

**RELATIONSHIP BETWEEN HEADTEACHERS' MANAGEMENT STYLES
AND LEVEL OF STUDENTS' DISCIPLINE IN PUBLIC SECONDARY
SCHOOLS IN RONGO DISTRICT AND KISUMU CITY, KENYA**

CONSTANTINE OPIYO WASONGA

**A thesis Submitted in Fulfilment of the Requirements for the Award of the Degree of
Doctor of Philosophy in Educational Administration, University of Nairobi**

2014

DECLARATION

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

CONSTANTINE OPIYO WASONGA

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

PROF. GENEVIEVE WANJALA WERE

Associate Professor of Education

Department of Educational Administration and Planning, School of Education

University of Nairobi

DR. GEORGE N. RECHE

Senior Lecturer

Department of Education, Faculty of Education and Resources Development

Chuka University

PROF. (MRS) LUCY WAIRIMU KIBERA

Professor of Education

Department of Educational Foundations, School of Education

University of Nairobi

ACKNOWLEDGEMENT

The author is very grateful for the assistance provided by Prof. Genevieve Wanjala Were, Dr. George N. Reche and Professor (Mrs.) Lucy Wairimu Kibera. They furnished me with sound advice at all stage of this study without which this study would not have reached its successful completion.

Appreciation is also extended to the University of Nairobi Board of Postgraduate Studies for assigning me competent, dedicated, and amicable supervisors for my dissertation.

The author also acknowledges the assistance of Professor Gerald N. Kimani, Dr. Stephen Ifedha Akaranga and Dr. Paul Odundo Amollo at the early stages of this dissertation.

Appreciation is also extended to Dr. Grace Nyagah who, as Chair of Department of Educational Administration and Planning Postgraduate Committee, followed the progress of my thesis keenly.

Appreciation is also extended to Mr. Peter Ochieng Gor and Samwel Godfrey Omondi, my research assistants and driver who safely took me to all the schools during the data collection phase.

The author greatly appreciates the assistance and cooperation of all the headteachers, Parents Teachers Association chairpersons, teacher-counsellors and the students who participated in the study.

The author is particularly grateful to Mr. Kepher Omollo for his expert help in data analysis. Financial support for this study was given by Higher Education Loans Board. This support is acknowledged with humility. The professional typing given by Eunice Wanjiku is highly appreciated.

A great debt of gratitude is owed to my wife Anne Dodo, for her patience, understanding and moral support throughout all the phases of the dissertation. Her role in taking care of our children while the author was completely absorbed in this dissertation is highly appreciated.

DEDICATION

This work is dedicated to my parents Dalmus Opiyo and Anne Esther Opiyo, my wife Anne Dodo, my daughter Immaculate Adhiambo, sons Steve Bantu Biko, Martin Luther King Junior, Koffi Annan and Elton Mayo. To my dear children, may it inspire you to climb the academic ladder to the last rung! To my grandmother Auma Nyobonyo “who passed on in 1996” may her soul rest in peace.

ABSTRACT

The purpose of the study was to investigate the relationship between headteachers' management styles and the level of students' discipline. The key objectives were to establish the relationship between authoritarian management style, laissez faire management style, transactional management style, contingency management style, democratic management style and level of students discipline. It was hypothesized that participatory management styles was more likely to increase teachers' and parental input on students' discipline management. This may in turn raise the level of students' discipline. The study adopted a descriptive survey design. Data were collected using a self-administered questionnaire and interview schedules for headteachers and teachers-counsellors. Stratified random sampling was used to draw a sample of 59 headteachers, 59 Parents Teachers Association Chairpersons, 59 teacher-counsellors and 400 students. A pilot study was conducted in six schools randomly selected from the boys schools, girls schools and mixed schools from Rongo District and Kisumu City. The reliability of the instruments was 0.95 for headteachers' questionnaires, 0.94, 0.93 and 0.92 for the Parent Teachers Association Chairpersons, teacher-counsellors and students respectively. Data were analyzed using frequency counts, the mean, and standard deviation and hypotheses tested using chi-square, t-test and one-way ANOVA at 0.05 level of significance. The main findings revealed that there was a negative relationship between authoritarian and laissez faire management styles on students' discipline. The study also revealed that there was a positive relationship between transactional, contingency and democratic management styles and level of students discipline. The highly qualified headteachers applied participatory discipline management styles compared with their less qualified counterparts. Headteachers heading mixed schools applied participatory discipline management styles compared to headteachers' heading single sex-schools. There was a negative correlation between type of school and teachers' and parental input. Headteachers heading rural public secondary schools in Rongo District applied participatory management styles compared to headteachers heading urban public secondary schools. Moreover, teachers' and parental input was higher in urban public secondary schools compared to rural public secondary schools. The relationship between discipline management styles and the level of students' discipline was positive. It was recommended that there be induction training in management and leadership for headteachers by the Kenya Educational Management Institute. Headteachers with lower professional qualifications, headteachers in boys' schools and those in charge of rural public secondary schools tended to apply non-participatory discipline management styles. In this regard, these categories of headteachers should be given more attention by Kenya Education Management Institute when organizing school management workshops. Further research be carried out on discipline management styles and the level of students' discipline in private secondary schools to determine whether ownership of the school has any significant relationship between discipline management styles and the level of students' discipline.

TABLE OF CONTENTS

Content	Page
Declaration.....	ii
Acknowledgement.....	iii
Dedication	v
Abstract.....	vi
List of tables.....	xii
List of abbreviations and acronyms	xviii
CHAPTER ONE: INTRODUCTION	1
1.0 Background of the study	1
1.1 Statement of the problem	6
1.2 Purpose of the study	6
1.3 Objectives of the study.....	7
1.4 Hypotheses of the study	9
1.5 Significance of the study.....	10
1.6 Limitations of the study	11
1.7 Delimitations of the study.....	11
1.8 Basic assumptions of the study	12
1.9 Definitions of significant terms	13
1.10 Organization of the study.....	16

CHAPTER TWO: REVIEW OF RELATED LITERATURE	18
2.0 Introduction.....	18
2.1 The concept of discipline	18
2.2 Students' discipline problems experienced in schools	19
2.3 The concept of management	20
2.4 Management theories and related approaches	21
2.5 Relationship between headteachers' management styles and school community members' input in school affairs.....	28
2.6 Types of headteachers' management styles and level of students' discipline .	35
2.7 The influence of headteachers' management styles on teachers' support for students' discipline management	41
2.8 The influence of headteachers' management styles on parental support for students' discipline management	42
2.9 Studies on variables likely to influence headteachers' management styles and students' discipline	46
2.10 Theoretical framework	52
2.11 The conceptual framework of the study.....	52
2.12 Summary of literature	54
 CHAPTER THREE: RESEARCH METHODOLOGY	 60
3.0 Introduction.....	60
3.1 Research design	60
3.2 Target population	61
3.3 Sample selection and sample size	62

3.4 Research instruments	66
3.5 Validity of the instruments	73
3.6 Reliability of the instruments	74
3.7 Data collection procedures	75
3.8 Data analysis techniques	76
3.9 Ethical consideration.....	79
CHAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION.....	81
4.0 Introduction.....	81
4.1 Questionnaire return rate.....	82
4.2 Characteristics of respondents	84
4.2.1 Demographic data of the respondents.....	84
4.2.2 Distribution by age.....	87
4.2.3 Headteachers' administrative experience.....	89
4.2.4 Distribution of headteachers by gender and type of school.....	92
4.2.5 Distribution of headteachers by professional qualification	93
4.2.6 Distribution of headteachers by administrative experience and size of school.....	94
4.2.7 Distribution of headteachers by administrative experience and type of school	95
4.3 Results of testing the null hypotheses.....	96
4.3.1 Relationship between headteachers' gender and discipline management styles	97
4.3.2 Relationship between headteachers' professional qualification and	

discipline management styles	103
4.3.3 Relationship between type of school and discipline management styles	110
4.3.4 Relationship between location of school and discipline management styles	117
4.3.5 Relationship between headteachers' gender and teachers' and parental input on students' discipline management	122
4.3.6 Relationship between headteachers' professional qualification and teachers' and parental input in students' discipline management	128
4.3.7 Relationship between type of school and teachers' and parental input on discipline management.....	135
4.3.8 Relationship between authoritarian management style and level of students' discipline.....	141
4.3.9 Relationship between laissez-faire management style and level of students' discipline.....	147
4.3.10 Relationship between transactional management style and level of students' discipline.....	153
4.3.11 Relationship between contingency management style and level of students' discipline.....	160
4.3.12 Relationship between democratic management style and level of students' discipline.....	166
4.3.13 Relationship between headteachers' management styles and level of students' discipline.....	173
4.4 Chapter Summary	182

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	184
5.0 Introduction.....	184
5.1 Summary of the study	184
5.2 Findings of the study.....	189
5.3 Conclusions of the study.....	206
5.4 Recommendations of the study.....	210
5.5 Suggestions for further research	214
REFERENCES	216
APPENDICES	233
Appendix A: Consent Form	233
Appendix B: Headteachers’ questionnaire.....	234
Appendix C: Parent-Teachers Association Chairpersons’ Questionnaire	242
Appendix D: Teacher - counsellors’ questionnaire	249
Appendix E: Students’ questionnaire	256
Appendix F: Interview guide for headteachers.....	263
Appendix G: Interview guide for teacher- counsellors.....	264
Appendix H: Map of Kenya showing the location of Rongo District	265
Appendix I: Map of Kenya showing the location of Kisumu City	266
Appendix J: Research authorization	267
Appendix K: Research Clearance Permit	268

LIST OF TABLES

Table No.	Page
Table 3.1: Population and Sample Sizes of Schools in Rongo District and Kisumu City	65
Table 4.1: Response rates from the four categories of respondents by percentage	83
Table 4.2: Distribution of headteachers, teacher-counsellors, Parents Teachers Association chairpersons and students by gender.....	85
Table 4.3: Distribution of headteachers, teacher-counsellors, Parents' Teachers Association chairpersons and students by age.....	87
Table 4.4: Distribution of headteachers by administrative experience	90
Table 4.5: Distribution of headteachers by gender and administrative experience	91
Table 4.6: Distribution of headteachers by gender and type of school	92
Table 4.7: Distribution of headteachers by professional qualification	93
Table 4.8: Distribution of headteachers by administrative experience and size of school.....	94
Table 4.9: Distribution of headteachers by administrative experience and type of school.....	95
Table 4.10: Distribution of respondents according to scores on discipline management styles by headteachers' gender	99
Table 4.11: Group statistics on discipline management styles by headteachers' gender.....	101

Table 4.12: Independent two-tests on discipline management styles in male and female-headed schools	102
Table 4.13: Distribution of headteachers' management styles scores by headteachers' professional qualification	105
Table 4.14 Respondents' mean scores on discipline management styles by headteachers' professional qualification	107
Table 4.15: ANOVA summary of the discipline management styles scores by headteachers' professional qualification	108
Table 4.16: Distribution of headteachers' management styles scores by school type.....	112
Table 4.17: Respondents' mean scores on the discipline management styles by type of school.....	114
Table 4.18: ANOVA summary of the discipline management styles scores by type of school.....	115
Table 4.19: Distribution of respondents according to discipline management styles scores by location of school.....	118
Table 4.20: Group statistics on discipline management styles by location of school	120
Table 4.21: Independent samples test on discipline management styles by location of school.....	121
Table 4.22: Distribution of respondents according to scores on teachers' and parental input on students' discipline management by headteachers' gender	124

Table 4.23: Group statistics on teachers’ and parental input on students’ discipline management by headteachers’ gender	126
Table 4.24: Independent two samples t-test on teachers’ and parental input by headteachers’ gender	127
Table 4.25: Distribution of teachers’ and parental input scores by headteachers’ professional qualification	130
Table 4.26: Respondents’ mean scores on teachers’ and parental input by headteachers’ professional qualification	133
Table 4.27 ANOVA summary on the teachers’ and parental input scores by headteachers’ professional qualification	133
Table 4.28: Distribution of respondents according to scores on teachers’ and parental input on discipline management by type of school.....	137
Table 4.29: Respondents’ mean scores on teachers’ and parental input on discipline management by type of school	139
Table 4.30: ANOVA summary of the teachers and parental input scores by type of school.....	140
Table 4.31: Relationship between authoritarian management style and leve_of students’ discipline	142
Table 4.32: Distribution of mean score on authoritarian management style by level of students’ discipline.....	145
Table 4.33: ANOVA summary of authoritarian management style by level of students’ discipline scores.....	146
Table 4.34: Relationship between laissez-faire management style and level of students’ discipline.....	149

Table 4.35: Distribution of mean score on laissez-faire management style by level of students' discipline.....	151
Table 4.36: ANOVA summary of laissez-faire management style by level of students' discipline scores.....	152
Table 4.37: The Relationship between transactional management style and level of students' discipline.....	155
Table 4.38: Distribution of mean score on transactional management style by level of students' discipline.....	158
Table 4.39: ANOVA summary of transactional management style by level of students' discipline scores.....	159
Table 4.40: Relationship between contingency management style and level of students' discipline.....	162
Table 4.41: Distribution of mean score on contingency management style by level of students' discipline.....	164
Table 4.42: ANOVA summary of contingency management style by level of students' discipline scores.....	165
Table 4.43: Relationship between democratic management style and level of students' discipline.....	168
Table 4.44: Distribution of mean score on democratic management style by level of students' discipline.....	171
Table 4.45: ANOVA summary of democratic management style by level of students' discipline scores.....	171
Table 4.46: Relationship between headteachers' management style and level of students' discipline.....	175

Table 4.47: Distribution of mean scores on headteachers' management styles by level of students' discipline.....	178
Table 4.48: ANOVA summary of headteachers' management styles by level of students' discipline scores.....	179
Table 4.49 Scheffe's test on headteachers' management styles and level of students' discipline in public secondary schools.....	180

LIST OF FIGURES

Figure No.	Page
Figure 2.1: Conceptual framework of relationship between head teachers' management styles and level of students' discipline in public secondary schools.	52

LIST OF ABBREVIATIONS AND ACRONYMS

AMS	Authoritarian Management Style
BEd	Bachelor of Education
BOM	Board of Management
CMS	Contingency Management Style
CPE	Certificate of Primary Education
DEO	District Education Officer
DMS	Democratic Management Style
EAACE	East African Advanced Certificate of Education
HMS	Headteachers' Management Styles
HODs	Heads of Department
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KSSHA	Kenya Secondary Schools Heads Association
LMS	Laissez-faire Management Style
LSD	Level of Students' Discipline
MEd	Master of Education
MoEST	Ministry of Education Science and Technology
NCST	National Council for Science and Technology
PDE	Provincial Director of Education
PGDE	Post Graduate Diploma in Education
PTA	Parents Teachers Association
S1	Secondary Teacher One
TMS	Transactional Management Style
TPI	Teachers and Parents' Input
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

Management style refers to the way people who hold leadership positions can get the subordinates to perform activities they would otherwise not do, through their right to reward or punish, control of resources, knowledge of the job and skills in handling people (Donnelly, Gibson & Ivancevich, 1998). The word “style” is roughly equivalent to the way in which the manager influences followers (Luthans, 1992). Therefore, management style is the personal approach of guiding a group of people by giving them purpose, direction and motivation.

The issue of management style has been discussed by Her Majesty’s Inspectorate (1987) as a preventive strategy of discipline. The inspectorate expressed the view that effective management style was the most consistent feature of schools in which students behaved well. In this sense, the headteacher needs to give a clear sense of direction and transmit high expectations to staff and students while involving all teachers and parents in the determination of students’ discipline policy.

Omalayo (2009) revealed that different management reveal that different management styles have varying effects on students’ discipline. Firstly, authoritarian management style is characterized by a hierarchical structure and impersonal control of people. The headteacher who subscribes to this

management style is influenced by McGregor's Theory X which presumes that people are naturally lazy and need close supervision. Morgan and Murgatroyd (1994) in the study of total quality management says that an authoritarian manager dictates what should be done as well as how and where it should be done. A headteacher who adopts this style may face resistance from the staff and students as a result of this poor relationship.

Secondly, laissez faire management style is a carefree management. The headteacher who succumbs to this management style is influenced by McGregor's Theory Y concept which argues that people are innately motivated, that they naturally like work and are interested in doing their work (Kemp & Nathan, 1989). This type of management style creates a chaotic environment because the hands-off-style does not bind students to be accountable. Discipline is not likely to be achieved if a headteacher adopts a permissive style.

Thirdly, transactional management style rests on the reasoning that both authoritarian and democratic management styles need to be mixed in that none can work independently in all situations (Lue & Byars, 1993). The headteacher who subscribes to this style is a transactional leader, who appreciates the intermediary views of McGregor's Theory X and Theory Y. This is based on the premise that over emphasizing authoritarian management style can subordinate while too much democracy has a high likelihood of creating anarchy and complacency in an organization (D'souza, 2008). This style of management has a high likelihood of enhancing discipline among students and consequently influencing task accomplishment.

Fourthly, contingency style to management comprises of ideas derived from both democratic, Laissez faire and authoritarian management styles. The headteacher who subscribes to this style is a transactional leader, who appreciates the intermediary views of McGregor's Theory X and Theory Y. Fielder (1967) notes that a management style appropriate in one situation may not be appropriate in another; therefore a leader should balance his style of management. Sue and Glover (2000) suggest that a headteacher has to learn the complexities of the school; understand behavioural tendencies and the needs of the students and be able to change undesirable ones while enhancing behaviour that contribute to achievement of discipline.

Lastly, democratic management style is consultative and participatory in nature. The head teacher who subscribes to this management style is influenced by McGregor's Theory Y which presumes that most people in the organization are not lazy, do not dislike work and have self-direction (Mullins, 1999). A study in Tanzania shows that democratic management style has been taken seriously and as a result there has been improved discipline as all participants have felt responsible for their institutions Kisangu (1990) in Mbae (1994:114).

In a school setting, the influence of the head teacher on a school's managerial environment cannot be overstated in view of the fact that he or she initiates policy that provides guidelines for action (Pugh, 1989). In this regard, the head teacher plays a critical role in determining how members of the school

community act in their designated areas of operation. Therefore, if school policies are favourable in terms of according members of the community an opportunity to participate, there is a high likelihood that they will identify more closely with the laid down objectives.

The role of teachers and parents in discipline of children is significant hence the need to involve them in students' discipline management cannot be over-emphasized. To begin with, teachers are in a position of great influence since they are in close contact with the learners almost on a daily basis. For this reason, they have power to make or break policies aimed at promoting desirable behaviour among learners. Parents, on the other hand, are crucial agents of socialization in the society.

This view is grounded on the observation that parents train the child on the rules of behaviour thereby setting the child's basic personality pattern from early childhood to the adolescence stage (Rose, Grazer & Grazer, 1978). The allegation that school head teachers do not incorporate teachers and parents effectively in students' discipline management therefore imply that the two categories of members of the school community do not play their socializing roles effectively. This scenario may ultimately have adverse effects on students' discipline.

Between June and July 2008, there was a wave of strikes that saw many secondary schools in Kenya losing a lot of property and forcing closure of some schools (Kibet, 2012). Rongo District and Kisumu City were also affected by the skirmishes which the District Education officers (DEO) linked to students' indiscipline. The District Quality Assurance Standards officers (DQASO) confirmed that the problem existed and adduced evidence of 16 schools in the Districts that were involved in strikes during the period.

Interestingly, the officers brought up the fact that some of the schools also experience a change of headship frequently noting that some head teachers had to be persuaded to step down from their positions of management in schools. This raised the question whether head teachers' management styles was responsible for the upsurge in students' strikes. It is due to the foregoing reasons that Rongo District was selected for this study. Kisumu City was selected to facilitate a comparative study between headteachers' management styles and level of students' discipline in public secondary schools in rural settings and those in urban environments.

A number of studies done in Kenya on discipline in schools, for instance, Wang'eri (1986) and Rwamba (1992) have laid much emphasis on discipline problems faced by head teachers and teachers in schools. The aspect of head teachers' management styles and their relationship to the level of students' discipline in public secondary schools have not been substantially studied to provide an insight into how schools manage students' discipline. This study therefore, filled this gap.

1.1 Statement of the problem

The problems of students' indiscipline in Kenyan's secondary schools has raised a lot of concern in the Country in spite of the government's efforts to address the problem through head teachers management training workshops and strengthening students' guidance and Counseling services in schools (Kiumi, 2008). This implies that other factors, particularly discipline management at the school level should be taken into account.

Management of students' is regarded as a single and most important factor in the success or failure of a school. The letter's success is contingent upon head teachers' ability to bring other stakeholders on board, especially teachers and parents. However, the extent to which a head teacher will embrace the idea of teamwork, studies (Kariuki, 1998, Asuda, 1983 and Kiumi 2008) have shown is a function of four variables: head teachers' gender, head teachers' professional qualification, type of school and location of school. However, the studies have not shown the relationship between headteachers management style and the four independent variables on head teachers' management styles and level of students' discipline management. This study filled this gap.

1.2 Purpose of the study

The purpose of the study was to investigate the relationship between headteachers' management styles and level of students' discipline in public secondary schools in Rongo District and Kisumu City, Kenya.

1.3 Objectives of the study

The study sought to:

1. Determine whether there was any relationship between headteachers' gender and discipline management styles in public secondary schools.
2. Find out whether there was any relationship between headteachers' professional qualification and discipline management styles in public secondary schools.
3. Examine whether there was any relationship between type of school and discipline management styles in public secondary schools.
4. Establish whether there was any relationship between location of school and discipline management styles in public secondary schools.
5. Assess whether there was any relationship between headteachers' gender and level of teachers and parental input on discipline management in public secondary schools.
6. Determine whether there was any relationship between headteachers' professional qualification and level of teachers' and parental input in public secondary schools.
7. Find out whether there was any relationship between type of school and level of teachers' and parental input on students' discipline management in public secondary schools.
8. Examine whether there was any relationship between location of school and level of teachers' and parental input on discipline management in public secondary schools.

9. Establish whether there was any relationship between authoritarian management style and level of students' discipline in public secondary schools
10. Assess whether there was any relationship between laissez-faire management style and level of students' discipline in public secondary schools
11. Establish whether there was any relationship between transactional management style and level of students' discipline in public secondary schools
12. Examine whether there was any relationship between contingency management style and level of students' discipline in public secondary schools
13. Determine whether there was any relationship between democratic management style and level of students' discipline in public secondary schools
14. Establish whether there was any relationship between headteachers' management styles and the level of students' discipline in public secondary schools.

1.4 Hypotheses of the study

The study tested the following null hypotheses:

- H0₁:** There is no significant relationship between headteachers' gender and discipline management styles in public secondary schools.
- H0₂:** There is no significant relationship between headteachers' professional qualification and discipline management in public secondary schools.
- H0₃:** There is no significant relationship between type of school and discipline styles in public secondary schools.
- H0₄:** There is no significant relationship between location of school and discipline management styles in public secondary schools.
- H0₅:** There is no significant relationship between headteachers' gender and level of teachers' and parental input on discipline management in public secondary schools.
- H0₆:** There is no significant relationship between headteachers' professional qualification and level of teachers' and parental input on discipline management in public secondary schools.
- H0₇:** There is no significant relationship between type of school and level of teachers and parental input on students' discipline management in public secondary schools.
- H0₈:** There is no significant relationship between location of school and level of teachers' and parental input on discipline management in public secondary schools.
- H0₉:** There is no significant relationship between authoritarian management style and level of students' discipline in public secondary schools.

H0₁₀: There is no significant relationship between laissez-faire management styles and level of students discipline in public secondary schools.

H0₁₁: There is no significant relationship between transactional management style and level of students' discipline in public secondary schools.

H0₁₂: There is no significant relationship between contingency management style and level of students' discipline in public secondary schools.

H0₁₃: There is no significant relationship between democratic management styles and the level of students' discipline in public secondary schools.

H0₁₄: There is no significant relationship between headteachers' management styles and the level of students' discipline in public secondary schools.

1.5 Significance of the study

The findings of this study may be used as a source of information by curriculum specialists in developing curriculum, syllabuses and materials to assist headteachers and teachers with information on management styles on students' discipline. Apart from pointing out the importance of management styles on students' discipline in dealing with students' problems thereby reducing the incidences of strikes, the study may also supplement knowledge and scholarship in the field of educational administration.

The findings of this study are also likely to be of immense value to educational policy makers in the Ministry of Education by exposing the gaps in the management of students' discipline in public secondary schools and thus come

up with strategies for efficient and effective management styles of students' discipline. The need is even more urgent now that corporal punishment has been banned in schools.

1.6 Limitations of the study

Even though efforts were made to validate the instruments, it was not possible to control the attitudes of the respondents, and this may have affected the validity of the responses. This was based on the premise that respondents may at times give socially acceptable answers in order to avoid offending the researcher (Mulusa, 1990). The Likert Scale was used to enhance objectivity in ranking of the responses.

1.7 Delimitations of the study

The study was conducted only in public secondary schools whose control and management are directly under the government. It therefore left out private secondary schools. It could be possible that students' discipline management among public and private secondary schools are not similar and, therefore, an indiscriminate study of these schools would affect the results.

The study relied on fifty nine (59) headteachers, fifty nine (59) Parents Teachers Association Chairpersons, fifty nine (59) teacher - counsellors and four hundred (400) students as the respondents to give information on the relationship between headteachers' discipline management styles and level of students' discipline and the involvement of the other members of the school

community in the management of students' discipline. The Board of Management and other teachers were not included in this study although they may have had valuable information on the relationship between headteachers' management styles and the level of students' discipline.

Only headteachers' management styles were considered in relation to the level of students' discipline in public secondary schools. However, other factors such as the mass media and drug abuse which may contribute to indiscipline in schools were not analyzed in relation to management of students' discipline in public secondary schools.

1.8 Basic assumptions of the study

The study was based on the following assumptions:

1. Schools use policy guidelines from the Ministry of Education Science and Technology to formulate their internal disciplinary policy.
2. Headteachers have read and comprehended the relevant sections of the Basic Education Act, 2013 that guide their involvement in management of students' discipline.
3. Headteachers' management styles is the most significant determinant of the extent to which teachers and parents support the school in the management of students' discipline.
4. Teachers' and parental input in the management of students' discipline plays the most critical role in a school's effort to enhance the development of desirable behaviour among learners.

1.9 Definitions of significant terms

The following terms were defined in the context of this study:

Authoritarian Management Style: This is where power and authority reside in the management. The head is dictatorial and makes all school decisions without consulting anyone. Teachers and students are treated like machines. They are therefore to be seen and not heard. The school compound is turned into small chiefdoms leading to conflicts between the headteacher, teachers and students culminating in rebellion, riots and destruction.

Contingency Management Style: This is a leadership style where the administrator reacts to problems in the institution in different ways according to the situation by addressing an issue as it arises.

Democratic Management Style: This is a style that recognizes democratic principles of governance and involves everyone in the process of decision – making. There is free flow of ideas from the administration to teachers, administration to students, teachers to students and vice versa. Rights of individuals and their freedom of expression are accepted and respected.

Discipline: This is the maintenance of order in a school by students through observance of school rules.

Headteacher: This is an individual who is in charge of a school, male or female as stipulated in the TSC Act of the Laws of Kenya.

Indiscipline: This is a situation whereby a student's behavioural pattern is contrary to the laid down rules in a school.

Kenya Education Management Institute: This is a government institution that is charged with the responsibility of training headteachers and their deputies on the art and science of school management.

Laissez - Faire Management Style: The administrator does not establish goals and objectives of the school. Everyone in the school strives to achieve the objectives by working on their own at their own pace. This leads to power vacuum and conflict in power struggle leading to indiscipline

Level of Students' Discipline: This is the condition of students' discipline in a school. Thus the level of discipline will be low or high if students' behavioural pattern is contrary to or is in conformity with the school rules and regulation respectively.

Location of School: This is the area in which a secondary school is established. Schools are either established in towns (urban schools) or in rural areas (rural schools). In this study, only schools which were located in Kisumu City were considered as urban schools, and all schools which were located in Rongo District were considered as rural schools.

Management Style: This is the method applied by a school headteacher to enhance students' discipline.

Professional Qualification: This is the academic hierarchy within the scheme of service for graduate and approved public secondary school teachers. The professional qualification levels for graduate and approved teachers in public secondary schools at the time of this study were: S1, Diploma, B.Ed., B.A.Bsc. + PGDE and M.Ed.

Parents Teachers Association: Refers to a body comprising of teachers and parents whose major roles in a school are to raise development funds and enforce students' discipline policies.

Public Secondary Schools: Refers to those schools which are established, owned or operated by the Government and includes sponsored schools.

Relationship: This is an association between two or more variables where an increase or decrease in one variable causes change to occur in the other variable. In this study the variables are headteachers' management style, teachers' and parental input on students' discipline management and level of student discipline.

Teachers and parental input: This is the guidance and counselling support given by teachers and parents in the school's effort to mould students' discipline in the desired direction.

Transactional Management Style: This style of management rests on the reasoning that both authoritarian and democratic styles need to be mixed in that none can work singly in all situations. This is based on the premise that over emphasizing authoritarian management style can subordinate while too much democracy has a high likelihood of creating anarchy and complacency in an organization.

Teachers Service Commission: The body in charge of recruiting and promoting teachers (including headteachers in government maintained schools in Kenya)

Type of School: The grouping of secondary schools according to whether they purely admit boys, girls or both. Currently, the schools are categorized as either boys schools, girls schools or mixed schools.

1.10 Organization of the study

The study is organized into five chapters. Chapter one consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definitions of significant terms and organization of the study.

Chapter two focuses on review of related literature which entails the concepts of discipline, students' discipline problems experienced in schools, the concept of management, management theories and related approaches. Relationship between headteachers' management styles and school community members' input on school affairs, types of headteachers' management styles on students' discipline, the influence of headteachers' management styles on teachers and parental support on students' discipline management. Variables likely to influence headteachers' management styles, theoretical framework of the study and conceptual framework of the study and summary of literature.

Chapter three describes the research methodology. This includes research design, target population, sample selection and sample size, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

Chapter four consists of data analysis, research findings and discussions of the findings while chapter five consists of summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews literature related to the topic of the study. The chapter is divided into seven sub-sections namely: The concepts of discipline, students' discipline problems experienced in schools, the concept of management, management theories and related approaches, relationship between headteachers' management styles and school community members' input on school affairs, types of headteachers' management styles on students' discipline, the influence of headteachers' management styles on teachers and parental support on students' discipline management, variables likely to influence headteachers' management styles, theoretical framework of the study, conceptual framework of the study and summary of literature.

2.1 The concept of discipline

A number of writers have defined discipline in various ways. For instance, Mbiti (1974) defined it as a system of guiding the individual to make reasonable decisions responsibly. This definition implies that discipline is instructional and its purpose is to instill self-control in the recipient. Griffin (1994) stressed that the paramount aim of school discipline should be to endow each student with such habits as self-respect and proper pride in his own integrity so that he or she observes the norms of good conduct when not under compulsion or supervision, and carry them eventually into his or her

adult life. He further emphasized that headteachers' management styles play a major role in the discipline of students. If the styles used are good, students' discipline would be good, but if bad styles are used, disciplinary cases occur.

According to Okumbe (1998), there are two types of discipline; preventive discipline and corrective discipline. In preventive discipline, an educational manager decides to take an administrative action aimed at encouraging students, teachers and other workers to follow the schools' laid down rules, regulations and standards which prevent infraction. Here, preventive discipline aims at instilling self-discipline among all school participants. Headteachers therefore should strive, at all times, to attain self-discipline within their organizations because it enhances participants' morale and productivity.

2.2 Students' discipline problems experienced in schools

In the United States of America, many research studies conducted have revealed serious students' discipline problems in schools. The serious students' discipline problems cited in the United States of America in public schools include sexual battery, robbery, physical attacks, vandalism, theft, absenteeism, students' untidiness, drug abuse, sale of drugs on school compound, student possession of weapon, trespassing, verbal abuse of teachers and racial tension (U.S. Department of Education, 1997).

Research studies conducted by Omato (1986) and Mitambo (1986) in Kenya found that the state of discipline in schools was unsatisfactory. The forms of indiscipline detected included drug abuse, riots, theft, sneaking, fighting, absenteeism, vandalism, truancy, lateness, bullying, boycotts, indecency, obscenity and noise making. Griffin (1994) indicated that bullying is common, especially in boys' boarding schools. These revelations imply that schools are not havens of peace. According to Nkinyangi (1981), students' disturbances have become internationally commonplace.

2.3 The concept of management

Management, according to many writers, does not have a single definition and sometimes is used to mean administration. Henri Fayol defined management as the process of forecasting and planning, organizing, commanding, co-ordinating and controlling (Cole, 2011). Schwartz (1984) defined management as the process of achieving organization's goals through the co-ordination and performance of five functions of planning, organizing, staffing, directing and controlling. In this context, goals refer to anything the organization seeks to do.

Koontz and O'Donnel (1976) defined management as an operational process initially best dissected by analyzing the managerial functions. The foremost task of a manager is therefore to determine the long-range goals of organization, then design and develop the objective and finally determine both human and material resources required for the attainment of the goals.

Headteachers as managers of schools should set the goals to be achieved, then supply the teachers, students, subordinate staff with the available material resources for the accomplishment of the goals.

Managing schools requires intelligence, imagination, energy, warmth or personality, humility and persistence (Maryland, 1987). This is because it calls for some responsibilities that are similar to those assumed by managers in other enterprises, but also for some behaviour that are unique to the field of education (Orloskey, Shapiro & Webb, 1984).

The headteacher, as a person brings into the management art a view of human nature and set of values and patterns that can be labeled as management style. Therefore, educational management can be seen as referring to the process of designing, developing and effecting educational objectives and resources with the aim of achieving the predetermined educational goals.

2.4 Management theories and related approaches

Management theories and related approaches evolved as a result of man's great desire to have things done in the best ways (Okumbe, 1998). These theories include scientific management approach, human relations approach and behavioral sciences approach.

2.4.1 Scientific management approach

Scientific management approach was the first attempt to study modern management. It was propounded by Fredrick Taylor (1856 – 1917). Other advocates include Henri Fayol, Max Weber, Henry Gantt, H. Emerson, Frank and Lilian Gilbreth, Mooney and Railey and Urwich and Gullick (Schwartz, 1984).

The scientific management approach arose from the search for greater effectiveness and efficiency on how an organization conducts its affairs by standards established by facts gained through systematic observations, experiments and reasoning (Agarwal, 1990). It is based on the assumption that workers are motivated by economic rewards and that the organization is characterized by goals and objectives, clearly defined division of labour with highly specialized personnel and by distinct hierarchy of authority (Okumbe, 1998).

The scientific management theory recognizes no conflict between humans and organizations. It assumes that what was good for the organization was also good for the worker. Schwartz (1984) argues that hard work and efficient labour will in the end pay off both workers and the management by increasing the effectiveness of the organization.

Higher productivity leads to higher profits, which in turn leads to higher pay and greater job satisfaction. The critics further said that it did not adequately

deal with some important dimensions of management such as leadership, motivation, communication and informal relations. All these inadequacies led to the emergence of another school of thought called human relations

2.4.2 Human relations approach

The human relations theory was developed as a reaction against the formal tradition of the classical models. It pointed out that the latter had ignored the human factor in production. Mary Parker Follet (1868 – 1933) is credited with this theory. She believed that conflicts were useful in organizations because they were important manifestations of socially valuable differences which were beneficial to all in an organization (Okumbe, 1998).

Even though Mary Parker Follet is credited with this theory, the real breakthrough to it was made with the Hawthorne experiments at the Hawthorne plant in Western Electric Company, conducted by Elton Mayo, Fritz Roethlisberger and others in the early 1930s (Agarwal,1990). Its findings stressed the significance of friendship and social groups (Wayne, 1992). The findings also led to the development of a new hypothesis that motivation to work, morale and productivity are related to social relations among the workers and between the workers and superiors and not to the physical conditions at work.

The study further revealed that an organization is more than a formal structure or position and authority-responsibility relationship. It is indeed a social

system, that entails cliques, grapevines, informal status system, rituals and mixture of logical, non-logical and illogical behaviour (Scott, 2003). What is required of a worker is a change in attitude which is more important than a change in working conditions.

The studies pointed out that the workers have many needs other than purely economic ones. It therefore suggested ways in which the management could increase workers' satisfaction and productivity. These include paying attention to the non-economic, social and cultural needs of the workers.

Other human relations proponents whose contributions greatly enriched this school of thought were Kurt Lewin, Chris Argyris and Rensis Likert. They focused on the "people" part of management, and regarded man as a unique socio-psychological being. They emphasized that a manager can manage people effectively and get things done with and through people by creating a conducive environment for the fulfillment of their social and psychological needs.

However, human relations theory has been criticized as having failed to develop an integrated theory of management. This failure is attributed to their approach to the study of organization and management. They also viewed organization as a closed system that is self-contained and isolated from its environment which, in reality, is not true. Due to these shortcomings, some scholars decided to integrate this theory with the scientific management approach. This gave rise to the behavioral sciences approach.

2.4.3 Behavioral Sciences approach

The advocates of these theories fall into two schools of thought namely the content-motivation and the process-motivation theories (Okumbe, 1998). Those that fall under the content-motivation theories include the needs hierarchy theory by Abraham Maslow. This theory arranged human needs in a hierarchy with the most basic ones at the bottom and higher needs at the top. The theory stated that human beings must first satisfy the basic needs which appear at the bottom before moving to the subsequent higher needs at the top.

However, the needs hierarchy theory was criticized for lack of adequate research evidence to support it and its general concepts like esteem and self-actualization which have multiple definitions. This led to the introduction of a two-factor theory or motivation hygiene theory by Fredrick Herzberg.

The motivation hygiene theory was based on the assumption that dissatisfaction leading to the avoidance of work and satisfaction leading to attraction of work do not represent the end points of a single continuum (Hammer & Organ, 1978). This theory indicated that a worker must have a job with challenging content in order to be truly motivated.

Alderfer (1972) further motivated Maslow's work and came up with existence, relatedness and growth theory. The existence needs are concerned with sustaining human existence while the relatedness needs are concerned with how people relate to their surrounding social environment and the growth needs relate to the development of human potential which includes self-esteem

and self-actualization. This theory states that apart from satisfaction – progression process, there is also frustration regression process (Organ & Bateman, 1991)

McGregor (1960) came up with the Theory X and Theory Y that are sets of assumptions about behaviour of people at work. Theory X assumes that workers are lazy and dislike work hence will avoid it. Therefore, they have to be compelled to do it. On the other hand, Theory Y assumes that workers are not lazy and view work as being as natural as rest. Ouchi (1981) analyzed the Japanese management practices and came up with theory Z. This theory stressed concern for the individual employees.

Another content motivation theory was that of McClelland (1976). He came up with achievement-motivation theory. In this theory, he stressed that people have the desire to perform in terms of standard of excellence or a desire to be successful in competitive situations (Hellriegel & Slocum, 2011). The content theories, therefore, attempted to identify what it is that motivates people at work.

Content theories, however, were criticized for overlooking the reasons why people choose a particular behaviour to accomplish work related goals. In turn, this led to the introduction of process-motivation theories. The process-motivation theories included Vroom's expectancy theory which postulated that people usually have several alternative behaviours from which to select

(Hellriegel & Slocum, 2011). This theory showed a system of cognitive variables that reflect individual differences as far as motivation towards work is concerned.

In their job characteristic model, Hackman and Oldham (1976) noted that certain job characteristics contribute to certain psychological states and strength of employees' need for growth has an important motivating effect. In equity theory work motivation, Adams and Freedman (1976) stressed that individuals compare the ration of their inputs and the outcomes to the input in job performance and satisfaction is the degree of equity that people perceive in their work situations.

Behavioral theories focused on group sentiments, attitudes of individuals' employees, and the organizations' social and psychological climate (Asuko, 1980). It views workers' motivation in terms of such factors as work itself, the nature of incentive system, interpersonal relations, management approaches, workers' needs and values, and the work environment (Wayne, 1992).

In this study, theories of management are appropriate in a number of ways. The headteachers could recognize the fact that they could only perform well by working with, and through others. It is therefore the duty of the headteachers to seek their support while at the same time ensuring the continuity of the organization.

2.5 Relationship between headteachers' management styles and school community members' input in school affairs

Philips, Davie & Callely (1985) have reported on a study, which was carried out in Cardiff area, UK in 1978. The objective of the study was to evaluate the impact of a secondary school teachers' course, which had been organized by the Department of Education, University College, and Cardiff. The aim of the course was to enhance the participants' capacity to initiate positive changes in their schools, which in the opinion of the course organizers, would have positive knock-on effect on the factors that tended to lower the quality of school outcomes such as truancy, disruptive behaviour and poor academic performance.

The participants of the course (n=43) were drawn from 38 schools, of the 43 participants, 26 had initiated changes in their schools at the time of data collection. These comprised of 5 headteachers, 8 deputy headteachers, 8 heads of schools (either lower or upper school in an institution) and 5 assistant teachers. Data were collected through structured interviews, observation schedules of participants' behaviour in their schools and evaluation of participants' written reports.

The study revealed that the route taken by the course participants to initiate change was influenced by seniority in the school. For instance, while headteachers and head of schools had a direct link with teachers and external agents such as educational psychologists, their less senior colleagues used fellow teachers and more often the headteachers to realize their objectives.

It was also revealed that out of 96 institutional developments attributable to the course, nearly a third (29.17%) were initiated by headteachers, 31% by heads for schools and only 8% by assistant teachers. It also emerged that the extent to which less senior teachers succeeded in implementing ideas picked from the course depended on the headteachers' approval.

McManus (1989) carried out a study in 50 schools in the UK. The study aimed at establishing why some schools suspended more pupils than others. Data were collected through observation schedules, interviews and questionnaires from principals and teachers. The study found that while a large proportion of suspensions (80%) were attributable to factors within the schools, only 20% were associated with pupils' background factors, that is, the catchment's deprivation which was measured in terms of pupils qualifying for free meals.

The study established that the major in-school factor that influenced suspension, was the policy created by school principals on discipline matters. Therefore, in schools that had low suspension rates, the leader had nurtured a democratic approach to discipline issues. In these schools for instance, teachers had a greater say over disciplinary measures pertaining to errant pupils, a factor that lowered the incidence of disruptive behaviour. This was in contrast with schools in which suspension rates were high.

Aubrey (1992) investigated the extent to which principal's leadership practices in schools that were perceived to be effectively managed (n=34) differed from those of the principals heading schools rated as less effective (n=34) in USA.

Data were collected by use of questionnaires from principals and school committee members. The data were analyzed by use of Mann-Whitney U Test for two independent samples. The key findings of the study were as follows: First, principals in high performing schools reported a higher level of inspiring and encouraging institutional members to accomplish their goals than their counterparts in low-performing schools.

Secondly, a statistically significant difference ($P < 0.05$) was noted between the two categories of principals with regard to the extent to which they encouraged the active participation of members of school community in school affairs. The study concluded that the effectiveness of the school management process was dependent on the leadership skills of the principals.

Griffin (1996) carried out a comparative study in Mid-West USA on the elements of schools that had been identified as exemplary ($n=11$) in terms of students' tests scores and parental involvement in school matters and those that had been classified as developing schools ($n=11$). Principals from exemplary schools ($n= 10$), their teachers ($n=84$), and their counterparts in developing schools (11 principals and 87 teachers) responded to a survey questionnaire.

The study established that, compared with principals of developing schools, those heading exemplary schools reported greater use of leadership practice of inspiring members and creating an enabling working environment through the redistribution of powers and authority within the school. For exemplary

schools, the data further revealed that a number of positive features compared with developing schools. These were goal consensus, a higher level of students' discipline and collaborative leadership.

In another study, James and Connolly (2008) sought to find out the changes that had contributed to improvement in school practice and, by extension, pupils' performance in 32 schools in Southern Wales, United Kingdom. Data were collected from principals, teachers, pupils and parents using semi-structured interviews and documented data. One of the critical factors that had led to the notable improvement, the study established was school leadership. For example, most of the principals were reported to have been newly posted to the schools.

Consequently, the schools had benefited from new ideas and practices that, to a certain extent, triggered the new changes. Some of the changes introduced by the principals, which in the opinion of teachers and parents enhanced their input included improvement of physical infrastructure, involvement of members of the school community (teachers, students and parents) in school matters, and constant articulation of schools' vision to the members of the school community by the principal.

Kilpatrick, Johns, Mulford, Falk, & Prescord (2002) conducted a study in Australia. One of the major objectives of the study was to investigate ways in which the modes of leadership of school and community leaders influenced

the extent and nature of the schools' contribution to the community. The respondents (n=225) who comprised of principals, teachers and students and members of local community were drawn from five regions, which had well established school community linkages. These were: Cooktown, Cowel, Margaret River, Meander and Walla Walla. Data were collected through semi-structured interviews, observation and written documentation collected from school and community sources. The study revealed that the major in-school factor that enhanced school-community partnership was the principals' open-state of leadership, which, *inter alia*, accommodated opportunities and ideas put forward by others.

Copland (2003) carried out a longitudinal study of leadership in a school programme dubbed Bay Area School Reform Collaborative (BASRC) in San Francisco Bay, USA. The programme was grounded on BASRC' theory of action, which held that distributive leadership (involving teachers, community members and outside professionals) was an essential factor in enhancing members' input and, consequently, school outcomes.

One aspect of the programme that the study focused on was the role of principals in schools where there were efforts to broaden and share leadership functions. Data were collected using interviews, observation schedules and reviews of school records. This was accomplished in two phases.

The first phase covered 63 principals and 27 teachers who were drawn from 87 BASRC schools while the second phase covered 16 schools, which had reached an advanced stage in the reform programme. Some of the key findings of the study were as follows. First, at the initial stage of the reform process, the principals acted as catalysts for change, protectors of a schools vision and leaders of inquiry.

Secondly, schools that had reached maturity in the reform process were those in which principals had ceased to exert role-based authority. The study observed that such principals had renegotiated their 'old' authority, thereby allowing others to step forward to handle important leadership duties.

Kariuki (1998) investigated teachers' (n=23) perception of leadership behaviour of women principals in Kiambu district, Kenya. Data were collected by means of a questionnaire and subsequently analyzed using percentages. From this analysis, it emerged that there were two aspects of principals' leadership behaviour that demotivated teachers. There was the tendency of the principals to ignore ideas proposed by teachers on school-related matters as reported by 40% of the teachers and spying on them as acted by 13% of the teachers in the study sample.

This finding seemed to suggest that principals' leadership behaviour was a stumbling block to teachers input on their task areas. Indeed, when the principals (n=20) were asked to state the administrative problems they

encountered in the course of their duties, 12(60%) of them cited lack of commitment among teachers while 9(45%) indicated that teachers' indiscipline was a hindrance to their effectiveness.

In another study, Mungai (2001) evaluated teachers' perception (n=302) of the factors which inhibited their participation in decision-making in their schools in Nairobi Province, Kenya. Data was collected using a questionnaire. One part of the instrument had a five-point Likert scale type items on factors likely to hinder the participation of teachers in decision-making.

The study revealed that the factors which were a hindrance to the participation in school matters included: failure by principals to implement decisions previously made by teachers and poor principal-teacher relationship.

The research findings reviewed above underline the usefulness of distributive leadership in the attainment of school objectives. This implies that headteachers need to share leadership functions with members of school community. By doing so, members are likely to be better motivated and thus channel their energies towards institutional goals.

However, the extent to which the headteacher would bring followers on board depends on whether he or she applies authoritarian, democratic, transactional, laissez faire or contingency, management style in the attainment of institutional goals. The following subsection highlights authoritarian, democratic, transactional, laissez faire and contingency management styles.

2.6 Types of headteachers' management styles and level of students'

discipline

There are five main management styles commonly used by leaders of formal organizations. These are authoritarian, democratic, transactional, laissez faire and contingency management styles. The review of literature was therefore based on these styles.

2.6.1 Authoritarian management style and level of students' discipline

This is the style of management whereby power and authority are centralized in the leader (Mbiti, 1982; Okumbe, 1998). Such leaders according to Lue and Byars (1993) believe that the people they lead do not only lack the ability to enhance organisational standards but are also uncommitted to its welfare. For instance, a school headteacher who is inclined towards the authoritarian style in the management of students' discipline has little faith in the other members of the school community.

Consequently, such a headteacher is not likely to bring teachers and parents on board during the formulation and implementation of students' discipline policies. Such a style has a likelihood of creating a feeling of resentment among teachers and parents towards discipline management.

Studies done on pupil behaviour by scholars such as McPartland (1971) and Mortmore (1986) show that involvement of teachers in decision-making on matters pertaining to the moral training of students enhance their commitments

to disciplinary policies. Similarly, the work of Mortmore, Sammons, Stoll, Lewis and Ecob (1986) demonstrated that parental involvement in students' discipline management is a crucial variable in promoting socially acceptable behaviour among learners.

Kingori (2012), Mbogori (2012) and Njagi (2012) found that authoritarian management style had a negative relationship on the level of students' discipline. This findings contradicts those of Chege (2012) who observed that there was a positive relationship between authoritarian management style and level of students' discipline. Findings from the reviewed studies show conflicting results.

For instance, while some of the foregoing studies reveal that authoritarian management style has a negative relationship on the level of students discipline, one shows that there is positive relationship on the level of students' discipline. Besides, none of the reviewed studies has addressed whether there is any relationship between authoritarian management style and teachers' and parental input on students' discipline management and level of students' discipline. This study filled this gap.

2.6.2 Laissez faire management style and level students' discipline

This style is the antithesis of the authoritarian management style and is relationship oriented. Massie (2000) says that a laissez faire headteacher does not make decisions nor give directions or control. Bradford and Cohen (1994)

say that laissez faire leadership cannot get work done or solutions to problems because it lacks seriousness.

According to UNESCO (2009), the headteacher who uses this style of management believes that there should be no rules and regulations since everybody has inborn senses or responsibilities. This style may lead to confusion, anarchy or chaos. An institution whose headteacher is a laissez faire leader is characterized by high degree of freedom of students and teachers.

Cases of greater indiscipline are very common and there is high level of “I do not care” attitudes. Although communication involves all channels, it is inclined towards human relationship than relationship that facilitates conducive learning environments which may enhance high standards of discipline.

Different researchers have investigated the relationship between laissez-faire management style and level of students’ discipline. They have come up with different findings. Mbogori (2012) and Muli (2012) and found that laissez-faire management style had a negative relationship on the level of students’ discipline. The findings contradicts with Chege and Muchiri (2013) who observed that there was a positive relationship between laissez-faire management style and level of students’ discipline. Literature reviewed indicates different findings.

In some cases there are relationships while others there are none. Besides, none of the studies has addressed the issue of laissez-faire management style and the level of teachers' and parental input on students' management and its influence on the level of students' discipline. This study filled this gap.

2.6.3 Transactional management style and level of students' discipline

This style of management rests on the reasoning that both authoritarian and democratic management styles need to be combined in that none can work in all situations (Lue & Byars, 1993). This is based on the premise that over-emphasizing authoritarian management style can subordinate while too much democracy has a high likelihood of creating anarchy and complacency in an organization (D'souza, 2008).

A headteacher who subscribes to this style therefore applies authoritarianism if the followers fail to comply with organizational rules and willingness to participate in decision-making processes. However, if they adhere to the organizational standards, the leader adopts democratic management style to channel their efforts towards its goals. This style of management has a high likelihood of enhancing discipline among students and consequently task accomplishment.

2.6.4 Contingency management style and level of students' discipline

This is where the manager rides the waves and deals with each problem as it arises UNESCO (2009). A headteacher who uses this style is influenced by the Path-Goal model which states that an effective manager clarifies the means

or paths by which the subordinates can achieve both a high performance and job satisfaction (UNESCO, 2009; Okumbe, 1998). Managers who apply this style believe in “wait and see” or solve-as-the-problem-arises mentality.

This cadre of managers argues that if some hurdles and barriers to innovation can be removed, a high standard of discipline by students can be achieved. Whereas the above styles are, but only managers (headteachers) behavioural tendencies as seen or rated by subordinates in practice, this discreteness does not exist. What exists, however, is a continuum of management styles, with varying degrees of use of power and authority by the headteacher.

2.6.5 Democratic management style and level of students’ discipline

This style of management is based on the premise that power and authority should be shared between the leader and the followers (Mbiti, 1982). In this regard, the leader holds the view that each member of the organization has something to contribute to its welfare. For this reason, the leader shares managerial functions with the followers, thereby making him or her part of the team (Mullins, 1999). For instance, rather than make unilateral decisions regarding task accomplishments, the leader involves the other members of the organization such that decisions arrived at are through consensus (Baraza & Ngugi, 1990).

A secondary school headteacher who subscribes to this management style on learners’ discipline therefore has a positive attitude towards teachers and parents whom he or she perceives as crucial partners in enforcing discipline.

A school whose discipline management policies are based on democratic principles would thus create a conducive climate which would be characterized by existence of open channels of communication with regard to students' behavioural matters between the administration, teachers and parents. In such a situation, teachers and parents are likely to develop positive feelings towards their school and consequently reciprocate by supporting it to attain its mission of producing responsible adults.

Muli, (2009), Chege (2012), Muchiri (2012) and Njagi (2012) found that there was a significant relationship between democratic management style and level of students' discipline. This contradicts with Gatubu (2012) who found that there was no significant relationship between democratic management style and level of students' discipline.

The studies reviewed tend to show that democratic management tend to attain different results to achieve students' discipline. Moreover, none of the studies has addressed whether there is any relationship between democratic management style and the level of teachers' and parental input on students' discipline management and its influence on the level of students' discipline. This study filled this gap.

2.7 The influence of headteachers' management styles on teachers' support for students' discipline management

From the onset, it needs to be pointed out that teachers occupy a central position in the life of pupils. As trained professionals, the society, for example, expects them to impart essential knowledge and values to the learners. The objective is to increase learners' capacity to master their fate during and after their school life.

It should, however, be realized that teachers do not act unilaterally. Rather, they operate within the confined managerial framework prevalent in a school. In other words, teachers' actions are more or less guided by the schools' task management policies. For this reason, if the policies are not conducive (if, for example, teachers are relegated to the periphery of the decision making process), teachers are potential for they will perceive the schools' managerial climate negatively (Okumbe, 1998).

Consequently, pupils are likely to get inadequate guidance, which may not augur well for the school's socialization process. Headteachers are more likely to increase their input if the school enlists their support. This is because when teachers feel that the management values them, they are more likely to increase their level of job satisfaction and performance (Imber & Neidt, 1990).

The foregoing scenario implies that to enhance a school's social outcome, they should incorporate teachers in its discipline management programme. This entails the adoption of an inclusive style of management so as to widen

teachers' input in discipline matters. This is predicated on the belief that such an approach would give teachers authority and consequently power to make pertinent decisions over pupils' behavioural matters. Indeed, Reynolds (1989) has pointed out that one of the significant correlates of pupils' behaviour is the extent to which institutional heads involve teachers in the decision making process within the school.

2.8 The influence of headteachers' management styles on parental support for students' discipline management

As has already been observed, parents play a significant role in shaping the child's basic personality pattern. They are, therefore, crucial partners in a school's endeavour to develop the child. In this regard, parents (be they biological or guardians) are an important human resource, who cannot be wished away.

Literature on school management validates the notion that parental involvement has a positive impact on student's achievement and success in school. Reid (1986) has, for instance, observed that pupils fear the involvement of parents when their misdeeds are sorted out in school. Similarly, parental involvement has an incremental of motivation to learn. This is because, when pupils realize that their parents are interested in what is happening in school, they are more likely to be enthusiastic for higher (Macneil & Patin, 2001).

Besides, there is a mutual gain when teachers and parents partner to upgrade students' scholastic and social life. For instance, such a joint action does not only increase the teacher's knowledge about the learner but also improves parenting skills (Dean, 2001). This places teachers and parents in a better position to assist the learners. This is because teachers can design appropriate ways of handling pupils on the basis of information provided to them by parents. On the other hand, parents will utilize teachers' professional advice in moulding their children's behaviour.

It therefore follows, that schools need to create open door policy towards parents so as to enable them to contribute usefully to school matters. This implies the need to empower parents so that they may have a greater say in the school's academic and social realms. The objective is to safeguard against a feeling of detachment by parents, which may force them to opt out of their obligation.

A weak school-parent partnership may have far reaching effects on learners' discipline. This is true in the sense that pupils may end up finding life in school and at home utterly different. Consequently, they may disobey school rules, which they perceive to be incompatible with the home environment. Besides, parents are likely to rely on their children for information about the school. If what the children report is negative which (this is likely to be the rule rather than the exception), parents are more likely to develop a negative attitude towards the school. Since there is a strong emotional bond between children and their parents, they are likely to pick such attitudes and thus show disrespect to teachers.

Additionally, failure by parents to visit school frequently implies that they may miss the opportunity to get professional advice from teachers on parenting skills. Out of ignorance, parents are likely to socialize their children in the wrong way thereby making it difficult for the school to enforce social and academic standards.

In Kenya, for example, views expressed on the likely causes of the problem of behaviour in secondary schools seem to admonish parents. It has, for instance, been consistently pointed out that some parents ingratiate their children by giving them excess pocket money without guiding them properly on how to spend it while others over protect them when they contravene school rules (Republic of Kenya, 2001; Ruto, 2003).

In view of the foregoing, the principal needs to nurture and propagate a strong school-parent partnership. In particular, he or she needs to ensure that effective communication is in place and that parents are aware that their participation is critical to students' success (Macneil & Patin, 2001). Another pertinent measure that institutional heads should focus on is the setting of the school goals since goals stipulate the expected school outcomes, they need to be jointly formulated by teachers and committed to the institution's mission. This requires quality leadership on the part of the principal so that the school may surmount impediments to home-school partnership (Bryan, 1989).

One of the potential hindrances (with regard to home-school partnership) that should be addressed is the social distance between teachers and parents. This, as has been pointed out by Crozer (2000), results from the tendency of teachers to be dismissive of parents' potential for assisting the school to attain its goals. This attitude emanates from teachers' feelings that parents are non-professionals and, therefore, not worth being consulted.

For this reason, principals should offer professional advice to the teaching staff on why they need to, and how they can, enlist parental support. The objective is to ensure that teachers outgrow negative attitude towards parents and, therefore, be better placed to communicate with parents in an effective and informative way (Pugh, 1989; Laboke, 2006).

This kind of collaborative relationship has a high potential for matching teachers' and parents' views and values. Such a consonance has a motivational value to teachers and parents because they will view themselves as valued partners in the school. Consequently, they are likely to increase their trend of input in institutional matters.

What has so far been explicated by the foregoing discussion is that the approach used by the school principal to realize the desired outcomes has a significant influence on the contribution of teachers and parents in their respective task areas. However, this exposition has not shed light on the factors that make some principals' preference for exclusive approach while

others subscribe to an inclusive style of management. The following subsection, therefore, focuses on studies done on the variables likely to influence headteacher's behaviour in the management of school affairs.

2.9 Studies on variables likely to influence headteachers' management styles and students' discipline

These variables include headteachers' gender, headteachers' professional qualification, type of school, location of school and the influence of teachers and parents on students' discipline.

2.9.1 Headteachers' gender and level of students' discipline

Mwiria (1995) carried out a study in Eritrea whose purpose was to find out the constraints and challenges undermining primary schools in the country. From the data presented, it emerged that female directors were not perceived as having any administrative problems compared to the male counterparts.

However, studies done in Kenya on female school administrators are inconsistent with Mwiria's (1995) findings. Aringo (1981) in a study on administrative problems affecting headteachers in South Nyanza, Kenya, found that the authority of women headteachers tended to be undermined by teachers and students. Consequently, women headteachers in her study sample (n=20) tended to centralize power especially on discipline policies in order to not only protect their position, but also enhance their influence in their respective schools.

The studies reviewed seem to show that male and female leaders tend to adopt different management styles to attain organizational goals. For instance, while some of the foregoing studies seem to show that women are more democratic hence more likely to apply participatory style of management than men, others tend to indicate that they are less democratic.

Besides, none of the studies has addressed the issue of students' discipline in relation to the management styles employed by both male and female headteachers in relation to teachers and parental input on students' discipline management. Therefore, there was need to investigate this issue in order to establish whether there was any significant relationship between the styles of management employed by both male and female headteachers in relation to teachers and parental input on students' discipline management. This study filled the gap left by the reviewed studies.

2.9.2 Headteachers' professional qualifications and level students' discipline

The variable of professional qualification was proved to have no significant influence on the female leadership behaviour on initiating and consideration structures in a study by Kariuki (1998). Mangoka (1977) carried out a study on the leadership behaviour of Nairobi and Machakos Secondary School headteachers.

The research findings showed that professional qualifications were important for effective leadership. Similarly, Mwiria (1995), in the study cited earlier, found that lack of, or limited professional qualifications and training, could explain some deficiencies in the management practices of some directors.

Findings from the studies reviewed show conflicting findings. For instance, while some of the foregoing studies reveal that professional qualification has significant influence on the leadership behaviour of headteachers, one shows that there is no significant difference. Besides, none of the studies has addressed the issue of headteachers professional qualification in relation to teachers and parental input on students' discipline management.

Therefore, there is need to investigate this issue in order to establish whether there is any significant relationship between headteachers professional qualification and the level of teachers and parental input on students' discipline management. This study filled this gap.

2.9.3 Type of school and students' discipline

Asunda (1983) carried out a study on the leadership behaviour and style of secondary school headteachers in Nairobi Province, Kenya. The findings were that the 115 teachers sampled who taught in day schools tended to perceive the management style of their headteachers as being more democratic. However, the 41 teachers from boarding schools who participated in the study tended to rate their headteachers' management as being less democratic hence ineffective particularly on matters pertaining to decision making.

Although the studies are silent on the relationship between management style and the level of students' discipline, their findings seem to show that day schools are more likely to be run on democratic lines than boarding schools. This may have the implication that day school teachers and parents are likely to be involved in the socialization process than their boarding school counterparts. This is a significant finding which the present study intended to explore further to determine the relationship between type of school (single sex schools and co-educational schools) and teachers and parental input on students' discipline management. This study filled this gap.

2.9.4 Location of school and students' discipline

The studies are silent on the role that location of the school may play in influencing the management styles of a headteacher. Moreover, the studies have not adequately addressed the extent to which management style adopted by headteachers in a different location of the school (urban/rural) could influence input by teachers' and parents in moral training of learners hence the level of students' discipline. This study filled the gap left by the studies reviewed.

2.9.5 Influence of teachers and parents on students' discipline

Maina (1986) carried out a study on the role of headteachers, teachers and parents in school discipline in Kikuyu Division of Kiambu District. From the study, 50% of the teachers reported that they played a role in school discipline; 45% of the teachers played an adequate role while 10% of the teachers felt they played a minimum role in school discipline. However, though these

findings portray a significant role teachers' participation plays in school discipline, it is also evident that not all teachers are actively involved as revealed by 10% of the teachers.

Magara (1986) conducted a survey on the role of parents in instilling discipline in primary schools. The findings reveal that parents are only called upon during serious disciplinary problems. In this survey, 8 of the 12 respondents (66.78%) indicated that schools reported to them serious cases of bad conduct of their children.

In the same study, most parents, 60%, felt that enhancing students' discipline required a joint effort by both parents and teachers. Magara (1986) also solicited suggestions on how to improve students' discipline. Out of 13 teachers, 7 (53.8%) blamed lack of cooperation between parents and teachers for the rampant indiscipline in schools.

In another study known as the "London Junior School Study" (Mortimore, Sammons, Stoll, Lewis & Ecob, 1986), findings were that schools in which there was better behaviour tended to be those in which the headteacher was always available to see parents at particular times during the week without appointment. This strategy presumably facilitated parents-teacher relationship in general and created opportunity for problems to be discussed before they escalated.

However, from the studies reviewed, none has focused on the influence of teachers and parental input in relation to their effects on headteachers' management styles and level of students' discipline. This study therefore filled this gap.

2.10 Theoretical framework of the study

Literature on organizational leadership shows that different leaders adopt different styles to accomplish organizational goals. Lue and Byars (1993) have observed that leaders' attitude towards his/her co-workers has a bearing on the style (whether participatory or non-participatory of co-workers) he/she applies to attain the stipulated organizational goals. If the leaders' attitude is favourable; he/she is likely to apply participatory management style and vice versa.

The relationship between a leaders' attitude towards fellow workers and hence his/her willingness to involve them in organizational affairs is expounded in McGregor's (1960) Theory X and Y assumptions about human motivation. McGregor has posited that Theory X leaders view their co-workers as lazy, self-centred, work avoidant, and indifferent to organizational goals. For this reason, such leaders mistrust their coworkers thereby tightly controlling organizational activities Okumbe (1998). Consequently, the co-workers have limited opportunities to participate in organizational decision making process.

In the context of school management, headteachers subscribing to Theory X are those who hold a negative attitude towards other member of the school

community. For instance, they may have the belief that teachers and parents have little to offer in the school socio-academic life Okumbe (1998). For this reason, this category of headteachers' will rarely enlist the support of teachers' and parents in their effort to enhance discipline. This may impact negatively affect the level of students' discipline.

Theory X by contrast is grounded on a human relations management style for it exhibits a positive orientation towards members of an organization. The basic tenet of this theory is that organizational members are honest, industrious, responsible and always willing to take initiative to better the organizational goals. Leaders espousing Theory Y attitude towards fellow works are therefore more inclined to delegate authority, share responsibility and enable co-workers participate in making various organizational decisions (Copland, 2003).

Theory Y orientation towards co-workers is typical of headteachers who hold the view that teachers and parents are crucial allies in realizing the desired schools goals. Such headteachers are, therefore, more likely to bring teachers and parents on board during the formulation and implementation of students' discipline polices. In such a school environment, teachers and parents are more likely to be intrinsically motivated to play their role expectations in discipline management. This may in turn stem and nurture negative behaviour and social values among learners respectively (Kiumi, 2008).

2.11 The conceptual framework of the study

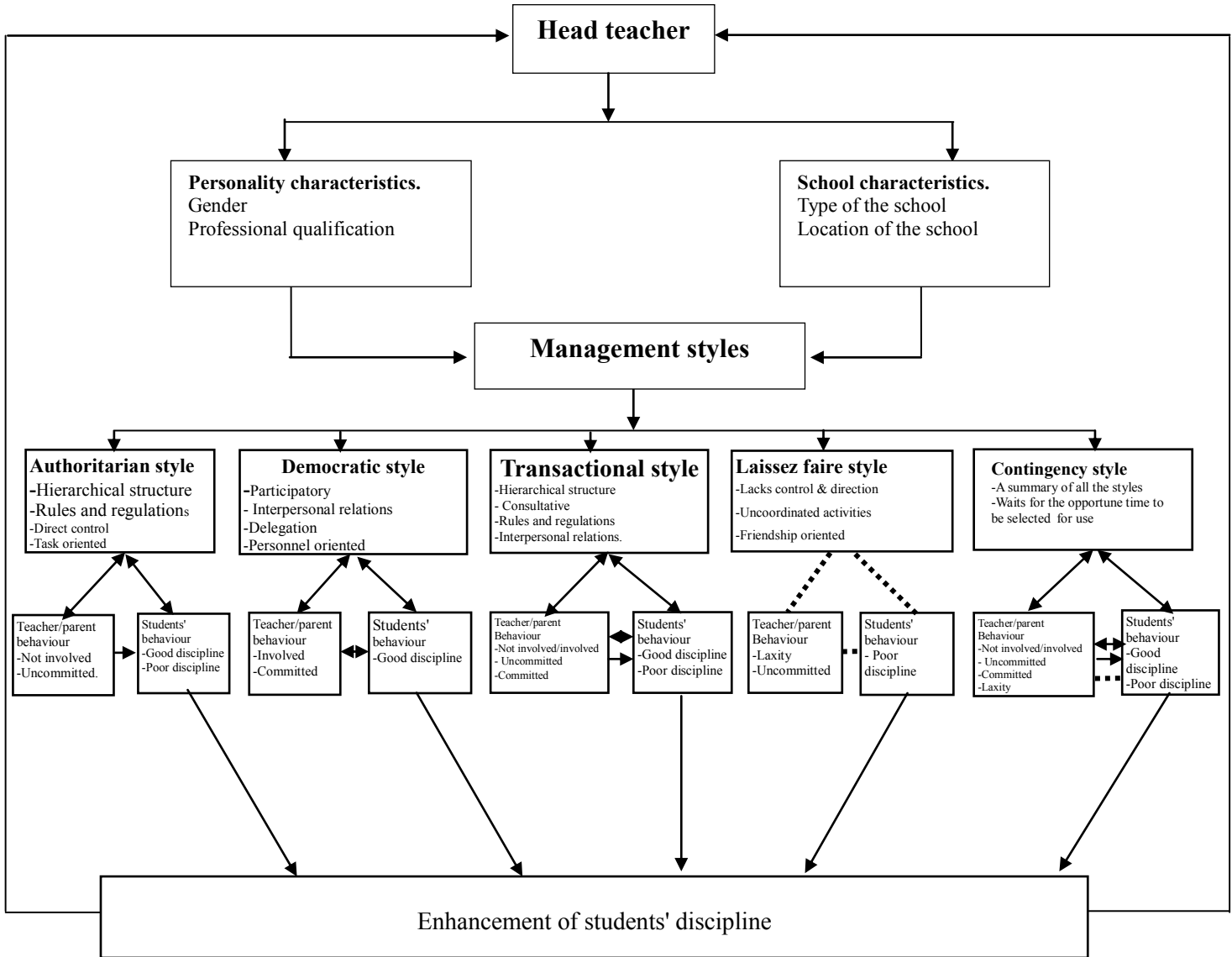


Figure 2.1: Conceptual framework of relationship between head teachers' management styles and level of students' discipline in public secondary schools.

The conceptual framework for this study is based on the premise that the headteachers' management style is a function of his or her personality, training, institution and management philosophy. The headteachers' management style is indirectly related to students' discipline. Brundett and Smith (2003) observed that teachers' and parents' efficacy is the intervening variable between the headteachers' management style and students' discipline.

The influence of the headteacher on a school's managerial environment cannot be overstated in view of the fact that he or she initiates policy that provides guidelines for action (Pugh, 1989). In this regard, the headteacher plays a critical role in determining how members of the school community act in their designated areas of operation. Therefore, if school policies are favourable in terms of giving members of the school community an opportunity to participate, there is a high likelihood that they will identify more closely with laid down objectives.

However, the extent to which a school headteacher brings the teachers and parents on board depends on the attitude he or she holds towards them (Lue & Byars 1993). Thus, if the headteacher believes that they are crucial partners, he or she is likely to devolve power and widen the action space in the formulation and implementation of discipline policies (McManus, 1989). In such a situation, teachers and parents are likely to develop positive feelings towards their school and consequently reciprocate by supporting it to attain its mission of producing responsible adults.

The converse also holds true such that if the headteacher's attitude is unfavourable, he or she is likely to centralize power of affecting discipline hence keep teachers and parents on the periphery. This scenario may in turn have adverse effects on students' discipline. The variables involved in the study are diagrammatically illustrated in Figure 2.1.

The study investigated the relationship between headteachers' management styles and level of students' discipline. The analysis was based on selected personality and school characteristics namely: headteachers' gender, headteachers' professional qualification, type of school and school location.

The investigation followed the following order, first the relationship between each personality and school characteristics and headteachers' management styles was investigated. Followed by an analysis of the relationship between teachers' and parental input on students' discipline management and the level of students' discipline. The final analysis sought to determine whether discipline management styles and level of student discipline were related.

2.12 Summary of literature

The reviewed literature has revealed that headteachers' management styles have effects directly or indirectly on students' discipline (Omalayo, 2009). Kingori (2012), Mbogori (2012) and Njagi (2012) found that authoritarian management style had a negative relationship on the level of students' discipline. This findings contradicts those of Chege (2012) who observed that

there was a positive relationship between authoritarian management style and level of students' discipline. Findings from the reviewed studies show conflicting results. For instance, while some of the foregoing studies reveal that authoritarian management style has a negative relationship on the level of students discipline, one shows that there is a positive significant relationship on the level of students discipline .

Besides, none of the reviewed studies has addressed whether there was any relationship between authoritarian management style and teachers' and parental input on students' discipline management and level of students' discipline. This study filled this gap.

Muli, (2009) and Mbogori (2012) found that there was a significant relationship between democratic management style and level of students' discipline. This contradicts with Gatobu (2012) who found that there was no significant relationship between democratic management style and level of students' discipline.

The studies reviewed tend to show that democratic management tend to attain different results to achieve students' discipline. Moreover, none of the studies has addressed whether there is any relationship between democratic management style and the level of teachers' and parental input on students' discipline management and its influence on the level of students' discipline. This study filled this gap.

Different researchers have investigated the relationship between laissez-faire management style and the level of students' discipline. They have come up with different findings. Muli, (2012) and Mbogori (2012) found that laissez-faire management style had a negative relationship on students' discipline. The findings concur with Muchiri (2013) who observed that there was no relationship between laissez-faire management style and level of students' discipline. Chege (2012) contradicts by noting that headteachers who were rated most laissez-faire had a positive influence on the level of students' discipline.

Literature reviewed indicates different findings. In some cases there are relationships while others there are none. Besides, none of the studies has addressed the issue of laissez-faire management style and the level of teachers' and parental input on students' management and its influence on the level of students' discipline. This study filled this gap.

Transactional management style and contingency management style have not been substantially studied by researchers' in relation to teacher's and parental input and level of students' discipline. This study filled this gap.

The same is reflected on the selected moderating variables – (personal characteristics and school characteristics). There is no consistency in the findings of the studies. Aringo (1981) and Mwiria (1995) had conflicting findings on the relationship between headteachers gender and management

styles. From the data presented, it emerged that female directors were not perceived as not having administrative problems compared to their male counterparts.

However, studies done in Kenya on female administrators are inconsistent with Mwiria's (1995) findings. Aringo (1981) found that authority of women headteacher's tended to be undermined by teachers' and students. Consequently, women headteacher's in her study sample (n=20) tended to centralize power especially on discipline policies in order to protect their positions.

The studies reviewed seem to show that male and female tend to adopt different management styles to attain organizational goals. For instance, while some of the foregoing studies seem to show that women are more democratic hence more likely to apply an inclusive style of management than men, others tend to indicate that they are less democratic. Moreover, none of the studies has addressed headteachers management styles in relation to teacher's and parental input on student's discipline management and level of student's discipline. This study filled this gap.

The variable of professional qualification was proved to have no significant relationship on the female leadership behaviour on initiating and consideration structure in a study by Kariuki (1998). Mangoka (1977) findings showed that professional qualification were important for effective leadership. Similarly,

Mwiria (1995), in the study cited earlier, found that lack of, or limited professional qualification and training, could explain some deficiencies in the management practices of some directors.

Findings from the studies reviewed show conflicting results. For instance, while some of the foregoing studies reveal that professional qualification has significant influence on leadership behaviour of headteachers', one shows that there is no significant difference. Besides, more of the studies has addressed issue of professional qualification in relation to teachers and parental input and level of students' discipline. This study filled this gap.

Asunda (1983) and Kariuki (1998) have shown that type of school – whether day and boarding has a bearing on the extent to which a headteacher will integrate teachers and parents in his/her schools management programmes. However, the studies are not explicit on how school type – single sex or co-educational – may influence headteacher's level of inclusiveness in discipline management.

Moreover, the studies have not established whether there is a relationship between teachers' and parental input on discipline management and level of students' discipline. This study therefore filled this knowledge gaps in regard to management of students' discipline in public secondary schools.

The studies are silent on the role that location of school may play in influencing the management styles of a headteacher. Moreover, the studies have not adequately addressed the extent to which management styles adopted by headteachers' in a different location of the school could influence input by teachers' and parents in the training of learners hence the level of students' discipline. This study filled the gap left by the studies reviewed.

In terms of methodology, the studies reviewed adopted correlational or cross-sectional design. Moreover, the studies had focused mainly on correlation of one variable without investigating the combined influence of the demographic and socio-economic status variable. This study diverted from the previous studies by using descriptive survey design and analyzed data using both qualitative and quantitative methods to arrive at conclusions.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter entails the research methodology and it is divided into the following sub-headings: research design, target population, sample selection and sample size, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.1 Research design

The study used a descriptive survey design. Fraenkel and Wallen (2014) define survey as that method that involves asking a large group of people questions about a particular issue. Information was obtained from a sample rather than the entire population at one point in time. The researcher found descriptive survey design appropriate for this study because it allowed for generalization from a sample to a population so that inferences could be made about some characteristics, attitude or behaviour of the population (Babbie, 1990).

This study employed descriptive survey to establish opinions, attitudes and knowledge about the relationship between headteachers' management styles and level of students' discipline in public secondary schools. The method was used because it allowed for quick data collection from a large sample at a comparatively cheap cost (Grinnel & Unrau, 2010).

3.2 Target population

The target population comprised of all headteachers, Parents Teachers Association chairpersons, teacher-counsellors and students of public secondary schools in Rongo District and Kisumu City. Rongo District and Kisumu City had a total of seventy (70) secondary schools, which comprised boys schools, girls schools or mixed schools.

Out of this, there were a total of twelve (12) boys schools, seven (7) girls schools and fifty one (51) mixed schools. Rongo District had a total of 36 public secondary schools out of which (9) were boys schools, (4) were girls schools and (23) mixed schools with a total of 13,784 students out of which 7,805 were boys and 5,979 were girls. There were four (4) female headteachers in Rongo District who headed public girls secondary schools while the remaining thirty two (32) schools were headed by male headteachers.

Kisumu City had a total of thirty four (34) secondary schools out of which three (3) were boys schools, three (3) were girls schools and twenty eight (28) were mixed schools with a total of 16,995 students out of whom 9,283 were boys and 7,712 were girls. There were twenty nine (29) male headteachers while five (5) were female headteachers, three (3) headed public girls schools while two (2) headed mixed schools. The study therefore targeted seventy (70) headteachers out of whom sixty one (61) were male while nine (9) were female and 30,779 students, out whom number 17,088 were boys while 13,691 were girls.

3.3 Sample selection and sample size

Kerlinger (1999) states that sampling involves taking any portion of a target population or universe as a representative of that population or universe. The sample size for this study was determined through the following formula suggested by Krejcie and Morgan (1970) as quoted in Isaac and Michael, (1995:192).

$$S = \frac{\chi^2 NP(1-P)}{d^2(N-1) + \chi^2 P(1-P)}, \text{ in which}$$

S = required sample size

N = the given population size

P = population proportion that for table construction has been assumed to be .50, as this magnitude yields the maximum possible sample size required.

d. = the degree of accuracy as reflected by the amount of error that can be tolerated in the fluctuation of a sample proportion p about the population proportion P -the value of d being .05 in the calculations for entries in the table, a quantity equal to $\pm 1.96\sigma_p$.

χ^2 = table value of chi square for one degree of freedom relative to the desired level of confidence, which was 3.841 for the .95 confidence level.

Substituting the required information into the formula gives: -

Where

$$\begin{aligned} N &= 70 \\ P &= 0.50 \\ D &= 0.05 \\ \chi^2 &= 3.841 \end{aligned}$$

Substituting the above values

$$\begin{aligned} &= \frac{3.841 \times 70 \times 0.50 (-0.5)}{0.50^2 (70-1) + 3.841 \times 0.50 (-0.5)} \\ &= \frac{3.841 \times 70 \times 0.50 (-0.5)}{0.50^2 (69) + 3.841 \times 0.50 (-0.5)} \\ &= \frac{3.841 \times 17.5}{0.0025 (69) + 3.841 \times 0.25} \\ &= \frac{67.2175}{1.13275} \\ &= 59.34 \\ &= \underline{\underline{59 \text{ No. of Schools.}}} \end{aligned}$$

Similarly, students' sample sizes were calculated using the same formula. In this study, the research used stratified random sampling techniques to arrive at the number of schools, teacher counsellors and students included in the study because Rongo District and Kisumu City comprised of mixed and single gender schools whose heads were males and females. To arrive at the sample using this formula, the researcher listed all schools on a foolscap according to

their categories and wrote their corresponding numbers. After this was done, he then wrote names and numbers of schools on listed categories on pieces of papers, folded them tightly and put them in a container then mixed them thoroughly.

After shuffling the pieces inside the container, the researcher started the process of picking from the container, one piece containing the name and number of the school, opened it up and recorded the name of the school it contained against its corresponding number on a prepared list of numbers. This was repeatedly done until all schools from all categories had been picked and recorded on prepared list of school categories.

Starting from school number one (1) in every list of school category, the researcher picked all odd numbered schools. In this way, he was able to get fifty nine (59) public secondary schools. By applying the same method, he obtained forty three (43) mixed and ten (10) boys' schools from public secondary schools. There were only six (6) public girls' schools and he used all of them in the study.

By use of the method shown above, the researcher obtained the number of students for use in the study from fifty nine (59) secondary schools used in the study. The study therefore used ten (10) Form One students, twenty four (24) Form Two students, one hundred and sixty four (164) Form Three students and two hundred and two (202) Form Four students.

The study used fifty nine (59) headteachers and Parents Teachers Association chairpersons' of the fifty nine (59) sampled schools out of which fifty (50) were male and nine (9) were female headteachers. The fifty nine (59) sampled schools which were included in the study, had one hundred and nineteen (119) teacher-counsellors. Using the stratified random sampling technique, the researcher obtained fifty nine (59) teacher-counsellors who were then used for the study out of which twenty five (25) were males and thirty four (34) were female.

This study used headteachers, Parents Teachers Association chairpersons, teacher – counsellors and students from public secondary schools in Rongo District and Kisumu City. The targeted population of schools and their corresponding sample sizes are as shown in Table 3.1.

Table 3.1: Population and Sample Sizes of Schools in Rongo District and Kisumu City

School Category	RONGO DISTRICT		KISUMU CITY	
	No. of schools(n)	Sample size (s)	No. of schools(n)	Sample size (s)
Boys' Schools	9	7	3	3
Girls' Schools	4	3	3	3
Mixed Schools	23	19	28	24
TOTAL	36	29	34	30

Source: Nyanza Province Report (2009)

Using the table by Krejcie and Morgan (1970), when the population is 30,000 then the sample of 379 is considered representative enough. According to Nyanza Province student enrolment records for the year 2009, there were approximately 30,779 students. Out of this number, the researcher used four hundred students in the main study, that is, 200 boys and 200 girls. For mixed secondary schools, girls and boys from Form One to Form Four were separated and then simple random sampling was used to get the number of girls and boys from each class from Form One to Form Four who were used in the study.

In carrying out the exercise of simple random sampling pieces of papers were written “Yes” for the number of students required for the study and “No” for the rest. These papers were mixed and shuffled up thoroughly in a container for students to pick. This ensured that each student had an equal chance of being selected.

3.4 Research instruments

Two instruments were used to collect data namely: questionnaire and in-depth interview schedule. Four sets of questionnaires namely: questionnaire for headteachers, questionnaire for Parents’ Teachers Association chairpersons, questionnaire for teacher-counsellors and questionnaire for students were developed by the researcher.

The researcher found the questionnaire adequate for the study because it minimized bias on the side of the researcher and the respondents (Kombo & Tromp, 2006). According to Mugenda and Mugenda (1999), in-depth interview provides data that is not possible to obtain using questionnaires. They further observe that it is possible for the interviewer to clarify questions that are not clear in the interview schedule. Probing was therefore used where the responses were not clear during interviews.

3.4.1 Questionnaire for headteachers

The questionnaire was sub-divided into sections A, B, C and D. Section A collected data on gender, age, administrative experience, professional qualification of the headteacher, type, size and location of the school. Section B collected information on headteachers' management style and students' discipline in the school.

The section was sub-divided into five parts dealing with various management styles and students' discipline. Part I contained items which collected data on the authoritarian management style and students' discipline. Part II contained items which collected data on the democratic management style and students' discipline. Part III contained items which collected data on the transactional management style and students' discipline. Part IV contained items which collected data on laissez-faire management style and students' discipline while Part V contained items which collected data on contingency management style and students' discipline.

Section C collected information on the forms of students' indiscipline that commonly occur in schools. Section D was subdivided into Parts I and II. Part I had 8 closed items on aspects of students' indiscipline in which headteachers were likely to involve teachers. Part II had 12 closed items on the extent to which headteachers involved parents in students' discipline management.

In these sections (B, C, D), Likert summated rating method was applied to establish headteachers' responses towards attitudinal statements. Each statement in the attitude scale was followed by five responses, which were: Very Low (VL), Low (L) Moderately Low (L), Moderately High (MH) and Very High (VH). Respondents were expected to express their attitude towards each of the items in the various subtitles by ticking only one response.

3.4.2 Questionnaire for P.T.A chairpersons

The questionnaire was sub-divided into sections A, B, C and D. Section A collected data on gender, age, academic qualification of the Parents Teachers Association chairpersons and administrative experience. Section B collected information on headteachers' management style and students' discipline in the school.

The section was sub-divided into five parts dealing with various management styles and students' discipline. Part I contained items which collected data on the authoritarian management style and students' discipline. Part II contained items which collected data on the democratic management style and students'

discipline. Part III contained items which collected data on the transactional management style and students' discipline.

Part IV contained items which collected data on laissez-faire management style and students' discipline while part V contained items which collected data on contingency management style and students' discipline. Section C collected information on the forms of students' indiscipline that commonly occur in schools.

Section D was subdivided into parts I and II. Part I had 12 closed items on aspects of students' discipline management in which headteachers were likely to involve parents. Lastly, Part II had 8 closed items on the extent to which headteachers involved teachers in students' discipline management.

In these sections (B, C, D), Likert summated rating method was applied to establish PTA chairpersons' responses towards attitudinal statements. Each statement in the attitude scale was followed by five responses, which were: Very Low (VL), Low (L) Moderately Low (L), Moderately High (MH) and Very High (VH). Respondents were expected to express their attitude towards each of the items in the various subtitles by ticking only one response.

3.4.3 Questionnaire for Teacher-Counsellors

The questionnaire was sub-divided into sections A, B, C and D. Section A collected data on gender, age, administrative experience, professional

qualification of the teacher counselor, type of school, size and location of the school while Section B collected information on headteachers' management style and students' discipline in the school.

The section was sub-divided into five parts dealing with various management styles and students' discipline. Part I contained items which collected data on the authoritarian management style and students' discipline. Part II contained items which collected data on the democratic management style and students' discipline.

Part III contained items which collected data on the transactional management style and students' discipline while part V contained items which collected data on laissez-faire management style and students' discipline.

Part V contained items which collected data on contingency management style and students' discipline. Section C collected information on the forms of students' indiscipline that commonly occur in schools. Section D was subdivided into parts I and II. Part I had 12 closed items on aspects of students' discipline management in which headteachers were likely to involve parents. Part II had 8 closed items on the extent to which headteachers involved teachers in students' discipline management.

In these sections (B,C, D), Likert summated rating method was applied to establish teachers-counsellors' responses towards attitudinal statements. Each statement in the attitude scale was followed by five responses, which were:

Very Low (VL), Low (L) Moderately Low (L), Moderately High (MH) and Very High (VH). Respondents were expected to express their attitude towards each of the items in the various subtitles by selecting only one response.

3.4.4 Questionnaire for students

The questionnaire was sub-divided into sections A, B, C and D. Section A collected data on gender, age, class, type of school, size and location of the school. Section B collected information on the profile of headteachers' management style and students' discipline in the school.

The section was sub-divided into five parts dealing with various management styles and students' discipline. Part I contained items which collected data on the authoritarian management style and students' discipline. Part II contained items which collected data on the democratic management style and students' discipline.

Part III contained items which collected data on the transactional management style and students' discipline. Part IV contained items which collected data on laissez-faire management style and students' discipline. Part V contained items which collected data on contingency management style and students' discipline. Section C collected information on the forms of students' indiscipline that commonly occur in schools. Section D was subdivided into parts I, II and III. Part I had items which collected data on the frequency of students' unrest and causes of students' indiscipline.

Part II had 12 closed items on aspects of students' discipline management in which headteachers were likely to involve parents. Part III had 8 closed items on the extent to which headteachers involved teachers in students' discipline management and their own suggestions on the most effective styles that secondary school headteachers should use to control the problem of indiscipline in schools.

In these sections (B, C, D), Likert summated rating method was applied to establish students' responses towards attitudinal statements. Each statement in the attitude scale was followed by five responses, which were: Very Low (VL), Low (L) Moderately Low (L), Moderately High (MH) and Very High (VH). Respondents were expected to express their attitude towards each of the items in the various subtitles by ticking only one response.

3.4.5 In-depth interview for headteachers

In depth interview was not an alternative to the questionnaire but was used for the purpose of establishing rapport with the respondents in order to gauge the reliability of the responses they made in the questionnaires. In-depth interviews also gave opportunities for soliciting more details through probing than questionnaires. Interview schedules consisted of unstructured items. The respondent, that is, headteachers' were interviewed at the time of collecting the completed questionnaires.

Headteachers' in-depth interview schedule consisted of open-ended questions that allowed probing during interviews. They were used to gather information

on the headteachers' gender, professional qualification, type of school and location of the school in relation to discipline management styles, the extent to which headteachers enlisted teachers' and parental support in the management of student discipline and the level of students' discipline in public secondary schools. The interview schedule had thirteen items in total.

3.4.6 In-depth interview for teacher counsellors

The teacher-counsellors' in-depth interview schedule consisted of open-ended questions that allowed probing during interviews. They were used to gather information on the headteachers' gender, professional qualification, type of school and location of the school in relation to discipline management styles, the extent to which headteachers' enlisted teachers' and parental support in the management of students' discipline and the level of students' discipline in public secondary schools. The interview schedule had thirteen items in total.

3.5 Validity of the instruments

According to Nachmias and Nachmias (1996), validity is the degree to which a test measures what it purports to measure. It is concerned with the soundness and the effectiveness of the measuring instrument. Using the results from the pilot study, the researcher conducted content validity. The researcher therefore, had the instruments appraised and amended by two experts in the area of study from the Department of Educational Administration and Planning at the University of Nairobi. Through the pilot study, ambiguities in the questions were eliminated before the actual study was carried out. Irrelevant items on the questionnaires and interview schedules were discarded and others rewarded to elicit the required responses.

One of the questions discarded was asking the major causes of students' indiscipline in schools and suggestions on the ideal management styles that public secondary school headteachers should use in order to control the problem of indiscipline in their schools. The schools that were used in the pilot study were excluded from the final study.

3.6 Reliability of the instruments

Borg and Gall (1996) define reliability as the level of internal consistency or stability of the measuring device over time. The split half method was used at the pretest stage to establish the internal consistency of the instruments. (Fraenkel & Wallen, 2014). The instruments for the four respondents (headteachers, parents-teachers association chairpersons, teacher-counsellors and students) were each split into two sub-sets. The odd numbered items were placed into one subset and the even numbered item into another subset.

In this technique, scores from odd and even numbered items were correlated (Best & Khan, 2011). The scores of the odd numbered items of each of the respondents in the study were computed separately. Subsequently, the Pearson Product-Moment Correlation Coefficient(r) was calculated and the correlation was 0.9 for headteachers' questionnaire, 0.87 for Parents Teachers Association chairpersons' questionnaires, 0.85 for teacher-counsellors' questionnaire and 0.84 for students' questionnaire. The researcher then used Spearman brown prophecy to determine the reliability of the entire instrument whose formula is as shown below:

$$\begin{aligned}
\text{Reliability} &= 2 \frac{\text{Reliability of } \frac{1}{2} r}{1 + \text{Reliability of } \frac{1}{2} r} \\
&= 2 \frac{0.9}{1 + 0.9} \\
&= 0.47368421 \times 2 \\
&= \underline{\underline{0.9437}}
\end{aligned}$$

The reliability for the headteachers' questionnaire was then found to be 0.95. The reliability of the Parents Teachers Association chairpersons', teacher-counsellors ' and students' questionnaires, using the same formula was found to be 0.94, 0.93 and 0.92 respectively.

The researcher used the split-half method to determine the Coefficient of Internal Consistency or reliability coefficient whose values varied between 0.00 and +1.00. The closer the value was to +1.00, the stronger was the congruency measure (Adams & Schranlevel, 1985). Therefore, judging from the above calculation, the four instruments were found to have a value of 0.9 and above which is closer to +1.00. This was an indication that the four instruments were reliable.

3.7 Data collection procedures

The researcher first sought permission and authority from the National Council for Science and Technology before embarking on data collection. He then visited the offices of the District Commissioners of Rongo and Kisumu after research permit and permission letter had been granted to inform them of

the impending study before visiting the schools. The researcher then informed the District Education Officers of Rongo and Kisumu before setting out to visit the schools included in the study to inform headteachers of the same, and issued them with their questionnaires.

When visiting the schools, the researcher tried to strike a rapport with the headteachers and had an opportunity to explain the purpose of the study to them and how they were expected to respond to the questionnaires. The questionnaires were then administered to the headteachers, teacher-counsellors and students. Students' questionnaires which were filled after the researcher's instructions, were collected immediately and arrangements made to revisit the schools and collect the questionnaires of the headteachers who did not prefer answering them on that same day.

Questionnaires for Parents Teachers Association chairpersons were mailed through the respective headteachers' office. They were required to return the duly completed questionnaires after a period of two weeks. In-depth interviews were also carried out two weeks after headteachers and teacher-counsellors filled their questionnaires.

3.8 Data analysis techniques

According to Bryman and Cramer (2009), data analysis seeks to fulfill research objectives and provide answers to research questions. The choice of analysis procedures depends on how well the techniques are suited to the study

objectives and scale of measurement of the variables in question. The study applied both quantitative and qualitative approaches to process, analyze and interpret the data. The two approaches are discussed in the subsequent sections.

3.8.1 Quantitative data processing and analysis

Quantitative data processing and analysis began with editing in the field to minimize errors. This was followed by coding the data, entry, cleaning, transformation, analysis and interpretation (Nachmias & Nachmias, 1996).

The Statistical Package for Social Sciences (SPSS) version 20 was applied to run descriptive analysis to produce frequency distributions and percentages while tables were produced using MS-Excel. Hypotheses testing was done using Chi-square (χ^2) test, t-test and, ANOVA test and Sheffe's test.

Chi-square (χ^2) test is a statistical technique which attempts to establish the relationship between two variables both of which are categorical in nature.

The use of the χ^2 test necessitates preparation of cross-tabulation of the variables using SPSS package, which then generates significance test results.

In the study, Chi-square (χ^2) was used to test **Ho1, Ho2, Ho3, Ho4, Ho5, Ho6, Ho7, Ho8, Ho9, Ho10, Ho11, Ho12 and Ho13.**

To determine whether there was a significant difference between headteachers' management styles and their personal characteristics of gender and

professional qualification, a two tailed t-test and one-way analysis of variance was used. ANOVA was used to test the null hypotheses using the t-test formula given below:

$$\frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)s_1 + (n_2-1)s_2}{n_1 + n_2 - 2}}}$$

\bar{X}_1 = mean of sample 1

\bar{X}_2 = mean of sample 2

n_1 = Sample 1

n_2 = Sample 2

$n_1 + n_2 - 2$ = degree of freedom

Analysis of variance is a statistical procedure used to examine whether the observed differences for variance between more than two samples can be attributed to chance or whether they indicate actual differences among the means of the population sampled, that is, is the difference statistically significant? (Freud & Simon 2000: 357). The analysis is also known as t-test (Schuttle, 1997:146).

The hypothesis test was made at 0.005 level of significance and if the computed f-ration was smaller than the critical value, the null hypothesis was accepted and rejected only if f-ration was greater than the critical value. Alternatively, when P-value was less than the specified alpha of 0.05, the null hypothesis was rejected and accepted if P-value was 0.05 or larger, (Saunders,

1990: P. 397). Both approaches were used in rejecting or accepting the hypotheses.

In testing the null hypothesis **H01, H02, Ho3, Ho10, Ho11, Ho12** a t-test of significance of the difference between two sample means according to Best and Kahn, 2004: 271) was used. A computer programme, SPPSS/PC + (Statistical Package for Social Science) was used in analyzing the data.

3.8.2 Qualitative data processing and analysis

The analysis of qualitative data was undertaken as a simultaneous activity with data collection. Data from in-depth interviews were organized into themes, categories and sub-categories as they emerged from the field.

3.9 Ethical consideration

It is important for studies dealing with young children to address ethical issues that might affect children. Goodwin (1996) suggested the key ethical issues to consider in children's studies to include getting participants' informed consent, voluntary participation and ensuring confidentiality.

To ensure informed content, discussions were held with the headteachers, teacher counsellors and students'. The purpose of these discussions were to explain the goals, importance and the procedures of the research and to reassure participants and guarantee of confidentiality. The role of each person was explained and the data collection instruments discussed.

After the discussions, headteachers, teacher counsellors and students were issued with consent form (**Appendix A**), which they read and signed to indicate their informed decision and voluntary participation in the study. The integrity of the researcher was safeguarded by protecting the respondents from harm, either emotionally or physically by the manner in which the researcher posed the questions and reported the findings.

The researcher also agreed with the participants that they had a right to withdraw from the study at any point in time, and that it was their prerogative to participate or not. Pseudonyms were used in respect to participants and the schools that were selected for this study.

It was stipulated in the consent forms that the participant would remain anonymous. The purpose of this was to ensure that confidentiality was strictly adhered to. During the time of data analysis confidentiality was also maintained as data was safeguarded and stored in the computer using data protection password.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents and analyses the findings of the study under various sub-sections according to the research objectives. The first sub-section presents the questionnaire return rate while sub-section two dwells on the respondents' characteristics. Sub-section three on the other hand, discusses the results of testing the hypotheses that is;

H0₁: There is no significant relationship between headteachers' gender and discipline management styles in public secondary schools.

H0₂: There is no significant relationship between headteachers' professional qualification and discipline management in public secondary schools.

H0₃: There is no significant relationship between type of school and discipline styles in public secondary schools.

H0₄: There is no significant relationship between location of school and discipline management styles in public secondary schools.

H0₅: There is no significant relationship between headteachers' gender and level of teachers' and parental input on students' discipline management in public secondary schools.

H0₆: There is no significant relationship between headteachers' professional qualification and level of teachers' and parental input on students' discipline management in public secondary schools.

- H0₇:** There is no significant relationship between type of school and level of teachers and parental input on students' discipline management in public secondary schools.
- H0₈:** There is no significant relationship between location of school and level of teachers' and parental input on students' discipline management in public secondary schools.
- H0₉:** There is no significant relationship between authoritarian management style and level of students' discipline in public secondary schools.
- H0₁₀:** There is no significant relationship between laissez-faire management styles and level of students discipline in public secondary schools.
- H0₁₁:** There is no significant relationship between transactional management style and level of students' discipline in public secondary schools.
- H0₁₂:** There is no significant relationship between contingency management style and level of students' discipline in public secondary schools.
- H0₁₃:** There is no significant relationship between democratic management styles and the level of students' discipline in public secondary schools.
- H0₁₄:** There is no significant relationship between headteachers' management styles and the level of students' discipline in public secondary schools.

4.1 Questionnaire return rate

Records available in Rongo District and Kisumu City DEO's offices indicated that at the commencement of data collection, there were 36 public secondary schools in Rongo District and 34 in Kisumu City. The total was therefore 70

public secondary schools in the two Districts. This constituted the sampling frame from which respondents in the study were selected. The sampling design applied generated a total of 287 respondents for Rongo District and 290 respondents for Kisumu City totaling to 577 respondents who were expected to take part in the study from the two districts.

However, the actual participants who returned the questionnaires were 280, representing 97.6% response rate for Rongo District and 283, representing 97.6% response rate for Kisumu City. Table 4.1 represents the percentage response rate from each of the four categories of respondents.

Table 4.1: Response rates from the four categories of respondents by percentage

Categories of Respondents	RONGO DISTRICT			KISUMU CITY		
	Sample size	N=280		Sample size	N=283	
		Actual Participants	Percentage Response rate		Actual Participants	Percentage Response rate
Headteachers	29	29	100.0	30	30	100.0
PTA Chairpersons	29	25	86.2	30	23	76.7
Teacher Counsellors	29	26	89.7	30	30	100.0
Students	200	200	100.0	200	200	100.0
Total	287	280	97.6	290	283	97.6

Analysis in Table 4.1 shows that the highest response rate was from the headteachers (100%) and students (100%). This was followed by teacher-counsellors' (89.7%) and Parents' Teachers Association chairpersons (86.2%) in Rongo District while in Kisumu City, the highest response rate was from the

headteachers (100%), teacher-counsellors and students (100%) followed by PTA chairpersons (76.7%). This high response rate from the headteachers and students was probably because unlike the case of PTA chairpersons, their questionnaires were collected on the spot. This might have exerted pressure on the headteachers and students to return their questionnaires promptly as requested.

There is also a possibility that since the study centered on students' behaviour problems, the headteachers and students might have felt that their input would help to control the vice that has become an issue of concern in many learning institutions in Kenya.

4.2 Characteristics of respondents

One of the objectives of the study was to determine whether there was any relationship between headteachers' management styles and their personal characteristics (gender and professional qualification). Therefore, it was appropriate to gather information in respect of the aforesaid headteacher characteristics and school variables (type of school and location of school). Data on various aspects of PTA chairpersons', teacher-counsellors' and students' characteristics were similarly gathered from the questionnaires.

4.2.1 Demographic data of the respondents

Demographic data of the respondents with regard to gender and age are presented in Tables 4.2 and 4.3 respectively.

Table 4.2: Distribution of headteachers, teacher-counsellors, Parents Teachers Association chairpersons and students by gender

Gender	RONGO DISTRICT					KISUMU CITY				
	Head Teachers	Teacher Counsellors	PTA Chair	Students	Total	Head Teachers	Teacher Counsellors	PTA Chair	Students	Total
Male	25(86)	11(42)	19(76)	100(50)	155	25(83)	12(40)	20(87)	100(50)	157
Female	4(14)	15(58)	6(24)	100(50)	125	5(17)	18(60)	3(13)	100(50)	126
Total	29(100)	26(100)	25(100)	200(100)	280(100)	30(100)	30(100)	23(100)	200(100)	283(100)

(Figures in parentheses represent percentages)

The data in Table 4.2 shows that majority, 86% (25) of the headteachers in public secondary schools in Rongo District were males while about 14% (4) were females. Likewise, majority 83% (25) of the headteachers in public secondary schools in Kisumu City were males, while 17% (5) were females. This gives the impression that male headteachers dominate administrative positions at the public secondary school subsector of education in Kenya.

This finding is consistent with the outcome of studies by Kiumi (2008) and Gachoki (2006) which established that women headteachers in their study samples were underrepresented by a ratio of 4:1 and 8:1 respectively. These observations are not unique to Kenya. In the United Kingdom, for example, a study by Menaha, Amaratunga, & Haigh (2008) established that although women accounted for 50% of students in the university education in the United Kingdom, the rate at which women participated at senior school management level was still very low.

The results in Table 4.2 also indicated that nearly 58% (15) of the teacher-counsellors in public secondary schools in Rongo District were females while 42% (11) were males. Similarly, in table 4.2 (b) public secondary schools within Kisumu City, the percentage of female teacher-counsellors was higher, 60% (18) than that of their male counterparts 40% (12).

This observation concurs with the results of a study by Mungai (2001) in Nairobi Province, Kenya, which revealed that the proportion of women teachers in the sample (n=302) was higher (69%) than that of men (31%). This is particularly relevant in the case of schools from Kisumu City which were largely urban based. The study appears to suggest that majority of women teachers in Kenya work in urban areas as compared to their male counterparts.

Further, this study reveals that female teacher-counsellors were more than their male counterparts even in rural settings such as in schools in Rongo District. This confirms the notion that females are considered to be highly associated with such attributes as openness, agreeableness and conscientiousness (Moss & Ngu, 2006).

A study by Fenstermaker (1994) in California found that, statistically female teacher-counsellors made better ethical decisions than males. Such considerations could have influenced the number of female teacher-counsellors in this study to be more than their male counterparts both in urban and rural settings.

Table 4.2 also reveals that 76% (19) and 87% (20) of Parents' Teachers Association chairpersons in public secondary schools in Rongo District and Kisumu City were males respectively, while 24% (6) and 13% (3) were females. This implies that men are overrepresented in Parents' Teachers Association chairmanship positions in both rural and urban public secondary schools in Kenya. It can further be deduced from the Table 4.2a and b that students are equally represented (100%) by both sexes in public secondary schools in Rongo District and Kisumu City. This implies that at student level, there is no significant gender disparity in public secondary schools in the two regions.

4.2.2 Distribution by age

The study investigated the age of headteachers, teacher-counsellors, Parents Teachers Association chairpersons and students in public secondary schools in Rongo District and Kisumu City as shown in Table 4.3.

Table 4.3: Distribution of headteachers, teacher-counsellors, Parents' Teachers Association chairpersons and students by age

Age (years)	RONGO DISTRICT N=280					KISUMU CITY N=283				
	Head Teachers	Teacher Counsellors	PTA Chair	Students	Total	Head Teachers	Teacher Counsellors	PTA Chair	Students	Total
13-15	-	-	-	17(9)	17(6)	-	-	-	17(9)	17(6)
16-18	-	-	-	183(91)	183(65)	-	-	-	183(91)	183(65)
20-30	4(14)	1(4)	3(12)	-	8(3)	1(3)	5(17)	1(4)	-	7(2)
31-40	15(52)	16(62)	4(16)	-	35(13)	23(77)	11(37)	5(22)	-	39(15)
41-50	8(23)	6(23)	12(48)	-	26(9)	4(13)	9(29)	11(48)	-	24(7)
51-60	3(11)	3(11)	6(24)	-	11(4)	2(7)	5(17)	6(26)	-	13(5)
Total	29(100)	26(100)	25(100)	200(100)	280(100)	30(100)	30(100)	23(100)	200(100)	283(100)

(Figures in parentheses represent percentages)

Information in Table 4.3 indicates that more than 65% (19) of headteachers in public secondary schools in Rongo district were in the age bracket of 31-40 years and below, while 80% (24) of their counterparts in public secondary schools in Kisumu City were in the same age bracket.

This concurs with studies done in rural parts of Kenya on secondary school managers, for example, Kariuki (1998) which showed that 40% of headteachers were above 41 years while the oldest 20% were in the 46-50 year age bracket. This implies that majority of headteachers in public urban secondary schools could be relatively younger than their counterparts in rural schools.

Data in Table 4.3 also shows that 66% (17) of teacher-counsellors in public secondary schools in Rongo District and 54% (16) of their counterparts in public secondary schools in Kisumu City were aged 40 years and below. This is an indication that most of the schools in rural as well as urban regions have relatively younger teacher-counsellors.

This finding concurs with those of Mbugua (1998) and Kariuki (1998) which showed that most of the teachers over 90% in each case in their study samples were below 40 years of age. Chapman (2003) observed that teachers within this age bracket are more likely to participate in school-based decision-making committees. This is probably because this constitutes the group of teachers with the highest need to achieve in order to make an impact in the school (Okumbe, 1998).

Going by these observations, it can be concluded that teacher-counsellors in the rural and urban-based public secondary schools in Kenya have a high potential that could be tapped by headteachers by involving them in students' discipline matters. However, if these teacher-counsellors are relegated to the periphery, there are high chances of them developing an attitude of apathy and end up giving a leeway to students as they leave discipline issues to the headteacher and deputy headteacher (Chacha, 2002).

In addition, majority of PTA chairpersons, 72% (18), in public secondary schools in Rongo District and 74% (17) in Kisumu City were aged between 41-60 years. This is an indication that those given responsibility to chair Parents Teachers Associations in most of these schools were mature parents.

A further examination of Table 4.3 shows that majority, 91% (183) of students in public secondary schools in both Rongo District and Kisumu City fall within the 16-18 age group. This is because the study focused on Form threes and Form fours since they had stayed long enough in school to be in a better position to understand the relationship between headteachers' management styles and level of students' discipline.

4.2.3 Headteachers' administrative experience

As shown in Table 4.4, data collected indicated that 55% (16) of headteachers in public secondary schools in Rongo District had administrative experience of between 1-10 years as compared to 40% (12) of their counterparts in the same

age bracket in Kisumu City. The findings of this study were inconsistent with those of Kariuki (1998) and Gachoki (2006) which showed that majority (90% and 78% respectively) of headteachers in rural schools had worked in school management positions for less than eleven years. The findings imply that most of the headteachers from rural public secondary schools tended to have adequate hands-on experience in school management. In addition, most of the headteachers in urban public secondary schools had comparatively less administrative experience in school management.

Table 4.4: Distribution of headteachers by administrative experience

	RONGO DISTRICT		KISUMU CITY	
	N=29		N=30	
Administrative Experience (in years)	N	Percentage	N	Percentage
1-5	3	10	1	3
6-10	13	45	11	37
11-15	5	17	16	53
16 and above	8	28	2	7
Total	29	100	30	100

Distribution of headteachers by gender and administrative experience

The other area of focus concerning headteachers’ characteristics was the way they were distributed by gender and administrative experience. This data is shown in Table 4.5.

Table 4.5: Distribution of headteachers by gender and administrative experience

Administrative Experience (in years)	RONGO DISTRICT N=29			KISUMU CITY N=30		
	Gender			Gender		
	Male	Female	Total	Male	Female	Total
1-5	3(12)	0(0)	3(10)	1(4)	0(0)	1(3)
6-10	12(48)	1(25)	13(45)	10(40)	1(20)	11(38)
11-15	4(16)	1(25)	5(17)	12(48)	4(80)	16(53)
16 and above	6(24)	2(50)	8(28)	2(8)	0(0)	2(6)
Total	25 (86)	4 (14)	29 (100)	25 (83)	5 (17)	30 (100)

(Figures in parentheses represent percentages)

From the information presented in Table 4.5, it is evident that male headteachers of ten years and below dominated, 60% (15) administrative position in public secondary schools in Rongo District as opposed to their female counterparts whose majority had administrative experience of eleven years and above, 75% (3).

In contrast, in Kisumu City, male headteachers with more than ten years in school management position were dominant, 56% (14) just as their female counterparts of the same age group, 80% (4). The general picture that emerges from Table 4.5 is that female headteachers in both regions were more experienced in school management than their male counterparts. This may imply that female headteachers in public secondary schools in both Rongo District and Kisumu City are likely to be more committed in their administrative tasks compared to their male counterparts. This is in agreement with the study by Reyes (1990) who observed that more experienced

headteachers tended to be more committed in their administrative duties than their less experienced counterparts.

4.2.4 Distribution of headteachers by gender and type of school

The study also explored the way headteachers were distributed by gender and type of school. This information is summarized in Table 4.6 below which shows that most of the mixed schools, 72% (18) in Rongo District were headed by male headteachers, while most of the girl schools, 75% (3) were headed by female headteachers.

Table 4.6: Distribution of headteachers by gender and type of school

Type of School	RONGO DISTRICT N = 29			KISUMU CITY N = 30		
	Male	Female	Gender Total	Male	Female	Total
Boys School	7(28)	0(0)	7(24)	3(12)	0(0)	3(10)
Girls School	0(0)	3(75)	3(10)	0(0)	3(60)	3(10)
Mixed School	18(72)	1(25)	19(66)	22(88)	2(40)	24(80)
Total	25(86)	4(14)	29(100)	25(83)	5(17)	30(100)

(Figures in parentheses represent percentages).

The same trend has been replicated in public secondary schools in Kisumu City, in which 88% (22) of mixed schools are headed by male headteachers and 60% (3) of the girl schools are headed by female headteachers. This implies that female headteachers in both regions do not have equal chances of heading mixed schools. This deprives female students of role models in this particular category of school, hence may affect their level of discipline.

4.2.5 Distribution of headteachers by professional qualification

Data collected under this variable revealed that all headteachers who participated in the study were well-trained as teachers. Their professional qualifications ranged from S1 certificate to Master degree in Education. Majority of the headteachers, 59% (17) in the public secondary schools in Rongo District had a Bachelor of Education (B.Ed.) degree. Similarly, majority 54% (16) of headteachers in public secondary schools in Kisumu City had B.Ed degree. This is shown in Table 4.7.

Table 4.7: Distribution of headteachers by professional qualification

Professional Qualification	RONGO DISTRICT N=29		KISUMU CITY N=30	
	Frequency	Percentage	Frequency	Percentage
S1	2	7	1	3
Diploma	4	14	4	13
B.Ed.	17	59	16	54
B.A.B/Sc + PGDE	3	10	3	10
M.Ed.	3	10	6	20
Total	29	100	30	100

There were, however, more headteachers in public secondary schools in Kisumu city, 20% (6) who had Master in Education degree than in public secondary schools in Rongo District, where only 10% (3) had the qualification.

This could imply that more headteachers in public secondary schools in Kisumu City could have used the opportunity of being in proximity to several Universities within the City to advance their postgraduate studies.

4.2.6 Distribution of headteachers by administrative experience and size of school

The data presented in Table 4.8 shows that most, 45% (13) of headteachers in public secondary schools in Rongo District had worked as headteachers for more than eleven years. Of these, majority were in charge of three-streams and above. Furthermore, majority of the total number of headteachers who had been in administrative positions for more than 15 years, 50% (4) were heading schools with more than four streams.

Table 4.8: Distribution of headteachers by administrative experience and size of school

Size of school	RONGO DISTRICT N=29					KISUMU CITY N=30				
	Administrative Experience (in years)									
	1-5	6-10	11-15	16+	Total	1-5	6-10	11-15	16+	Total
1Streamed	-	4(31)	-	-	4(14)	-	-	-	-	-
2 Streamed	1(33)	5(38)	-	2(24)	8(28)	-	-	-	-	-
3Streamed	2(67)	3(23)	1(20)	1(13)	7(24)	-	9(82)	9(56)	1(50)	19(63)
4 Streamed	-	1(8)	3(60)	1(13)	5(17)	1(100)	2(18)	5(31)	1(50)	9(30)
>4Streamed	-	-	1(20)	4(50)	5(17)	-	-	2(13)	-	2(7)
Total	3(10)	13(45)	5(17)	8(28)	29(100)	1(3)	11(37)	16(53)	2(7)	30(100)

(Figures in parentheses represent percentages)

In public secondary schools in Kisumu City where most schools were three streams and above, majority, 63% (19) of the headteachers were in charge of schools with three streams. The remaining 37% (11) of headteachers were heading schools with four streams and above. This gives the impression that

bigger schools were headed by more experienced headteachers in both regions. This concurs with the findings of Ndichu (2006) that the probability of a secondary school headteacher heading a large-sized school increases with increase in administrative experience.

4.2.7 Distribution of headteachers by administrative experience and type of school

Another area of investigation was the way the headteachers were distributed by administrative experiences and type of school. Data on this part of the study is presented in Table 4.9.

Table 4.9: Distribution of headteachers by administrative experience and type of school

Type of School	RONGO DISTRICT N=29					KISUMU CITY N=30				
	Administrative experience (in years)					Administrative experience (in years)				
	1-5	6-10	11-15	16 +	Total	1-5	6-10	11-15	16 +	Total
Boys schools	0(0)	1(8)	2(40)	4(50)	7(24)	0(0)	0(0)	3(19)	0(0)	3(10)
Girls schools	0(0)	0(0)	1(20)	2(25)	3(10)	0(0)	0(0)	3(19)	0(0)	3(10)
Mixed schools	3(100)	12(92)	2(40)	2(25)	19(66)	1(100)	11(100)	10(63)	2(100)	24(80)
Total	3(10)	13(45)	5(17)	8(28)	29(100)	1(3)	11(37)	16(53)	2(7)	30(100)

(Figures in parentheses represent percentages)

Findings in Table 4.9 shows that headteachers with eleven years and above in administrative experience, 31% (9) were heading boys and girls public secondary schools in Rongo District while 21% (6) were heading boys and girls schools in Kisumu City. It can also be learned from Table 4.9 that majority of the headteachers with administrative experience of 10 years and

below were in charge of mixed schools in Rongo District and Kisumu City, 52% (15) and 40% (12) respectively. The data gives the impression that most of the experienced headteachers were in charge of boys schools and girls schools while the less experienced ones were in charge of mixed schools.

4.3 Results of testing the null hypotheses

Chi-square (χ^2) test is a statistical technique which attempts to establish the relationship between two variables both of which are categorical in nature. The use of the χ^2 test necessitates preparation of cross-tabulation of the variables using SPSS package, which then generates significance test results. In the study, Chi-square (χ^2) was used to test **H0₁, H0₂, H0₃, H0₄, H0₅, H0₆, H0₇, H0₈, H0₉, H0₁₀, H0₁₁, H0₁₂ and H0₁₃.**

The one way analysis of variance (ANOVA) was used to test significant differences in headteachers' management styles on students' discipline in relation to professional qualification, teachers and parental input and level of students' discipline. Analysis of variance was also used to test for significance difference between headteachers' management styles in schools of different sexes and location.

The 0.05 level of significance was used to accept or reject each of the hypotheses **H0₄, H0₅, H0₆, H0₇, H0₈, H0₉ and H0₁₃**

A test of two independent samples was used to test for significant difference between headteachers' management styles and gender, teachers and parental

input and gender and level of students' discipline and gender. The t-test was also used to test for significant difference between location of school and discipline management styles, teachers and parental input and level of students' discipline.

Results of the tested hypotheses catered for objective one and objective four which sought to establish whether headteachers' personal and school characteristics influenced their management styles on students' discipline in public secondary schools.

A two sampled t-test was used to test hypotheses **H0₁**, **H0₄**, **H0₅**, and **H0₈**. A two tailed t-tests tests the mere existence of a difference than a direction of the difference. The test was at 0.05 level of significance. The hypothesis was accepted when the p-value exceeded $\alpha = 0.05$.

4.3.1 Relationship between headteachers' gender and discipline management styles

One of the objectives of this study was to determine the relationship between headteachers' gender and the styles they used in managing students' discipline. This involved scoring the items that focused on the headteachers' discipline management styles. Likert summated rating method was applied to establish the headteachers' responses towards attitudinal statements. Each statement in the attitude scale was followed by five responses, which were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD).

Respondents were expected to express their attitude towards each of the items in the various subtitles by taking only one response.

The scores ranged from a possible minimum of 30 to a possible maximum of 150, indicating the lowest and highest management style respectively. The scores were then grouped into five categories: 30-53; 54-77; 78-101; 102-125 and 126-150. Each of these categories represented a management style such that authoritarian management style was represented by 30-53 category; laissez-faire management style was represented by 54-77; transactional management style was represented by 78-101; contingency management style was represented by 102-125 and democratic management style was represented by 126-150 category.

It was postulated that the distribution of respondents in the five categories of the scores would not be related to headteachers' gender. Chi-square test was run on the scores in order to confirm this assumption. The guiding null hypothesis was formulated as follows:

H₀₁: There is no significant relationship between headteachers' gender and discipline management styles in public secondary schools.

The outcome of the chi-square test is displayed in Table 4.10

Table 4.10: Distribution of respondents according to scores on discipline management styles by headteachers' gender

HMS Scores	RONGO DISTRICT			KISUMU CITY		
	N = 29			N = 30		
	Gender		Total	Gender		Total
Male	Female	Male		Female		
Authoritarian	7(28)	1(25)	8(28)	6(24)	0(0)	6(20)
Laissez-faire	3(12)	0(0)	3(10)	5(20)	1(20)	6 (20)
Transactional	4(16)	1(25)	5(17)	5(20)	1(20)	6(20)
Contingency	3(12)	1(25)	4(14)	6(24)	1(20)	7(23)
Democratic	8(32)	1(25)	9(31)	3(12)	2(40)	5(17)
Total	25(100)	4(100)	29(100)	25(100)	5(100)	30(100)

(Figures in parentheses represent percentages)

$\chi^2 = 1.130$; df = 4; p = 0.889; Cramer's V = 0.197

$\chi^2 = 3.189$; df = 4; p = 0.527; Cramer's V = 0.326

Results in Table 4.10 indicates that the proportion of respondents in male-headed public secondary schools in Rongo District tended to be democratic, 32% (8) followed by authoritarian, 28% (7) while the five management styles were evenly distributed among female-headed schools, save for laissez-faire management style.

The analysis presented in Table 4.10 further indicates that the proportion of respondents in male-headed public secondary schools in Kisumu City tended to be authoritarian, 24% (6) and contingency, 24% (6) while the female-headed schools seemed to be more democratic, 40% (2). The finding gives the impression that the distribution of respondents in the five categories of management styles was more or less the same in the male and female-headed public secondary schools in both regions.

However, a close observation of Table 4.10 reveals that female headteachers tended to incline towards participatory management styles than their male counterparts. This result seems to concur with findings by Eagly (1992) who observed that female headteachers tended to adopt participatory and relation-oriented management styles than their male counterparts. The latter tended to be more authoritarian, directive and task-oriented.

The hypothesis was tested and $\chi^2 = 1.130$; $df = 4$; $p = 0.889$; Cramer's $V = 0.197$ and $\chi^2 = 3.189$; $df = 4$; $p = 0.527$; Cramer's $V = 0.326$ was found for public secondary schools in Rongo District and Kisumu City respectively. Whereas, Cramer's V in public secondary schools in Rongo District showed a moderate relationship (Cramer's $V = 0.197$) between gender of the headteacher and discipline management styles, that of Kisumu City showed a strong relationship (Cramer's $V = 0.326$) between the two variables.

Since p -values > 0.05 , the null hypothesis was accepted in both regions. This implies that headteachers' gender and discipline management styles are independent. This concurs with the findings of Ochiel (2004) and Powell, Butterfield, & Bartol (2008) which showed that there was no statistically significant relationship between headteachers' gender and management styles.

Respondents' mean scores in the 30 items on discipline management styles) were computed. The objective was to determine whether the mean scores would differ between male and female-headed public secondary schools. To

achieve this objective, a t-test was run on the scores. The null hypothesis formulated in this respect was stated as follows:

H₀₁: There is no significant difference between headteachers' gender and discipline management styles in public secondary schools.

The model adopted in testing the null hypothesis stated as follows:

H₀: $\mu_1 = \mu_2$

Whereby μ_1 and μ_2 represented the mean score attained by respondents in male and female-headed schools respectively. The outcome of this analysis is provided in Table 4.11.

Table 4.11: Group statistics on discipline management styles by headteachers' gender

Gender	N	RONGO DISTRICT			N	KISUMU CITY		
		Mean	Standard Deviation	Standard Error		Mean	Standard Deviation	Standard Error
Male	25	3.08	1.656	0.331	25	3.80	1.384	0.277
Female	4	3.25	1.708	0.854	5	2.80	1.304	0.583
Total	29	3.10	1.633	0.303	30	2.97	1.402	0.256

The group statistics in Table 4.11 show that the average scores on discipline management styles in male-headed public secondary schools were higher than those of respondents in female-headed public secondary schools in both Rongo District and Kisumu City. Although the difference in management styles between male and female headteachers seems to be insignificant, the means indicate that the former tended to apply a more participatory management style than the latter in both regions.

Table 4.12: Independent two-tests on discipline management styles in male and female-headed schools

	Levene's test for equality of variance						95% Confidence Interval of the difference.		
	F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Standard Error Difference	Lower	Upper
RONGO DISTRICT									
Equal variance Assumed	0.235	0.632	-0.190	27	0.851	-0.170	0.895	-2.007	1.667
Equal variance Not assumed			-0.186	3.960	0.862	-0.170	0.916	-2.723	2.383
KISUMU CITY									
Equal variance Assumed	0.196	0.661	-1.486	28	0.148	-1.000	0.673	-2.378	0.378
Equal variance Not assumed			-1.549	5.957	0.173	-1.000	0.645	-2.582	0.582

The analysis in Table 4.12 shows that the computed p-value of 0.851 and 0.148 for public secondary schools in Rongo District and Kisumu City respectively were above 0.05. This implies that although respondents in female-headed public secondary schools in the two regions scored higher than their male counterparts, the difference was not statistically significant.

The null hypothesis had proposed that the styles used to manage students' discipline by male and female headteachers would not significantly differ. The hypothesis was therefore accepted at 0.05 level of significance.

In an interview, one senior headteacher had this to say concerning the relationship between gender of the headteacher and discipline management styles in public secondary schools, one headteacher revealed:

“No. There is no relationship between headteachers' gender and discipline management styles in public secondary schools, since

students discipline is a collective responsibility by the staff though supervised by headteachers. It therefore does not depend on a headteacher's gender".

Another headteacher had this to say:

"Females headteachers' tended to be undermined by teachers and students. With this believe at the back of their mind they tend to centralize power especially on discipline policies in order to not only protect their positions, but also to enhance their influence in their respective schools".

In order to verify findings from the headteacher, the researcher interviewed the teacher-counsellor to establish whether there was any relationship between headteachers' gender and management styles on students' discipline. The teacher-counsellor had the following to say:

"Although female headteachers tend to suffer from inferiority complex which affect their decision making ability in terms of students' discipline management, gender of the headteacher has no relationship on the students discipline management styles".

In view of the above statement, the results from the t-test, and those of the Chi-square test, it can be concluded that there is no statistically significant difference between headteachers' gender and discipline management styles. These findings concurs with those of (Onyeri, 1988) which revealed that there was no statistically significant relationship between headteachers' management style and gender.

4.3.2 Relationship between headteachers' professional qualification and discipline management styles

This study also investigated whether there was a significant relationship between headteachers' professional qualification and the discipline

management style. In carrying out this investigation, the 30 items in the instrument that covered discipline management style scores were scored on a five-point rating scale. Likert summated rating method was applied to establish headteachers' responses towards attitudinal statements.

Each statement on the attitude scale was followed by five responses, which were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each of the items in the various subtitles by taking only one response. The scores ranged from a possible minimum of 30 to a possible maximum of 150, indicating the lowest and highest management style respectively. The scores were then grouped into five categories: 30-53; 54-77; 78-101; 102-125 and 126-150.

Each of these categories represented a management style such that authoritarian style was represented by 30-53 category; laissez-faire style was represented by 54-77; transactional style was represented by 78-101 ; contingency style was represented by 102-125 and democratic style was represented by 126-150 category.

It was hypothesized that the number of respondents in the five categories of scores would not be related to headteachers' professional qualification and discipline management style on students' discipline. Chi-square test was run on the scores to determine whether there was any significant relationship

between headteachers' professional qualification and discipline management style. The following null hypothesis was formulated and tested using chi-square statistic.

H₀₂: There is no significant relationship between headteachers' professional qualification and discipline management styles in public secondary schools.

The result of the chi-square is presented in Table 4.13.

Table 4.13: Distribution of headteachers' management styles scores by headteachers' professional qualification

HMS Scores	RONGO DISTRICT N = 29						KISUMU CITY N = 30					
	Professional Qualification Categories											
	S1	Dip	BA/ BSc PGDE	BEd	MEd	Total	S1	Dip	BA/ BSc PGDE	BEd	MEd	Total
Authoritarian	1(50)	2(50)	1(33)	4(24)	-	8(28)	-	1(25)	2(67)	2(13)	1(17)	6(20)
Laissez-faire	-	1(25)	-	4(24)	-	5(17)	-	-	1(33)	2(13)	3(50)	6(20)
Transactional	-	-	1(33)	4(24)	1(33)	6(21)	-	1(25)	-	4(25)	-	5(17)
Contingency	1(50)	-	1(33)	1(6)	-	3(10)	1(100)	2(50)	-	3(18)	2(33)	8(26)
Democratic	-	1(25)	-	4(24)	2(67)	7(24)	-	-	-	5(31)	-	5(17)
Total	2(7)	4(14)	3(10)	17(59)	3(10)	29(100)	1(3)	4(13)	3(10)	16(54)	6(20)	30(100)

Figures in parenthesis referent percentages

$$\chi^2 = 14.821; df = 16; p = 0.538; \text{Cramer's } V = 0.357 \quad \chi^2 = 19.401; df = 16; p = 0.248; \text{Cramer's } V = 0.402$$

The data in Table 4.13 shows that 21% (6) respondents scored in the S1/Diploma categories in Rongo District. Of these, 50% (3) scored in authoritarian and 17% (1) scored in laissez-faire styles. It is also evident from

Table 4.13 that majority, 69% (20) scored in the B. Ed and M.Ed categories. Of these, 60% (12) scored in the more participatory management styles (transactional, contingency and democratic styles).

In Kisumu City, 17% (5) respondents scored in the S1/Diploma categories. Of these, 80% (4) scored in the transactional and contingency management styles. In addition, 73% (22) of the respondents scored in the B.Ed and M.Ed categories. Of these, majority 64% (14) scored in the transactional, contingency and democratic management styles. These findings reveal that the more a headteacher is qualified in teaching profession, the more they adopt participatory management styles.

The hypothesis was tested and $\chi^2 = 14.821$; $df = 16$; $p = 0.538$; Cramer's $V = 0.357$ and $\chi^2 = 19.401$; $df = 16$; $p = 0.248$; Cramer's $V = 0.402$ was found for public secondary schools in Rongo District and Kisumu City respectively. The association between professional qualification and headteachers' discipline management style was strong as indicated by the Cramer's V (0.357 and 0.402) in public secondary schools in Rongo District and Kisumu City respectively.

Nevertheless, since p-values were greater than 0.05, the null hypothesis was accepted and conclusion made that the relationship between headteachers' professional qualification and discipline management style is not statistically significant. This implies that discipline management style was not dependent on headteachers' professional qualification.

ANOVA statistic was subsequently carried out to establish whether the mean scores of respondents in schools headed by headteachers with different professional qualifications were significantly different. The ANOVA test was based on the following null hypothesis:

H₀: There is no significant difference between headteachers' professional qualification and discipline management styles in public secondary schools.

The following model guided the analysis:

H₀: $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$

Where μ_1 to μ_5 represented the mean scores of respondents in schools under headteachers with the five categories of professional qualification.

The outcome of the ANOVA test is displayed in Table 4.14

Table 4.14 Respondents' mean scores on discipline management styles by headteachers' professional qualification

Professional Qualification	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
S1	2	2.25	1.893	0.946	1	4.00		
Diploma	4	2.50	1.121	1.500	4	1.33	0.577	0.333
BA/BSc + PGDE	3	2.67	1.528	0.882	3	3.00	1.414	0.707
BEEd	17	2.82	1.510	0.366	16	3.44	1.413	0.353
MEd	3	4.33	1.155	0.667	6	2.50	1.225	0.500
Total	29	2.86	1.552	0.288	30	3.00	1.414	0.258

From the data displayed in Table 4.14, it seems that the mean scores on discipline management styles in Rongo District increased with increase in headteachers' professional qualification. This implies that the higher the professional qualification a headteacher had in the teaching profession, the more the likelihood that he or she would adopt participatory management styles.

A further look at the mean scores in Kisumu City reveals a mixed pattern. This implies that the headteachers of the different professional qualifications tended to adopt a management style based on the prevailing circumstances. The information in Table 4.15 presents the ANOVA summary of the discipline management styles scores by headteachers' professional qualification.

Table 4.15: ANOVA summary of the discipline management styles scores by headteachers' professional qualification

Sources of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean Square	F	Sig.	Sum of squares	df	Mean square	F	Sig.
Between Groups	8.394	4	2.099	0.853	0.506	13.896	4	3.474	1.969	0.130
Within Groups	59.054	24	2.461			44.104	25	1.764		
Total	67.448	28				58.000	29			
Critical value = 2.78					Critical value = 2.76					

The critical values obtained in Table 4.15 were (**2.78: 2.76**). The critical values of 2.78:2.76 exceed the F-ratios of 0.853 and 1.969. Therefore, the null hypothesis was accepted. This indicated that there was no significant relationship between headteachers' professional qualification and management styles on students' discipline. Therefore, according to the ANOVA test, headteachers' professional qualification does not determine the discipline management style practiced by the headteacher.

This findings concur with the interview findings, for example of one headteacher who responded as follows:

“Not really. There is no significant relationship between headteachers' professional qualification and discipline management styles in public secondary schools. However, headteachers with higher professional qualifications in education display confidence and command respect in the way they manage students' discipline in public secondary schools.”

When asked why she thought so:

“She said that headteachers with higher professional qualification in education are well grounded and knowledgeable in discipline management theories and practices which give them an edge over their less educated counter parts”.

Similarly, a teacher-counselor in the same school had this to say:

“Lack of or limited professional qualification of the headteachers could explain some of the deficiencies in the students' discipline management practices of some school headteachers”.

An analysis of these statements shows that professional qualification of the headteacher has no significant relationship on the headteachers' discipline management styles in public secondary schools. The results of this study are

consistent with those of Kariuki (1998) who found that professional qualification had no significant relationship with headteachers' leadership behaviour on initiating and consideration structures. This implies that discipline management styles are not contingent upon headteachers' professional qualification.

4.3.3 Relationship between type of school and discipline management styles

The study also sought to find out whether there was any relationship between the type of school and the headteachers' discipline management style. In carrying out this investigation, the 30 items in the instrument that covered discipline management styles scores were scored on a five point rating scale. Likert summated rating method was applied to establish headteachers' responses towards attitudinal statements.

Each statement in the attitude scale was followed by five responses, which were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each of the items in the various subtitles by picking only one response.

The scores ranged from a possible minimum of 30 to a possible maximum of 150. These indicated the lowest and highest management style respectively. The scores were then grouped into five categories: 30-53; 54-77; 78-101; 102-

125 and 126-150. Each of these categories represented a management style such that authoritarian management style was represented by 30-53 category; laissez-faire management style was represented by 54-77; transactional style was represented by 78-101; contingency management style was represented by 102-125 while democratic management style was represented by 126-150 category.

It was hypothesized that the number of respondents in the five categories of scores would not be related to type of school and discipline management styles on students' discipline. Consequently, chi-square test was run on the scores to determine whether there was any relationship between type of school and discipline management styles. The following null hypothesis was formulated and tested using chi-square statistic.

H₀₃: There is no significant relationship between type of school and discipline management styles in public secondary schools.

The result of the chi-square test are presented in Table 4.16.

Table 4.16: Distribution of headteachers' management styles scores by school type

HMS Scores	RONGO DISTRICT N = 29				KISUMU CITY N = 30			
	Type of School				Type of School			
	Boys' Schools	Girls' Schools	Mixed Schools	Total	Boys' Schools	Girls' Schools	Mixed Schools	Total
Authoritarian	4(57)	1(33)	3(16)	8(28)	1(33)	-	5(21)	6(20)
Laissez-faire	-	-	3(16)	3(10)	-	-	6(25)	6(20)
Transactional	1(14)	1(33)	3(16)	5(17)	1(33)	1(33)	4(17)	6(20)
Contingency	1(14)	-	3(16)	4(17)	1(33)	1(33)	5(21)	7(23)
Democratic	1(14)	1(33)	7(37)	9(31)	-	1(33)	4(17)	5(17)
Total	7(24)	3(10)	19(66)	29(100)	3 (10)	3(10)	24(80)	30(100)

(Figures in parentheses represent percentages)

$\chi^2 = 6.614$; df = 8; p = 0.579; Cramer's V = 0.338

$\chi^2 = 4.363$; df = 8; p = 0.823; Cramer's V = 0.270

The information in Table 4.16 shows that majority 66% (19) of the respondents scored in the mixed schools category in public secondary schools in Rongo District. Of these, 37% (7) scored in the democratic management style. It is also evident that 24% (7) of the respondents scored in the boys' schools category. Of these, majority, 57% (4) scored in the authoritarian management style.

Another finding worth-noting from Table 4.16 is that none of the respondents from boy schools and girl schools scored in the laissez-faire category. In public secondary schools in Kisumu City, 80% (24) of the respondents scored in the Mixed school category. Of these, majority 25% (6) scored in the laissez-faire management style. In addition, 33% (1) of the respondents in girls

schools and boys schools scored evenly in the various management styles except in the laissez-faire category.

A closer look at Table 4.16 reveal that majority, 68% (13) of mixed schools in Rongo District tended to be inclined towards participatory management styles, as opposed to boy schools, whose management styles centred on authoritarian style, 36% (4). Girls schools in the district tended to use mixed management styles. The other observation from the Table 4.28 is that majority, 100% (3) of girls schools and 58% (14) of mixed schools in Kisumu City tended to be inclined towards participatory management styles while boys schools used mixed management styles.

The hypothesis was tested and $\chi^2 = 6.614$; $df = 8$; $p = 0.579$; Cramer's $V = 0.338$ and $\chi^2 = 4.363$; $df = 8$; $p = 0.823$; Cramer's $V = 0.270$ was found for public secondary schools in Rongo District and Kisumu City respectively. The association between type of school and discipline management styles was found to be strong (Cramer's $V = 0.338$ and 0.270) in public secondary schools in Rongo District and Kisumu City respectively.

Nevertheless, since p-values (0.579 and 0.823) were greater than 0.05, the null hypothesis was accepted and conclusion made that the relationship between type of school and discipline management styles is not statistically significant. This implies that discipline management styles and type of school were not associated.

ANOVA statistic was carried out to establish whether the mean scores on discipline management styles for respondents in different types of schools would be different. The guiding hypothesis in carrying out the ANOVA test was stated as follows:

H₀₄: There is no significant difference between type of school and discipline management styles in public secondary schools.

The following model guided the analysis:

H₀: $\mu_1 = \mu_2 = \mu_3$

Where μ_1 to μ_3 represented the mean scores of respondents in the three categories of schools.

The outcome of the ANOVA test is displayed in Table 4.17

Table 4.17: Respondents' mean scores on the discipline management styles by type of school

HDMS scores	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
Boys schools	7	2.29	1.704	0.644	3	2.67	1.528	0.882
Girls schools	3	3.00	2.000	1.155	3	2.88	1.424	0.291
Mixed schools	19	3.42	1.539	1.539	24	4.00	1.000	0.577
Total	29	3.10	1.633	1.633	30	2.97	1.402	0.256

From the data displayed in Table 4.17, it seems that the mean scores on discipline management styles in public secondary schools in Rongo District was highest in mixed schools, followed by girls' schools and boys' schools in

that order. A further look at Table 4.17 reveals that in public secondary schools in Kisumu City, mixed schools had the highest mean scores, followed by girls schools and boys schools in that order.

These findings are consistent with the results in Table 4.30 and they indicated that schools with the highest mean scores tended to use participatory management styles, while schools with the lowest mean scores tended to use non-participatory management styles in both regions.

These findings concur with those of Asunda (1983) and Kariuki (1998) which revealed that the probability of headteachers involving members of the school community in decision making over school matters was higher in mixed schools compared to boys schools and girls schools. Table 4.18 presents the ANOVA summary on the discipline management styles scores by type of school.

Table 4.18: ANOVA summary of the discipline management styles scores by type of school

Sources of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean square	F	Sig.	Sum of squares	df	Mean square	F	Sig.
Between Groups	6.630	2	3.315	1.266	0.299	3.675	2	1.838	0.931	0.406
Within Groups	68.060	23	2.618			53.292	27	1.974		
Total	74.69	28				56.967	29			
	Critical value = 3.42					Critical value = 3.35				

Table 4.18 given above shows that critical values of (3.42; 3.35) were greater than F-ratios of 1.266; 0.931. This indicated that there was no significant relationship between type of school and headteachers' management styles on students' discipline in public secondary schools.

Headteachers in boys schools, girls schools and mixed schools depicted no significant relationship in their students' discipline management styles. Therefore, the null hypothesis was accepted leading to the conclusion that type of school does not determine headteachers' discipline management styles. These findings support the interview findings, for example, one headteacher revealed:

“No. Headteachers discipline management styles are not dependent on the type of school. This is because there are no particular management styles for boys' schools, girls and even mixed schools. All the management styles are applicable in all types of schools”.

Another headteacher had this to say:

“Headteachers in co-educational schools exhibit relatively higher use of participatory processes to enhance students' discipline compared to their counter parts in single set schools”.

Probed further he asserted that:

“Headeachers' in co-educational institutions have their students operating under unique circumstances which dictate that they must involve teachers' and parents in students discipline management. This is because boys and girls do not like to be mishandled in front of their fellow students of the opposite sex”.

This concurs with the findings of Mwalala (2010) who observed that there was no significant difference in headteachers' management styles between various types of schools.

4.3.4 Relationship between location of school and discipline management styles

This study also investigated the relationship between location of school and discipline management styles. This entailed scoring the 30 items in the instrument that covered discipline management styles scores on a five point rating scale. Likert summated rating method was applied to establish headteachers' responses towards attitudinal statements.

Each statement on the attitude scale was followed by five responses, which were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each of the items in the various subtitles by selecting only one response.

The scores ranged from a possible minimum of 30 to a possible maximum of 150, indicating the lowest and highest management style respectively. The scores were then grouped into five categories: 30-53; 54-77; 78-101; 102-125 and 126-150.

Each of these categories represented a management style such that authoritarian management style was represented by 30-53 category; laissez-faire management style was represented by 54-77; transactional management style was represented by 78-101; contingency management style was represented by 102-125 while democratic management style was represented by 126-150 category.

It was hypothesized that the number of respondents in the five categories of scores would not be related to location of school and discipline management styles on students' discipline. Chi-square test was run on the scores to determine whether there was any relationship between location of school and discipline management styles. The following null hypothesis was formulated and tested using chi-square statistic.

H₀₅: There is no significant relationship between location of school and discipline management styles in public secondary schools.

The results of the chi-square are presented in Table 4.19.

Table 4.19: Distribution of respondents according to discipline management styles scores by location of school

HDMS Scores	RONGO DISTRICT	KISUMU CITY	Total
	N= 29	N = 30	
Distribution of Respondents by students' discipline management styles Scores			
Authoritarian	8(28)	6(20)	14(24)
Laissez-faire	3(10)	6(20)	9(14)
Transactional	5(17)	6(20)	11(19)
Contingency	4(14)	7(23)	11(19)
Democratic	9(31)	5(17)	14(24)
Total	29(49)	30(51)	59(100)

(Figures in parentheses represent percentages)

$$\chi^2 = 3.322; df = 4; p = 0.506; \text{Cramer's } V=0.237$$

The data in Table 4.19 indicates that the proportion of respondents in public secondary schools in the two regions tended to be democratic, 24% (14) and authoritarian, 24% (14) followed by transactional, 19% (11) and contingency 19% (11). A closer look at the analysis further reveals that headteachers in public secondary schools in Rongo District tended to be more democratic, 31% (9) followed by authoritarian, 28% (8) with laissez-faire exhibiting the least, 10% (3).

Table 4.19 also indicates that 23% (7) of the public secondary schools in Kisumu City tended to adopt the contingency management style while the authoritarian, laissez-faire and transactional styles were represented by 20% (6) each, followed by democratic style, 17% (5).

This finding gives the impression that the distribution of respondents in the five categories of management styles was more or less the same in public secondary schools in both regions. However, a close observation of the information in Table 4.19 reveals that rural headteachers from Rongo District tended to incline towards participatory management styles 62% (18) than their urban counterparts, 60% (18).

The hypothesis was tested and $\chi^2 = 3.322$; $df = 4$; $p = 0.506$; Cramer's $V=0.237$ was found for public secondary schools in Rongo District and Kisumu City. Cramer's V showed a moderate relationship (Cramer's $V = 0.237$) between location of school and headteachers' management styles.

Since $p\text{-value} > 0.05$, the null hypothesis was accepted. This implies that the location of a school and the headteachers' discipline management styles are independent.

Respondents' mean scores in the 30 items on discipline management styles were also computed. The objective of this was to determine whether the mean scores would vary between rural and urban schools. To achieve this objective a test was run on the scores. The null hypothesis formulated in this respect was stated as follows:

H₀: There is no significant difference between location of school and discipline management styles in public secondary schools.

The model adopted in testing the null hypothesis stated as follows:

H₀: $\mu_1 = \mu_2$

Whereby μ_1 and μ_2 represented the mean score attained by respondents in rural and urban schools respectively. The outcome of this analysis is provided in Table 4.20.

Table 4.20: Group statistics on discipline management styles by location of school

Location of school	N	Mean	Standard Deviation	Standard Error
Rongo District	29	3.10	1.633	0.303
Kisumu City	30	2.97	1.402	0.256
Total	59	3.03	1.508	0.196

The group statistics in Table 4.20 show that the average scores on discipline management styles in rural public secondary schools was slightly higher than that of urban public secondary schools. However, a close observation of the results in Table 4.20 reveals that rural headteachers tended to incline towards participatory management styles than their urban counterparts. The analysis in Table 4.21 presents the t test results on discipline management styles scores by location of school.

Table 4.21: Independent samples test on discipline management styles by location of school

	Levene's test for equality of variance		t	df	Sig. (2tailed)	Mean Difference	Standard Error Difference	95% Confidence interval of the difference.	
	F	Sig.						Lower	Upper
HMS Style									
Equal variance Assumed	1.683	0.200	0.346	57	0.731	0.137	0.396	-0.656	0.929
Equal variance Not assumed			0.345	55.096	0.732	0.137	0.397	-0.658	0.932

The results in Table 4.21 shows that the variances of discipline management styles in the two locations are not significantly different from each other ($p = 0.731$). This implies that although headteachers from rural public secondary schools scored higher than those from the urban schools, the difference was not statistically significant ($t = 0.346$, $df = 57$, $p = 0.731$).

The null hypothesis had proposed that the headteachers' management styles on students' discipline would not significantly vary between rural and urban

schools. Since the result of the t-test was not significant, the null hypothesis was accepted at 0.05 level of significance hence the conclusion that headteachers' discipline management style was not dependent on location of school.

When one of the headteachers was asked whether location of the school had any relationship on the headteachers discipline management styles in public secondary schools, she pointed out:

“No. Location of the school whether urban or rural does not determine the kind of discipline management styles a headteacher uses to enhance students' discipline in public secondary schools”.

Another headteacher had this to say:

“Headteacher's are trained in the same colleges and universities which does not discriminate that these are urban headteachers nor rural headteachers. Moreso the syllabus is also universal for all trainees”.

Analysis of the above responses reveals that location of the school had no significant relationship on the headteachers' management styles on students' discipline in public secondary schools.

4.3.5 Relationship between headteachers' gender and teachers' and parental input on students' discipline management

The other task was to determine whether there was any relationship between headteachers' gender and teachers' and parental input on students' discipline management. Information provided by teacher-counsellors and Parents Teachers Association chairpersons as respondents on the extent to which their colleagues were involved in discipline management was therefore analyzed.

The section that addresses this part of the instrument had 20 Likert-type items, which were rated on a five-point rating scale. Each statement on the attitude scale was followed by five responses, which were: Very Low (VL), Low (L), Moderately Low (ML), Moderately High (MH) and Very High (MH). Respondents were further expected to express their attitude towards each of the items in the various subtitles by taking only one response. The scores ranged in a continuum from 20 to 100, indicating the lowest and the highest level of teachers and parental input respectively.

The scores were then grouped into five categories: 20-36; 37-52; 53-68; 69-84 and 85-100. Each of these categories represented the level at which headteachers involved teachers and parents in students' discipline management.

Very low involvement was represented by 20-36 category; low involvement was represented by 37-52; moderately low involvement was represented by 53-68; moderately high involvement was represented by 69-84 and very high involvement was represented by the 85-100 category.

Each of these categories represented a management style such that authoritarian management style was represented by 20-36 category; laissez-faire management style was represented by 37-52; transactional management style was represented by 53-68; contingency management style was

represented by 69-84 and democratic management style was represented by 85-100 category.

A Chi-square test was computed to determine the relationship between headteachers' gender and teachers' and parental input on students' discipline management. The null hypothesis was formulated as follows:

H₀₆: There is no significant relationship between headteachers' gender and teachers' and parental input on students' discipline management in public secondary schools.

The results of the Chi-square test are summarized in Table 4.22

Table 4.22: Distribution of respondents according to scores on teachers' and parental input on students' discipline management by headteachers' gender

Distribution of TPI scores	RONGO DISTRICT			KISUMU CITY		
	N=51			N=53		
	Gender		Total	Gender		Total
Male	Female	Male		Female		
Authoritarian	8(29)	8(35)	16(31)	9(35)	5(19)	14(26)
Laissez-faire	10(36)	7(30)	17(33)	8(31)	12(44)	20(38)
Transactional	3(11)	4(17)	7(14)	3(12)	3(11)	6(11)
Contingency	4(14)	2(9)	6(12)	2(8)	5(19)	7(13)
Democratic	3(11)	2(9)	5(10)	4(15)	2(7)	6(11)
Total	28(55)	23(45)	51(100)	26(49)	27(51)	53(100)

(Figures in parentheses represent percentages)

$\chi^2 = 1.059$; df = 4; p = 0.901; Cramer's V = 0.144

$\chi^2 = 3.878$; df = 4; p = 0.423; Cramer's V = 0.270

The data in Table 4.22 reveals that majority, 64% (18) and 65% (15) of respondents from male and female-headed public secondary schools in Rongo District scored in the low category respectively. Likewise, the same trend is

depicted in male and female-headed public secondary schools in Kisumu City, 65% (17) and 63% (17) respectively. This gives the impression that there is very little involvement of teachers and parents in the management of students' discipline in male and female-headed public secondary schools in both regions.

The hypothesis was tested and $\chi^2 = 1.059$; $df = 4$; $p = 0.901$; Cramer's $V = 0.144$ $\chi^2 = 3.878$; $df = 4$; $p = 0.423$; Cramer's $V = 0.270$ was found for public secondary schools in Rongo District and Kisumu City respectively. Whereas, Cramer's V in public secondary Rongo District shows that the association between gender of the headteacher and teachers' and parental input was moderate (Cramer's $V = 0.144$), that of Kisumu City showed a strong (Cramer's $V = 0.270$) relationship between the two variables.

Since p -values > 0.05 , the null hypothesis was accepted in both regions hence the conclusion that the level of teachers and parental input on students' discipline management was not dependent on headteachers' gender. This concurs with Muchiri's (1998) finding which showed that the gender of the headteacher does not determine the participatory process used by headteachers to enhance students' discipline.

A t -test was also carried out to determine the mean scores with respect to teachers' and parental input on students' discipline management in male and female-headed public secondary schools. The null hypothesis was stated as follows:

H₀₆: There is no significant difference between headteachers' gender and teachers' and parental input on students' discipline management in public secondary schools.

In testing the null hypothesis, the following model was adopted:

$$H_0: \mu_1 = \mu_2$$

Whereby μ_1 and μ_2 represented the mean score attained by respondents in male and female-headed public secondary schools respectively.

The results of the t-test are provided in Table 4.23.

Table 4.23: Group statistics on teachers' and parental input on students' discipline management by headteachers' gender

Gender	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
Male	28	2.43	1.345	0.254	26	2.38	1.444	0.283
Female	23	2.26	1.287	0.268	27	2.52	1.221	0.235
Total	51	2.35	1.309	0.183	53	2.45	1.324	0.182

The result in Table 4.23 shows that teacher-counsellors and Parents Teachers Association chairpersons in public secondary schools in Rongo District had a mean of 2.43 for male and 2.26 for female headteachers respectively, while in public secondary schools in Kisumu City, they had a mean of 2.38 and 2.52 respectively.

The result suggests that the teacher-counsellors and Parents Teachers Association chairpersons perceive that headteachers provided less opportunities that could enable their colleagues to be involved in students' discipline management in public secondary schools in Rongo District and Kisumu City. The results of the t-test are presented in Table 4.24.

Table 4.24: Independent two samples t-test on teachers' and parental input by headteachers' gender

	Levene's test for quality of variance		t	df	Sig. (2tailed)	Mean Difference	Standard Error Difference	95% Confidence interval of the difference.	
	f	Sig.						Lower	Upper
RONGO DISTRICT									
Equal variance Assumed	0183	0.671	0.452	49	0.653	0.168	0.371	-0.578	0.914
Equal variance Not assumed			0.454	47.823	0.652	0.168	0.370	- 0.576	0.1911
KISUMU CITY									
Equal variance Assumed	0.784	0.380	-0.365	51	0.717	-0.134	0.367	-0.870	0.603
Equal variance Not assumed			-0.364	48.950	0.718	-0.134	0.368	-0.873	0.606

The result of independent sample t-test in Table 4.24 shows that the mean scores were not significantly different since p-values (0.653) and (0.717) for public secondary schools in Rongo District and Kisumu City respectively are more than 0.05. These findings suggest that female headteachers view participatory management of students' discipline as threatening on their hold on power and control of the students.

In response to the question whether there was any relationship between headteachers' gender and teachers' and parental input on students' discipline management in schools, one headteacher responded as follows:

“No. There is no relationship between headteachers' gender and teachers' and parental input on students' discipline management in public secondary schools. This is on the account that students' discipline requires a concerted effort between the headteacher, teachers and parents which does not depend on gender parity”

Similarly, a teacher-counsellor in the same school replied:

“Both categories of the gender of the headteachers does not provide opportunities for participating in the management of students' discipline in public secondary schools”.

This seem to concur with the research findings by Bulinda (1999) who pointed out that high achievement female managers view participative decision making as more threatening than their male counterparts. This implies that the level of teachers and parental input on students' discipline management in male and female-headed public secondary schools in both regions were not different.

4.3.6 Relationship between headteachers' professional qualification and teachers' and parental input in students' discipline management

The study also sought to assess the relationship between headteachers' professional qualification and the teachers' and parental input in management of students' discipline. In carrying out this investigation, the 20 items in the instrument that covered teachers and parental input scores were scored on a five point rating scale.

Each statement in the attitude scale was followed by five responses, which were: Very Low (VL), Low (L), Moderately low (ML), Moderately high (MH) and Very high (MH). Respondents were expected to express their attitude towards each of the items in the various subtitles by taking only one response. The scores ranged in a continuum from 20 to 100, indicating the lowest and highest level of teachers' and parental input respectively.

The scores were then grouped into five categories: 20-36; 37-52; 53-68; 69-84 and 85-100. Each of these categories represented the level at which headteachers involved teachers and parents in students' discipline management. Very low involvement was represented by 20-36 categories; low involvement was represented by 37-52; moderately low involvement was represented by 53-68; moderately high involvement was represented by 69-84 and very high involvement was represented by 85-100 categories.

Each of these categories represented a management style such that authoritarian management style was represented by 20-36 category; laissez-faire management style was represented by 37-52; transactional management style was represented by 53-68; contingency management style was represented by 69-84 and democratic management style was represented by 85-100 category.

A Chi-square test was computed to determine the relationship between headteachers' professional qualification and teachers' and parental input on students' discipline management.

The null hypothesis was formulated as follows:

H₀₇: There is no significant relationship between headteachers' professional qualification and teachers' and parental input on students' discipline management in public secondary schools.

The results of the Chi-square test are summarized in Table 4.25.

Table 4.25: Distribution of teachers' and parental input scores by headteachers' professional qualification

TPI Scores	RONGO DISTRICT N =51						KISUMU CITY N =53					
	Professional Qualification Categories											
	S1	Dip	BA/ Bsc PGDE	BEd	MEd	Total	S1	Dip	BA/ Bsc PGDE	BEd	MEd	Total
Authoritarian	1(14)	1(14)	1(14)	4(57)	-	7(14)	1(20)	1(20)	-	3(60)	-	5(9)
Laissez faire	1(6)	2(13)	2(13)	10(63)	1(6)	16(31)	1(8)	3(25)	1(8)	6(50)	1(8)	12(23)
Transactional	1(7)	2(14)	2(14)	8(57)	1(7)	14(27)	-	3(18)	2(12)	10(59)	2(12)	17(32)
Contingency	(11)	1(11)	1(11)	4(44)	2(22)	9(18)	-	1(7)	3(21)	7(50)	3(21)	14(27)
Democratic	-	1(20)	-	3(60)	1(20)	5(10)	-	-	-	-	1(20)	5(9)
Total	4(8)	7(14)	6(12)	29(57)	5(11)	51(100)	2(4)	8(15)	6(11)	30(57)	7(13)	53(100)

(Figures in parentheses represent percentages)

$\chi^2 = 5.150; df = 16; p = 0.995; \text{Cramer's } V = 0.159$

$\chi^2 = 12.779; df = 16; p = 0.689; \text{Cramer's } V = 0.246$

Analysis in Table 4.25 shows that 22% (11) respondents scored in the S1/Diploma categories in Rongo District. Of these, 45% (5) scored in the lower level of teachers and parental input (VL and L). It is also evident from Table 4.22 that majority, 67% (34) scored in the B.Ed and M.Ed categories. Of these, 29% (10) scored in the higher level of teachers and parental input in

students' level of discipline management. In Kisumu City, 19% (10) respondents scored in the S1/Diploma categories. Of these, 60% (6) scored in the lower level of teachers and parental input. In addition, majority, 70% (37) of the respondents scored in the B.Ed and M.Ed categories. Of these, 30% (11) scored in the higher level of teachers' and parental input in students' level of discipline management.

The findings reveal that headteachers in the lowest professional grade appeared to be less participatory in involving teachers and parents in students' discipline management as compared to those in higher professional qualification. This therefore means that there was a tendency of headteachers being participatory with the rise in professional qualification in both regions.

This could be explained by the fact that headteachers with higher professional qualifications could have been exposed to advanced management styles; hence they encouraged teachers and parents to participate in students' discipline management.

The hypothesis was tested and $\chi^2 = 5.150$; $df = 16$; $p = 0.995$; Cramer's $V = 0.159$ and $\chi^2 = 12.779$; $df = 16$; $p = 0.689$; Cramer's $V = 0.246$ was found for public secondary schools in Rongo District and Kisumu City respectively. The association between professional qualification and teachers' and parental input was moderate (Cramer's $V = 0.159$ and 0.246) in public secondary schools in Rongo District and Kisumu City respectively.

Nevertheless, since p-values were greater than 0.05, the null hypothesis was accepted leading to the conclusion that the relationship between headteachers' professional qualification and teachers and parental input is not statistically significant. This implies that teachers' and parental input was not dependent on headteachers' professional qualification.

ANOVA statistic was subsequently carried out to establish whether the mean scores of respondents in schools headed by headteachers with different professional qualifications were significantly different. The ANOVA test was based on the following null hypothesis:

H₀₇: There is no significant difference between headteachers' professional qualification and teachers' and parental input on discipline management in public secondary schools.

The following model guided the analysis:

$$\mathbf{H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5}$$

Where μ_1 to μ_5 represented the mean scores of respondents in schools under headteachers with the five categories of professional qualification.

The outcome of the ANOVA test is displayed in Table 4.26.

Table 4.26: Respondents' mean scores on teachers' and parental input by headteachers' professional qualification

Professional Qualification	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
S1	4	2.50	1.291	0.645	2	1.50	0.707	0.500
Diploma	7	2.86	1.345	0.509	8	2.50	0.926	0.327
BA/BSc+ PGDE	6	2.50	1.049	0.428	6	3.33	0.816	0.333
BEd	29	2.72	1.192	0.221	30	3.10	1.185	0.216
MEd	5	3.60	1.140	0.510	7	3.57	0.976	0.369
Total	51	2.78	1.189	0.166	53	3.04	1.126	0.155

The data displayed in Table 4.26 shows that the mean scores on teachers' and parental input were more or less homogeneous in public secondary schools in Rongo District and Kisumu City. Table 4.27 below shows ANOVA summary on the teachers' and parental input scores by headteachers' professional qualification.

Table 4.27 ANOVA summary on the teachers' and parental input scores by headteachers' professional qualification

Sources of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	Df	Mean Square	F	Sig.	Sum of squares	df	Mean square	F	Sig.
Between Groups	4.277	4	1.069	0.741	0.569	9.677	4	2.419	2.064	0.100
Within Groups	66.350	46	1.442			56.248	48	1.172		
Total	70.627	50				65.925	52			
Critical value = 2.61					Critical value = 2.61					

The results in Table 4.27, the computed F-ratios of 0.741; 2.064 were smaller than the critical values (2.61; 2.61); the null hypothesis was thus accepted. This indicated that there was no significant relationship between headteachers' professional qualification and teachers' and parental input in public secondary schools. Any difference was therefore due to chance and therefore not significant.

The null hypothesis tested stated that there was no significant relationship between headteachers' professional qualification and teachers' and parental input leading to the conclusion made that headteachers' professional qualification does not determine the level of teachers' and parental input on students' discipline management. This concurs with the interview findings, for example, one headteacher revealed:

“No. There is no significant difference between professional qualification and the headteachers' decision to involve teachers and parents on students' discipline management”. This is because all headteachers use one discipline guideline from the Ministry of Education to enhance students' discipline in all schools. They also rely on their teaching experience to guide the students”.

In order to verify the findings from the headteacher, the researcher interviewed the teacher-counsellor to establish whether there was any significant relationship between headteachers' professional qualification and the involvement of teachers and parents in students' discipline management. The teacher-counsellor asserted that:

“Professional qualification of the headteacher does not have any relationship on the involvement of teachers and parents on students' discipline management. This is because headteachers' usually get promoted with the increase in administrative experience rather than

higher grades academically which have no bearing on the participatory processes used to enhance students' discipline in public secondary schools”.

An analysis of the responses reveals that professional qualifications of the headteachers does not have any significant relationship on the involvement of teachers and parents on students' discipline management in public secondary schools.

These findings concur with those of Muchiri (1998) which indicated that there is no significant difference between the participatory processes used to enhance students' discipline and the professional qualification of the headteacher.

4.3.7 Relationship between type of school and teachers' and parental input on discipline management

The study also examined the relationship between type of school and teachers and parental input on the management of students' discipline. To achieve this objective, the 20 items that centered on teachers' and parental input on students' discipline management were rated on a five-point scale.

Each statement in the attitude scale was followed by five responses, which were: Very Low (VL), Low (L), Moderately Low (ML), Moderately High (MH) and Very High (MH). Respondents were expected to express their attitude towards each of the items in the various subtitles by selecting only one

response. The scores ranged on a continuum from 20 to 100, indicating the lowest and the highest level of teachers and parental input respectively.

The scores were then grouped into five categories: 20-36; 37-52; 53-68; 69-84 and 85-100. Each of these categories represented the level at which headteachers involved teachers and parents in students' discipline management. Very low involvement was represented by the 20-36 category; low involvement was represented by 37-52; moderately low involvement was represented by 53-68; moderately high involvement was represented by 69-84 while very high involvement was represented by the 85-100 category.

Each of these categories represented a management style such that authoritarian management style was represented by 20-36 category; laissez-faire management style was represented by 37-52; transactional management style was represented by 53-68; contingency management style was represented by 69-84 and democratic management style was represented by 85-100 category. It was hypothesized that the distribution of respondents in the five categories of scores would not be related to type of school.

The hypothesis formulated stated that:

H₀₈: There is no significant relationship between type of school and teachers' and parental input on discipline management in public secondary schools.

Chi-square test was run on the scores to determine whether there was any relationship between type of school and teachers' and parental input on students' discipline matters. The outcome of this computation is summarized in Table 4.28

Table 4.28: Distribution of respondents according to scores on teachers' and parental input on discipline management by type of school.

	RONGO DISTRICT N=51				KISUMU CITY N=53			
	Distribution of Respondents by teachers and parental input Scores							
	Type of schools							
HDMS Scores	Boys' schools	Girls' schools	Mixed Schools	Total	Boys' schools	Girls' schools	Mixed Schools	Total
Authoritarian	4(58)	1(14)	2(28)	7(14)	2(33)	1(17)	3(50)	6(11)
Laissez-faire	2(22)	-	7(78)	9(18)	-	1(10)	9(90)	10(19)
Transactional	5(42)	2(16)	5(42)	12(24)	2(22)	1(11)	6(67)	9(17)
Contingency	1(8)	1(8)	10(84)	12(24)	1(6)	2(13)	13(81)	16(30)
Democratic	1(9)	2(18)	8(73)	11(20)	1(8)	1(8)	10(84)	12(23)
Total	13(26)	6(12)	32(62)	51(100)	6(11)	6(11)	41(78)	53(100)

(Figures in parentheses represent percentages)

$$\chi^2 = 11.876; df = 8; p = 0.157; \text{Cramer's } V = 0.341$$

$$\chi^2 = 6.391; df = 8; p = 0.603; \text{Cramer's } V = 0.246$$

The information in Table 4.28 shows that 31% (16) respondents scored in the authoritarian and laissez-faire management styles of teachers and parental input in public secondary schools in Rongo District. Of these, majority 56% (9) were from mixed schools followed by 38% (6) from boys schools. It is also evident from data in Table 4.28 that 45% (23) scored in the contingency and democratic management styles. Of these, 78% (18) scored in the mixed schools category. In public secondary schools in Kisumu City, 30% (16) of the respondents scored in the lower categories. Of these, 75% (12) scored in

the mixed schools. In addition, majority, 53% (28) of the respondents scored in the contingency and democratic management styles. Of these, 82% (23) scored in the mixed schools. Based on foregoing analysis, it seems that the degree to which teachers and parents were involved in managing students' discipline was highest in mixed schools in both regions.

The hypothesis was tested and $\chi^2 = 11.876$; $df = 8$; $p = 0.157$; Cramer's $V = 0.341$ and $\chi^2 = 6.391$; $df = 8$; $p = 0.603$; Cramer's $V = 0.246$ was found for public secondary schools in Rongo District and Kisumu City respectively. The association between type of school and teachers and parental input was strong (Cramer's $V = 0.341$) in Rongo District and moderately strong (Cramer's $V = 0.246$) in public secondary schools in Kisumu City. Nevertheless, since p-values (0.157 and 0.603) were greater than 0.05, the null hypothesis was accepted and conclusion made that the relationship between type of school and teachers and parental input on students' discipline management is not statistically significant.

This implies that teachers and parental input on students' discipline management was independent of type of school. ANOVA statistic was subsequently carried out to establish whether the mean scores of respondents in the three types of schools were significantly different. The formulated null hypothesis in this case was stated in the following way:

H₀₈: There is no significant difference between type of school and teachers' and parental input on students' discipline management in public secondary schools.

The hypothesis was based on the assumption that respondents' mean scores with respect to teachers and parental input on students' discipline management would not differ significantly between boys, girls and mixed schools.

In testing the null hypothesis, the following model was adopted:

$$H_0: \mu_1 = \mu_2 = \mu_3$$

Where μ_1 , μ_2 and μ_3 represented the mean scores of respondents in boys, girls and mixed schools respectively.

The outcome of the ANOVA test is displayed in Table 4.29.

Table 4.29: Respondents' mean scores on teachers' and parental input on discipline management by type of school

Type of school	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
Boy Schools	13	2.46	1.266	0.351	6	2.83	1.602	0.654
Girl Schools	6	3.50	1.517	0.619	6	3.17	1.472	0.601
Mixed Schools	32	3.47	1.270	0.224	41	3.44	1.285	0.201
TOTAL	51	3.22	1.346	0.189	53	3.34	1.329	0.183

The data displayed in Table 4.29 shows that the mean scores on teachers and parental input on students' discipline management in mixed and girls schools were higher than in boys schools in both regions. This implies that headteachers of mixed schools and girls schools are more likely to enlist the support of teachers and parents in students' discipline management compared to their counterparts in boys schools in both regions.

Table 4.30 below presents the ANOVA summary on the teachers and parental input on students' discipline management scores by type of school.

Table 4.30: ANOVA summary of the teachers and parental input scores by type of school

Sources of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean Square	F	Sig.	Sum of squares	df	Mean square	F	Sig.
Between Groups	9.928	2	4.964	2.953	0.062	2.123	2	1.061	0.591	0.558
Within Groups	80.700	48	1.681			89.764	50	1.795		
Total	90.627	50				91.887	52			
	Critical value = 3.23					Critical value = 3.18				

The critical values obtained in Table 4.30 were (3.23; 3.18). The critical values of 3.23 and 3.18 exceeded the F-ratios of 2.953 and 0.491. Therefore, the null hypothesis was accepted. This indicated that there was no significant relationship between type of school and teachers' and parental input on students' discipline management hence the conclusion that teachers and parental input in student's discipline management was not dependent on type of school.

During the interview, one headteacher said that:

“Pure girls schools and mixed schools have their students’ operating under unique environments which dictate that they must involve teachers’ and parents in discipline management.”

Another headteacher had this to say:

“Type of school does not have any significant relationship between teachers’ and parental input on students discipline management. This is because all categories of schools operate under the same discipline management policies set by the Ministry of Education”.

Any analysis of the above responses reveals that type of school has no relationship on teachers and parental input on students discipline management. These findings seem to conform to research findings by McGregor (1960); Tweeddale (1969); Van Fleet (1973); Pfeffer (1973); Duncan (1973); Steers (1977); Scheweiger and Jago (1982) and Bulinda (1999) who pointed out that situational factors represent a more important role on practice of participatory management styles than type of the organization.

4.3.8 Relationship between authoritarian management style and level of students’ discipline

The other task of this study was to determine whether there was any relationship between authoritarian management style and the level of students’ discipline. This involved scoring the 6 items that focused on the authoritarian management style. Likert summated rating method was applied to establish the head teacher’s response towards attitudinal statements . Each statement in the attitude scale was followed by five responses which were Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each of the items

in the various sub titles by taking only one response.

The scores ranged from a possible minimum of 6 to possible maximum of 30, indicating the lowest and highest authoritarian management style respectively. The scores were then grouped into five categories: 6-10, 11-14, 15-19, 20-24 and 25-30.

It was hypothesized that the level of students' discipline scores would not be related to authoritarian management style. The following null hypothesis was formulated and tested using chi-square statistic.

H₀₉: There is no significant relationship between authoritarian management style and level of student's discipline in public secondary schools.

The results of cross – tabulated authoritarian management style and level of student discipline scores were summarized and the results of chi square test are presented in Table 4.31

Table 4.31: Relationship between authoritarian management style and level of students' discipline.

AMS	RONGO DISTRICT					KISUMU DISTRICT					
	N=8					N=6					
	VL	L	ML	MH	VH	TOTAL	VL	L	ML	VH	TOTAL
6-10	-	-	-	-	-	-	-	-	-	-	-
11-14	-	-	1(100)	-	-	1(13)	-	-	-	-	-
15-19	-	1(100)	-	-	-	1(13)	-	1(100)	-	-	1(17)
20-24	1(33)	2(67)	-	-	-	3(37)	1(50)	1(50)	-	-	2(33)
25-30	2(67)	1(33)	-	-	-	3(37)	3(100)	-	-	-	3(50)
TOTAL	3(37)	4(50)	-	-	-	8(100)	4(66)	1(17)	1(17)	-	6(100)

Figures in parentheses represent percentages

$\chi^2 = 9.78$; df 6; P = 0.134; Cramer's V = 0.782 $\chi^2 = 8.250$; df 4; P = 0.083; Cramer's V=0.829

From the data in Table 4.31, it is evident that 75% (6) of the respondents from public secondary schools in Rongo District scored in high and very high categories of authoritarian management style scores. Of these 50% (3) each scored in the high and very high level of authoritarian management style respectively.

This trend is replicated in Kisumu City where 83% (5) scored in the high and very high categories of authoritarian management style. Of these 60% (3) scored in very high category and 40% (2) scored in the high and very high category respectively. This gives the impression that the level of students' discipline tended to decline with the increase in authoritarian management style scores in both regions.

The chi-square was tested and $\chi^2=9.78$;df 6; p=0.134; crammers v=0.782 and $\chi^2=8.250$; df=4; P=0.083; crammers V= 0.829 were found for public secondary schools in Rongo District and Kisumu city respectively. Crammers' test showed that there was a strong relationship between authoritarian management style and level of student discipline in public secondary schools in Rongo District (Cramer's V=0.782) and Kisumu City (Cramers V=0.829).

Since P-values >0.05, the null hypothesis was accepted leading to the conclusion that the level of student discipline was not dependent on authoritarian management style. However, crammer's V showed (Crammer's V=0.829) that there was a strong relationship between authoritarian management style and level of students' discipline. This implies that the level

of students' discipline was likely to be lower in schools where head teachers' adopted authoritarian management style in students' discipline management.

Further One - Way ANOVA test was carried out to determine whether the level of students' discipline would statistically differ between low and high level of authoritarian management style. The independent variable was measured on nominal scale and generated scores which were in turn grouped into five levels: 6-10, 11-14, 15-19, 20-24, 25-30.

The level of students' discipline which was the dependent variable was measured on an ordinal scale. This generated level of students' discipline scores; ranging in continuum from 18 to 90, indicating the lowest and the highest level of students' discipline respectively. These were in turn grouped into five levels: 18-32, 33-47, 48-62, 63-76, and 77-90. The first category represented very low (VL), 33-47 represented low (L); 48-62 represented moderately high (MH) and 77-90 represented Very High (VH)

The objective was to generate the level of students' discipline mean scores. The level of students' discipline mean scores for respondents under various authoritarian management styles were compared in order to determine whether they were significantly different. The test null hypothesis was stated as follows:

H₀₉: There is no significant difference between authoritarian management style and level of student's discipline in public secondary schools.

The model adopted in testing the null hypothesis was of the form:

$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$ where $\mu_1, \mu_2, \mu_3, \mu_4$ and μ_5 represented level of students' discipline mean scores for respondents under authoritarian management style in the five levels. The results of ANOVA test are shown in Table 4.2 and Table 4.3

Table 4.32: Distribution of mean score on authoritarian management style by level of students' discipline.

LSD scores	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
6-10	-	-	-	-	-	-	-	-
11-14	1	3.00	-	-	-	-	-	-
15-19	1	2.00	-	-	1	3.00	-	-
20-24	3	1.67	0.577	0.333	2	1.50	0.707	0.500
25-30	3	1.33	0.577	0.333	3	1.00	0.00	0.000
TOTAL	8	1.75	0.707	0.250	6	1.50	0.837	0.342

The information in Table 4.32 shows that the level of students' discipline mean scores tended to decrease with the increase in authoritarian management style in both regions. In addition, there appears to an interesting pattern which indicates that there were no respondents in the lower categories of authoritarian management styles (6-10 and 11-14) in both regions.

Table 4.33: ANOVA summary of authoritarian management style by level of students' discipline scores.

Source of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	F	Sig		Sum of squares	df	F	Sig	
Between groups	2.167	3	0.722	2.167	0.235	3.000	2	1.500	9.000	0.054
Within groups	1.333	4	0.333			0.500	3	0.167		
TOTAL	3.500	7				3.500	5			
	Critical Value= 6.59					Critical Value= 9.55				

According to Table 4.33, the computed F - ratios of (2.167 and 9.000) were by far bigger than the critical values of (6.59 and 9.55). This led to the rejection of the null hypothesis which stated that there was no significant relationship between authoritarian management style and level of students' discipline in public secondary schools hence the conclusion that authoritarian management style was a determinant of the level of student's in public secondary schools . This gives the impression that authoritarian management style was likely to achieve lower level of students' discipline.

These findings support the interview findings for example, one head teacher revealed:

“Yes. Authoritarian management style leads to poor students discipline. This is because harsh climate results in unending industrial disputes in schools.”

Another head teacher expressed her views as follows:

“An authoritarian head teacher does not trust anybody. This mistrust results in students’ reacting aggressively and apathetically in the school when provoked leading to unrest.”

One teacher- counselor had this to say:

“Yes. Authoritarian head teachers have little faith in students. This management style has a likelihood of creating a feeling of resentment among students’ towards their head-teacher.”

Another teacher counselor said:

“When authoritarian management style prevails, there are incidences of tension, anxiety, frustration, arguments and outbreaks of aggression that may result in fighting.

Analysis of the above responses reveals that authoritarian management style had a negative relationship on the level of students’ discipline in public secondary schools. The results of this study concur with research findings Kuria (2012), Mbogori (2012) and Njagi (2012) which showed that there was a negative relationship between authoritarian management style and level of students’ discipline in public secondary schools.

4.3.9 Relationship between laissez-faire management style and level of students’ discipline

This study was to determine whether there was any relationship between laissez-faire management style and the level of students’ discipline. This involved scoring the six items that focused on the laissez-faire management style Likert summated rating method was applied to establish the head teacher’s response towards attitudinal statements .

Each statement in the attitude scale was followed by five responses which were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each item in the various sub title by taking only one response.

The scores ranged from a possible minimum of 31 to possible maximum of 55, indicating the lowest and highest laissez-faire management style respectively. The score were then grouped into five categories: 31-35, 36-40, 41-45, 46-50 and 51-55.

It was hypothesized that the level of students' discipline scores would not be related to laissez-faire management style. The following null hypothesis was formulated and tested using chi-square statistic.

H₀₁₀: There is no significant relationship between laissez-fair management style and level of students' discipline in public secondary schools.

The result of cross – tabulated laissez-faire management style and level of students' discipline were summarized and the result of the chi-square test are presented in Table 4.1

Table 4.34: Relationship between laissez-faire management style and level of students' discipline.

LMS	RONGO DISTRICT						KISUMU DISTRICT					
	N=5						N=6					
	VL	L	ML	MH	VH	TOTAL	VL	L	ML	MH	VH	TOTAL
31-35	-	-	-	-	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-	-	-	-	-
41-45	-	-	-	-	-	-	-	1(100)	-	-	-	1(17)
46-50	1(50)	1(50)	-	-	-	2(40)	1(50)	-	1(50)	-	-	2(33)
51-55	-	2(67)	1(33)	-	-	3(60)	-	2(67)	1(33)	-	-	3(50)
TOTAL	1(20)	3(60)	1(20)	-	-	5(100)	1(17)	3(50)	2(33)	-	-	6(100)

$\chi^2 = 2.222$; df 2; P = 0.329; Cramer's V = 0.667; $\chi^2 = 4.167$; df=4; P = 0.384; Cramer's V=0.589

From the data in Table 4.34, it is evident that 80% (4) of the respondents from public secondary schools in Rongo District scored in high and very high categories of laissez-faire management style scores. Of these, 25% (1) scored in the high and 75% (3) scored in the very high level of laissez-faire.

This trend is replicated in Kisumu City where 67% (4) scored in the high and very high categories of laissez-faire management style. Of these 75% (3) scored in very high category and 25% (1) scored in the very high category respectively. This gives the impression that the level of students' discipline tended to decline with an increase in laissez-faire management style scores in both regions.

The chi –square was tested and $\chi^2 = 2.222$; df=2; p=0.329; Cramer's V=0.667 and $\chi^2 = 4.167$; df=4; p=0.384; Cramer's V=0.589 were found for public secondary schools in Rongo District and Kisumu City respectively. Cramer's

V test showed that there was a strong relationship between laissez-faire management style and level of students' discipline in public secondary schools in Rongo District (Cramer's $V=0.667$) and Kisumu City (Cramer's $V=0.589$).

Since p -values >0.05 , the null hypothesis was accepted leading to the conclusion that the level of students' discipline was not dependent on laissez-faire management style. However, Cramer's V in both Rongo and Kisumu City (0.667 and 0.589) showed that there was a strong relationship between laissez-faire management style and level of students' discipline. This implies that the level of students' discipline was likely to be low in schools where head teachers' adopted laissez-faire management style on students' discipline management.

Further One - Way ANOVA test was carried out to determine whether the level of students' discipline would statistically differ between low and high level of laissez-faire management style. The independent variable was measured on nominal scale and generated scores which were in turn grouped into five levels: 31-35; 36-40; 41-45; 46-50 and 51-55.

The level of students' discipline which was the dependent variable was measured on an ordinal scale. This generated level of students' discipline scores; ranging in continuum from 18 to 90, indicating the lowest and the highest level of students' discipline respectively.

These were in turn grouped into five levels: 18-32, 33-47, 48-62, 63-76, and 77-90. The first category 18-32, represented very low (VL), 33-47 represented

low (L); 48-62 represented moderately low, 63-76 represented moderately high (MH) and 77-90 represented Very High (VH).

The objective was to generate the level of students' discipline mean scores. The level of students' discipline means scores for respondents under laissez-faire management style were compared in order to determine whether they were significantly different. The tested null hypothesis was stated as follows:

H₀₁₀: There is no significant difference between laissez-faire management styles and level of student's discipline in public secondary schools.

The model adopted in testing the null hypothesis was of the form:

H₀: $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$ where $\mu_1, \mu_2, \mu_3, \mu_4$ and μ_5 represented level of students' discipline mean scores for respondents under laissez-faire management style in the five levels.

The results of ANOVA test are shown in Table 4.2 and Table 4.3

Table 4.35: Distribution of mean score on laissez-faire management style by level of students' discipline.

LSD SCORE	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
31-35	-	-	-	-	-	-	-	-
36-40	-	-	-	-	-	-	-	-
41-45	-	-	-	-	1	2.00	-	-
46-50	3	2.33	0.577	0.333	2	2.00	1.144	1.000
51-55	2	1.50	0.707	0.500	3	2.33	0.577	0.333
TOTAL	5	2.00	0.707	0.316	6	2.17	0.753	0.307

This information in Table 4.3.5 shows that the level of students' discipline mean scores tended to decrease with the increase in laissez-faire management style in both regions. In addition, there appears to be an interesting pattern which indicates that there were no respondents in the lower categories of laissez-faire management styles 31-35 and 36-40 in both regions.

Table 4.36: ANOVA summary of laissez-faire management style by level of students' discipline scores.

Source of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean Score	F	Sig	Sum of squares	df	Mean Score	F	Sig
Between groups	0.833	1	0.8333	2.143	0.239	0.167	2	0.083	0.094	0.913
Within groups	1.167	3	0.389			2.667	3	0.889		
TOTAL	2.000	4				2.833	5			
Critical Value	= 10.13					= 9.55				

According to Table 4.36, the computed ratios of (2.143 and 0.094) were smaller than the critical values of (**10.13 and 9.55**). This led to the acceptance of the null hypothesis which stated that there was no significant relationship between laissez-faire management style and level of students' discipline in public secondary schools, hence the conclusion that laissez-faire management style was not a significant determinant of the level of student's discipline in public secondary schools.

This gives the impression that laissez-faire management style was likely to achieve lower level of students' discipline. However, there was a tendency of the level of students' discipline declining with the increase in laissez-faire

management style. This concurs with the interview findings for example, one head-teacher revealed:

“Yes. Laissez-faire management style negatively affects the level of students’ discipline due to non-enforcement of rules and regulations in the school.”

Another head teacher had this to say:

“Laissez-faire management style creates a chaotic environment. This is because the hands-off style does not bind the students’ to be responsible. Discipline is not likely to be achieved if this management style is adopted.”

A teacher-counselor in the same school had this to say:

“Yes. There is a negative relationship between laissez-faire management and the level of students’ discipline. This is because laissez-faire leaders allow the students to make decisions which leads to indiscipline in schools.”

Similarly, another teacher-counselor revealed:

“Laissez-faire management style cannot get work done because it lacks seriousness. This type of management is likely to cause confusion, anarchy and chaos hence low level of students’ discipline.”

Analysis of the above responses reveals that laissez faire management style had a negative relationship on the level of student discipline in public secondary schools. The results of this study concurs with the research findings of Kuria (2012), Mbogori (2012), Muli (2012), Muchiri (2013) and Kibiwot (2014) who found out that laissez faire management style had a negative relationship on the level of students’ discipline.

4.3.10 Relationship between transactional management style and level of students’ discipline

One of the concerns of this study was to determine whether there was any relationship between transactional management style and the level of students’

discipline. This involved scoring the 6 items that focused on the transactional management style. Likert summated rating method was applied to establish the head teacher's response towards attitudinal statements. Each statement in the attitude scale was followed by five responses which were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each items in the various sub title by taking only one response.

The scores ranged from a possible minimum of 56 to possible maximum of 80, indicating the lowest and highest transactional management style respectively. The scores were then grouped into five categories: 56-60; 61-65; 66-70; 71-75 and 76-80.

It was hypothesized that the level of students' discipline scores would not be related to transactional management style. The following null hypothesis was formulated and tested using chi-square statistic.

H₀₁₁: There is no significant relationship between transactional management styles and level of students' discipline in public secondary schools.

The result of cross – tabulated transactional management style and level of students' discipline were summarized and the result of the chi-square test are presented in Table 4.37

Table 4.37: The Relationship between transactional management style and level of students' discipline

TMS	RONGO DISTRICT N=6						KISUMU DISTRICT N=5					
	Distribution of respondents by level of students' discipline scores											
	VL	L	ML	MH	VH	TOTAL	VL	L	ML	MH	VH	TOTAL
56-60	-	-	-	-	-	-	-	-	-	-	-	-
61-65	-	-	1(100)	-	-	1(17)	-	-	-	-	-	-
66-70	-	-	-	-	1(100)	1(17)	-	1(50)	1(50)	-	-	2(40)
71-75	-	2(67)	1(33)	-	-	3(49)	-	2(67)	-	1(33)	-	3(60)
76-80	-	-	1(100)	-	-	1(17)	-	-	-	-	-	-
TOTAL	-	2(33)	3(50)	-	1(17)	6(100)	-	1(17)	1(17)	1(20)	-	5(100)

$\chi^2=8.667$; $df=6$; $p=0.193$; Cramer's $V=0.850$ $\chi^2=2.222$; $df=2$; $p=0.329$; Cramer's $V=0.667$

From the data in Table 4.37, it is evident that 67% (4) of the respondents from public secondary schools in Rongo District scored in high and very high categories of transactional management style scores. Of these 75% (3) scored in the high 25% (1) scored in the very high category of transactional management style. In Kisumu City, majority 80% (4) scored in the high and moderately high levels of transactional management style. Of these, 50% (2) scored in the moderately high level of transactional management style respectively. This gives the impression that the level of students' discipline tended to moderately increase with the increase in transactional management style scores in both regions.

The chi –square was tested and $\chi^2=8.667$; $df=6$; $p=0.134$; Cramer's $V=0.850$ and $\chi^2=2.222$; $df=2$; $p=0.329$ and Cramer's $V=0.667$ were found for public secondary schools in Rongo District and Kisumu City respectively. Cramer's test showed that there was a strong relationship between transactional

management style and level of students' discipline in public secondary schools in Rongo District (Cramer's $V=0.850$) and Kisumu City (Cramer's $V=0.667$). Since p -values >0.05 , the null hypothesis was accepted leading to the conclusion that the level of students' discipline was not dependent on transactional management style.

However, Cramer's V in both regions (Cramer's $V=0.850$ and 0.667) showed that there was a strong relationship between transactional management style and level of students' discipline. This implies that the level of students' discipline was likely to be low in schools where head teachers' adopted transactional management style on students' discipline management.

Further, One - Way ANOVA test was carried out to determine whether the level of students' discipline would statistically differ between low and high level of transactional management style. The independent variables was measured on nominal scale and generated scores which were in turn grouped into five levels: 56-60, 61-65, 66-70, 71-75, 76-80.

The level of students' discipline which was the dependent variable was measured on an ordinal scale. This generated level of students' discipline scores; verifying in continuum from 18 to 90, indicating the lowest and the highest level of students' discipline respectively. These were in turn grouped into five levels: 18-32, 33-47, 48-62, 63-76, and 77-90. The first category 18-32 represented very low (VL), 33-47 represented low (L); 48-62 represented

moderately low (ML) 63-76 represented moderately high (MH) and 77-90 represented Very High (VH).

The objective was to generate the level of students' discipline mean scores. The level of students' discipline mean scores for respondents under transactional management style were compared in order to determine whether they were significantly different. The tested null hypothesis was stated as follows:

H₀₁₁: There is no significant difference between transactional management styles and level of students' discipline in public secondary schools.

The model adopted in testing the null hypothesis was of the form:

H₀: $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$ where $\mu_1, \mu_2, \mu_3, \mu_4$ and μ_5 represented level of students' discipline mean scores for respondents under transactional management style in the five levels.

The results of ANOVA test are shown in Table 4.2 and Table 4.3

Table 4.38: Distribution of mean score on transactional management style by level of students' discipline.

LSD SCORE	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
56-60	-	-	-	-	-	-	-	-
61-65	1	3.00	-	-	-	-	-	-
66-70	1	5.00	-	-	2	2.50	0.707	0.500
71-75	3	2.33	0.577	0.333	3	2.67	1.155	0.667
76-80	1	3.00	-	-	-	-	-	-
TOTAL	6	3.00	1.095	0.444	5	2.60	0.894	0.400

The information in Table 4.38 shows that the level of students' discipline mean scores tended to be mixed especially in Rongo. This is because transactional management style is a combination of authoritarian and democratic management style. This therefore gives impression that incases where head-teacher applies authoritarian style the level of students' discipline was low, whereas where the head-teacher applies democratic management style the level of students' discipline was high.

In Kisumu City, there is an interesting pattern which shows that those who scored in transactional management style were in the moderate categories (T and HT). This gives the impression that urban head teachers weigh the situation before they apply either authoritarian or democratic styles in management and students' discipline in their schools.

Table 4.39: ANOVA summary of transactional management style by level of students' discipline scores.

Source of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean Score	F	Sig	Sum of squares	df	Mean Score	F	Sig
Between groups	5.333	3	1.778	5.333	0.162	0.033	1	0.033	0.032	0.870
Within groups	0.667	2	0.333			3.167	3	1.016		
TOTAL	6.000	5				3.200	4			

Critical Value=19.16

Critical Value=10.13

According to Table 4.39, the computed for ratio of (5.333 and 0.032) were by far less than the critical values of (19.16 and 10.13). This led to the acceptance of the null hypothesis which stated that there was no significant relationship between transactional management style and level of students' discipline in public secondary schools hence the conclusion that transactional management style was not a determinant of the level of student's in public secondary schools . This gives the impression that transactional management style was likely to achieve moderate level of students' discipline.

During the interview one head-teacher pointed out:

“Transactional management style is critical in the management of students' discipline. This is because a head teacher cannot rely on one style of management. In order to ensure that students study hard, the head-teacher should know when to adopt the democratic management style and when to adopt the authoritarian style appropriate. The mixture of the two management styles is likely to enhance high level of students' discipline.”

Another head-teacher revealed:

“Transactional management style has strong relationship with the level of students’ discipline. For instance, head teacher cannot wait and see students’ burn a dormitory and refer them for guidance and counseling. First, he/she should call in the police and send them home and later call them for a disciplinary meeting and later refer them for guidance and counseling. This type of management creates order in the school.”

A teacher-counselor had this to say:

“Yes. There is a strong relationship between transactional management style and the level of students’ discipline. This is because over emphasizing of authoritarian management style can lead to resistance and rebellion among students, while too much democracy has a high likelihood of creating anarchy and complicity in schools. Both authoritarian, laissez –faire and democratic management styles should be combined in that non can work alone in all situations.”

Analysis of the above, responses reveals that transactional management style had a positive relationship on the level of students’ discipline in public secondary schools.

4.3.11 Relationship between contingency management style and level of students’ discipline

The study also sought to determine whether there was any relationship between contingency management style and the level of students’ discipline. This involved scoring the six items that focused on the contingency management style Likert summated rating method was applied to establish the head teacher’s response towards attitudinal statements.

Each statement in the attitude scale was followed by five responses which were Strongly Agree (SA), Agree (A), Uncertain (U) Disagree (D) and Strongly Disagree (SD) respondents were expected to express their attitude

towards each item in the various sub title by taking only one response.

The scores ranged from a possible minimum of 6 to possible maximum of 30, indicating the lowest and highest contingency management style respectively. The score were then grouped into five categories: 86-90; 91-95; 96-100; 101-105 and 106-110.

It was hypothesized that the level of student discipline score would not be related to contingency management style. The following null hypothesis was formulated and tested using chi-square.

H₀₁₂: There is no significant relationship between contingency management style and level of students' discipline in public secondary schools.

The result of cross – tabulated contingency management style and level of students' discipline were summarized and the result of the chi-square test are presented in Table 4.1

Table 40: Relationship between contingency management style and level of students' discipline.

CMS	RONGO DISTRICT						KISUMU DISTRICT					
	N=8						N=6					
	VL	L	ML	MH	VH	TOTAL	VL	L	ML	MH	VH	TOTAL
86-90	-	-	-	-	-	-	-	-	-	-	-	-
91-95	-	-	-	-	-	-	-	-	-	-	-	-
96-100	-	-	-	-	1(100)	1(17)	-	-	-	-	2(40)	2(26)
101-105	-	-	-	-	1(100)	1(17)	-	-	1(20)	2(40)	2(40)	5(61)
106-110	-	-	1(25)	1(25)	2(50)	4(66)	-	-	-	1(100)	-	1(13)
TOTAL	-	-	1(17)	1(17)	4(66)	6(100)	-	-	1(13)	3(37)	4(50)	8(100)

Figures in parentheses represent percentages

$\chi^2 = 9.78$; df 6; P = 0.134; Cramer's V = 0.782 $\chi^2 = 8.250$; df 4; P = 0.083 Cramer's V = 0.782

From the data in Table 4.1 it is evident that 67% (4) of the respondents from public secondary schools in Rongo District scored very high category of contingency management style scores. In Kisumu City, 83% (5) scored in the high and very high categories of contingency management style. Of these, 60% (3) scored in very high category and 40% (2) scored in the high category respectively. This gives the impression that the level of student discipline tended to decline with an increase in score of contingency management style in both regions.

The chi -square was tested and $\chi^2 = 1.50$, df=4, p=0.827; Cramers V=0.354 and $\chi^2 = 4.00$ df=4; p=0.406; Cramers V= 0.500 were found for public secondary schools in Rongo District and Kisumu City respectively. Cramers' test showed that there was a strong relationship between contingency management style and level of student discipline in public secondary schools

in Rongo District (Cramer's $V=0.354$) and Kisumu City (Cramers $V=0.500$).

Since p -values >0.05 , the null hypothesis was accepted leading to the conclusion that the level of student discipline was not dependent on contingency management style .

However, Cramer's V in both regions (0.354 and 0.500) showed that there was a strong relationship between contingency management style and the level of student discipline in public secondary schools. This implies that the level of students' discipline was likely to be high in schools where head teachers' adopted contingency management style on students' discipline management.

Further, One - Way ANOVA test was carried out to determine whether the level of students' discipline would statistically differ between low and high levels of contingency management style. The independent variables were measured on nominal scale and generated scores which were in turn grouped into five levels: 86-90, 91-95, 96-100, and 101-105.

The level of students' discipline which was the dependent variable was measured on an ordinal scale. This generated level of students' discipline scores; varying in continuum from 18 to 90, indicating the lowest and the highest level of students' discipline respectively. These were in turn grouped into five levels. 18-32, 33-47, 48-62, 63-76, and 77-90. The first category represented very low (VL), 33-47 represented low (L); 48-62 represented moderately high (MH) and 77-90 represented Very High (VH)

The objective was to generate the level of students' discipline mean scores. The level of students' discipline mean scores for respondents under head-teachers who applied different levels of contingency management style were compared in order to determine whether they were significantly different. The tested null hypothesis was stated as follows:

H₀₁₂: There is no significant difference between contingency management style and level of students' discipline in public secondary schools.

The model adopted in testing the null hypothesis was of the form:

H₀: $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$ where $\mu_1, \mu_2, \mu_3, \mu_4$ and μ_5 represented levels of students' discipline mean scores for respondents under contingency management style in the five levels.

The results of ANOVA test are shown in Table 4.41 and table 4.42

Table 41: Distribution of mean score on contingency management style by level of students' discipline.

LSD Scores	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
86-90								
91-95	1							
96-100	1	4.25			2	4.00		
101-105	1	5.00		0.333	5	4.20	0.00	0.374
106-110	4	5.00	0.957	0.333	1	5.00	0.00	0.000
TOTAL	6	4.50	0.837	0.250	8	4.38	0.744	0.263

This information in table 4.41 shows that the level of students' discipline mean scores tended to increase with the increase in contingency management style in both regions. In addition, there appears to be an interesting pattern which indicates that there were no respondents in the lower categories of contingency management styles 86-90 and 91-95 in both regions. This implies that head-teachers who were inclined to contingency management style were in the higher category of contingency management style.

Table 4.42: ANOVA summary of contingency management style by level of students' discipline scores

Sources of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean square	F	Sig.	Sum of squares	df	Mean square	F	Sig.
Between Groups	0.750	2	0.375	0.409	0.696	1.075	2	0.538	0.960	0.444
Within Groups	2.750	3	0.917			2.800	5	0.560		
Total	3.500	5				3.875	7			

Critical value = 9.55

Critical value = 5.79

According to Table 4.3, the computed F- ratios of (0.409 and 0.960) were by far smaller than the critical values of (9.55 and 5.79). This led to the acceptance of the null hypothesis which stated that there was no significant relationship between contingency management style and level of students' discipline in public secondary schools.

Hence, the conclusion that contingency management style was not a significant determinant of the level of student's in public secondary schools .

This gives the impression that head-teachers who adopted the contingency

management style were not likely to achieve higher level of students' discipline in public schools.

During the interview, one senior head teacher revealed:

“Students discipline management is dictated by changes within the school and outside. At one time, students may be too unruly and too blatant that it requires the head teacher to use authoritarian management style in order to enforce strict measures so as to improve high standard of discipline. However, in another situation, student may be so committed and focused that it may require being liberal to allow participative management for them to behave well”

Another head teacher pointed:

“Contingency management style has a positive relationship on students' discipline management to be varied according to situational changes, in that works in one situation might not work in another schools.”

A teacher-counselor pointed:

“The climate in the school at a particular time may dictate the kind of management style in a school. So this means that we vary student discipline management styles depending on the situation. This kind of management style has given us positive results.”

Analysis of the above responses reveals that contingency management styles has a significant relationship on the level of student discipline in public secondary schools.

4.3.12 Relationship between democratic management style and level of students' discipline

The study also intended to determine whether there was any relationship between democratic management style and the level of students' discipline.

This involved scoring the 6 items that focused on the democratic management style. Likert summated rating method was applied to establish the head teachers' response towards attitudinal statements. Each statement on the attitude scale was followed by five responses which were Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each of the items in the various sub title by taking only one response.

The scores ranged from a possible minimum of 111 to possible maximum of 135, indicating the lowest and highest democratic management style respectively. The scores were then grouped into five categories: 111-115; 116-120; 121-125; 126-130 and 131-135.

It was hypothesized that the level of students' discipline score would not be related to democratic management style. The following null hypothesis was formulated and tested using chi-square.

H₀₁₃: There is no significant relationship between democratic management style and level of students' discipline in public secondary schools.

The result of cross – tabulated democratic management style and level of students’ discipline scores were summarized and the results of the chi-square test are presented in Table 4.43

Table 4.43: Relationship between democratic management style and level of students’ discipline.

DMS	RONGO DISTRICT N=7						KISUMU DISTRICT N=6					TOTAL	
	Distribution of respondents by level of students’ discipline scores												
	VL	L	ML	MH	VH	TOTAL	VL	L	ML	MH	V.H		
111-115	-	-	-	-	-	-	-	-	-	-	-	-	
116-120	-	-	-	-	-	-	-	-	-	-	-	-	
121-125	-	-	-	-	1(100)	1(14)	-	-	1(100)	-	-	1(17)	
126-130	-	-	1(33)	1(33)	1(33)	3(43)	-	-	-	-	2(100)	2(33)	
131-135	-	-	-	1(33)	2(67)	3(43)	-	-	-	1(33)	2(67)	3(50)	
TOTAL	-	-	1(14)	2(28)	4(58)	7(100)	-	-	1(17)	1(17)	4(66)	6(100)	

Figures in parentheses represent percentages

$$\chi^2 = 2.33; \text{df } 4; P = 0.675; \text{Cramer's } V = 0.408 \quad \chi^2 = 7.00; \text{df } 4; P = 0.0136; \text{Cramer's } V = 0.764$$

From the data Table 4.43, it is evident that 71%(5) of the respondents from public secondary schools in Rongo District scored in the high and very high categories of democratic management style scores. Of these, 60% (3) scored in the very high category and 40% (2) scored in the high category of democratic management style.

This trend is replicated in Kisumu City where 83% (5) scored in the high and very high categories of democratic management style. Of these 60% (3) scored in very high category and 20% (2) scored in the high category. This gives the impression that the level of students’ discipline tended to increase with the

increase in scores of democratic management style in both regions.

The chi –square was tested and $\chi^2=2.333$, df 4; P=0.675; Cramer’s V=0.408 and $\chi^2 = 7.00$; df 4; P = 0.0136; Cramer’s V = 0.764 were found for public secondary schools in Rongo District and Kisumu city respectively. Cramer’s V test showed that there was a strong relationship between democratic management style and level of students’ discipline in public secondary schools in Rongo District (Cramer’s V=0.408) and Kisumu City (Cramers V=0.764).

Since P-values >0.05, the null hypothesis was accepted leading to the conclusion that the level of students’ discipline was not dependent on democratic management style. However, Crammer’s V showed (Cramer’s V=0.408 and 0.764) that there was a strong relationship between democratic management style and level of students’ discipline.

This implies that the level of students’ discipline was likely to be high in schools where head teachers’ adopted democratic management style on students’ discipline management.

Further, One - Way ANOVA test was carried out to determine whether the level of students’ discipline would statistically differ between low and high level of democratic management style. The independent variable was measured on nominal scale and generated scores which were in turn grouped into five levels: 11-115, 116-120, 121-125, 126-130, 131-135.

The level of students' discipline which was the dependent variable was measured on an ordinal scale. This generated level of students' discipline scores; ranging in a continuum from 18 to 90, indicating the lowest and the highest level of students' discipline respectively. These were in turn grouped into five levels: 18-32, 33-47, 48-62, 63-76, and 77-90. The first category represented Very Low (VL), 33-47 represented Low (L); 48-62 represented Moderately Low (ML) 63-76 represented Moderately High (MH) and 77-90 represented Very High (VH)

The objective was to generate the level of students' discipline mean scores. The level of students discipline mean scores for respondents under head-teachers who applied different levels of democratic management style were compared in order to determine whether they were significantly different. The tested null hypothesis was stated as follows:

H₀₁₃: There is no significant difference between democratic management style and level of students' discipline in public secondary schools.

The model adopted in testing the null hypothesis was of the form:

H₀: $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$ where μ_1 , μ_2 , μ_3 , μ_4 and μ_5 represented level of students' discipline mean scores for respondents under democratic management styles in five levels.

The results of ANOVA test are shown in Table 4.2 and Table 4.3

Table 4.44: Distribution of mean score on democratic management style by level of students' discipline.

LSD SCORE	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
111-115	-	-	-	-	-	-	-	-
116-120	-	-	-	-	-	-	-	-
121-125	1	-	-	-	1	3.00	-	-
126-130	3	4.00	1.000	0.577	2	4.50	0.000	0.000
131-135	3	4.67	0.577	0.333	3	4.67	0.577	0.333
TOTAL	7	5.00	0.787	0.297	6	4.50	0.837	0.342

The information in Table 4.44 shows that the level of students' discipline mean scores tended to increase with the increase in democratic management style in both regions. In addition, there appears to be an interesting pattern which indicates that there were respondents in the lower categories of democratic management styles 111-115 and 116-120 in both regions.

Table 4.45: ANOVA summary of democratic management style by level of students' discipline scores.

Sources of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean square	F	Sig.	Sum of squares	df	Mean square	F	Sig.
Between Groups	1.048	2	0.522	0.786	0.515	2.833	2	1.417	6.375	0.083
Within Groups	2.667	4	0.667			0.6670	3	0.222		
Total	3.714	6				3.500	5			
Critical value = 6.59						Critical value = 9.55				

According to Table 4.45, the computed F ratios of (0.786 and 6.375) were smaller than the critical values of (**6.59 and 9.55**). This led to the acceptance of the null hypothesis which stated that there was no significant relationship between democratic management style and level of students' discipline in public secondary schools hence the conclusion that democratic management style was not a significant determinant of the level of students' discipline in public secondary schools.

This gives the impression that democratic management style was not likely to achieve higher level of students' discipline. However, there was a tendency of the level of students' discipline increasing with the increase of democratic management style.

When one of the head teachers was asked whether democratic management style had any relationship on the level of students' discipline in public secondary schools, he pointed out:

“Yes, Democratic management style is involving which makes students to develop trust in their head teachers and teachers. This trust makes them to behave well not to betray the head teacher resulting into high level of discipline”

Another head teacher revealed as follows:

“Democratic management style helps student to define their own goals and facilitates action towards their goals. Since the students are consulted in the management of their discipline there is high likelihood of the students working towards attainment of high levels of students' discipline,”

A teacher-counselor in the same school pointed out:

“ Democratic management style helps to improve the students’ efficiency and the level of discipline. ”

From the above responses, it can be concluded that democratic management style had a positive relationship on the level of students’ discipline in public secondary schools. This concurs with the research findings by Muli (2009), Chege (2012), Muchiri (2013) and Kibiwot (2013) who found out that democratic management style had a positive relationship on the level of students’ discipline in public secondary schools.

4.3.13 Relationship between headteachers’ management styles and level of students’ discipline

The main aim of this study was to investigate whether the headteachers’ discipline management styles had any effect on level of students’ discipline. It was therefore important to establish whether there was any relationship between headteachers’ discipline management styles and level of students’ discipline. This entailed scoring the 30 items in the instrument that covered discipline management styles scores on a five point rating scale. Likert summated rating method was applied to establish teacher-counsellors and Parents Teachers Association chairpersons’ responses towards attitudinal statements.

Each statement on the attitude scale was followed by five responses, which were: Strongly Agree (SA), Agree (A), Uncertain (U), Disagree (D) and Strongly Disagree (SD). Respondents were expected to express their attitude towards each of the items in the various subtitles by selecting only one response.

The scores ranged from a possible minimum of 30 to a possible maximum of 150. This indicated the lowest and highest management style respectively. The scores were then grouped into five categories: 30-53; 54-77; 78-101; 102-125 and 126-150. Each of these categories represented a management style such that authoritarian style was represented by the 30-53 category; laissez-faire style was represented by 54-77; transactional style was represented by 78-101; contingency style was represented by 102-125 and democratic style was represented by the 126-150 category.

It was hypothesized that level of students' discipline scores would not be related to discipline management styles on students' discipline. The following null hypothesis was formulated and tested using chi-square statistic.

H₀₁₄: There is no significant relationship between headteachers' discipline management styles' and level of student's discipline in public secondary schools.

The results of cross-tabulated discipline management styles and level of students' discipline scores were summarized and the results of the chi-square test are presented in Table 4.46:

Table 4.46: Relationship between headteachers' management style and level of students' discipline

HMS Scores	RONGO DISTRICT N = 51						KISUMU CITY N = 53					
	Distribution of Respondents by level of students' discipline Scores											
	VL	L	ML	MH	VH	TOTAL	VL	L	ML	MH	VH	TOTAL
Authoritarian	1(50)	-	1(20)	-	-	2(4)	1(50)	-	-	1(6)	-	2(4)
Laissez faire	-	-	1(20)	2(11)	-	3(6)	-	1(33)	2(29)	1(7)	-	4(8)
Transactional	-	1(33)	-	2(11)	5(23)	8(16)	-	1(33)	-	2(11)	6(26)	9(17)
Contingency	1(50)	2(67)	1(20)	4(21)	4(18)	12(23)	1(50)	1(33)	2(29)	4(20)	5(22)	13(25)
Democratic			2(40)	11(58)	13(59)	26(51)	-	-	3(42)	10(56)	12(52)	25(46)
Total	2(4)	3(6)	5(10)	19(37)	22(43)	51(100)	2(4)	3(6)	7(13)	18(34)	23(43)	53(100)

Figures in parenthesis represent percentages

$\chi^2 = 28.98$; $df = 16$; $p = 0.024$; Cramer's $V=0.377$ $\chi^2 = 28.49$; $df = 16$; $p = 0.028$; Cramer's $V=0.367$

From the data in Table 4.46, it is evident that 80% (41) of the respondents from public secondary schools in Rongo District scored in contingency management styles and democratic management style on level of students' discipline scores. Of these, 59% (24) scored in the democratic management style while 20% (8) and 7% (7) scored in the contingency and transactional management styles respectively. The same trend was replicated in Kisumu City where 77% (41) scored in the contingency management style and

democratic management style categories. Of these, 54% (22) scores in democratic management style category while 22% (9) and 20% (8) scored in the contingency and transactional management styles respectively. This gives the impression that the proportion of respondents' scores tended to increase with an increase in scores of headteachers' discipline management styles in both regions.

The Chi-square was tested and $\chi^2 = 28.98$; $df = 16$; $p = 0.024$; Cramer's $V=0.377$ and $\chi^2 = 28.49$; $df = 16$; $p = 0.028$; Cramer's $V=0.367$ were found for public secondary schools in Rongo District and Kisumu City respectively. Cramer's test showed that there was a strong relationship between discipline management styles and level of students' discipline in public secondary schools in Rongo District (Cramer's $V=0.377$) and Kisumu City (Cramer's $V=0.367$) respectively.

Since $P\text{-values} < 0.05$, the null hypothesis was rejected leading to the conclusion that level of students' discipline was dependent on discipline management styles. This implies that the level of students' discipline was likely to be higher in schools where headteachers adopted participatory management styles on students' discipline matters compared to others.

Further one way ANOVA test was carried out to determine whether the level of students' discipline would differ significantly between schools whose headteachers applied different management styles. In carrying out this

analysis, discipline management styles, the independent variable was measured on nominal scale and generated scores which were in turn grouped into five levels: 30-53; 54-77; 78-101; 102-125 and 126-150.

Each of these categories represented a management style such that authoritarian style was represented by the 30-53 category; laissez-faire style was represented by 54-77; transactional style was represented by 78-101; contingency style was represented by 102-125 while democratic style was represented by the 126-150 category.

The level of students' discipline, which was the dependent variable, was measured on an ordinal scale. This generated level of students' discipline scores, ranging in a continuum from 18 to 90, indicating the lowest and the highest level of students' discipline respectively. These were in turn grouped into five levels: 18-32; 33-47; 48-62; 63-76 and 77-90. The first category represented Very Low (VL); 33-47 represented Low (L); 48-62 represented Moderately Low (ML); 63-76 represented Moderately High (MH) and 77-90 represented Very High (VH). Each of these categories represented a management style such that authoritarian management style was represented by 18-32 category; laissez-faire management style was represented by 33-47; transactional management style was represented by 48-62; contingency management style was represented by 63-76 and democratic management style was represented by 77-90 category.

The objective was to generate the level of students' discipline mean scores. The level of students' discipline mean scores for respondents under headteachers who applied different discipline management styles were compared in order to determine whether they were significantly different. The tested null hypothesis was stated as follows:

H₀₁₃: There is no significant difference between headteachers' discipline management styles and level of students' discipline in public secondary schools.

The model adopted in testing the null hypothesis was of the form:

H₀: $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$ where μ , μ_2 , μ_3 , μ_4 and μ_5 represented level of students' discipline mean scores for respondents under headteachers in five levels.

The results of ANOVA test are shown in Table 4.47 and Table 4.48.

Table 4.47: Distribution of mean scores on headteachers' management styles by level of students' discipline

HDMS Scores	RONGO DISTRICT				KISUMU CITY			
	N	Mean	Standard Deviation	Standard Error	N	Mean	Standard Deviation	Standard Error
Authoritarian	2	2.00	1.414	1.000	2	2.50	2.121	1.500
Laissez faire	3	3.67	0.577	0.333	4	3.00	0.816	0.408
Transactional	8	4.38	1.061	0.375	9	4.44	1.014	0.338
Contingency	12	3.67	1.371	0.396	13	3.85	1.281	0.355
Democratic	26	4.42	0.643	0.126	25	4.36	0.700	0.140
Total	51	4.10	1.063	0.149	53	4.08	1.071	0.147

The information in Table 4.47 shows that the level of students' discipline mean scores tended to increase from non-participatory to participatory management styles in both regions. In addition, there appears to be an interesting pattern which indicates that there is a decline in the mean scores in the contingency management style in both regions.

Table 4.48: ANOVA summary of headteachers' management styles by level of students' discipline scores

Sources of variation	RONGO DISTRICT					KISUMU CITY				
	Sum of squares	df	Mean square	F	Sig.	Sum of squares	df	Mean square	F	Sig.
Between Groups	14.955	4	3.739	4.139	0.006	13.524	4	3.381	3.515	0.014
Within Groups	41.554	46	0.903			46.175	48	0.962		
Total	56.510	50				59.698	52			
	Critical value = 2.61					Critical value = 2.61				

According to Table 4.48, the computed F-ratios of (4.139 and 3.415) were by far bigger than the critical values of (2.61 and 2.61). This led to the rejection of the null hypothesis which stated that: there was no significant relationship between discipline management styles and level of students' discipline in public secondary schools hence the conclusion that discipline management styles was a determinant of level of students' discipline.

This gives the impression that headteachers who adopt participatory management styles were more likely to achieve higher levels of student

discipline compared to their counterparts who are inclined to non-participatory discipline management styles. Since the F-values (4.139 and 3.515) were significant in public secondary schools in both regions, post hoc test was carried out to determine the categories of discipline management styles which exhibited significantly different level of students' discipline mean scores. The results of Scheffe's test post hoc test are shown on Table 4.49.

Table 4.49 Scheffe's test on headteachers' management styles and level of students' discipline in public secondary schools

		RONGO DISTRICT			KISUMUCITY		
		Mean	Std.	Sig.	Mean	Std.	Sig.
		difference	error		difference	error	
(I) HMS	(J) HMS	(I-J)			(I-J)		
Authoritarian	Laissez faire	-1.667	0.868	0.061	-0.500	0.849	0.559
	Transactional	-2.375	0.751	0.003	-1.944	0.767	0.015
	Contingency	-1.667	0.726	0.026	-1.346	0.745	0.077
	Democratic	-2.423	0.697	0.001	-1.860	0.721	0.013
Laissez faire	Authoritarian	1.667	0.868	0.061	0.500	0.849	0.559
	transactional	-0.708	0.643	0.277	-1.444	0.589	0.018
	Contingency	0.000	0.614	1.000	-0.846	0.561	0.138
	Democratic	-0.756	0.580	0.198	-1.360	0.528	0.013
Transactional	Authoritarian	2.375	0.751	0.003	1.944	0.767	0.015
	Laissez faire	0.708	0.643	0.277	1.444	0.589	0.018
	Contingency	0.708	0.434	0.109	0.598	0.425	0.166
	Democratic	-0.048	0.384	0.901	0.084	0.381	0.826
Contingency	Authoritarian	1.667	0.726	0.026	1.346	0.745	0.077
	Laissez faire	0.000	0.614	1.000	0.846	0.561	0.138
	Transactional	-0.708	0.434	0.109	-0.598	0.425	0.166
	Democratic	-0.756	0.332	0.027	-0.514	0.335	0.132
Democratic	Authoritarian	2.423	0.697	0.001	1.860	0.721	0.013
	Laissez faire	0.756	0.580	0.198	1.360	0.528	0.013
	Transactional	0.048	0.384	0.901	-0.084	0.381	0.826
	Contingency	0.756	0.332	0.027	0.514	0.335	0.132

Significant at P <0.05

The analysis in Table 4.49 shows that in Rongo District, level of students' discipline was significantly lower in public secondary schools where headteachers practiced authoritarian management style compared to those schools whose headteachers used transactional management style ($p = 0.003$); contingency management style (0.026) and democratic management style ($p = 0.001$). In addition, level of students' discipline was significantly higher in schools where headteachers practiced democratic management style compared to those schools whose headteachers exhibited contingency management ($p = 0.027$).

In addition, in Kisumu City level of students' discipline was significantly higher in public secondary schools whose headteachers practiced democratic management style as compared to those schools in which headteachers used authoritarian ($p = 0.013$) and laissez-faire (0.013) management styles. In addition, level of students' discipline was higher in schools where headteachers practiced transactional management style compared to those schools where headteachers practiced authoritarian ($p = 0.015$) and laissez-faire (0.018) management styles.

During the interview, one headteacher had this to say:

“The relationship between the two is big. If the management styles used are good, students' discipline would be good, but if bad management styles are used, disciplinary cases would be experienced”

Another headteacher expressed her views as follows:

“Effective management style is the most consistent feature of those schools where students’ behave well.”

One teacher-counsellor had this to say:

“Yes. There is a strong relationship between management styles and the level of students’ discipline in public secondary schools.”

When probed further, he asserted that:

“Over emphasizing authoritarian management style can lead to resistance and rebellion among students; while too much democracy has a high likelihood of creating anarchy and compliancy in schools. Both authoritarian and democratic management styles should be combined in that non can work alone in all situations”.

This finding gives the impression that level of students’ discipline was dependent on discipline management styles and concurs with those of Kiumi (2008) and Kibet, (2012) who indicated that in the situation where the headteacher involves both the teaching members of staff and other stakeholders in the affairs of the institution, chances were high that harmony would prevail.

4.4 Chapter Summary

In this chapter it was established that effective management was the most consistent feature of schools in which students behaved well. Moreover, the democratic management style was revealed to be the preferred form of management in schools. It was also found that headteachers used this kind of management style in order to create ownership in schools.

Although the democratic management style was the most preferred, it was found that depending on the situation in the school, headteachers tended to vary the different management styles and at times used contingency management style in the management of students' discipline. It was also established that where the democratic style was practiced, the schools achieved high standards of discipline.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings of the study, conclusions and recommendations on the relationship between headteachers' management styles and level of students' discipline in public secondary schools in Rongo District and Kisumu City. Also included in this chapter, are suggestions for further research.

5.1 Summary of the study

The purpose of this study was to investigate the relationship between headteachers' management styles and level of students' discipline in public secondary schools in Rongo District and Kisumu City, Kenya. A number of research objectives were set to guide the collection of the required information. The study had thirteen objectives.

The first objective was concerned with determining whether there was any relationship between headteachers' gender and management styles on students' discipline in public secondary schools. The second objective sought to find out whether there was any relationship between headteachers' professional qualification and management styles on students' discipline in public secondary schools. The third objective sought to examine whether there

was any relationship between type of school and headteachers' management styles on students' discipline in public secondary schools.

The fourth objective was concerned with establishing whether there was any relationship between location of school and headteachers' management styles on students' discipline in public secondary schools. The fifth objective was concerned with assessing whether there was any relationship between headteachers' gender and level of teachers' and parental input on students' discipline management in public secondary schools. The sixth objective was concerned with determining whether there was any relationship between headteachers' professional qualification and level of teachers' and parental input on students' discipline management in public secondary schools.

The seventh objective sought to find out whether there was any relationship between type of school and level of teachers and parental input on students' discipline management in public secondary schools. The eighth objective was concerned with examining whether there was any relationship between location of school and level of teachers and parental input on students' discipline management in public secondary schools. The ninth objective was concerned with establishing whether there was any relationship between authoritarian management style and level of students' discipline management in public secondary schools.

The tenth objective was concerned with assessing whether there was any relationship between laissez faire management style and level of students' discipline management in public secondary schools. The eleventh objective was concerned with establishing whether there was any relationship between transactional management style and level of students' discipline management in public secondary schools. The twelfth objective sought to examine whether there was any relationship between contingency management style and level of students' discipline management in public secondary schools.

The thirteenth objective was concerned with determining whether there was any relationship between democratic management style and level of students' discipline management in public secondary schools. The fourteenth objective was concerned with establishing whether there was any significant relationship between headteachers' management styles and the level of students' discipline in public secondary schools.

In order to investigate these issues, fourteen null hypotheses were formulated and these were:-

H0₁: There is no significant relationship between headteachers' gender and discipline management styles in public secondary schools.

H0₂: There is no significant relationship between headteachers' professional qualification and discipline management in public secondary schools.

H0₃: There is no significant relationship between type of school and discipline styles in public secondary schools.

- H0₄:** There is no significant relationship between location of school and discipline management styles in public secondary schools.
- H0₅:** There is no significant relationship between headteachers' gender and level of teachers' and parental input on discipline management in public secondary schools.
- H0₆:** There is no significant relationship between headteachers' professional qualification and level of teachers' and parental input on discipline management in public secondary schools.
- H0₇:** There is no significant relationship between type of school and level of teachers and parental input on students' discipline management in public secondary schools.
- H0₈:** There is no significant relationship between location of school and level of teachers' and parental input on discipline management in public secondary schools.
- H0₉:** There is no significant relationship between authoritarian management style and level of students' discipline in public secondary schools.
- H0₁₀:** There is no significant relationship between laissez-faire management styles and level of students discipline in public secondary schools.
- H0₁₁:** There is no significant relationship between transactional management style and level of students' discipline in public secondary schools.
- H0₁₂:** There is no significant relationship between contingency management style and level of students' discipline in public secondary schools.
- H0₁₃:** There is no significant relationship between democratic management styles and the level of students' discipline in public secondary schools.

H0₁₄: There is no significant relationship between headteachers' management styles and the level of students' discipline in public secondary schools.

Review of related literature focused on the concepts of discipline, students' discipline problems experienced in schools, the concept of management, management theories and related approaches, relationship between headteachers' management styles and school community members' input on school affairs, types of headteachers' management styles on students' discipline, the influence of headteachers' discipline management styles on teachers and parental support on students' discipline management and variables likely to influence headteachers' management styles. Therefore, the literature review provided guidelines and laid the background for this research work.

The study was conducted in public secondary schools in Rongo District and Kisumu City, Kenya. The study targeted a total of fifty nine (59) headteachers, fifty nine (59) Parents Teachers Association chairpersons, fifty nine (59) teacher-counsellors and four hundred (400) students. Random sampling technique was used to select six (6) schools from various categories of schools whose headteachers, Parents' Teachers Association chairpersons, teacher counsellors and students participated in the pilot study.

Data collection was done through questionnaires and interview schedules for headteachers and teacher-counsellors. Questionnaires had closed questions incorporating an attitude scale. Data collected was analyzed using descriptive statistics, chi square test, t-test, one way analysis of variance (ANOVA) and Scheffe's test. Frequencies and percentages were calculated to draw some inferences related to the variables investigated.

5.2 Findings of the study

The researcher presented the findings of the study in accordance with the research objectives and conclusions reached were based on the emerging findings. The following therefore, is a summary of the findings of the study.

- 1. There was no significant relationship between headteachers' gender and discipline management styles in public secondary schools.** The result of the $\chi^2 = 1.130$; $df = 4$; $p = 0.889$; Cramer's $V = 0.197$ and $\chi^2 = 3.189$; $df = 4$; $P = 0.527$; Cramer's $V = 0.326$ was found for public secondary schools in Rongo District and Kisumu City respectively. Since p-values were > 0.05 , the null hypothesis was accepted. This implies that the relationship between headteachers' gender and discipline management style were independent.

The results also showed that male headteachers had a mean of 3.08 while female headteachers had a mean of 3.80 and male headteachers had a mean of 3.25 while female headteachers had a mean of 2.80 for public

secondary schools in Rongo District and Kisumu City respectively. Although the difference in management styles between male and female headteachers seems to be insignificant, the means indicated that the latter tended to apply a more participatory management styles than the former in both regions.

The results further showed that the two-tailed t-test for independent samples gave $p=0.851$, 0.148 results for public secondary schools in Rongo District and Kisumu City respectively that were far greater than the 0.05 significant level. The result suggested that the gender of the headteacher does not determine the management styles of students' discipline.

However, although no significant difference was recorded, the male headteachers exhibited a slightly higher use of a participatory management style to enhance students' discipline than the female headteachers in public secondary schools in Rongo District and Kisumu City.

- 2. There was no significant relationship between headteachers' professional qualification and discipline management styles in public secondary schools.** The result of the $\chi^2 = 14.821$; $df = 16$; $p = 0.538$; Cramer's $V = 0.357$ and $\chi^2 = 19.401$; $df = 16$; $p = 0.248$; Cramer's $V = 0.402$ was found for public secondary schools in Rongo District and Kisumu City respectively. Since p -values were > 0.05 , the null hypothesis was accepted.

The results also showed that the mean for S1=2.25, Diploma=2.50, BA/BSc+PGDE=2.67, BEd=2.82, and M.Ed=4.33 while S1=4.00, Diploma=1.33, BA/BSc+PGDE=3.00, B.Ed=2.50 and M.Ed=3.44 for public secondary schools in Rongo District and Kisumu City respectively. This implies that the higher the professional qualification a headteacher had in education profession, the more the likelihood that he or she would adopt participatory management style in students' discipline management in public secondary schools in Rongo District while in Kisumu City.

The results further showed that the one way analysis of variance gave F prob= 0.853 and F prob=1.969 for public secondary schools in Rongo District and Kisumu City respectively. The critical values of 2.78:2.78 exceeded the F-ratios of 0.853 and 1.196. Therefore the null hypothesis was accepted.

The result suggested that the professional qualification of the headteacher does not determine the management styles of students' discipline. However, although no significant difference was recorded, the headteachers with higher professional qualification in education exhibited a slightly higher use of a participatory management style to enhance students' discipline than those with lower professional qualification in public secondary schools in Rongo District and Kisumu City.

3. **There was no significant relationship between type of school and discipline management styles in public secondary schools.** The result of the $\chi^2 = 6.614$; $df=8$; $p = 0.579$; Cramer's $V = 0.338$ and $\chi^2 = 4.363$; $df = 8$; $p = 0.823$; Cramer's $V = 0.270$; was found for public secondary schools in Rongo District and Kisumu City respectively. Since p-values were > 0.05 , the null hypothesis was accepted.

The results also showed that headteachers in boys schools had a mean of 2.29; girls schools had a mean of 3.00, mixed schools had a mean of 3.42 in public secondary schools in Rongo District while headteachers in boys schools had a mean of 2.67; those in girls schools had a mean of 2.88, and those in mixed schools had a mean of 4.00 in public secondary schools in Kisumu City.

The results further showed that the ANOVA test for independent samples gave $F_{prob} = 1.266, 0.931$ results for public secondary schools in Rongo District and Kisumu City respectively. The critical values of 3.42 and 3.35 were greater than F-ratios of 1.266 and 0.931. This led to the acceptance of null hypothesis. The result suggests that type of school does not determine headteachers' management styles on students' discipline in public secondary schools in Rongo District and Kisumu City.

4. **There was no significant relationship between location of school and discipline management styles in public secondary schools.** The result of the $\chi^2 = 3.322$; $df=4$; $p = 0.506$; Cramer's $V = 0.237$ was found for public secondary schools in Rongo District and Kisumu City. Since p-value was greater than 0.05, the null hypothesis was accepted.

The results also showed that public secondary schools in Rongo District had a mean of 3.10 while public secondary schools in Kisumu City had a mean of 2.97. This gives the impression that in rural public secondary schools was slightly higher than those of urban public secondary schools.

The results further showed that the two-tailed t-test for independent samples gave $p=0.731$ for public secondary schools in Rongo District and Kisumu City, that was far greater than the 0.05 significant level. The result therefore suggested that the location of the school does not determine headteachers' management styles on students' discipline.

5. **There was no significant relationship between headteachers' gender and level of teachers' and parental input on discipline management in public secondary schools.** The result of the $\chi^2 = 1.059$; $df=4$; $p = 0.901$; Cramer's $V = 0.144$ and $\chi^2 = 3.878$; $df = 4$; $p = 0.423$; Cramer's $V = 0.270$; was found for public secondary schools in Rongo District and Kisumu City respectively. Since p-values were > 0.05 , the null hypothesis was accepted.

The results also showed that male headteachers had a mean of 2.43 while female headteachers had a mean of 2.26 while male headteachers had a mean of 2.38 and female headteachers had a mean of 2.52 for public secondary schools in Rongo District and Kisumu City respectively. This implies that the relationship between headteachers' gender and level of teachers' and parental input on students' discipline management was independent.

The results further showed that the two-tailed t-test for independent samples gave $p=0.653$, 0.717 results for Rongo District and Kisumu City respectively. These were far greater than the 0.05 significant levels. The result suggested that both teacher-counsellors and PTA chairpersons perceived that they were not provided with opportunities by the headteachers that could enable them to be involved in the management of students' discipline in public secondary schools in Rongo District and Kisumu City.

6. **There was no significant relationship between headteachers' professional qualification and level of teachers' and parental input on discipline management in public secondary schools.** The result of the $\chi^2 = 5.150$; $df=16$; $p = 0.995$; Cramer's $V = 0.159$ and $\chi^2 = 12.779$; $df = 16$; $p = 0.689$; Cramer's $V = 0.246$; was found for public secondary schools in Rongo District and Kisumu City respectively. Since p -values were > 0.05 , the null hypothesis was accepted.

The results also showed that the mean for S1=2.50, Diploma=2.50, BA/BSc+PGDE=2.86, B.Ed=2.72, and M.Ed=3.60 while S1=1.50, Diploma=2.50, BA/BSc+PGDE=3.10, B.Ed=3.33, and M.Ed=3.57 for public secondary schools in Rongo District and Kisumu City respectively. This implies that the higher the professional qualification a headteacher had in the education profession, the more the likelihood that he or she would adopt participatory management style in students' discipline management in Rongo District and Kisumu City.

The results further showed that the one-way analysis of variance gave F prob= 0.741 and F prob=2.064 for public secondary schools in Rongo District and Kisumu City respectively. The computed F-ratios of 0.741; 2.064 were smaller than the critical values of (2.61: 2.61). The null hypothesis was thus accepted. The result suggested that the professional qualification of the headteacher does not determine the management styles of students' discipline. However, although no significant difference was recorded, the headteachers with higher professional qualification in education exhibited a slightly higher use of a participatory management style to enhance students' discipline than those with lower professional qualification in public secondary schools in Rongo District and Kisumu City.

7. **There was no significant relationship between type of school and level of teachers' and parental input on discipline management in public secondary schools.** The result of the $\chi^2 = 11.876$; $df=8$; $p = 0.157$; Cramer's $V = 0.341$ and $\chi^2 = 6.391$; $df = 8$; $p = 0.603$; Cramer's $V = 0.246$; were found for public secondary schools in Rongo District and Kisumu City respectively. Since p-values were > 0.05 , the null hypothesis was accepted.

The results also showed that teacher-counsellors and PTA Chairpersons in: boys schools had a mean of 2.46; girls schools had a mean of 3.50, mixed schools had a mean of 3.47 in public secondary schools in Rongo District while in Kisumu City: boys' schools had a mean of 2.37; girls' schools had a mean of 3.17, mixed schools had a mean of 3.44 in public secondary schools.

The results further showed that the ANOVA test for independent samples gave F-ratios = 2.953, and 0.591 for public secondary schools in Rongo District and Kisumu City respectively. The critical values of 3.23 and 3.18 exceeded the F-ratio of 2.953 and 0.591. Therefore, the null hypothesis was accepted. The result suggests that Teacher-Counsellors and Parents Teachers Association Chairpersons in these categories of schools perceived that they were not provided with opportunities by the headteacher that could enable them to be involved in participatory management in schools. This result suggested that the variable of the type of the school in public

secondary schools did not have an influence on the employment of participatory management styles by headteachers.

8. There was no significant relationship between location of school and level of teachers' and parental input on discipline management in public secondary schools. The result of the $\chi^2 = 1.135$; $df=4$; $p = 0.889$; Cramer's $V = 0.104$ was found for public secondary schools in Rongo District and Kisumu City. Since P-value was greater than 0.05, the null hypothesis was accepted.

The results also showed that public secondary schools in Rongo District had a mean of 3.22 while public secondary schools in Kisumu City had a mean of 3.34. Although the mean scores for both regions were more or less the same, teacher-counsellors and PTA chairpersons' public secondary schools in Rongo District perceived that headteachers provided less opportunity for their colleagues to be involved in students' discipline management.

The results further showed that the two-tailed t-test for independent samples gave $P=0.638$ for public secondary schools in Rongo District and Kisumu City, that was far greater than the 0.05 significant level. The result suggested that on students' discipline was not dependent on location of the school.

9. There was a negative relationship between authoritarian management style and level of students discipline in public secondary school. The result of the $\chi^2 = 9.78$; $df=6$; $p = 0.134$; Cramer's $V = 0.782$ and $\chi^2 = 8.250$ $df=4$; $p = 0.083$; Cramer's $V = 0.829$ was found for public secondary schools in Rongo District and Kisumu City respectively. Crammer's V test showed that there was a strong relationship between authoritarian management style and level of student discipline in public secondary schools in Rongo District (Cramer's $V=0.782$) and Kisumu City (Cramers $V=0.829$).

Since P-values >0.05 , the null hypothesis was accepted leading to the conclusion that the level of student discipline was not dependent on authoritarian management style. However, crammer's V showed (Crammer's $V=0.829$) that there was a strong relationship between authoritarian management style and level of students' discipline. This implies that the level of students' discipline was likely to be lower in schools where head teachers' adopted authoritarian management style in students' discipline management.

The results also showed that level of students discipline mean scores tended to decrease with the increase in authoritarian management styles in both regions. The results further showed that the computed F-ratios (2.167 and 9.00) were by far smaller than the critical values (6.59 and 9.55) this led to acceptance of null hypothesis which stated that there was no

significant relationship authoritarian management style and level of students' discipline in public secondary schools.

10. There was a negative relationship between laissez faire management style and level of students' discipline in public secondary schools

The result of the $\chi^2 = 2.22$; $df=2$; $p = 0.329$; Cramer's $V = 0.667$ and $\chi^2 = 4.167$ $df=4$; $p = 0.384$; Cramer's $V = 0.589$ was found for public secondary schools in Rongo District and Kisumu City respectively. Crammer's V test showed that there was a strong relationship between laissez faire management style and level of student discipline in public secondary schools in Rongo District (Cramer's $V=0.667$) and Kisumu City (Cramers $V=0.589$).

Since P -values >0.05 , the null hypothesis was accepted leading to the conclusion that the level of student discipline was not dependent on laissez faire management style. However, crammer's in both Rongo District and Kisumu City (0.667 and 0.589) showed that there was a strong relationship between laissez faire management style and level of students' discipline. This implies that the level of students' discipline was likely to be low in schools where head teachers' adopted laissez faire management style on students' discipline management.

The results also showed that level of students discipline mean scores tended to decrease with the increase in laissez faire management styles in both regions. In addition there appeared to be an interesting pattern which

indicated that there were no respondents in the lower category of laissez faire management styles.

The results further showed that the computed F-ratios (2.143 and 0.0094) were by far smaller than the critical values (10.13 and 9.55) this led to acceptance of null hypothesis which stated that there was no significant relationship laissez faire management style and level of students' discipline in public secondary schools, hence the conclusion that laissez faire management style was not a significant determinant of the level of students discipline in public secondary schools.

11. There was a positive relationship between transactional management style and level of students discipline in public secondary schools . The result of the $\chi^2 = 8.667$; $df=6$; $p = 0.134$; Cramer's $V = 0.850$ and $\chi^2 = 2.222$ $df=2$; $p = 0.329$; Cramer's $V = 0.667$ was found for public secondary schools in Rongo District and Kisumu City respectively. Crammer's V test showed that there was a strong relationship between transactional management style and level of student discipline in public secondary schools in Rongo District (Cramer's $V=0.850$) and Kisumu City (Cramers $V=0.667$).

Since P-values >0.05 , the null hypothesis was accepted leading to the conclusion that the level of student discipline was not dependent on transactional management style. However, crammer's V in both regions showed that there was a strong relationship between transactional

management style and level of students' discipline. This implies that the level of students' discipline was likely to be low in schools where head teachers' adopted transactional management style in students' discipline management.

The results also showed that level of students discipline mean scores tended to be mixed in Rongo district. This is because transactional management styles is a combination of authoritarian democratic management style. This gives the impression that in cases where headteachers applied authoritarian management style the level of students discipline was low, whereas where the headteachers applies democratic management style the level of student discipline was high.

In Kisumu city there was an interesting pattern which showed that who scored in transactional management style were in the moderate categories. This gives the impression that urban headteachers weigh the situation before they apply either authoritarian or democratic management style in management of students' discipline in their schools.

The results further showed that the computed F-ratios (5.33 and 0.032) were by far smaller than the critical values (19.16 and 10.13) this led to acceptance of null hypothesis which stated that there was no significant relationship transactional management style and level of students' discipline in public secondary schools. This gives the impression that

transactional management style was likely to achieve moderate level of students' discipline.

12. There was a positive relationship between contingency management styles and level of students discipline in public secondary schools. The result of the $\chi^2 = 1,50$; $df=4$; $p = 0.827$; Cramer's $V = 0.354$ and $\chi^2 4.00$ $df=4$; $p = 0.406$; Cramer's $V = 0.500$ was found for public secondary schools in Rongo District and Kisumu City respectively. Crammers' V test showed that there was a strong relationship between contingency management style and level of student discipline in public secondary schools in Rongo District (Cramer's $V=0.354$) and Kisumu City (Cramers $V=0.500$).

Since P-values >0.05 , the null hypothesis was accepted leading to the conclusion that the level of student discipline was not dependent on contingency management style. However, crammer's V in both regions showed (Crammer's $V=0.829$) that there was a strong relationship between contingency management style and level of students' discipline. This implies that the level of students' discipline was likely to be high in schools where head teachers' adopted contingency management style in students' discipline management.

The results also showed that level of students discipline mean scores tended to increase with the increase in contingency management styles in

both regions. In addition there appeared an interesting pattern which showed that there were no respondents in the lower categories of contingency management styles. This implies that headteachers who were inclined to contingency management style were in the higher category.

The computed F-ratios (0.409 and 0.960) were by far smaller than the critical values (9.55 and 5.79) this led to acceptance of null hypothesis which stated that there was no significant relationship contingency management style and level of students' discipline in public secondary schools hence the conclusion that contingency management style was not a significant determinant of the level of students' discipline in public secondary schools.

13. There was a positive relationship ship between democratic management styles and level of students' discipline in public secondary schools. The result of the $\chi^2 = 2.33$; $df=4$; $p = 0.675$; Cramer's $V = 0.408$ and $\chi^2 = 7.00$ $df=4$; $p = 0.0136$; Cramer's $V = 0.764$ was found for public secondary schools in Rongo District and Kisumu City respectively.

Cramers' V test showed that there was a strong relationship between authoritarian management style and level of student discipline in public secondary schools in Rongo District (Cramer's $V=0.408$) and Kisumu City (Cramers $V=0.764$). Since P-values >0.05 , the null hypothesis was

accepted leading to the conclusion that the level of student discipline was not dependent on democratic management style.

However, crammer's V showed that there was a strong relationship between democratic management style and level of students' discipline. This implies that the level of students' discipline was likely to be high in schools where head teachers' adopted democratic management style in students' discipline management.

The results also showed that level of students discipline mean scores tended to increase with the increase in democratic management styles in both regions. The results further showed that the computed F-ratios (0.786 and 6.375) were smaller than the critical values (6.59 and 9.55) this led to acceptance of null hypothesis which stated that there was no significant relationship democratic management style and level of students' discipline in public secondary schools.

Hence the conclusion that democratic management style was not a significant determinant of the levels of students' discipline in public secondary schools. This gives the impression that democratic management style was likely to achieve higher levels of students' discipline.

14. **There was a significant relationship between headteachers' management styles and the level of students' discipline.** The result of the $\chi^2 = 28.98$; $df=16$; $P = 0.024$; Cramer's $V = 0.377$ and $\chi^2 = 28.49$; $df = 16$; $p = 0.028$; Cramer's $V = 0.367$; were found for public secondary schools in Rongo District and Kisumu City respectively. Since p-values were less than 0.05, the null hypothesis was rejected.

The results also showed that the authoritarian management style had a mean of 2.00; laissez-faire had a mean of 3.67, transactional had a mean of 4.38, contingency had a mean of 3.67, democratic had a mean of 4.42 for public secondary schools in Rongo District while in Kisumu City:

The results also showed that the autocratic management style had a mean of 2.50; laissez-faire had a mean of 3.00, transactional had a mean of 4.44, contingency had a mean of 3.85, while democratic had a mean of 4.36. The level of students' discipline mean scores tended to increase from participatory to non-participatory styles in both regions. In addition, there appears to be an interesting pattern which indicates that there is a decline in the mean scores in contingency management styles in both regions.

The results further showed that the ANOVA test for independent samples gave F-ratios =4.139 and 3.415 for both public secondary schools in Rongo District and Kisumu City respectively. The computed f-ratios of 4.139 and 3.415 were by far bigger than the critical values of 2.61 and 2.61.

This led to the rejection of the null hypothesis and hence conclusion that level of student discipline was dependent on headteachers' management style in public secondary schools. This gives the impression that headteachers who adopt participatory management style were more likely to achieve a higher level of students' discipline compared to their counterparts who are inclined to non-participatory discipline management style.

5.3 Conclusions of the study

Having analyzed and interpreted the findings obtained from the data collected, it was concluded:

1. That there was no significant relationship between headteachers' gender and discipline management styles in public secondary schools. It may therefore be concluded that gender of the headteacher does not influence management styles on students' discipline. However, although no significant difference was recorded, the female headteachers exhibited a slightly higher use of a participatory management style to enhance students' discipline than their male headteachers in public secondary schools in Rongo District and Kisumu City.
2. That there was no significant relationship between headteachers' professional qualification and discipline management styles in public secondary schools. It may be concluded that headteachers' management styles on students' discipline does not depend on the professional qualification of the headteachers. Although no significant relationship was

exhibited, there was a tendency of headteachers to be more participatory as their professional qualification improved. This implies that the higher the professional qualification a headteacher has, the higher the likelihood he/she would adopt participatory management students' on students discipline management.

3. That there was no significant relationship between type of school and discipline management styles in public secondary schools. It may be concluded that headteachers' management styles on students' discipline does not depend on the type of school. However, headteachers' heading mixed schools applied participatory management styles as opposed to their counterparts in single sex schools.
4. That there was no significant relationship between location of school and discipline management styles in public secondary schools. It may be concluded that headteachers' management style does not depend on the location of the school. This seems to support the idea that participatory management skills can be strengthened by training as the ability to be an effective leader can be displayed in all situations. However, headteachers heading rural public secondary schools applied participatory
5. That there was no significant relationship between headteachers' gender and level of teachers' and parental input on discipline management in public secondary schools. The teacher-counsellors and Parents Teachers Association chairpersons perceived that although both categories of the gender of the headteachers did not provide opportunities for participatory management, the male headteachers seemed to provide slightly more

opportunities for the teachers and parents to be involved in participatory management.

6. That there was no significant relationship between headteachers' professional qualification and level of students' discipline in public secondary schools. It may therefore be concluded that the professional qualification of the headteachers does not have any bearing on the level of students' discipline in public secondary schools. However, there was a tendency of the level of students' discipline increasing with the rise in the headteachers professional qualification.
7. That there was no significant relationship between type of school and level of teachers' parental input on discipline management in public secondary school. It may be concluded that the practice of participatory management styles does not depend on the category of the schools. However, there was a tendency of co-educational schools exhibiting higher involvement of teachers and parents in students discipline management than their single sex schools counterparts. The behaviour characteristics of the headteachers who practice participatory leadership should be identical in varied school categories.
8. That there was no significant relationship between location of school and level of teachers' and parental input on discipline management in public secondary schools. It may be concluded that the involvement of teachers and parents on students discipline management does not depend on the location of schools. However, teachers and parental input was higher in urban public secondary schools compared to rural schools.

9. That there was a negative relationship between authoritarian management style and level of students' discipline in public secondary schools. Based on the Cramers V test and interviews it may be concluded that the level of students' discipline was dependent on authoritarian management style. This is because there was a tendency of the level of student discipline mean scores decreasing with the increase in authoritarian management style.
10. That there was a negative relationship between laissez-faire management style and level of students' discipline in public secondary schools. based on Cramer's V test and interviews it may be concluded that the level of students' discipline was dependent on laissez-faire management style. This is because there was a tendency of the level of students' discipline mean scores decreasing with the increase in laissez faire management style.
11. That there was a positive relationship between transactional management style and level of students' discipline in public secondary schools. It may be concluded that the level of students' discipline was dependent on transactional management style. This is because there was a tendency of the level of students' discipline mean scores to be mixed. This gives the impression transactional management style was likely to achieve a moderate level of students' discipline.
12. That there was a positive relationship between contingency management style and level of students' discipline in public secondary schools. It may be concluded that the level of students' discipline was dependent on contingency management style. There was also tendency of the level of

students' discipline mean scores increasing with the increase in contingency management style. This gives the impression that headteachers' who adopted contingency management style were likely to achieve higher levels of students' discipline.

13. That there was a positive relationship between democratic management style and level of students' discipline in public secondary schools. It may be concluded that the level of students' discipline was dependent on democratic management style. There was a tendency of the level of students' discipline mean scores increasing with the increase in democratic management style. This gives the impression that headteachers who adapt democratic management style were likely to achieve higher levels of students' discipline.

14. That there was a significant relationship between headteachers' management styles and level of students' discipline in public secondary schools. It may be concluded that headteachers who adopt participatory management styles were more likely to achieve a higher level of students' discipline compared to their counterparts who were inclined to non-participatory discipline management styles.

5.4 Recommendations of the study

Considering the study findings and conclusions, the following recommendations were made:

1. Male head teachers should strive to acquire human relations management skills. They could accomplish this by regularly

interacting with their female colleagues so as to identify and rectify any existing inadequacies in their management styles of students' discipline.

2. The less qualified head teachers should make a point of consulting their more qualified colleagues who the study indicated exhibited inclusive management styles in discipline management. They could accomplish this by regularly interacting with their highly qualified colleagues so as to identify and rectify any existing inadequacies in their management styles of students' discipline.
3. Head teachers heading single sex schools should improve on their current management styles to discipline management. They should, for instance, interact with their counter parts in co educational schools so as to identify any existing inadequacies with regard to participatory management styles on student discipline management.
4. Since head teachers heading urban schools were comparatively less inclusive in discipline management styles. They should be accorded an opportunity by the Ministry of Education, science and technology to have induction courses with a view to enhance their capacity to participatory management styles. This will enable the schools to manage the emerging and unfamiliar students' behavior problem.
5. Female head teachers should strive to formally upgrade their participatory management skills. For instance, they need to take continuous induction courses. This will go a long way in enabling them to sharpen inclusive discipline management skills in their schools.

6. The Government, through the Ministry of Education, should strengthen Kenya Education Management Institute with a view to increasing its capacity to train the less qualified head teachers on the need to work with teachers and parents on student discipline management. This will go along way in sharpening their management skills more so their capacity to draw support of teachers' and parents' in students' discipline management.
7. Headteachers in single sex schools should improve on their involvement of teachers and parents in matters pertaining students' discipline. This has the implication that if the level of teachers and parental input is increased in these schools, the quality of discipline would rise a notch higher. A useful strategy would be to be team players on matters pertaining to the behavioral training of learners.
8. Frequent workshops, in-service and refresher courses on participatory management style should be availed to headteachers heading rural public secondary schools on the need to involve teachers and parents on students' discipline management. Such workshops may service to equip headteachers in rural public secondary schools with the necessary skills in cultivating participatory ideals in school administration.
9. Headteachers should avoid the use of authoritarian management style in the management of students' discipline in schools. Most recent conception of educational management indicates that they move away from authoritarian management style to a more participatory mode of

decision making in schools. This is a bid to ensure that decision making takes place at the lowest possible level.

10. Headteachers should avoid the use of laissez fair management style which permits total delegation of responsibility to teachers and students. Headteachers need to monitor activities so as to ensure compliance and results. The problem with laissez-faire headteachers is that they neglect their duty of overseeing things and seem to over trust subordinates. This should only be in situation where subordinates like work, are trust worthy and professionals. The headteacher should know that he is accountable for every action so he/she needs to monitor the school's progress and discipline.
11. Headteachers' should be made aware that there is no single style of management that can be used all the times. The adoption of a particular style in a specific situation leads to school effectiveness and is better than use of one management style throughout one's management experiences. Therefore it is proper for an experienced headteacher to use various management styles interchangeably depending on the prevailing situations in the school.
12. Headteachers of secondary schools in particular should be encouraged to use democratic management style in the management of students' discipline. They enjoy educational reforms require educational managers who can work in democratic ways inorder to build successful relationships to ensure effective delivery of quality education.

13. Headteachers should be encouraged to embrace participatory management styles in their capacities as school managers by involving teachers and parents in decision making processes. This would have a positive impact on overall management of the schools and deter students' from engaging in costly skirmishes that also disrupt school programmes.

5.5 Suggestions for further research

In view of the limitations and delimitation of this study, the following suggestions have been made for further research:

1. A thorough research be carried out on the relationship between headteachers', management styles and level students' discipline in schools by using a wider sample which could be generalized.
2. A similar study may be carried out in rural and urban-based primary schools so as to find out whether locality of a school may be a factor in determining the nature of the relationship between headteachers' management styles and students' discipline.
3. A study should be carried out to investigate the relationship between headteachers' management styles and level of students' discipline in private schools.
4. Finally, other researchers in the area of discipline could replicate the study in other geographical or institutional settings. For example, a research similar to this one using a modified form of the instruments used here could be carried out in other African countries.

REFERENCES

- Adams, J. S. & Freedman, S. (1976). Equity theory-revisited: Comments and annotated bibliography. *Advances in Empirical Social Psychology*, 9 (2), 43-90.
- Adams, G.R., & Schranvel, J.D. (1991). *Understanding Research Methods*. New York: Longman.
- Agarwal, A., (1990). The North-South perspective: Alienation or interdependence. *Ambio*, 19 (3), 94-96
- Alderfer, C.P. (1972). *Existence, Relatedness and growth: Human needs in organizational settings*. New York: Free press (in Bartol, K & Martin, D. C. (1991), *Management*. New York: McGraw Hill).
- Ang, B.L. (1995). *An investigation of the leadership styles of principals in selected secondary schools in the district of Muar Johor, Malaysia*. Master of Education Thesis.
- Aringo, M. (1981). *Problems headteachers encounter in South Nyanza*. Unpublished P.G.D.E. Project Report, Kenyatta University.
- Asuko, E. I. (1980). *Management in Kenyan secondary schools since independence, 1963-78*. Unpublished Master of Education Thesis, University of Nairobi.
- Asunda, R. (1983). *A Study of leadership behaviour and styles of secondary school headteachers in Nairobi*. Unpublished Master of Education Thesis, University of Nairobi.

- Aubrey J. V. (1992). *The Principals' leadership role in effective site based managed elementary schools*. Unpublished Doctorial Dissertation, University of Bridgeport, Connecticut, USA.
- Babbie, E. (1990). *Survey research methods* (2nd ed.). Belmont, CA: Wadsworth.
- Baraza. M., & Ngugi, N. (1990). *Education administration*. Nairobi: College of Education & External studies, University of Nairobi.
- Bartol, K. M., & Butterfield, D. A. (1970). Sex effects in evaluating leaders. *Journal of Applied Psychology*, 61(2), 446-454.
- Best, J. W., & Khan, V. J. (2011). *Research in education* (7th ed.). New Delhi: Prentice-Hall of India Pvt. Ltd.
- Borg, R. W., & Gall, P. J. (2007). *Educational research: An introduction* (6th ed.). New York: Longman Publishers.
- Bradford, D., & Cohen, O. (1994). *Managing excellence*. New York: John Wiley Sons.
- Brundett, M., & Smith, R. (2003). *Leadership in education*. London: Sage Publication.
- Bryan, T. (1989). Parental involvement in primary school: Contemporary issues. In S. Wolgendale (Ed.). *Parental involvement developing networks between school, home and community* (pp. 240-257). London: Cassel.
- Bryman, A., & Cramer, D. (2009). *Quantitative data analysis with SPSS for Windows: A guide for social scientists*. London: Routledge.

- Bulinda, D. N. (1999). *Secondary School teachers' perception of principal's participatory leadership styles: A case study of public schools in Kakamega District*. Unpublished Master of Education Thesis, University of Nairobi.
- Chacha, M.C. (2002). *Decision-making used by teachers and headteachers in handling discipline among public secondary school students in Kuria District*. Unpublished Master of Education Thesis, University of Nairobi.
- Chapman, J. D. (2003). *School based decision making and management: implication for school personnel*. In J. D. Chapman (Ed.). *School based decision making and management* (pp. 245-260). London: The Palmer Press.
- Chege, A. N. (2012). *Headteachers' leadership styles and influence on students' discipline in public secondary school in Nairobi county, Kenya*. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.
- Cole, G. A. (2011). *Management: theory and Practice*. Essex: Spottiswood Balantyne Ltd.
- Copland, M. A. (2003). Leadership of Inquiry: Building and Sustaining Capacity for School improvement. *Journal of Educational Evaluation and Policy Analysis*, 25 (4), 375-395.
- Crozer, G. (2000). Parental involvement: who wants it? *Journal of International Studies in Sociology of Education*, 10 (2),111-130
- D'souza, A. (2008). *Leadership*. Nairobi: Paulines Publishers Africa.

- Dean, J. A. (2001). The contribution of emotional satisfaction to consumer loyalty. *International Journal of Service Industry Management*, 12 (3), 234-250
- Donnelly, J. H., Gibson, J.L., & Ivancevich, J.M. (Eds.) (1998). *Fundamentals of Management*. Homewood: Irwin.
- Dull, L. W. (1981). *Supervision: School leadership Handbook* Columbus: Charles E. Mervil.
- Duncan, R. B. (1973). Multiple decision making structures in adapting to environmental uncertainty: The impact on organizational effectiveness. *Human Relations*, 26 (3), 273-291.
- Eagly, A. H. (1992). Gender and leadership style among school Principals: A meta-analysis. *Educational Administration Quarterly*, 28 (1), 76-102
- Epstein, J.L. (Ed.). (1981). *The quality of school life*. Toronto: Lexington Books.
- Fenstermaker, W. C. (1994). *Superintendent decision making: The ethical dimension*. Unpublished Doctoral Dissertation, Temple University.
- Fielder, F. E. (1967). *Contingency model*. London: McGraw-Hill.
- Fraenkel, J.R., & Wallen, N.E. (2014). *How to design and evaluate research in education*. New York: McGraw-Hill.
- Freud W. L., & Simon J. D. (2000). *Educational research: Competencies for analysis and application* (6th ed.). Upper Saddle, N. J.: Charles Merrill Publishing Company.

- Gachoki, T. N. (2006). *An Investigation into the causes of male students dropouts in public secondary schools in Kipipiri Division, Nyandarua District*. Unpublished Master of Education Thesis, University of Nairobi.
- Giffin, G. (1996). *An Examination of factors contributing to exemplary academic performance in urban public secondary schools in Midwest District*. Unpublished Doctoral Dissertation, Michigan: Western Michigan University.
- Griffin, G. (1994). *School mastery: Straight talk about boarding school management*. Nairobi: Lectern Publications Ltd
- Griffin, G. (1996). *Self-perceived Characteristics of leadership behaviour of male and female secondary principals in Detroit public schools*. Unpublished Master of Education Thesis, Michigan: Eastern Michigan University.
- Grinnel, R. M., & Unrau, Y. A., (Eds.). (2010). *Social work research and evaluation*. Illinois: F.E. Peacock Publishers, Inc.
- Hackman, J.R., & Oldham, G.R. (1976). Motivation through the design of work: A test of a theory. *Organizational behaviour and human performance*, 16 (2), 250-279.
- Hammer, W. C., & Organ, D. W. (1978). *Organizational behaviour: An applied psychological approach*. *American Journal of Sociology*, 6(3), 1154-1203.
- Hellriegel, D. S., & Slocum, J. W. (2011). *Organizational behaviour*, (13th ed.). St. Paul: Wet Publication Co.
- Her Majesty's Inspectorate. (1987). *Good behaviour and discipline in schools* (Education observed 5). London: Department of education and science.

- Herbert, G. (1981). *Effective classroom management: New South Wales*. Nicholas foundations of behavioural research 2nd Indian Reprint (1983) Delhi: Publishing Company.
- Imber, M., & W. A. Neidt, (1990). *Teacher participation in school decision making*. In P. Reyes (Ed.). *Teachers and their workplace: Commitment and productivity* (pp. 26-35). Newbury Park. California: Sage Publication Inc.
- Isaac, S., & Michael, W. B. (1995). *Handbook in research and evaluation a collection of principles, methods, and strategies useful in the planning, design, and evaluation of studies in the education and the behavioural sciences*. (3rd ed.). San Diego: EdITS.
- Jago, A.A., (1982). An assessment of the deemed appropriateness and participation decision making for high and low hierarchical levels. *Human relations*, 34 (5), 379-396.
- James C., & Connolly, U. (2008). *Effective change in schools*. London: Routledge.
- Kariuki C. W. (1998). *Teachers perception of the leadership behaviour of women headteachers of secondary schools in Kiambu*. Unpublished Master of Education Thesis, University of Nairobi.
- Kemp, R., & Nathan, M. (1989). *Middle management in schools*. A survived guides. London: Basil Blackwell Ltd.
- Kerlinger, F.N. (1999). *Foundations of behavioural research: Educational psychological and sociological inquiry* New York: Holt, Rinehart & Winston.

- Kibet, M. J. (2012). *Principal leadership and its impact on student discipline in Kenyan secondary schools: A case of Koibatek District*. Unpublished Ph.D Thesis, Moi University.
- Kilpatrick, S., Johns, S., Mulford, B., Falk, I., & Prescord, L. (2002). *More than an education. Leadership for rural school-community partnership*. Tasmania: RIRDC
- Kipkoech, K. (2014). *Influence of headteachers' leadership styles on students' discipline in public secondary schools in Mogotio sub-county, Barigo county, Kenya*. Unpublished Master of Education Thesis, University of Nairobi.
- Kisangu, M. (1990). *On the implications of the principle of pupil, parent and community participation in the management of formal and non-formal education institutions: Survey for UNESCO*. Published in Dar-es-salaam.
- Kiumi, J. K. (2008). *Relationship between principals management approaches and level of students' discipline in public secondary Schools in Nyandarua and Laikipia District, Kenya*. Unpublished Ph.D Thesis, Egerton University.
- Kombo, D.K., & Tromp, A. (2006). *Proposal and thesis writing*. Makuyu: Don Bosco Printing Press.
- Koontz, H., & O'Donnel, C. (Eds.). (1976). *Management: A systems and contingency analysis of managerial functions*. New York: McGraw Hill.
- Krejcie, R. V., & Morgan, D. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30 (3). (301-318)

- Kuria, L. T. (2012). Influence of principals' leadership styles on students' discipline in public secondary schools in Kikuyu district in Kenya. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.
- Kyalo, D. N. (2000). *The relationship between headteachers' characteristics and discipline in public secondary schools in Nairobi Province*. Unpublished Master of Education Thesis, University of Nairobi.
- Laboke, R. (2006, August). *Parental Support and involvement in the Effective Management of schools, The Uganda experience*: Paper presented at the African convention of principals conference. St. Stithian College, Johannesburg.
- Lue, L. W., & Byars, L. L. (Eds.). (1993). *Supervision: Key link to productivity*. Barr Bridge Illinois: Irwin.
- Luthans, F. (Ed.). (1992). *Organizational behaviour*. Singapore: McGraw Hill.
- Macneil, A., & M. Patin (2001). *The principals role in improving and sustaining parent involvement*. Retrieved September 4th 2010] from <http://www.channelnewsasia.com/strike/singapole/localnews/view/>.
- Magara, J. J. (1986). *The role of parents in instilling discipline to primary school pupils with reference to primary schools in Mavuria Location, Embu District*. Unpublished P.G.D.E. Project, Kenyatta University.
- Maina, M. G. W. (1986). *The role of headteachers, teachers and parents in secondary school discipline in Kikuyu Division of Kiambu District*. Unpublished P.G.D.E. Project, Kenyatta University.

- Mangoka, J. (1977). *A Study of the leadership behaviour of Nairobi and Machakos secondary school headmasters and headmistresses*. Unpublished Master of Arts Thesis, University of Nairobi.
- Maryland, M. (1987). *School management skills*. London: Heinemann Educational Books.
- Massie, K. (2000). *Essentials of management*. New Delhi: Prentice-Hall of India Private Ltd.
- Mbae, J. (1994). The secondary school and the challenges of democracy in Kenya. *Basic Education Forum*. 4 (3), 20-25.
- Mbiti, D.M. (1974). *Foundation of School Administration*. Nairobi: Oxford University Press.
- Mbiti, D. M. (1982). *Foundation of School Administration*. Nairobi: Oxford University Press.
- Mbogori, J. M. (2012). Influence of headteachers' leadership styles in public secondary schools in Nairobi province, Kenya. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.
- Mbugua, J. M. (1998). *An assessment of motivational patterns of secondary business studies teachers in Nairobi Province*. Unpublished Master of Education Thesis, University of Nairobi.
- McClelland, D. C. (1976). *A guide to job competency assessment*. Boston: McBer.
- McGregor, D. M. (1960). *The human side of enterprise*. New York: McGraw-Hill.

- McManus, M. (1989). *Troublesome behaviour in classroom. A teachers survival guide*. New York: Routledge Nicholas Publishing Company.
- McPartland, S. M. (1971). *Student participation in high school decisions. A study of 14 urban high schools*. Baltimore: John Hopkins University Centre for Social Organizations of Schools.
- Menaha, S., Amaratunga, R. D. G., & Haigh, R. (2008). *Employability of Women Managers in the Educational Sector: A study on their Leadership Role*. Research Institute for the Built and Human Environment, University of Salford, Salford M5 4WT, Greater Manchester, UK.
- Mitambo, H. N. A. (1986). *Case study on strategies for improvement of discipline in secondary schools within South Mugumango Division of Kiera Location in Meru District*. Unpublished P.G.D.E. Project Report, Kenyatta University.
- Morgan, P., & Murgatroyd, D. (1994). *Total quality management in public sector*. Buckingham: Open University Press.
- Mortimore, P., Sammons, P., Stoll, L., Lewis, D., & Ecob, R. (1986). *The junior school project*. London: ILEA research and statistics branch.
- Moss, S.A., & Ngu, S. (2006). The Relationship between personality and leadership preferences. *Current research in social psychology*, 11 (6), 70-91.
- Muchiri, F. G. (2013). Influence of headteachers' leadership styles on students discipline in public secondary schools in Nairobi county, Kenya. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.

- Muchiri, F. G. (2013). *Influence of headteachers' leadership styles on students' discipline in public secondary schools in Nairobi County*. Unpublished Master of Education Thesis, University of Nairobi.
- Muchiri, P. W. (1998). *A study on participatory processes used by headteachers to enhance discipline in public secondary schools in Nairobi Province*. Unpublished Master of Education Thesis, University of Nairobi.
- Mugenda, O.M., & Mugenda, A.G. (1999). *Research methods: Quantitative and qualitative styles*. Nairobi: Act Press.
- Muli, M. I. (2012) *Influence of leadership styles on students' discipline in public secondary schools in Mukaa district, Kenya*
- Mullins, L.S. (1999). *Management and organisational behaviour*. Harlow, England: Prentice Hall.
- Mulusa, T. (1990). *Evaluating research for beginners. A practical study guide*. University of Nairobi, College of Adult and Distance Education.
- Mungai, J.G. (2001). *Teachers' perception of bureaucratic and personality factors inhibiting their participation in formulating secondary schools' operational decisions in Nairobi Province*. Unpublished Master of Education Thesis, University of Nairobi.
- Munyua, J.K. (2007). *Students' perception of discipline practices and its influence on academic performance in Eldoret Municipality, Kenya*. Unpublished Master of Education Thesis, Moi University.

- Mwalala, D.M. (2010). *The influence of headteachers' leadership management styles on KCSE performance in public secondary schools in Taita District, Kenya*. Unpublished Master of Education Thesis, University of Nairobi. Retrieved on November 11th 2012 from http://www.uonbi.ac.ke/faculties/turntopdf.php?project_id=3289
- Mwandigha, V. C. (2010). *Effects of principals leadership styles on students' discipline in public mixed day secondary schools in Kiambu West District, Kenya*. Unpublished Master of Education Thesis, University of Nairobi.
- Mwiria, K. (1995). *Educational research and policy formulation. The Kenya experience issues in educational research in Africa*. PP. 27-42, Mwiria and S. P. Wamahiu (ed). Nairobi: East Africa Educational Publishers.
- Nachmias, D. W., & Nachmias C.F. (1996). *Research methods in social sciences*. (5th ed.). London: Edward Arnold. Nairobi: Lectern Publications Ltd.
- Ndichu, D. (Ed.). (2006). *The Kenya handbook for teachers*. Nairobi: Kurrccarrer Ventures.
- Ndung'u, G. W. (2012). *Influence of headteachers' leadership styles on pupil's discipline in public primary schools in Likoni division, Kenya*. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.
- Newstrom, J. M. K. (2002). *Human behaviour at work: Organizational behaviour*. NewYork: Mc Graw-Hill Book Company.
- Njagi, J. K. (2012). *Influence of headteachers' leadership styles on students' discipline in public secondary schools in Imenti South District*. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.

- Nkinyangi, J.A. (1981). *The origin of student disturbances: The Kenyan case*. Working Paper No. 378.IDS, University of Nairobi
- Nyaega, J. O. (2003). *An investigation into principal's characteristics in relation to discipline in secondary schools In Ekerenyo Division of Nyamira District- Nyanza Province*. Unpublished Master of Education Thesis, University of Nairobi.
- Nyaga, K. N. (2004). *Challenges facing headteachers enhancing pupil discipline in primary schools in Kibera slum Nairobi. Kenya*. Unpublished M.Ed Thesis. Nairobi, University of Nairobi.
- Ochiel D. W.O. (2004). *The headteachers' leadership styles, effectiveness and students' academic achievement In Siaya district, Kenya*. Unpublished Master of Education Thesis, Kenyatta University.
- Okumbe, J.A. (1998). *Educational management theory and practice*. Nairobi: Nairobi University Press.
- Omaloyo, B. (2009). *Effects of leadership styles on job-related tension and psychological sense of community in work organizations: A case study of four organizations in Lagos State, Nigeria*. Bagladesh, E-J Sociol. 4(2). 133-157
- Omato, A. M. (1986). *School rules-regulations and child delinquency. a case study of Sochoi Secondary School*. Unpublished P.G.D.E. project report. Kenyatta University.
- Ongiro, J. M. (2012). *Influence of headteachers leadership styles on student disciplines in public secondary schools in Rangwe division, Homabay district, Kenya*. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.

- Onyeri, I. N. (1988). *An analytical study of the relationship between leadership styles of principals and organizational climate within selected elementary schools*. Doctoral dissertation. Texas: Texas Southern University.
- Opar, F. A. (2012) Influence of headteachers' decision making styles on management of students' discipline in Nyando, Kenya. Unpublished Master of Education Thesis, Nairobi: University of Nairobi.
- Organ, D. W., & Bateman, T. S. (ed.). (1991). *Organizational behaviour*. Homewood: Irwin Inc.
- Orloskey, D. N., Shapiro, L. A., & Webb L. D. (1984). *Educational Administration Today*. Columbus: Charles E. Nevil Co.
- Ouchi, W. G. (1981). *Theory Z*. New York: Avon Books.
- Pfeffer, J. (1973). Canonical analysis of the relationship between an organization's environment and managerial attitude towards subordinates and workers. *Human Relations*, 26 (3), 327-337
- Philips, D., Davie, R., & Callely, E. (Eds.). (1985). Pathways to Institutional Development in Secondary Schools. In D. Reynolds. *Studying school effectiveness* (pp. 161-182) The Falmer Press.
- Powell, G., Butterfield, A., & Bartol, K. (2008). Leader Evaluations: A New Female Advantage? Gender in Management. *An International Journal*, 23 (3), 156-171
- Pugh, G. (1989). *Parents and professionals in pre-school services: is partnership possible?* In S. Wolfendate (ed.) (2009) *parental involvement: Developing networks between school, home and community* (pp. 1-19). London: Cassel.

- Reid, K. (1986). *Dissaffection in schools*. London: Methuen.
- Republic of Kenya, (1987). *Report of the education administration conference*. Nairobi: Jomo Kenyatta Foundation.
- Republic of Kenya, (2001). *Report of the task force on student discipline and unrest in secondary schools*. Nairobi: Jomo Kenyatta Foundation.
- Reyes, P. (1990). *Organizational commitment of teachers: commitment, performance and productivity*. Newsbury Park, California: Sage Publications.
- Reynolds, D. (Ed.). (1989). *Effective schools and pupil behaviour*: In N. Jones (Ed) (2001) *management and pupil behaviour* (pp 29-44). London: The Falmer Press
- Rose, P. I., Grazer, P.M., & Grazer, M. (1978). *Sociology: Understanding society*. New Jersey: Prentice-Hall Inc. Englewood Cliffs.
- Ruto, J. K. (2003). Violence in Kenyan secondary schools: Insights into the adolescents' socio-emotional development. *Egerton Journal*. 5 (2&3), 53-68
- Rwamba, I.E. (1992). *Study of pupil indiscipline faced by primary teachers in a Nairobi slum area; The case of Mathare primary schools*. Unpublished Master of Education Thesis, Kenyatta University.
- Saunders, J. D. (1990). *Educational research: Quantitative, qualitative, and mixed approaches*. Boston, MA: Allynand Bacon.
- Scheweiger, D. M., & Jago, A. G. (1982). Problem-solving styles and participative decision making *Psychological Reports*, 50 (3), 1311-1316.

- Schuttle, J. (1997). *Applied Multiple Regression/Correlation Analysis for Behavioural Sciences*. Routledge Publishers.
- Schwartz, D. (Ed.). (1984). *Introduction to management: Principles practices and processes*. New York: Harcourt Brace Jovanovide.
- Scott, W. R. (2003). *Organizations: Rational, natural and open systems*. Upper Saddle River, NJ: Prentice Hall.
- Song'oro, B. J., (2003). Participatory leadership styles and their effects on students' discipline in schools: A case study of public secondary schools in Kiomokama Division of Kisii District. Master of Education Thesis, University of Nairobi.
- Steers, J. (1977). Individual differences in participative decision making. *Human relations*. 30 (9), 837-847.
- Sue, L., & Glover, D. (2000). *Educational leadership: Policy practise research*. Buckingham: Open University Press.
- Tweeddale, R. E. (1969). 3-D management in Action. *Business management*, 99 (1), 42-45.
- U.S. Department of Education (1997). *School actions and reactions to discipline issues*. Research study publication. Retrieved December 20th 2012 from <http://nces.ed.gov/pubs98/violence/9803008.html>.
- Van Fleet D. D. (1973). Need-hierarchy and theories of authority. *Human Relations*, 26 (5), 567-580.
- Wangeri, T. (1986). *A special study of discipline problems affecting secondary schools in Thika*. Unpublished Master of Education Thesis, Kenyatta University.

Wayne, F. C. (Ed.). (1992). *Managing Human resources: productivity quality of work life*. New York: Mc Graw Hill Inc.

http://library.unesco-icba.org/English/Better_Schools/Better%20Schools/MODULE1/module1_unit2.htm

APPENDICES
APPENDIX A
CONSENT FORM

I understand the overview given to me on the study on “ **Relationship between headteachers’ management styles and level of students’ discipline in public secondary schools in Rongo District and Kisumu City, Kenya**”

It is my understanding that:

That the study focuses on the **Relationship between headteachers’ management styles and level of students’ discipline in public secondary schools in Rongo District and Kisumu City, Kenya.**

My identity will remain confidential and my name or the name of my institution will not be used in the study or in reporting of its findings at any point;

The purpose of the study is not to judge me or my institution on the issues or type of responses I give during the study;

I hold the right to decline to answer any question;

I hold the right to withdraw from the study at any given time;

I will be audio recorded when am interviewed and;

I express willingness to participate in the study by signing this form

Name _____

Signature _____

6. (a) Indicate the number of streams in your school

1 stream

2 streams

3 streams

4 streams

Over 4 streams

(b) Indicate the location of your school: Urban

Rural

SECTION B: HEADTEACHERS' MANAGEMENT STYLES AND STUDENTS' DISCIPLINE

Kindly place a tick [\surd] in the relevant column to show the styles commonly used in your school to solve students' indiscipline problems.

PART 1: AUTHORITARIAN MANAGEMENT STYLE AND STUDENTS'
DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expect students to do their very best					
2	The headteacher uses “I” or “my” rather than “we” or “our”					
3	Is defensive when criticized by students					
4	Does not accept any blame that may be warranted for or failure of mistakes					
5	Thinks that what he/she does to improve students discipline is important					
6	Blames others for mistakes or failure					

PART II: LAISSEZ-FAIRE MANAGEMENT STYLE AND STUDENTS'

DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Provides complete freedom to students					
2	Encourages indiscipline due to lack of direction					
3	Does not ensure that students adhere to school rules					
4	Is less concerned about students social behaviour in school					
5	Allows decisions to be made by whoever is willing					
6	Encourages students to work through disagreements not suppression					

PART III: TRANSACTIONAL MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expects students to do their very best					
2	Refers indiscipline cases for guidance and counseling					
3	Is defensive when criticized by students					
4	Accepts that he/she is capable of making mistakes					
5	Thinks that what he/she does to improve students' discipline is important					
6	Waits until students have stated their positions before stating his/hers					

PART IV: CONTINGENCY MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Gives credit and recognition to his/her students where necessary					
2	Handles indiscipline cases as they arise					
3	Shows that he/she understands the points of view of students even though he/she disagrees with them					
4	Can work well with a wide range of students discipline management styles					
5	Sometimes he/she regrets about what he/she has done or said in relation to how he/she handled a disciplinary case					
6	Waits until students have stated their positions before stating his or hers.					

PART V: DEMOCRATIC MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U–Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Is friendly and easy to talk to					
2	Refers indiscipline cases for guidance and counseling					
3	Encourages students to express their feeling frankly					
4	Accepts that he/she is capable of making mistakes					
5	Allows students to question his/her views					
6	Puts suggestions made by students into consideration					

SECTION C: FORMS OF STUDENTS' INDISCIPLINE IN SECONDARY SCHOOLS

The statements below concern some forms of students' indiscipline in secondary schools in Kenya. Please, indicate by a tick [√] the extent to which they occur in your school.

KEY: VL– Very low, L– Low, ML – Moderately low, MH – Moderately high VH-Very high

	Statements	VL	L	ML	MH	VH
1	Harassing/bullying Form ones					
2	Drug abuse e.g. smoking					
3	Stealing other students' property					
4	Being untidy e.g. having unkempt hair or clothes					
5	Sneaking out of the school compound					
6	Strike / unrest					
7	Physical fight between students					
8	Noise making					
9	Making love in the school premises					
10	Boycotting lessons by a whole Class/Form					
11	Cheating during exams					
12	Booing teachers					
13	Refusing to be taught by some teachers					
14	Attacking neighboring schools					
15	Vandalism					
16	Disobedience					
17	Boycotting co-curricular activities					
18	Lateness for assembly or games					

PART II: STYLES USED BY HEADTEACHERS TO INVOLVE PARENTS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by secondary school headteachers to involve parents in students' discipline matters. Please indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very low, L– Low, ML – Moderately low, MH – Moderately high VH-Very high

	Statements	VL	L	ML	MH	VH
1	Involving parents in the formulation of rules governing the conduct of students					
2	Inviting parents whose children misbehave to school to discuss the problem with teachers					
3	Encouraging parents to counsel their children when they are at home					
4	Inviting parents with special knowledge/skills e.g. medical doctors to offer counseling services to students.					
5	Encouraging parents to discuss students discipline matters with teachers					
6	Informing parents on the action taken by the school managers (Board of governors) on students accused of serious misconduct					
7	Organizing meetings between parents and teachers to discuss ways of promoting students' discipline in the school					
8	Requesting parents to offer their views to the administration on the new changes in school rules					
9	Organizing meetings between parents and students to discuss ways of improving discipline in the school					
10	Encouraging parents to report cases of misconduct among students when they are out of school to the administration e.g. during holidays					
11	Requesting parents to give information about their children's behavioral problems to the school					
12	Consulting parents on the best ways of maintaining student discipline.					

PART III: STYLES USED BY HEADTEACHERS TO INVOLVE TEACHERS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by school headteachers to involve teachers in students' discipline matters. Please, indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very low, L– Low, ML – Moderately low, MH – Moderately high, VH-Very high

	Statements	VL	L	ML	MH	VH
1	Involving teachers in the formulation of school rules					
2	Consulting teachers on disciplinary measures to be taken against an errant student					
3	Involving teachers in the appointment of prefects					
4	Encouraging teachers to offer guidance and counseling services to students					
5	Informing teachers on disciplinary action taken by the school management (board of governors) against a student accused of misconduct					
6	Organizing a committee of teachers to address an urgent indiscipline problem in the school					
7	Organizing regular meetings between teachers and parents to discuss matters concerning students' discipline					
8	Consulting teachers on ways in which students' discipline can be enhanced in the school.					

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C

PARENT-TEACHERS ASSOCIATION CHAIRPERSONS' QUESTIONNAIRE

Note:

Please complete each of the two sections in this questionnaire as instructed. **DO NOT** write neither your name nor that of your school on the questionnaire as the information given is **confidential**.

SECTION A: BACKGROUND INFORMATION

Please put a tick [✓] or write your responses in the space provided.

1. What is your gender? Male Female

2. What is your age in years? 20 – 30 years 31 – 40 years
41 – 50 years 51 – 60 years 61 – 70 years

3. What is your academic qualification?
CPE/KCPE EACE/'O' Level/KCSE
EAACE/A Level B.ED
M.ED PhD
Any other (specify)

4. For how long have you been a P.T.A. chairman in your school?

1 – 5 years 11 – 15 years
6 – 10 years 16 and above

SECTION B: HEADTEACHERS' MANAGEMENT STYLES AND STUDENTS' DISCIPLINE

Kindly place a tick [√] in the relevant column to show the styles commonly used in your school to solve students' indiscipline problems.

PART 1: AUTHORITARIAN MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expect students to do their very best					
2	The headteacher uses "I" or "my" rather than "we" or "our"					
3	Is defensive when criticized by students					
4	Does not accept any blame that may be warranted for or failure of mistakes					
5	Thinks that what he/she does to improve students discipline is important					
6	Blames others for mistakes or failure					

PART II: LAISSEZ-FAIRE MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Provides complete freedom to students					
2	Encourages indiscipline due to lack of direction					
3	Does not ensure that students adhere to school rules					
4	Is less concerned about students social behaviour in school					
5	Allows decisions to be made by whoever is willing					
6	Encourages students to work through disagreements not suppression					

PART III: TRANSACTIONAL MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expects students to do their very best					
2	Refers indiscipline cases for guidance and counseling					
3	Is defensive when criticized by students					
4	Accepts that he/she is capable of making mistakes					
5	Thinks that what he/she does to improve students' discipline is important					
6	Waits until students have stated their positions before stating his/hers					

PART IV: CONTINGENCY MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Gives credit and recognition to his/her students where necessary					
2	Handles indiscipline cases as they arise					
3	Shows that he/she understands the points of view of students even though he/she disagrees with them					
4	Can work well with a wide range of students discipline management styles					
5	Sometimes he/she regrets about what he/she has done or said in relation to how he/she handled a disciplinary case					
6	Waits until students have stated their positions before stating his or hers.					

PART V: DEMOCRATIC MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Is friendly and easy to talk to					
2	Refers indiscipline cases for guidance and counseling					
3	Encourages students to express their feeling frankly					
4	Accepts that he/she is capable of making mistakes					
5	Allows students to question his/her views					
6	Puts suggestions made by students into consideration					

SECTION C: FORMS OF STUDENTS' INDISCIPLINE IN SECONDARY SCHOOLS

The statements below concern some forms of students' indiscipline in secondary schools in Kenya. Please, indicate by a tick [√] the extent to which they occur in your school.

KEY: VL– Very Low, L– Low, ML – Moderately Low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Harassing/bullying Form ones					
2	Drug abuse e.g. smoking					
3	Stealing other students' property					
4	Being untidy e.g. having unkempt hair or clothes					
5	Sneaking out of the school compound					
6	Strike / unrest					
7	Physical fight between students					
8	Noise making					
9	Making love in the school premises					
10	Boycotting lessons by a whole Class/Form					
11	Cheating during examination					
12	Booing teachers					
13	Refusing to be taught by some teachers					
14	Attacking neighboring schools					
15	Vandalism					
16	Disobedience					
17	Boycotting co-curricular activities					
18	Lateness for assembly or games					

PART II: STYLES USED BY HEADTEACHERS TO INVOLVE PARENTS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by secondary school headteachers to involve parents in students' discipline matters. Please indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very low, L– Low, ML – Moderately Low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Involving parents in the formulation of rules governing the conduct of students					
2	Inviting parents whose children misbehave to school to discuss the problem with teachers					
3	Encouraging parents to counsel their children when they are at home					
4	Inviting parents with special knowledge/skills e.g. medical doctors to offer counseling services to students.					
5	Encouraging parents to discuss students discipline matters with teachers					
6	Informing parents on the action taken by the school managers (Board of governors) on students accused of serious misconduct					
7	Organizing meetings between parents and teachers to discuss ways of promoting students' discipline in the school					
8	Requesting parents to offer their views to the administration on the new changes in school rules					
9	Organizing meetings between parents and students to discuss ways of improving discipline in the school					
10	Encouraging parents to report cases of misconduct among students when they are out of school to the administration e.g. during holidays					
11	Requesting parents to give information about their children's behavioral problems to the school					
12	Consulting parents on the best ways of maintaining student discipline.					

PART III: STYLES USED BY HEADTEACHERS TO INVOLVE TEACHERS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by school headteachers to involve teachers in students' discipline matters. Please, indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very Low, L– Low, ML – Moderately Low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Involving teachers in the formulation of school rules					
2	Consulting teachers on disciplinary measures to be taken against an errant student					
3	Involving teachers in the appointment of prefects					
4	Encouraging teachers to offer guidance and counseling services to students					
5	Informing teachers on disciplinary action taken by the school management (board of governors) against a student accused of misconduct					
6	Organizing a committee of teachers to address an urgent indiscipline problem in the school					
7	Organizing regular meetings between teachers and parents to discuss matters concerning students' discipline					
8	Consulting teachers on ways in which students' discipline can be enhanced in the school.					

THANK YOU FOR YOUR CO-OPERATION

APPENDIX D

TEACHER - COUNSELLORS' QUESTIONNAIRE

Note:

Please complete each of the three sections in this questionnaire as instructed. **DO NOT** write neither your name nor that of your school on the questionnaire as the information given is **confidential**.

SECTION A: BACKGROUND INFORMATION

Place a tick [✓] or write your responses in the space provided.

1. What is your gender? Male Female

2. What is your age in years? 20 – 30 years 31 – 40 years
41 -50 years 51 – 55 years

3. For how long have you worked as a teacher-counsellor? 1 – 5 years
6 – 10 years 11 – 15 years 16 and above

4. What is your highest professional qualification?

M.Ed B.SC/PGDE Diploma
B.Ed BA/PGDE S1

Any other (specify)

5. Indicate the type of school you lead;

Boys school Girls' school Mixed School

6. (a). Indicate the number of streams in your school

1 stream 2 streams 3 streams
 4 streams Over 4 streams

(b) Indicate the location of your school: Urban Rural

SECTION B: HEADTEACHERS’ MANAGEMENT STYLES AND STUDENTS’ DISCIPLINE

Kindly place a tick [√] in the relevant column to show the styles commonly used in your school to solve students’ indiscipline problems.

PART 1: AUTHORITARIAN MANAGEMENT STYLE AND STUDENTS’ DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expect students to do their very best					
2	The headteacher uses “I” or “my” rather than “we” or “our”					
3	Is defensive when criticized by students					
4	Does not accept any blame that may be warranted for or failure of mistakes					
5	Thinks that what he/she does to improve students discipline is important					
6	Blames others for mistakes or failure					

PART II: LAISSEZ-FAIRE MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Provides complete freedom to students					
2	Encourages indiscipline due to lack of direction					
3	Does not ensure that students adhere to school rules					
4	Is less concerned about students social behaviour in school					
5	Allows decisions to be made by whoever is willing					
6	Encourages students to work through disagreements not suppression					

PART III: TRANSACTIONAL MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expects students to do their very best					
2	Refers indiscipline cases for guidance and counseling					
3	Is defensive when criticized by students					
4	Accepts that he/she is capable of making mistakes					
5	Thinks that what he/she does to improve students' discipline is important					
6	Waits until students have stated their positions before stating his/hers					

PART IV: CONTINGENCY MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Gives credit and recognition to his/her students where necessary					
2	Handles indiscipline cases as they arise					
3	Shows that he/she understands the points of view of students even though he/she disagrees with them					
4	Can work well with a wide range of students discipline management styles					
5	Sometimes he/she regrets about what he/she has done or said in relation to how he/she handled a disciplinary case					
6	Waits until students have stated their positions before stating his or hers.					

PART V: DEMOCRATIC MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Is friendly and easy to talk to					
2	Refers indiscipline cases for guidance and counseling					
3	Encourages students to express their feeling frankly					
4	Accepts that he/she is capable of making mistakes					
5	Allows students to question his/her views					
6	Puts suggestions made by students into consideration					

SECTION C: FORMS OF STUDENTS' INDISCIPLINE IN SECONDARY SCHOOLS

The statements below concern some forms of students' indiscipline in secondary schools in Kenya. Please, indicate by a tick [√] the extent to which they occur in your school.

KEY: VL– Very low, L– Low, ML – Moderately Low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Harassing/bullying Form one students					
2	Drug abuse e.g. smoking					
3	Stealing other students' property					
4	Being untidy e.g. having unkempt hair or clothes					
5	Sneaking out of the school compound					
6	Strike / unrest					
7	Physical fight between students					
8	Noise making					
9	Making love in the school premises					
10	Boycotting lessons by a whole Class/Form					
11	Cheating during exams					
12	Booing teachers					
13	Refusing to be taught by some teachers					
14	Attacking neighboring schools					
15	Vandalism					
16	Disobedience					
17	Boycotting co-curricular activities					
18	Lateness for assembly or games					

PART II: STYLES USED BY HEADTEACHERS TO INVOLVE PARENTS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by secondary school headteachers to involve parents in students' discipline matters. Please indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very Low, L– Low, ML – Moderately Low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Involving parents in the formulation of rules governing the conduct of students					
2	Inviting parents whose children misbehave to school to discuss the problem with teachers					
3	Encouraging parents to counsel their children when they are at home					
4	Inviting parents with special knowledge/skills e.g. medical doctors to offer counseling services to students.					
5	Encouraging parents to discuss students discipline matters with teachers					
6	Informing parents on the action taken by the school managers (Board of governors) on students accused of serious misconduct					
7	Organizing meetings between parents and teachers to discuss ways of promoting students' discipline in the school					
8	Requesting parents to offer their views to the administration on the new changes in school rules					
9	Organizing meetings between parents and students to discuss ways of improving discipline in the school					
10	Encouraging parents to report cases of misconduct among students when they are out of school to the administration e.g. during holidays					
11	Requesting parents to give information about their children's behavioral problems to the school					
12	Consulting parents on the best ways of maintaining student discipline.					

PART III: STYLES USED BY HEADTEACHERS TO INVOLVE TEACHERS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by school headteachers to involve teachers in students' discipline matters. Please, indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very Low, L– Low, ML – Moderately low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Involving teachers in the formulation of school rules					
2	Consulting teachers on disciplinary measures to be taken against an errant student					
3	Involving teachers in the appointment of prefects					
4	Encouraging teachers to offer guidance and counseling services to students					
05	Informing teachers on disciplinary action taken by the school management (board of governors) against a student accused of misconduct					
6	Organizing a committee of teachers to address an urgent indiscipline problem in the school					
7	Organizing regular meetings between teachers and parents to discuss matters concerning students' discipline					
8	Consulting teachers on ways in which students' discipline can be enhanced in the school.					

THANK YOU FOR YOUR CO-OPERATION

APPENDIX E
STUDENTS' QUESTIONNAIRE

Note:

Please complete each of the four sections in this questionnaire as instructed. **DO NOT** write neither your name nor that of your school on the questionnaire as the information given is **confidential**.

SECTION A: BACKGROUND INFORMATION

Please tick [√] or write your responses in the space provided

1. What is your gender? Male Female

2. What is your age in years?

(a) Between 13-14 years (d) Between 16-17 years
(b) Between 14-15 year (e) Between 17-18 years
(c) Between 15-16 years (f) Above 18 years

3. Class: Form 1 [] Form 2 [] Form 3 [] Form 4 []

4. Indicate the type of your school

Boys' school Girls' School Mixed School

5. Indicate the number of streams in your school

One stream Two streams Three streams
Four streams Over four streams

6. Indicate the location of your school: Urban Rural

SECTION B: HEADTEACHERS' MANAGEMENT STYLES AND STUDENTS'

DISCIPLINE

Kindly place a tick [√] in the relevant column to show the styles commonly used in your school to solve students' indiscipline problems.

PART 1: AUTHORITARIAN MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expect students to do their very best					
2	The headteacher uses “I” or “my” rather than “we” or “our”					
3	Is defensive when criticized by students					
4	Does not accept any blame that may be warranted for or failure of mistakes					
5	Thinks that what he/she does to improve students discipline is important					
6	Blames others for mistakes or failure					

PART II: LAISSEZ-FAIRE MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Provides complete freedom to students					
2	Encourages indiscipline due to lack of direction					
3	Does not ensure that students adhere to school rules					
4	Is less concerned about students social behaviour in school					
5	Allows decisions to be made by whoever is willing					
6	Encourages students to work through disagreements not suppression					

PART 111: TRANSACTIONAL MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Expects students to do their very best					
2	Refers indiscipline cases for guidance and counseling					
3	Is defensive when criticized by students					
4	Accepts that he/she is capable of making mistakes					
5	Thinks that what he/she does to improve students' discipline is important					
6	Waits until students have stated their positions before stating his/hers					

PART IV: CONTINGENCY MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Gives credit and recognition to his/her students where necessary					
2	Handles indiscipline cases as they arise					
3	Shows that he/she understands the points of view of students even though he/she disagrees with them					
4	Can work well with a wide range of students discipline management styles					
5	Sometimes he/she regrets about what he/she has done or said in relation to how he/she handled a disciplinary case					
6	Waits until students have stated their positions before stating his or hers.					

PART V: DEMOCRATIC MANAGEMENT STYLE AND STUDENTS' DISCIPLINE

KEY: SA – Strongly Agree, A – Agree, U – Undecided, D – Disagree SD – Strongly Disagree

	Statements	SA	A	U	D	SD
1	Is friendly and easy to talk to					
2	Refers indiscipline cases for guidance and counseling					
3	Encourages students to express their feeling frankly					
4	Accepts that he/she is capable of making mistakes					
5	Allows students to question his/her views					
6	Puts suggestions made by students into consideration					

SECTION C: FORMS OF STUDENTS' INDISCIPLINE IN SECONDARY SCHOOLS

The statements below concern some forms of students' indiscipline in secondary schools in Kenya. Please, indicate by a tick [√] the extent to which they occur in your school.

KEY: VL– Very low, L– Low, ML – Moderately low, MH – Moderately high, VH-Very high

	Statements	VL	L	ML	MH	VH
1	Harassing/bullying Form one students					
2	Drug abuse e.g. smoking					
3	Stealing other students' property					
4	Being untidy e.g. having unkempt hair or clothes					
5	Sneaking out of the school compound					
6	Strike / unrest					
7	Physical fight between students					
8	Noise making					
9	Making love in the school premises					
10	Boycotting lessons by a whole Class/Form					
11	Cheating during exams					
12	Booing teachers					
13	Refusing to be taught by some teachers					
14	Attacking neighboring schools					
15	Vandalism					
16	Disobedience					
17	Boycotting co-curricular activities					
18	Lateness for assembly or games					

PART II: STYLES USED BY HEADTEACHERS TO INVOLVE PARENTS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by secondary school headteachers to involve parents in students' discipline matters. Please indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very Low, L– Low, ML – Moderately Low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Involving parents in the formulation of rules governing the conduct of students					
2	Inviting parents whose children misbehave to school to discuss the problem with teachers					
3	Encouraging parents to counsel their children when they are at home					
4	Inviting parents with special knowledge/skills e.g. medical doctors to offer counseling services to students.					
5	Encouraging parents to discuss students discipline matters with teachers					
6	Informing parents on the action taken by the school managers (Board of governors) on students accused of serious misconduct					
7	Organizing meetings between parents and teachers to discuss ways of promoting students' discipline in the school					
8	Requesting parents to offer their views to the administration on the new changes in school rules					
9	Organizing meetings between parents and students to discuss ways of improving discipline in the school					
10	Encouraging parents to report cases of misconduct among students when they are out of school to the administration e.g. during holidays					
11	Requesting parents to give information about their children's behavioral problems to the school					
12	Consulting parents on the best ways of maintaining student discipline.					

PART III: STYLES USED BY HEADTEACHERS TO INVOLVE TEACHERS IN STUDENTS' DISCIPLINE MANAGEMENT

The statements given below refer to some of the styles used by school headteachers to involve teachers in students' discipline matters. Please, indicate by a tick [√] in the appropriate column the extent to which each of the specified styles is applied in your school.

KEY: VL– Very Low, L– Low, ML – Moderately Low, MH – Moderately High, VH-Very High

	Statements	VL	L	ML	MH	VH
1	Involving teachers in the formulation of school rules					
2	Consulting teachers on disciplinary measures to be taken against an errant student					
3	Involving teachers in the appointment of prefects					
4	Encouraging teachers to offer guidance and counseling services to students					
5	Informing teachers on disciplinary action taken by the school management (board of governors) against a student accused of misconduct					
6	Organizing a committee of teachers to address an urgent indiscipline problem in the school					
7	Organizing regular meetings between teachers and parents to discuss matters concerning students' discipline					
8	Consulting teachers on ways in which students' discipline can be enhanced in the school.					

THANK YOU FOR YOUR CO-OPERATION

APPENDIX F

INTERVIEW GUIDE FOR HEADTEACHERS

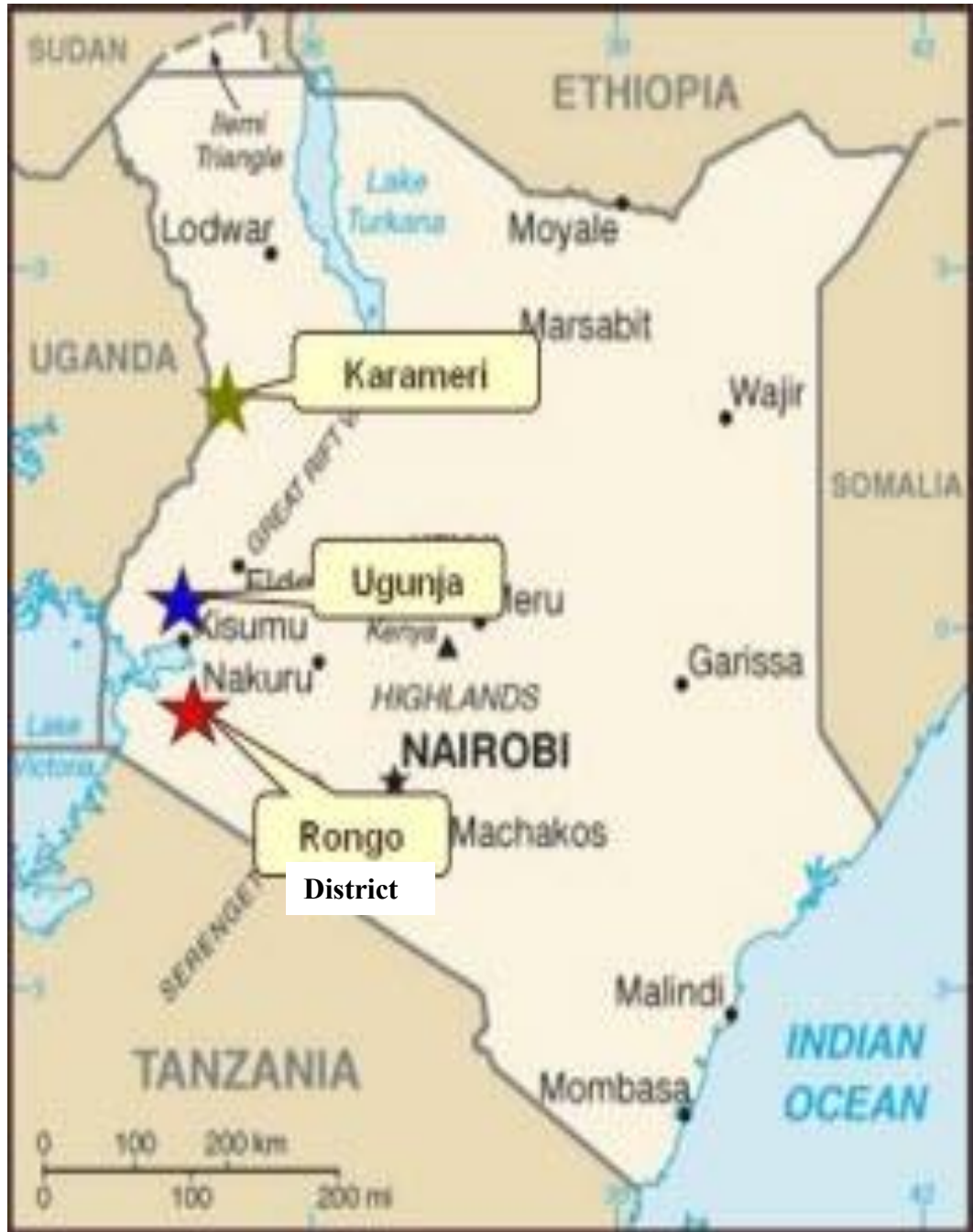
1. Does the gender of the headteacher in a public secondary school influence his or her discipline management styles?
2. Is there any relationship between professional qualification of the headteacher and his or her discipline management styles in public secondary schools?
3. Does the type of school affect the headteachers discipline management styles in public secondary schools?
4. Is there any relationship between location of the public secondary school and the headteachers' management styles?
5. Does headteachers' gender affect his/her level of involvement of teachers and parental input on students discipline management in public secondary schools?
6. Is there a relationship between headteachers' professional qualification and teachers and parental input on students' discipline management in public secondary schools?
7. How does the school type affect teachers and parental input on students' discipline management in public secondary schools?
8. Is there a relationship between location of school of the public secondary school and teachers and parental input on students' discipline management?
9. What is the relationship between authoritarian management style and level of student discipline in public secondary schools?
10. Is there a relationship between laissez faire management style and level of student discipline in public secondary schools?
11. Does transactional management style have any influence on the level of student discipline in public secondary schools?
12. Is there a relationship between contingency management style and level of student discipline in public secondary schools?
13. Does democratic management style affect level of student discipline in public secondary schools?
14. Does headteachers' management style affect the level of student discipline in public secondary schools?

APPENDIX G
INTERVIEW GUIDE FOR TEACHER- COUNSELLORS

1. Does the gender of the headteacher in a public secondary school influence his or her discipline management styles?
2. Is there any relationship between professional qualification of the headteacher and his or her discipline management styles in public secondary schools?
3. Does the type of school affect the headteachers discipline management styles in public secondary schools?
4. Is there any relationship between location of the public secondary school and the headteachers' management styles?
5. Does headteachers' gender affect his/her level of involvement of teachers and parental input on students discipline management in public secondary schools?
6. Is there a relationship between headteachers' professional qualification and teachers and parental input on students' discipline management in public secondary schools?
7. How does the school type affect teachers and parental input on students' discipline management in public secondary schools?
8. Is there a relationship between location of school of the public secondary school and teachers and parental input on students' discipline management?
9. What is the relationship between authoritarian management style and level of student discipline in public secondary schools?
10. Is there a relationship between laissez faire management style and level of student discipline in public secondary schools?
11. Does transactional management style have any influence on the level of student discipline in public secondary schools?
12. Is there a relationship between contingency management style and level of student discipline in public secondary schools?
13. Does democratic management style affect level of student discipline in public secondary schools?
14. Does headteachers' management style affect the level of student discipline in public secondary schools?

APPENDIX H

MAP OF KENYA SHOWING THE LOCATION OF RONGO DISTRICT



APPENDIX I

MAP OF KENYA SHOWING THE LOCATION OF KISUMU CITY




*Source: Maoulid, M. (2008). MCI Social Sector Working Paper Series N^o 01/2008.

© Oxford Cartographers

APPENDIX J

RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123
Fax: 254-020-2213215, 318245, 318249
When replying please quote **NCST/5/002/R/642/6**

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

Our Ref: **CONSTANTINE OPIYO WASONGA**
University Of Nairobi,
P. O. Box 30197,
NAIROBI.

Date:

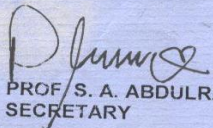
Dear Sir,
RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *effects of head teacher management styles on students discipline in public secondary schools in Rongo and Kisumu City Kenya*.

I am pleased to inform you that you have been authorized to conduct research in Kisumu and Rongo Districts for a period ending 30TH June 2011.

You are advised to report to the District Commissioners and the District Education Officers in Kisumu and Rongo Districts before embarking on your research project.

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.


PROF. S. A. ABDULRAZAK PhD, MBS
SECRETARY

Copy to
The District Commissioner
Kisumu District
Rongo District

The District Education Officer
Kisumu District
Rongo District

APPENDIX K

RESEARCH CLEARANCE PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss..... CONSTANTINE
OPIYO WASONGA

of (Address)..... UNIVERSITY OF NAIROBI
PO BOX 30197 NAIROBI

has been permitted to conduct research in.....

..... **Location,**
KISUMU AND RONGO

..... **District,**
NYANZA

..... **Province,**

on the topic..... EFFECTS OF HEADTEACHERS
MANAGEMENT STYLES ON STUDENTS
DISCIPLINE IN PUBLIC SECONDARY
SCHOOLS IN RONGO DISTRICT AND
KISUMU CITY KENYA

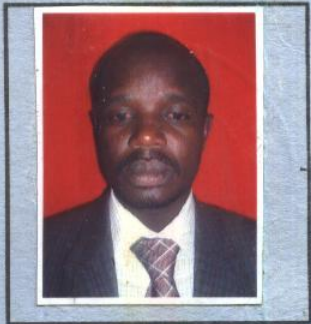
for a period ending..... 30TH JUNE 20.11.....

PAGE 3

Research Permit No...... NCST/5/002/R/642

Date of issue..... 14.07.2009

Fee received..... SHS 2000



.....

..... **Applicant's Signature**

..... **Secretary**
National Council for
Science and Technology