177	.141
	Within group	185.312	18	9.960		
	<b>Total</b>	<b>224.855</b>	<b>20</b>			
Situational	Between group	83.734	2	42.867	1.779	.211
	Within group	289.200	12	24.100		
	<b>Total</b>	<b>372.934</b>	<b>14</b>			

Findings from table shows that there was no significant relationship between head teachers academic qualifications and students' discipline. This was shown by autocratic leadership style ( $F = .746$ ,  $p > .05$ ), democratic ( $F = 2.177$ ,  $p > .05$ ) and laissez faire ( $F = 1.779$ ). This shows that head teachers academic qualifications had no influence in their leadership styles as the values of p were less than 0.5.

#### **4.7. Ways of minimizing students' unrest in schools**

The study also sought to establish the ways that could be put in place to minimize cases of unrest in schools. When teachers were asked, they suggested various ways that could help bring down cases of students indiscipline in schools. Top on the list was enhanced communication and dialogue among teachers, students,

parents and the administration, having student *barazas* and open forums where students can interact informally with their teachers and the administration so that they can air their grievances without fear of victimisation, guidance and counselling especially now that it is emerging that students suffer emotional and psychological problems from home that affect their behaviour in school and make them prone to indulge in drugs and other vices. In addition, some suggested re introduction of corporal punishment to check on the indiscipline others called for the reward system where good behavior is rewarded and the negative one suppressed, peer counselling among the students themselves and consultation before any major change is effected in the school to minimize resistance from the students.. The students themselves also reiterated the need for open and honest communication where they would be allowed to air their views and opinion without fear of victimization through open forums, suggestion boxes and students *barazas*, others called for equal and fair treatment when dealing with discipline case, fairness in election of prefects and other student leaders, guidance and counselling department in the school and improvement in the facilities of learning in the school.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Introduction

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

#### 5.2. Summary of the study

The purpose of this study was to examine the influence of head teachers' leadership styles on students' discipline in public secondary schools in Nairobi County. Five research objectives were formulated. Research objective one sought to examine the causes of discipline cases among schools in public secondary schools in Nairobi county. Research objective two sought to examine the extent to which head teachers' autocratic leadership style influences students' discipline in public secondary school; research objective three aimed at examining the extent to which democratic leadership style influences students' discipline in public secondary schools. Research objective four sought examine the extent to which discipline in public schools secondary schools in Kenya is dependent on the situational leadership style of school head teachers while the last objective sought to analyse the extent to which the head teachers' gender, age, education background and administrative experience influence students' discipline in public secondary schools. This study employed a descriptive survey design. The total sample size was therefore 22 Head teachers, plus 99 prefects, plus 66 teachers giving a total of 187 respondents. Data was gathered by use of questionnaires.



Findings indicated there were cases of discipline cases in public schools for example majority 60% of the teachers indicated that their schools experienced forms of indiscipline. The findings show that 78.5% of the teachers had experienced some form of unrest in their schools while 21.5% had not experienced. Some of the causes highlighted included pressure from other schools that may be taking part in the strikes country wide while others went on strike when their head teacher had been transferred. Data further indicated that students' indiscipline and unrest was still a common phenomena in the public secondary schools. The findings indicated that there was significant relationship in the autocratic leadership style ( $t=0.527$ ,  $p > .05$ ), democratic ( $t = .870$ ,  $p > .05$ ) and laissez faire ( $t = 1.003$ ,  $p > .05$ ). Because  $p$  values were greater than 0.5 the data provided substantial evidence that there was also significant relationship between head teachers gender and students' discipline. The findings also revealed that there was significant relationship between head teachers age and students' discipline. Autocratic leadership style revealed ( $F=.228$ ,  $p > .05$ ) democratic revealed ( $F= .125$ ,  $p > .05$ ) and laissez faire ( $F= .188$ ,  $p > .05$ ).

Findings also revealed that there was no significant relationship between head teachers academic qualifications and students' discipline. This was shown by autocratic leadership style ( $F= .746$ ,  $p > .05$ ), democratic ( $F= 2.177$ ,  $p > .05$ ) and laissez faire ( $F= 1.779$ ). This shows that head teachers academic qualifications had no influence in their leadership styles and students' discipline in their schools.

### 5.3. Conclusions

Based on the findings it was concluded that there were several causes of discipline cases in public secondary schools for example majority of the teachers indicated that schools experienced forms of indiscipline. The findings showed that of the teachers had experienced some form of unrest in their schools. Some of the causes other cause highlighted included pressure from other schools that may be taking part in the strikes country wide while others went on strike when their head teacher had been transferred. Data further indicated that students' indiscipline and unrest was still a common phenomenon in public secondary schools.

The study also concluded that there was significant relationship in the autocratic leadership style ( $t=0.527$ ,  $p > .05$ ), democratic ( $t = .870$ ,  $p > .05$ ) and laissez faire ( $t = 1.003$ ,  $p > .05$ ). Because  $p$  values were greater than 0.5. The data provided substantial evidence that there was also significant relationship between head teachers gender and students' discipline. The findings also revealed that there was significant relationship between head teachers age and students' discipline. Autocratic leadership style revealed ( $F=.228$ ,  $p > .05$ ) democratic revealed ( $F= .125$ ,  $p > .05$ ) and laissez faire ( $F= .188$ ,  $p > .05$ ). The study also concluded that there was no significant relationship between head teachers academic qualifications and students' discipline. This was shown by autocratic ( $F= .746$ ,  $p > .05$ ), democratic ( $F= 2.177$ ,  $p > .05$ ) and laissez faire ( $F= 1.779$ ). This shows that head teachers academic qualifications had no influence in their leadership

styles and also students' discipline in the schools since the values of p were less than 0.5.

#### **5.4. Recommendations**

Based on the findings the study made the recommendations that:

- i. There is need for facilitating head teachers leadership styles as they had a direct relationship with students' discipline.
- ii. The head teachers should use the most appropriate leadership style that facilitates collective responsibility and which creates a conducive teaching and learning environment in schools; and
- iii. There is need to involve teachers and parents in matters of students' discipline in schools.

#### **5.5. Suggestions for further research**

In view of the limitations and delimitations of the study the following suggestions for further research were made:

- i. That there be a study on the relationship between head teachers' academic qualifications and administrative experience and students' discipline;
- ii. That a study on teachers' perception of head teachers' leadership styles and students' discipline should be conducted; and
- iii. A study on relationship between head teachers leadership styles and students' academic performance.



## REFERENCES

- Adeyemo, P.A. (1985). *Principles and Practice of Education*, Lagos: University He-Ife.
- Aikman, S & Untehalter, E. (2005). *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. London: Oxford University Press.
- Armstrong, M. (2004). *Human Resource Management Theory and Practice*: London: Bath Press Ltd.
- Bass, B.M & Bass R. (2008). *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. (4<sup>th</sup> edition). New York: Free Press.
- Blank, W. (1995). *The 9 Natural Laws of Leadership*, New York: Amazon.
- Borg, W.R & Gall M.D (1989). *Education Research, An Introduction*, New York: David Mackay Company Inc.
- Campbell, R.F et al (1972). *Introduction to Educational Administration*, New Jersey: Charles & Jones publishing Co.
- Chemers, M. (1997). *An Integrative Theory of Leadership*. London: Lawrence Earlbaum Associates Publishers.
- Chapman, J.D. (2003). *School Based Decision Making and Management Implication for School Personnel*, London: The Falmer Press.
- Cheloti, S.K. (2009). Principals Management Styles and Students' Unrest in Public Secondary Schools in Nairobi Province. Unpublished Master of Education Project in Educational Administration. University of Nairobi.
- Cooke, D. & Dunhill, J. (1966). *School Organization & Management* London: University of London Press.
- Cole, G.A.(1995). *Organizational Behaviour, Theory and Practice*, South Western: Cengage Learning.
- Daily Nation, (2008). Learners use Arson to Air their Grievances, Nairobi, 7/14/2008. Nation Media Publishers.
- Dubinsky, A.J. Yammarino, F.J. & Jolson, M.A. (1995). 'An examination of Linkages Between Personality Characteristics Dimensions of

*Transformational Leadership*', Journal of Business Psychology. Vol. 9, pp 315 -335

- Eales, W. R. (1998). *How to be a Better Leader*. London: Koga Press.
- Essex, L.X. & Kusy, M. (1999). *Fast Forward Leadership: How to Exchange Outmoded Practices Quickly for Forward Looking Today*, London: Prentice Hall.
- Fiona, A. (2005). In Thiaine, K.T., Head Teachers' Administrative Approaches and Students Discipline in Public Day Secondary Schools in Tigania West district, Kenya. Unpublished Master of Education Administration Project, University of Nairobi.
- Fior, D.J. (2001). *Creating Connections for the Better Schools: How Leaders Enhance School Culture*. New York: Eye on Education.
- Fullan, M. (2002). *The Change Leader: Beyond Instructional Leadership*, New York: Grange Press.
- Gastil, J. (1997). 'A Definition and Illustration of Democratic Leadership', in K Grint(ed), *Leadership: Classical Contemporary Approaches*, Oxford: Oxford University Press.
- Giblin, L. (1986). *How to Have Confidence and Power in Dealing with People*. New York: Prentice Hall.
- Grint, K. (2000). *The Arts of Leadership*, Oxford: Oxford University Press.
- Hallinger, P. & Heck, R.H. (1998). *Exploring the Principal's Contribution to School's Effectiveness*. California: Corwin Press.
- Halpin, A.W. (1966). *Theory & Research in Administration*. New York: The Macmillan Co.
- Jacques, E. & Clement, S.D. (1994). *Executive Leadership: A Practical Guide to Managing Complexity*. Arlington, V.A Casablanca.
- Kenny, D.A. & Zaccaro, S.J. (1983). 'An Estimate of Variance due to Traits in Leadership', Journal of Applied Psychology: Vol. 2 no. 6 p89.
- Kerlinger, F.N. (1973). *Foundation of Behavioral Research*. New Delhi: Sschhabra and Surjeet Printers.
- Kirima, J.W. (2004) An Investigation of Factors Contributing to Students Strikes in Public Secondary Schools in Mukurwe-ini Division, Nyeri District. A

Master of Education Research Project in Educational Administration and Planning, University of Nairobi.

- Koehler, C.D. (1992). *Personality Traits Associated with Transformational Leadership Styles of Secondary School Principals in Christian Schools*. Unpublished Doctorial Dissertation, London, Kent University.
- Korir, R. (2003). *Violence In Kenyan Secondary Schools: Insights into the Adolescents Socio-Economic Development*, Egerton Journal 1V.
- Koonz, H. & Weinrich, H. (1990). *Essentials of Management*. New York.: Mc Graw-Hill inc.
- Lewin, K. & Caillords, F. (2001) *Financing Secondary Education in Development: Strategy for Sustainable Growth*. Paris. International Institute for Education Planning. UNESCO.
- Likert, R. & Likert, J.G. (1967). *New Ways of Managing Conflicts*, New York: Mc-Graw Hill Inc.
- Lue, L.W. & Byars, L.L. (2003). *Supervision: Key Link to Productivity* (4<sup>th</sup> Edition) Illinois: Irwin press.
- MacDonald, I.M. (1999). *Linking Leadership and Decision Making to the School Violence Issue*. Paper Presented at the Annual Meeting of the American Educational Research Association, Montreal, Quebec, Canada.
- Maicibi, N.A. (2005). *Pertinent Issues in Employees Management*. Kampala: M.P.K Graphics (U) Ltd.
- Mbiti, D..M. (2007). *Foundations of School Administration*, Nairobi: Oxford University Press.
- Millman, H. Mullins L.J & Simkins T. (1981). *Therapies for School Behavior Problems, A Handbook of Practical Intervention*. Vol. 3, No 2 p99.
- Ministry of Education Human Resource Development (1999). *Report on the Task Force on Student's Discipline in Secondary Schools*, Nairobi, Jomo Kenyatta Foundation.
- Ministry of Education (2002). *Report on Schools Unrest*, Nairobi: Jomo Kenyatta Foundation.
- Ministry of Education (2008). *Safety Standards Manual for Schools in Kenya*, (1<sup>st</sup> edition) Nairobi: Jomo Kenyatta Foundation.



- Ministry of Education (2009). *Training module for Guidance and Counselling Heads of Departments in Secondary Schools*. Nairobi: Jomo Kenyatta Foundation.
- Muchiri, P.W. (1998). A Study on Participatory Processes Used by Head Teachers to Enhance Discipline in Public Secondary Schools in Nairobi Province. Unpublished Master of Education Thesis, University of Nairobi
- Mugenda, M.O. and Mugenda, G A. (2003). *Research Methods; A Quantitative and Qualitative Approaches*, Nairobi, Acts Press; United Nations Avenue. Gigiri.
- Mugenda M.O. and Mugenda G A. (1999). *Research Methods; A Quantitative and Qualitative Approaches*, Nairobi, Acts Press; United Nations Avenue. Gigiri.
- Murkharjee, W. (1984). *Education Psychology*. London: Oxford University Press.
- Nasibi, W. (2003). *Discipline: Guidance Counselling: A practical Guide to Teacher Counsellors and Parens*, Nairobi: Strong Wall Africa press.
- Ndichu, D. (2006). *The Kenya Handbook for Teachers* . Nairobi: Kurrcarrer Ventures.
- Nsubuga, Y.K.K. (2008). Developing Teacher Leadership; A Paper Presented at the 5<sup>th</sup> ACP Conference, Kampala Uganda.
- Nyamu, H.Y. (2001). *Reviving Discipline (View Point)* Nairobi: Unpublished Press.
- Okumbe, J.A. (1998) *Education Management, Theory & Practice*. Nairobi: Nairobi University Press.
- Olembo, J.O. & Cameron, J. (1986). *Practical Primary School Administration*, Arnold Edward Publishers.
- Orodho, A.J. (2009). *Elements of Education and Social Science; Research Methods*, Nairobi, Kanezju Publishers.
- Orodho A.J (2010). *Techniques of writing proposals and reports in education and social science*. Nairobi, Kanezju Publishers.
- Otula, P.A. (2007). *Mastery of Modern School Administration*, Nairobi: Sage.
- Pollard, H.R. (1982). *Developments in Management Thought*. London: Heinemann.

- Reeve, J. (1995) *Motivating Others: Nurturing Inner Motivational Resources*; New York Allyn and Bacon.
- Republic of Kenya (2010). Report of the Task Force on Student Discipline and Unrest in Secondary Schools, Nairobi, Ministry of Education, Science & Technology (MOEST).
- Roberts, W. (1990) *Leadership Secrets of Attila the Hun*. [New York: Warner Books.
- Rossow, L.F. (1990). *The Principalship: Dimensions In Instructional Leadership*. New Jersey: Prentice Hall.
- Rusaw, A.C. (2001). *Leading Public Organizations: An Interactive Approach*: Harcourt: College Publisher.
- Sergiovanni, T.J. (1991). *The Principalship: A Reflective Practice Perspective*, Massachusetts: Simon & Schuster.
- Sichei, S.M. (2005). Perceptions of the Causes of Indiscipline Amongst Secondary School Students in Mt. Elgon District. Unpublished Master of Education Thesis in Educational Administration. University of Eastern Africa, Baraton.
- Spencer, H. (1841). *The Study of Sociology*. New York: D.A Appleton
- Sodgil, R.M. (1974). *Handbook of Leadership: A Survey of the Literature*. New York: Free Press.
- The People Daily, (2008). Schools Riot, Nairobi, 1/08/2008, The Nation Publishers.
- The Standard, (2008). Schools on Rampage, Nairobi, 25/07/2008, Standard Group.
- Tittermore, J.A. (2003). *Leadership at All Levels*. Canada: Boskwa Publishing Co.
- Ulrich, D. Zenger, J. & Smallwood, N. (1999). *Results Based Leadership*. Boston: Harvard Business School Press.
- Vaughn, L.R. (1997) *A New Look at Leadership: Charting a Course for the 21<sup>st</sup> Century*. San Antonio: New Life Christians.
- Vroom, V.H. & Yetton, P.W. (1973). *Leadership and Decision Making*. Pittsburgh: University of Pittsburgh Press.

- Waitley, D. (1995). *Empires of the Mind: Lessons to Lead and Succeed in a Knowledge-Based World*. New York: Quill.
- Warigi, G. (2010). 'The Cane and Shoddy Management', Sunday Nation, Nairobi: Nation Publishers.
- World bank report, (1995) *Education in Developing Countries; a Policy Framework for Education and Research*. Washington, Graphic Printers.
- Zaccaro, S.J. (2007). *Trait Based Perspective of Leadership*: American Psychologist Journal, Vol. 7 no. 3 p72.



## APPENDICES

### Appendix A:

#### Letter of introduction

University of Nairobi,  
P.O. Box 30197 – 00100,  
Nairobi.  
9th December 2011

Dear Head teacher,

#### **REF: INVITATION TO PARTICIPATE IN RESEARCH**

I am a postgraduate student in the School of Education, Department of Educational Administration and Planning of the University of Nairobi. As part of my Master of Education course, I am required to undertake a research project, which will involve collection of data and writing a thesis. My project is on the *Influence of head teachers' leadership styles on student discipline in public secondary schools in Nairobi County*. In this regard, I request your cooperation to enable me collect the requisite data from yourself as well as from part of your student population. I wish to assure you that the information obtained in this exercise is purely for research purposes, and your identity as well as that of your students will be treated with utmost confidentiality.

Yours sincerely,



Anne Wanjiru Chege.

## Appendix B:

### Head teachers' questionnaire

The questionnaire is designed to gather information on **Head teachers' leadership style and student's discipline in public secondary schools in Nairobi County**. The researcher would like to gather information about yourself and your school. You are kindly requested to respond to all questions. Please indicate your response by ticking ( ✓ ) in the appropriate box. Any Information you give will be treated with utmost confidence and the data collected will be used for purposes of this research only.

Do not write your name or that of the school anywhere on this questionnaire.

#### Part A: Head teachers' background

1. What is your gender? Male [  ] Female [  ]

2. What is your highest academic and professional qualifications?

PhD [  ] M.Ed [  ] M.Sc [  ] M.A [  ] B.Ed [  ] Graduate Teacher [  ]  
Approved Teacher [  ]

Any other (specify) .....

3. What is your age bracket?

Below 25 years [  ] 26-34 years [  ] 35-44 years [  ] 45-54 years [  ],

Above 55 years [  ]

4. How long have you served as a secondary school head teacher,

i) Less than 5 years .....

ii) 5- 10 years .....

iii) 11-19 years .....

iv) Above 20 years.

5. What is the gender of students?

Boys [ ]

Girls [ ]

Mixed [ ]

6. What is the type of your school?

Day [ ]

Boarding [ ]

Day/Boarding [ ]

7. What is the enrolment of pupils in your school?

i) Number of Girls .....

ii) Number of Boys .....

iii) Total: .....

8. What is the size of your school?

i) Single stream [ ]

ii) Double stream [ ]

iii) Triple stream [ ]

iv) Quadruple stream [ ]



v) More than four streams [ ]

(Specify number of Streams in each class) .....

**Part B: Information on students' discipline**

9. Has your school experienced any form of students unrest in the past five years ?

Yes [ ]

No [ ]

If yes, how many times?.....

10. What were the causes? Briefly explain

.....  
.....  
.....  
.....

11. From the disciplinary problems highlighted below which ones do you find mostly affecting your students?

<b>Disciplinary challenge</b>	<b>Very serious challenge</b>	<b>Serious challenge</b>	<b>Moderate challenge</b>	<b>Not a challenge</b>
i) Drugs				
ii) Fighting				

iii) Rudeness				
iv) Sneaking				
v) Destruction of property				
vi) Stealing				
vii) Any other (please specify).				

12. From the disciplinary measures highlighted below, which one do you prefer?

Disciplinary Measures	Always	Sometimes	Rarely	Never
i) Guidance and				
ii) Suspension/expulsion				
iii) Corporal punishment				
iv) Any other (please specify)				

### Profile of leadership behaviour (Form LB)

**Key:** 1 – Never 2 - Very little 3 – Sometimes 4 – Considerable 5 – Very great

Please indicate by ticking (✓) the statement that applies to the leadership behaviour of your school head teacher.

13. To what extent do you feel your head teacher's leadership behaviour resonates with?

	Leader's style	Perception				
		1	2	3	4	5
1	Friendly and easy to dialogue with					
2	Good listener to you and others even when he/she holds divergent opinion with you and others in a discussion.					
3	Shows understanding of your view point and can state it well even when he/she holds different point of view					
4	Patiently encourages you and others to frankly and fully express view points					
5	Expresses confidence in you and others regardless and he or she disagrees with you and others.					
6	Frankly shares information					
7	Encourages you and others to openly express feelings					
8	Expects the very best from each member					
9	Expects high quality job from himself/herself					
10	Has high opinion over what himself / herself and staff are doing very vital					



		1	2	3	4	5
11	Gives encouragement to you and others to take initiative to benefit school and rest of staff members					
12	Is a risk taker (either tries new and venture some ideas in dealing with situations)					
13	Refuses to be appraised by staff					
14	Treats everybody equally					
15	Accepts that he/she is capable of making errors					
16	Welcomes questioning by the staff in matters related to school affairs					
17	Is patient with progress by the group towards goal attainment					
18	Allows group to take centre stage in discussion in staff meetings					
19	Insists that staff never suppress divergent points of views but to find a solution.					
20	Fond of using "we" or "our" and not "I" head teacher or "my" school, staff					

		1	2	3	4	5
21	Is impartial to all members of staff					
22	Unreservedly acknowledges all members' efforts towards goal attainment in school affairs					
23	Shoulders readily and unwarranted blame for failure or mistakes in the school					
24	Allows staff to arrive at a decision as a collective whole					
	<b>Leaders' behaviour</b>	<b>Perception</b>				
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
25	Initiates and directs goals for the staff					
26	Gives room for any group member to make a decision					
27	Pays no attention to individual's interest in their place of work					
28	Less concerned about group performance towards attainment of school goals					
29	Unconcerned with the staff's welfare					

		1	2	3	4	5
30	Governs the group through non intervention					
31	Does not supervise teachers, in their teaching/learning assignments					
32	Avoids at all costs interfering with group's work					
33	Enhances indiscipline due to non provision of structure to staff in doing work					
34	Suppresses new ideas from members of the group					
35	Passes the buck to others for failure or mistakes for low performance in school					
36	Has no belief in the group or in himself / herself in attaining quality performance towards attainment of school goals					
37	Gives room to group members to present their view points before stating his/her stand					
38	His or her contributions in the staff serve as basis for suggestions or questions					

**Thank you very much for your time**

## Appendix C:

### Questionnaire for teachers

The researcher would like to investigate **Head teachers' leadership styles on students' discipline in public secondary schools in Nairobi county**. Please respond as frankly and honestly as possible, information is meant for this research only and the sources will be kept confidential. Please tick the appropriate response in the brackets [ ] provided and fill in the spaces provided for each question.

Do not write your name or the name of the school anywhere on this questionnaire.

1. For how long have you been a teacher in this school?.

i) Below 5 years [ ]

ii) 5-10 years [ ]

iii) 11 – 20 years [ ]

iv) Over 20 years [ ]

2. What position do you hold in the school? .....

3. Has your school experienced any form of students unrest in the past five years? Yes [ ] No [ ]

If yes, how many times?..... and what were the causes?



4. Does the head teacher in your school delegate administrative duties to the teachers

.....  
.....

5. Are there disciplinary committees conducted involving teachers to discuss students discipline? Yes [ ] No [ ] explain your answer

.....  
.....  
.....

6. How can you describe relationship of your head teacher with:

Very Good      Good      Fair      Poor

i) Students

ii) Teachers

iii) Parents

iv) Others (support staff, community)

7. How do you rate discipline standards in your school?

i) Very high [ ]

ii) High [ ]

iii) Average [ ]

iv) Low [ ]

8. In your own opinion, what is the predominant leadership style used by the head teacher in your school?

i) Authoritarian [ ]

ii) Democratic [ ]

iii) Laissez –Faire [ ]

iv) Situational or Contingency [ ]

9. To what extent do you agree that the leadership style adopted by the head teacher influences students discipline

i) Strongly agree [ ]

ii) Agree [ ]

iii) Disagree [ ]

iv) Strongly disagree [ ]

10. In your opinion, what is the best leadership style for managing public secondary school? Authoritarian [ ] democratic [ ] laissez-faire [ ] situational or contingency [ ] Please give reasons for your answer

.....

.....

.....

.....

11. According to you, what are some of the suggestions you think would be effective in management of student's discipline in your school?

.....

.....

.....

.....

**Thank you very much for your time.**

## Appendix D:

### Questionnaire for prefects

The researcher would like to investigate the **Influence of head teachers' leadership styles on students' discipline in public secondary schools in Nairobi County**. Please respond as frankly and honestly as possible information is meant for this research only and the sources will be kept confidential. Please read each statement and tick (✓) against the code of your chosen option and fill the spaces provided for questions requiring your opinion.

Do not write your name or that of your school anywhere in this questionnaire

1. Has your school experienced any form of students' unrest in the past 5 years?

Yes [ ]

No [ ]

2. If yes please highlight some of the factors that caused the students' unrest in question 1 above.
3. To what extent do you agree with the following statements about relationship between the head teacher and the students in the school?

Category	Code
----------	------

Never	1
-------	---

Rarely	2
--------	---



Sometimes 3

Always 4

Statement	1	2	3	4
To what extent do you believe your head teacher:				
a)Is friendly and easy to talk to and listens to you whether or not he/she agrees or disagrees with you.				
b)Encourages you to express your feelings and ideas freely and frankly.				
c)Encourages you to bring new changes as well as creative ideas and puts them into use.				
d)Accepts that he/she is capable of making mistakes and is not defensive when you criticize				
e)Shows no favourites and treats all of you equally.				
..... ..... .....				
4.In your opinion, what is the predominant leadership style used by the head teacher in your school?				

i) Authoritarian [ ]

ii) Democratic [ ]

iii) Laissez-faire [ ]

iv) Situational or contingency [ ]

5. To what extent do you agree that the head teachers' leadership style influences students' unrest? Strongly agree [ ] Agree [ ] Disagree [ ] Strongly disagree [ ]

Please give reasons for your answer in question 5 above. ....

.....  
.....  
.....

6. What in your opinion do you feel would be the best leadership style for your head teacher to adopt. In order to manage discipline case in the schools? .....

.....  
.....  
.....

Please give reasons for your answer above

.....  
.....  
.....

7. What are some of the suggestions that you can make that you think if adopted by the authority can help improve the way discipline cases are handled in your school?.

.....

.....

.....

.....

**Thank you very much for your time.**

## Appendix E:

### Research permit

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

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/454**

Date: **2<sup>nd</sup> May 2012**

Anne Wanjiru Chege  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Effects of head teachers' leadership styles on students' discipline in public secondary schools in Nairobi County, 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.

  
**SAID HUSSEIN**  
**FOR: SECRETARY/CEO**

Copy to:

The Provincial Commissioner  
The Provincial Director of Education  
Nairobi Province.



Research Permit No. NCST/RCD/14/012/454

Date of issue 2<sup>nd</sup> May, 2012

Fee received KSH. 1,000

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution  
Anne Wanjiru Chege  
of (Address) University of Nairobi  
P.O.Box 30197-00100, Nairobi,  
has been permitted to conduct research in**

**Location  
District  
Nairobi Province**

**on the topic: Effects of head teachers'  
leadership styles on students' discipline  
in public secondary schools in Nairobi  
County, Kenya.**

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



*(Signature)*  
**Applicant's  
Signature**

*(Signature)*  
**For Secretary  
National Council for  
Science & Technology**

**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 without 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**



**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE  
PERMIT**

GPk6055t3mt10/2011

(CONDITIONS—see back page)