

**INFLUENCE OF HEADTEACHERS' LEADERSHIP STYLES ON
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN
KERICHO SUB-COUNTY, KERICHO COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my late mother, Mrs. Grace Cheptanui Sugut for her financial support in my education. Also, I dedicate this work to my wife Emily Chepkirui Bii, our children Emmanuel Kiprotich Rop, Gracious Chelangat Bii and Nehemiah Kiplangat Bii.

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ABBREVIATIONS AND ACRONYMS

DEO	District Education Officer
EFA	Education for All
G&C	Guidance and Counseling
GOK	Government of Kenya
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
LBDQ	Leadership Behaviour Descriptive Questionnaire
MDGs	Millennium Development Goals
MOE	Ministry Of Education
MOEST	Ministry of Education Science and Technology
NACOSTI	National Commission of Science, Technology and Innovation
UNESCO	United Nations Educational, Scientific and Cultural Organizations
UNICEF	United Nations Children Education Fund

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' leadership styles on students' discipline in Kericho Sub-County, Kericho County. Specifically, the study sought to establish the influence of autocratic leadership style, democratic leadership style, laissez-faire leadership style, transactional leadership style and transformational leadership style on students' discipline. This study was anchored on the Contingency Theory of Leadership, developed by Fiedler (1964) cited in (Cole, 2002). The study used descriptive survey design to explore the influence of head teachers' leadership styles on students' discipline. Target population consisted of 32 head teachers, 330 teachers and a total of 12750 students in Kericho Sub-County. Mugenda and Mugenda (2003) sampling procedure was used to determine the sample size. Sample size of 10% was utilized in obtaining 3 schools with 33 teachers that were used for piloting study. For students, however, five (5) were purposively picked from each of the 3 schools taking part in the piloting study. For the main study, 30% of the total population was used to select 9 head teachers and 99 teachers. For students, however, purposive sampling technique was applied (Best & Kahn, 2006) to select 10 students from each sampled school. Hence, from the 9 schools, 90 students took part in the main study. Head teachers' questionnaires, teachers' questionnaires, students' questionnaires and question guided interviews for head teachers were used to collect data. Content validity was used whereby research tools were presented to university supervisors and the panel members. Reliability of the questionnaires was done through piloting and test retest method. The study yielded data that required both qualitative and quantitative analysis. Quantitative results of data analysis were presented mainly in frequencies and percentages in table format. From the findings of the study, it was established that the common discipline problems experienced in school are examination cheating (37%), drug abuse (17%) and absenteeism (25%). Findings also indicate that democratic leadership style has a great influence on students' discipline in public secondary schools. Teachers indicated that there is need for head teachers to use democratic leadership (62.5%) besides transformational (50%) where discipline should be positive and constructive. It was also established that autocratic leadership was exercised in schools by the head teachers. From the results obtained a majority of the teachers disagree (75.0%) that the autocratic leadership style is necessary in order to enable people to work as expected. Besides, other head teachers exercised laissez-faire leadership where they always permitted members to take it easy in their work (77.8%). The study recommends that head teachers and teachers should adopt democratic leadership style that is was liked by a majority. Dictatorship can affect students' discipline and has always led to unrests in schools. Given the scope and limitations of this study, the researcher recommends a replica of this study to be conducted in other sub-counties in Kenya. Besides, other studies closely related this study to be done in order to establish whether there was any kind of relationship between students' discipline and the leadership style in other public secondary schools in other Counties in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

For more than half a century, the term leadership has been a topic of discussion and research work especially in the field of management and organizational development (Adlam, 2003). According to Adlam (2003), leadership is a rather complex concept. This is especially true because several approaches have been employed to provide meaning to the term leadership and effectiveness. According to Karunanayake (2012), leadership is a process of influencing followers to achieve the desired expectations. Besides, Sergiovanni (1998) observes that the success of any teaching process is determined upon the quality of students' discipline. Such leadership is imperative for schools to function successfully the way strong leadership is vital for any organization to operate efficiently. Discipline is a function of the administration of institutional leadership at school level. The general school and class room environment is dependent upon the head teacher's administrative, supervisory and leadership styles.

Globally, people are rejecting poor leadership and demanding more participatory and democratic approaches (Reed, 2005). Students have in the past protested against political regimes, conditions in schools or society as a whole (Mbiti, 2007). The quality of the school in any given nation is affected by how the internal processes work to constantly improve discipline among students. One of the processes involves leadership. As its basic purpose, leadership designates the

school principal as the central school figure to continuously articulate the school's mission and vision to the school's staff, students and community. The school principal monitors students' progress to provide individual attention for specific student's discipline in the school. This promotes a positive learning environment. However, there is question regarding the leadership and students' discipline in general. According to Murphy (2002), for some time and again, secondary school principals have been thrown into question, especially the legitimacy of the knowledge base supporting school discipline and the appropriateness of programmes for preparing students in terms of discipline.

According to Cotton (2003), Governments of the world have found that the following types of behaviours by a principal have a significant impact on student's discipline: the establishment of a clear focus on student learning by having a vision, clear learning goals, and high expectations for learning for all students; interactions and cordial relationships with relevant stakeholders with communication and interaction, emotional and interpersonal support, visibility and accessibility, and parent/community participation; developing a school culture conducive to teaching and learning through shared leadership and decision-making, collaboration, risk taking leading to continuous improvements; providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; and being accountable for affecting and supporting continuous improvements through monitoring progress and using student progress data for program improvements (Cotton, 2003). Moreover,

extensive studies in the developing countries, Kenya included, demonstrate that particular leadership styles of school leaders could have positive impacts on students' discipline (Mbogori, 2012). Thus, it is clear that the school leadership provided or shared by a school administrator is one of the key factors in enhancing students' discipline.

In the United Kingdom (UK) the styles principals have used impacted greatly on students' discipline. For example, students' politics has existed since 1880s with the formation of students' representative councils to represent students' interests towards a leadership style used by principals (Koechler, 1992). The movement varied in subject size and success, with all kinds of students in both public and private educational institutions participating. In the United States of America (USA), students' discipline problems have been experienced in the past years. According to Harllinger and Heck (1998), student activism in USA is often understood as associated towards change in the American Educational System. Currently, many countries all over the world are adopting the legislation on "*No Child is Left Behind by 2020*" signed into law in January 2002 in the United States of America (USA).

Students' discipline problems are experienced all over developing nations in Africa. For instance, in Uganda research shows that striking of secondary students as a means of seeking attention or protest has been rampant. In the recent past, hardly did a term pass when a school would go on strike breaking the schooling pattern (Fiona, 2006). Nsubunga (2008) on his paper presented at the 5th ACP conference in Uganda on developing teacher leadership highlighted that the

school administration had a duty to disseminate information to the students especially on issues pertaining to them if students' unrest was to be contained.

Kenya, however, relies heavily on the type of leadership that prevails in the institutions. In Kenya, students' discipline in secondary schools has been a subject of debate in many forums. Incidents of students' indiscipline have led to various negative consequences, such as destruction of school property, assault, indecent behaviour such as rape (Republic of Kenya, 1991; Republic of Kenya, 2001).

Although available data show that cases of student indiscipline have plummeted since 1999, there are significant incidences associated with specific regions that need examination. For instance, between 2000 and 2001, only 8% of secondary schools in the country experienced violent behaviour (Republic of Kenya, 2001; Nasibi, 2003). According to Muchiri (1998), through inefficiency of the head teachers, indiscipline results leading to much learning time wasted in many public schools in Kenya. To corroborate this, Mbogori (2014) in his study on Influence of head teachers' leadership styles on students discipline in public secondary schools in Nairobi province concluded that the leadership styles of the head teacher has a considerable influence on students discipline in schools although other factors may come into play to impact on discipline. He further found out that majority of the head teachers were considered democratic, followed by the autocratic while laissez -faire style of leadership received the least support in dealing with discipline issues. This justifies the need for research on the influence of head teachers' leadership styles on students' discipline in public secondary schools in Kericho sub-County, Kericho County, Kenya.

1.2 Statement of the problem

The government of Kenya (GoK) is aiming at equipping the youth with relevant knowledge, skills, attitude and expertise to enable them play an effective role in the society (GoK, 2010; UNESCO, 2012). However, for the past four years secondary schools in Kenya continue to face a myriad of management problems. Malusa (2005) observed that many schools still perform poorly in Kenya due to poor leadership and indiscipline. According to Kericho Sub-County Education Officer's (2012-2014) report, the Sub-County has had the highest number of indiscipline cases compared to the neighbouring Sub-Counties as indicated in Table 1.1 below.

Table 1.1: Discipline problems in Kericho County for the last three years

Sub-county	2012	2013	2014
Kericho	8	7	11
Belgut	1	3	2
Kipkelion	0	2	1
Londiani	4	2	5
Bureti	3	1	4

Source: District Education Office, Kericho Sub-County

1.3 Purpose of the study

The purpose of this study was to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Kericho sub-county, Kericho County.

1.4 Objectives of the study

- i. To examine the influence of head teachers' democratic leadership styles on students' discipline in public secondary schools in Kericho Sub-County, Kenya
- ii. To determine the extent to which autocratic leadership styles by public secondary schools head teachers influences students' discipline in Kericho Sub-County, Kenya
- iii. To examine how head teachers' laissez-faire leadership style influences students' discipline in in Kericho Sub-County, Kenya
- iv. To establish the influence of head teachers' transformational leadership style on students' discipline in Kericho Sub-County, Kenya

1.5 Research questions

- i. What is the influence of head teachers' democratic leadership styles on students' discipline in public secondary schools in Kericho Sub-County, Kenya?
- ii. To what extent does the autocratic leadership style by public secondary schools head teachers influence students' discipline in Kericho Sub-County, Kenya?
- iii. How does the head teachers' laissez-faire leadership style influence students' discipline in in Kericho Sub-County, Kenya?
- iv. What is the influence of principals' transformational leadership style on students' discipline in Kericho Sub-County, Kenya?

1.6 Significance of the study

Information from the findings of the study would enable education policy-makers, managers and administrators to identify leadership styles that are necessary when planning for strategies that would help head teachers in public secondary schools to carry out administration and management that would assist them to attain quality results in KCSE examinations by maintaining discipline in schools. The findings of the study would also give a vivid picture on the extent to which the head teachers influence teachers' and students' performance in the attempt to achieve quality results in KCSE examinations by maintaining discipline. The data gathered from the study would provide a useful reference point for further research to other and also generalizations to other areas. Besides, this study was significant due to the demands set by *No Child is Left Behind by 2020* s law in January 2002 in the United States of America (USA). This would help schools to improve students' discipline and hence close the achievement gaps between children.

1.7 Limitations of the study

Mugenda and Mugenda (1999) defined limitation as an aspect that may influence the results negatively but over which the researcher has no control. This study would therefore focus on assessment head teachers' leadership styles on students' discipline which is a very sensitive issue in Kenyan secondary schools. The respondents might not give the true picture of their leadership styles and discipline cases in their respective secondary schools for fear of victimization or suspicion. For example, the researcher might have encountered the problems of

some of the head teachers in selected schools failing to allow access to indiscipline records and KCSE results indicating irregularities of the past years. These might have been major limitations to the study.

1.8 Delimitation of the study

According to Kasomo (2007) delimitations are the boundaries of the study in terms of content and the geographical spread. This study was confined to the head teachers; teachers and form three students in public secondary schools in Kericho sub-county therefore private secondary schools were not be included. This is because these respondents have an in-depth understanding of discipline problems in their schools.

1.9 Basic assumptions of the study

Orodho (2003) defined assumptions as those facts presumed to be true but have not been verified. The main assumptions of the study were as follows:

- i. The respondents cooperated and were willing to give honest information.
- ii. Also, the researcher would be allowed access to the past KCSE results and indiscipline records in the schools.

1.10 Definitions of significant terms

For the purpose of this study the following terms were given the following meaning;

Autocratic leadership style refers to a system of leadership where the head teacher allocates to himself all managerial tasks and makes all decisions and assumes all responsibilities.

Democratic leadership style refers to a style of leadership in which the headteacher actively involves teachers, students and other members of the school community in decision making process.

Discipline refers to how the student controls himself/herself at school for the development of desirable attitudes according to school rules and regulations.

Indiscipline is used to refer to unruliness or unwillingness to make any effort required to achieve certain predetermined organizational goals and objectives.

Laissez-faire leadership style refers to a typical pattern of behavior in which the leader completely delegates authority.

Leadership refers to the ability to inspire confidence and support among followers who are expected to achieve organizational goals.

Leadership style refers to a particular behavior applied by a leader to motivate his or her subordinates to achieve the objectives of the organization. In this study, this will be used to refer to means or ways secondary school headteachers and teachers used to handle cases of indiscipline in public secondary schools in Kericho district.

Public secondary school refers to post primary institution under the government where students receive regular instructions for four years from form one to form four and is funded by the government and public.

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

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

Transformational leadership style refers to a typical pattern of behavior in which the leader tries to achieve the organizational goals by motivating followers and encouraging those initiatives.

1.11 Organization of the study

This study was organized in five chapters. The first chapter focused on the background and statement of the problem under study, purpose, objectives, research questions, significance, limitations, delimitations, basic assumptions of the study, organization of the study and definitions of significant terms that are used in the study. Chapter two dealt with literature review. The related literature was reviewed under the subheadings; introduction, leadership concept, leadership styles, autocratic leadership style and students discipline, democratic leadership style and students' discipline, leases-faire leadership style and students' discipline, transactional leaderships style and students' discipline transformational leadership style and students' discipline, discipline issues in schools, summary of literature reviewed, theoretical framework and conceptual framework. Chapter three covered the research methodology under the sub-headings; introduction, research design, target population, sample size and sampling techniques, research

instruments, validity of the research instruments, reliability of the research instruments, data collection procedures and data analysis techniques. Chapter four presented the data analysis and discussion of the research findings. Chapter five focused on the summary of the findings, conclusions and recommendations stemming from the study as well as suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter gives a review of literature related to the study. Both primary and secondary data sources were reviewed. It is organized in the following sub-headings; leadership concept, leadership styles, autocratic leadership style and students' discipline, democratic leadership style and students' discipline, laissez-faire leadership style and students' discipline, transactional leadership style and students' leadership style, transformational leadership style and students' discipline and a summary of literature review, theoretical framework and conceptual framework.

2.2 Concept of leadership and students' discipline

Students' discipline is critical to the attainment of positive school outcomes. Students' discipline depends on whether the principals' discipline management approach is inclusive or exclusive of teachers' and parents' involvement. Globally, head teachers are faced with the task of accounting for students' discipline by maintaining order through acceptable students' behaviour which may require changing school management approaches (Mbiti, 2007). This new accountability is measured by adequate yearly progress (AYP) like learner/teacher ratio, increasing teachers' time on tasks, students' participation in some decision making, reducing repetition, improving dialogue and counseling accountability (Muchiri, 1998). Through inefficiency, indiscipline results are

leading to much learning time being lost in public schools. Approximately twenty five percent of school days may be lost each year in poorly managed schools (Lewin, 2001). Therefore, it can be implied that effective leadership, school climate and student discipline are related. This study will investigate how head teachers' leadership styles impact students' discipline in Kericho sub-county, Kenya.

2.3 Democratic leadership style and students' discipline

Democratic leadership style also referred to as interactive or participatory leadership is characterized by cooperation and collaboration. This leadership style refers to situations where a leader seeks for the opinion of the subordinate before making a decision (Famboltz 1990). It can also be consultative and participative Hersey and Blanchard (1984). In this leadership style the leader seeks opinion of the subordinates on a tentative plan of action and then makes decisions or the leader may ask for group input in formulating plans before making a decision. The style decentralizes power and authority (Okumbe, 1998).

David and Gamage (2007) observed that effective democratic or participatory school administration affect the trust of students, teachers and parents. David and gamage's study focused on the survey of the effectiveness of democratic school administrative and management in one school division in Philippines. This implies that like in philippins, schools in Kenya who favour the use of democratic style of leadership attach the same level of trust to their students, teachers and parents in management of schools.

Olembo and Cameroon (1986) advocates for the leadership of a head teacher to be democratic combining self-confidence, friendliness, firmness and tact and should not merely consist of issuing orders. The head teacher should be aware of the techniques that work in which situations and those that backfire. The extensive literature on school effectiveness show that achieving better and conducive learning environment depends fundamentally on improvements in leadership and management of the institution. Although there are other many factors affecting the same, leadership still remains the main determinant of indiscipline in school.

2.4 Autocratic leadership style and students' discipline

Basing on a global perspective, autocratic leadership style also referred to as authoritative leadership is the leadership style where by the leader either gives no explanation when giving an order. Okumbe (1998) says that a principal using this kind of leadership allows for no participation at all in decision making. In this leadership style the leader unilaterally makes decision and is task oriented, hard on workers, is keen on schedules and expects people to do what they are told without much questioning or debate. The head teachers who use this style are influenced by the scientific management approach and succumb to McGregor's theory x which presume people are naturally lazy and need close supervision. In schools where this style is used, students lack motivation and they show less involvement in their work (Rowley & Roevens, 1999). Such students need close supervision and control in order to achieve expected results because they may retaliate. According to Okumbe (1998), one merit of autocratic leadership is that the workers are compelled to work quickly for high production because the work

is being strictly structured and is always done following certain set of procedures. Hence, according to contingency theorists this leadership style works better in periods of crisis but fails to win the “hearts and minds” of followers in day-to-day management of discipline in school (Mbiti, 2007).

2.5 Laissez-faire leadership style and students discipline

Mbiti (2007) refers to style as a free-reign style where the leader doesn't lead but leaves the group entirely to itself. Such a leader allows maximum freedom to subjects. They are given a free hand in deciding their own policies and methods. This according to contingency theorists can be perceived as failure of the leaders to take charge of the situations (Flamboltz, 1990; Hersey & Blanchard, 1984). The leaders who use this style of leadership believe that there should be no rules and regulations since everybody has inborn sense of responsibility. Here communication flows horizontally among group members. An institution where laissez-faire leadership style is practiced, students' discipline has some implications that may be negative as it affects the school working environment. For example, in a situation where students have to sit for examinations during a chosen period there may be dalliance in evaluation and feedback and no action taken. For such students may also relax due to the prevailing situations since they do what they want. This can have adverse influence on the performance of students in KCSE examinations. The study seeks to find out if this is one of the leadership style applied by head teachers in public secondary schools in Kericho sub-county, Kenya.

2.6 Transformational leadership style and students' discipline

According to Bass (2008) transformational leaders achieve their goals by inspiring and motivating followers and encouraging their initiative. They are therefore able to create a shared vision and a sense of purpose among team members. The leader motivates followers by raising their concerns from basic needs to achievement and self-fulfillment; by moving them beyond self-interest to concerns of the group, project or organization. They therefore bring charisma, inspiration, intellectual stimulation and individualized considerations.

A school principal espousing to this leadership style will thus in, motivate and take care of students' behavior and achieve the school goals (Cole, 2002). Transformational Theory is one of the most current leadership theories. This theory addresses how leaders motivate and inspire their followers to achieve greatness (Northouse, 2007). It involves leaders adapting to the needs of those in their sphere of influence. Transformational leaders are considered agents of change who have a clear vision and lead from the knowledge of those in the organization. Most importantly, transformational leadership depends on one's ability to motivate in order to inspire others.

Various studies, especially Griffin, (1996); Kariuki, (1998); James and Connolly, (2000); Mungai, (2001); Kilpatrick, et al (2002) and Copland (2003) have been done on the role of school Principals in the management of students' discipline. Generally, these studies established that student discipline is likely to be high in schools in which the Principal is inspirational, integrative, and collaborative,

involves the community in managing school affairs and delegates responsibilities to other members of the wider school community. Such studies have led to the conclusion that managing students' behaviour requires a concerted effort of the parents, teachers and school principals as the key players (Hucznski & Buchanaan, 2001).

The principal sets the environment for the parents and teachers to play their respective roles effectively (Chapman, 2003) and channel their efforts towards achieving school goals (Griffin, 1996). Kimaru (2012) found out that students from the rioting schools have always cited administrative issues such as high handedness of the principal and the teachers are the major cause of unrest. Transformational leadership style, which involves Guidance and counseling, helps to raise self-esteem of the students. Such students appreciate themselves and the problems they face in school. They become problem solvers other than problem multipliers. However many principal do not understand or apply the transformational leadership styles. Therefore there is need for capacity building for the principals.

The schools headed by transformational head teachers, the head, teachers and students use the term "our school" in reference to the school ensuring that there is sense of ownership, responsibility and accountability at every stage of decision making (Odewunmi, 2008). Thus, it was considered suitable to have an insight into the leadership styles exhibited by school head teachers in secondary schools and how they influence students' discipline in Kericho subcounty, Kenya.

2.7 Summary of literature review

Various research studies have been carried out on leadership. Others see the leaders as possessing special personal styles that others do not have and which make them high performers in terms of discipline. Other leaders feel it is the styles of the leadership, is it democratic or autocratic that leads to disciplined students in schools. There are those who believe that for success in leadership it is the leadership style that determines students' discipline.

Research on leadership by Stogdill (1957) indicates two emerging dimensions of leadership styles, initiating structure and consideration structure. Stogdill (1957), failed to relate this to students' discipline. Read, et al (1993) found that schools, as social organizations, have rules and regulations which govern the conduct and discipline of students in line with society's ethos. In addition, these rules and regulations are expected to enable schools achieve their social and cognitive goals. Docking (1989) also found that whether viewed as action taken by adults to enhance the development of desired behaviour or internally self-driven initiative to adhere to prescribed society's behaviour standards, discipline plays the vital role of influencing and furthering learning goals in a school. This is also supported by Nasibi (2003), who states that since learning cannot succeed in unstable social environment, disciplined behaviour is an essential variable in enhancing school outcomes.

Various other studies, especially Griffin, (1996); Kariuki, (1998); James and Connolly, (2000); Mungai, (2001); Kilpatrick, et al (2002) and Copland (2003)

have been done on the role of school Principals in the management of students' discipline. Generally, these studies established that student discipline is likely to be high in schools in which the Principal is inspirational, integrative, and collaborative, involves the community in managing school affairs and delegates responsibilities to other members of the wider school community. Such studies have led to the conclusion that managing students' behaviour requires a concerted effort of the parents, teachers and school principals as the key players (Hucznski & Buchanaan, 2001). The principal sets the environment for the parents and teachers to play their respective roles effectively (Chapman, 2003) and channel their efforts towards achieving school goals (Griffin, 1996). Hence the current study is set to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Kericho sub-county, Kericho County.

2.8 Theoretical framework

According to Bass (1990) leadership theories give possible critical explanations of how leadership behaviours and styles develop. Even though this study will focus on how principal leadership styles influence students' discipline, it is critical to show if leadership styles are strictly based on theory. Additionally, theoretical perspectives may serve as a guideline for aspiring principals as they develop and seek the knowledge and skills to lead a school. In early studies of leadership theory (Stogdill 1948), researchers tended to focus on the traits and behaviours of leaders that were common to all. Leadership styles that might vary from school system to school system were infrequently mentioned. Additional

investigations of leadership considered leaders as individuals endowed with certain personality traits which constituted their abilities to lead (Bass, 1990). More recent authors have realized that leadership styles vary from situation to situation (Hershey, Blanchard, and Johnson, 2008), and contingency theories (for example, Fiedler, 1967) were developed, although these theories still paid little attention to cultural variables (Zepp, Eckstein, Khalid, and Li, 2009).

The study therefore is anchored on Contingency Theory of Leadership, developed by Fiedler (1964) cited in (Cole, 2002) which suggests that a leader's ability to lead is contingent upon various situational factors, including the leader's preferred style, the capabilities and behaviours of followers and also various other situational factors. According to Northouse (2007), Fiedler developed contingency theory by studying the styles of many different leaders who worked in different contexts, primarily military organizations. As a result, Fiedler was able to make empirically grounded generalizations about which style of leadership was best and which styles were worse for a given organizational context (Northouse, 2007). Fiedler categorized leadership as task motivated and relationship motivated. Task motivated leaders are concerned primarily with reaching a goal, whereas relationship motivated leaders are concerned with developing close interpersonal relationships. Fiedler's Contingency Model will be used to help determine a leader's position power (Northouse, 2007). According to Chance and Chance (2002), contingency theory produces practical application for school leaders. The Chances' believed that understanding contingency theory will help school leaders in several ways. First, this theory helps to identify outside

variables that impact students' discipline. Secondly, contingency theory helps to appraise the impact of school's organization structure on responses to external pressures and demands. Most importantly, contingency theory matches leadership styles with the needs of the school and consider relationships among teachers' and students' personalities and attitudes (Chance & Chance, 2002).

Hanson (1979) applied the Contingency Theory to education by identifying five subsystems of overall school systems as leadership, students, teaching, guidance, and maintenance. Each of these subsystems involves interactions among task, structure, technology, and people. Technical, cultural, political, and economic forces were identified as impacting the total school system. Hanson (1979) indicated that educational institutions often place tight constraints on various subsystems by applying standard operation procedures that result in responses that ignore turbulent issues. This calls for a skilled principal to apply prerequisite leadership styles to realize discipline in the school.

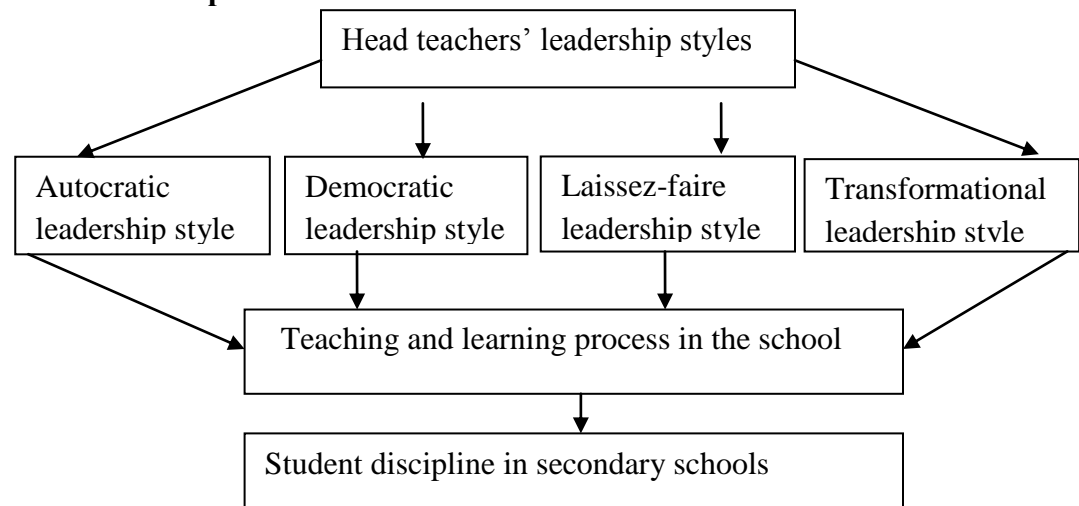
This model will be used to determine head teachers' leadership styles effectiveness in schools (Okumbe, 1998). It is therefore appropriate because it advocates for the head teacher to use appropriate leadership styles depending on the situation. According to Hoy, (2006) the contingency theory states that leadership effectiveness is said to be dependent upon many variables. Therefore the theory argues that a specific trait under a particular situation makes a particular leader effective. The same trait in another situation may make the leader ineffective. Contingency theories are a class of behavioral theory that claims that there is no one best way of leading and that a leadership style that is

effective in some situation may not be successful in some situations. The contingency theory therefore conforms to the researchers target population in selecting principals who have been in a school for a minimum of two years as the entire teaching population will be able to make perception on the leadership style and its contribution to the discipline in school.

2.9 Conceptual framework

A conceptual framework is developed to show the conceptualization of the link between the independent and dependent variables as they relate to each other.

Figure 2.1 Relationship between head teachers' Leadership styles and students' discipline



The head teacher has his/her own leadership styles that are used to interact with the teachers and students. The leadership styles affect the teachers and students in the teaching learning process which will eventually lead to discipline among students in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in the study. It comprises the following sub-headings; the research design, target population, sample size and sampling procedures, research instruments, validity and instrument reliability, data collection procedures and data analysis techniques.

3.2 Research design

In this study, a descriptive survey design was employed by the research to explore the influence of head teachers' leadership styles on students' discipline in public secondary schools in Kericho Sub-County. A Research design is the pattern that the research intends to follow, the plan or strategy for conducting the research (Borg & Gall, 1989). According to Mugenda and Mugenda (2003), descriptive survey helps to obtain information that describes existing phenomena by asking individuals about their perceptions, attitude behavior or values.

3.3 Target population

Borg and Gall (1989) define target population as the number of real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research. According to Kombo and Tromp (2006), a target population is a group of individuals, objects or items from which samples are taken for measurement. The target population for this study was based on the

list of public secondary schools in Kericho sub-county obtained from district Education Office. Kericho County has 32 public secondary schools with a population of 32 head teachers. According to Kericho County Director of Education Office Schools' Data, by February 2014, there were 330 teachers with a total of 12750 students (Kericho Sub-County Education office, February 2014).

3.4 Sample size and sampling procedures

According to Mugenda and Mugenda (2003), sampling is carefully selecting a sub group from the accessible population so as to be a representative of the population with relevant characteristics. By selecting some of the elements in the population, about the entire population can be drawn. According to Mugenda and Mugenda (2003) a sample size of between 10 and 30 % is a good representation of the target population and hence the 30% is adequate for analysis. Based on this premise, three (3) schools were used for piloting study. It implies that the study had 3 head teachers and 33 teachers participating in the pilot study. For teachers and head teachers who took part in the piloting study, the researcher used simple random sampling technique to avoid biasness (Ogula, 2005).

For students, however, five (5) were purposively picked from each of the three (3) schools taking part in the piloting study. The sample frame of the study includes a representative sample of the public secondary schools in Kericho Sub-County. For head teachers and teachers, at least 30% of the total population is representative of the main study (Mugenda and Mugenda, 2003; Borg and Gall, 2003). Thus, the sample frame of the principals and teachers in this study includes 9 head teachers and 99 teachers. For students, however, purposive sampling

technique was applied (Best and Kahn, 2006) to select ten (10) students from each sampled school. Hence, from the nine (9) schools, ninety (90) students took part in the main study. This gave a total sample size of 198 respondents.

3.5 Research instruments

In this study, data was collected using teachers' and students' questionnaires. This was possible because both groups are literate and the tools are free of the researcher biasness as well as cost effective in terms of construction and administration (Mugenda & Muedna, 1999). Besides, data from the head teachers was also gathered using an interview schedule since information could be obtained in detail and was well explained (Kasomo, 2007) in King'ori (2012).

The head teachers' interview schedule contains two sections. Section A contains items on general discipline issues in the school. Section B contains items that have characteristics of the various leadership styles used by school head teachers in management of students' discipline. The items on the head teachers' interview schedule are both open and closed ended. Teachers' questionnaire was divided into two; Part A is based on respondents' demographic information while Part B comprises questions about the influence of head teachers' leadership style on students' discipline. Students' questionnaire was used to collect information on general discipline issues in the school.

3.6 Validity of the research instruments

Kothari (2004) asserts that validity is the degree to which an instrument measures what it purports to measure. This is determined by its content. Content validity

refers to the degree to which the research instrument or test measures what it should measure (Kasomo, 2007). Basing on Mugenda and Mugenda (2003) content validity was established by the supervisors who assessed whether the items in the instruments would accurately address the objectives of the study. Besides, a pilot study was done through administering the instruments to respondents of the randomly selected head teachers, teachers and students.

3.7 Reliability of the research instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2003). A test-retest method was used to test the reliability of the instruments. This is because, it shows the consistency of subject's scores obtained by the instrument over time (Kasomo, 2007). However, according to Punch (2008), test-retest is the administration of an instrument at two points in time. Punch (2008) contends that a correlation co-efficient of above 0.70 indicates that the instrument is reliable. The teachers' and students' questionnaires were administered at one week interval to check their reliability. The coefficient of reliability was estimated using the Pearson product moment correlation coefficient calculated using the formula;

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

Where $\sum x$ = sum of scores in X distribution

$\sum y$ = sum of scores in y distribution

$\sum x^2$ = sum of squared scores in x distribution

$\sum y^2$ = sum of squared scores in y distribution

$\sum xy$ = sum of the product of point x and y

N = the number of point x and y scores

The reliability coefficient for this study was +0.8

3.8 Data collection procedures

The researcher obtained a research permit from the National Commission of Science, Technology and Innovation (NACOSTI) which was used to seek a letter of authority to conduct the research from the District Education Office (DEO) and the District Commissioner (DC). The researcher then made preliminary visits to the schools to inform the head teachers and seek appointment of the intended research. The prepared questionnaire was administered to the selected students and teachers after briefing them on what was expected. As the teachers and the students responded to the items on the questionnaire the researcher held an interview with the school head teacher. The administered questionnaires were collected at the same way and checked to ensure completeness.

3.9 Data analysis techniques

After data collection, the researcher checked the questionnaires for completeness, accuracy and uniformity of the information obtained. Different forms of data expected to be collected. Both descriptive and inferential statistics were used in the analysis. Frequency distribution tables were used to represent the demographic information of all respondents in Part A of each questionnaire. Analysis of Part B was done using likert scale to measure influence of leadership styles on students' discipline by looking at relationships among categories and patterns that would suggest generalizations and conclusions (Best & Kahn, 2006)

as per the objectives and research questions of the study. In this study, relationship between leadership styles and KCSE performance also considered. Then the processed data was presented in form of percentages and tables, upon which the data findings were interpreted easily without strain. All this was done along the specific objectives of this research study.

3.10 Ethical considerations

The participants were given the assurances that their identity would not be disclosed. Participation in the study would be optional and writing of names in the questionnaire would not be allowed. The researcher sought permission first before approaching the participants to participate in the study. The copy of the permit was circulated to committee members and area chiefs before the day of data collection.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter gives a detailed analysis of the research findings on the influence of head teachers' leadership styles on students' discipline in public secondary schools in Kericho Sub-County, Kericho County. Presented are the findings from the research instruments, that is, head teachers' interview schedule and questionnaire, teachers' and students' questionnaires. The findings are based on: the influence of head teachers' democratic leadership styles on students' discipline, the extent to which autocratic leadership styles by public secondary schools head teachers influences students' discipline, how head teachers' laissez-faire leadership style influences students' discipline, and the influence of principals' transformational leadership style on students' discipline in Kericho Sub-County, Kenya. Data was analyzed both manually and by use of SPSS computer programme.

4.2 Instruments return rate

A total of 99 teachers' questionnaires, 9 head teachers' questionnaires and 90 students' questionnaires were distributed. Eighty (80) teachers' questionnaires 9 head teachers' questionnaires, and 80 students' questionnaires were returned dully completed. This represented 80.8%, 100% and 88.9% return rates respectively. The return rate was considered reliable for the purpose of study because it was above 70% (Best & Kahn, 2006). Question guided interviews were also used by

the researcher to capture responses from head teachers. The data collected was tabulated as per the questionnaires and question guided interviews for head teachers systematically covering all the items as per the research objectives.

4.3 Demographic data of the respondents

It was essential for the study to gather data on head teachers', class teachers' and students' background in terms of gender and age. Head teachers' and class teachers' academic and professional qualifications were also captured. These directly or indirectly would have an influence on students' discipline in Kericho sub-county, Kenya. The head teachers', teachers' and students' demographic data are summarized as follows:

4.3.1 Gender of the head teachers, teachers and students

Gender was considered important in this study because it could directly or indirectly influence students' discipline in public secondary schools. According to Hugh and Hawes (2004) education is sometimes called 'human resource development' which is often taken to mean enabling people to become healthy, more able to cope with their circumstances and to change them to be better and more productive in their line of work. Ensuring a strong foundation for development of both genders must be a priority area for education. Education goes beyond reading, writing, and arithmetic, it is one of the most important investments a country can make in its people and its future. Thus investing in education is the single most effective means of reducing poverty (World Bank 2007). The researcher included the gender of the respondents in order to establish

the magnitude to which each of the sexes influences leadership and students discipline in secondary schools. Data on a question on gender was posed to determine as to how much more effective female head teachers were in leadership and students discipline.

Table 4.1: Distribution of head teachers, teachers and students by gender

Gender	H/Ts	%	Teachers	%	Students	%	Total	%
Male	6	66.7	50	62.5	48	60.0	104	61.5
Female	3	33.3	30	37.5	32	40.0	65	38.5
Total	9	100.0	80	100.0	80	100.0	169	100.0

Table 4.1 shows that the respondents for this study were predominantly male head teachers (66.7%), teachers (62.5%) and students (60.0%). Out of 169 respondents, 61.5% were male head teachers, teachers and students. One gender dominating in a given school can affect leadership especially when it comes to matters of students' discipline in public secondary schools. Female head teachers have to be encouraged in matters of leadership and discipline because empirical evidence shows that female tend to be better leaders in the field of management. Other researches indicate female head teachers were more liked especially in mixed and girls schools. Female head teachers tend to be better leaders because as female they tend to think people regard them as a weaker sex who cannot even manage a school. With this belief at their back, they tend to be very hard working in order to

fight the stereotype. Subsequently, female head teachers become better leaders in the end as they fight male domination.

4.3.2 Head teachers', teachers' and students' age

The age of head teachers and teachers indicate that they have good experience, knowledge and understanding when it comes to planning, organizing, coordinating and controlling school programmes to enhance discipline and performance in schools. Head teachers, teachers and students were also required to indicate their age bracket and the data collected are in Table 4.2.

Table 4.2: Distribution of head teachers, teachers and students by age

Age in years	Headteachers	%	Teachers	%	Students	%
Below 15	0	0.0	0	0.0	35	43.7
15-20	0	0.0	0	0.0	45	56.3
31-40	2	22.2	50	62.5	0	0.0
Over 40	7	77.8	30	37.5	0	0.0
Total	9	100.0	80	100.0	80	100.0

From Table 4.2, the results indicate that a majority of the teachers and head teachers were in the age brackets of 31-40 and over 40 years respectively. The age of head teachers and teachers indicate that they have good experience, knowledge and understanding when it comes to issues relating to leadership and indiscipline in the school. Judging from head teachers, the majority of them (77.8%) were

above 40 years of age. These were followed by teachers between 31 and 40 years of age who represented (62.5%). The significance of this is that the TSC and the Board of Management (BOM) deploy older people with the appropriate experience and maturity to manage schools and their complex problems. It was observed that many head teachers who were 40 years generally balanced their leadership styles. They used much of the democratic and transformational leadership approaches, because their rich experience has taught them that the situation around the school affects the leadership style of the head teachers.

In addition to being older, they have had a chance to work in various schools and have experienced different ways of doing things. The different challenges they have faced at the end of the day have enabled them to mature in judgment. They have come to note that the differences in values, norms and cultures of schools automatically suggest a variation in leadership styles and a proper variation in leadership styles prompts better school performance. A few teachers between the ages of 30 and 40 years are rarely entrusted with the leadership of a school. This is because the complexity of this education environment requires some one mature enough, both in age and thought, to be able to make rational decisions. In addition the policy of recruitment of head teachers requires the teachers to have served a given number of years before they can be appointed. The largest proportion of students (56.3%) was between the ages of 15 and 20 years. This shows that the students were mature in making decisions. Hence, required head teachers and teachers to be rational enough when dealing with them.

4.3.3 Teachers' and head teachers' academic and professional qualifications

Academic and professional qualification of teachers was also a factor to consider in this study. Academic and professional qualifications of the teachers and head teachers could determine how appropriately varied leadership styles have been attained and how they are implemented in schools to attain good discipline and quality results from students. Teachers' and head teachers' academic and professional qualifications are shown in Table 4.3.

Table 4.3: Head teachers' and teachers' academic and professional qualifications

Qualifications	Teachers	%	H/Ts	%	Total	%
M.Ed	10	12.5	1	11.1	11	12.4
BA/BSC with PGDE	0	0.0	0	0.0	0	0.0
B.Ed	40	50.0	8	88.9	48	53.9
Diploma	20	25.0	0	0.0	20	22.5
P 1	0	0.0	0	0.0	0	0.0
Form 4	10	12.5	0	0.0	10	11.2
Total	80	100.0	9	100.0	89	100.0

Results from Table 4.3 show that majority of the head teachers and teachers (53.9%) were B.Ed. degree holders. Very low percentage of teachers and head teachers had M.Ed. degree. The overall management of students' discipline and performance in public secondary schools is vested in the hands of teachers and head teachers. It is, therefore, imperative that head teachers and teachers be persons with good education and sufficient practical knowledge in leadership

styles in education. They should have a required academic qualification which will allow them to interpret Parliamentary Acts and other policies which relate to leadership and students' discipline in schools. According to Mbiti (2007), head teachers are faced with the task of accounting for students' discipline by maintaining order through acceptable students' behaviour which may require changing school management approaches. According to Muchiri (1998), they require training in the field of educational administration and planning which is a professional course at Masters Level to enhance accountability and improve students' participation in some decision making, reducing repetition, improving dialogue and counseling.

4.3.4 Head teachers' and teachers' duration of service.

Head teachers' and teachers' duration of service would be appropriate in determining how experienced they are in dealing with students' discipline by maintaining order through acceptable students' behaviour which may require changing school management approaches. Duration of service would also indicate training skills they have had to enhance accountability and improve students' participation in some decision making, reducing repetition, improving dialogue and counseling. Head teachers' and teachers' duration of service is presented in Table 4.4.

Table 4.4: Head teachers' and teachers' response on duration of service

Duration of service	Teachers	%	Headteachers	%	Total	%
0-3 years	10	12.5	1	11.1	11	12.4
3-6 years	10	12.5	1	11.1	11	12.4
6-9 years	20	25.0	1	11.1	21	23.6
9-12 years	30	37.5	4	44.4	34	38.2
12 years and above	10	12.5	2	22.3	12	13.4
Total	80	100.0	9	100.0	89	100.0

Table 4.4 indicates that the majority of head teachers (44.4%) and teachers (37.5%) had served for 9 and above years. These head teachers and teachers, therefore, had good information on the influence of head teachers' leadership styles on students' discipline in public secondary schools in Kericho Sub-County, Kericho County.

However, from other empirical evidences it was discovered that most of the teachers felt that the greater the experience the less the need to use autocratic leadership styles and the greater the use of democratic leadership styles. This is because many teachers who had taught for 10 years and longer detested the use of strict methods of leadership. They feel that they need to involve them in decision-making, because they possess some leadership experience. The way the students

perceive and appreciate the head teachers' leadership styles vary on the basis of the number of years of service.

4.3.5 Head teachers' and students' response on discipline issues in school

Students' discipline is critical to the attainment of positive school outcomes. Students' discipline depends on whether the head teachers' discipline management approach is inclusive or exclusive of teachers' and parents' involvement. Head teachers are faced with the task of ensuring that students are guided well to make individual reasonable decisions to have smooth running of the school (Barasa, 2007). Head teachers and students were, therefore, asked to indicate whether there have been cases of indiscipline in the school. The data is presented in Table 4.5.

Table 4.5: Head teachers' and students' response on discipline issues in school

Response	H/Ts	%	Students	%	Total	%
Yes	9	100.0	80	100.0	89	100.0
No	0	0.0	0	0.0	0	0.0
Total	9	100.0	80	100.0	89	100.0

Results from the table indicate that every school has experienced cases of indiscipline in one way or another.

4.3.6 Head teachers' and students' response on the common discipline problems experienced in school

Head teachers' and students' were to state the common discipline problems experienced in school. The responses were then tabulated in Table 4.6.

Table 4.6: Head teachers' and students' response on the common discipline problems

Indiscipline cases	H/Ts	%	Students	%	Total	%
Examination cheating	2	22.2	35	43.8	37	41.6
Defying prefects	2	22.2	5	6.3	7	7.9
Bullying	1	11.2	2	6.7	3	3.3
Drug abuse	2	22.2	15	18.8	17	19.1
Absenteeism	2	22.2	23	28.8	25	28.1
Total	9	100.0	80	100.0	89	100.0

From Table 4.6, the common discipline problems experienced in school are examination cheating, defying prefects, drug abuse and absenteeism. Students' discipline is critical to the attainment of school mission and vision. Indiscipline leads to uncondusive learning environment and too much learning time being lost in public schools.

4.3.7 Head teachers' and students' view on the discipline at school

To establish whether there were challenges in the schools, head teachers and students were asked to rate their schools in terms of discipline of students in the school. Data obtained was tabulated in Table 4.7.

Table 4.7: Head teachers' and students' view on the discipline at school

View	H/Ts	%	Students	%
Very good	0	0.0	1	1.1
Good	1	10.1	15	18.8
Average	3	33.3	19	23.8
Poor	5	55.6	45	56.3
Total	9	100.0	80	100.0

Head teachers' (55.6%) and students' (56.3%) views indicated that most of the public secondary schools in Kericho Sub-County, Kericho County, Kenya are poorly disciplined. The type of leadership style applied in school is critical to the attainment of students' discipline. Students' discipline depends on whether the head teachers' discipline management approach is inclusive or exclusive of teachers' and parents' involvement. Head teachers are faced with the task of ensuring that students are guided well to make individual reasonable decisions to have smooth running of the school (Barasa, 2007). If the head teacher's leadership style is bad or when there is no consultation with teachers in issues pertaining to students' discipline in the school, it might be difficult for the school to achieve its objectives (Nsubuga, 2008).

4.4 Democratic leadership style and students' discipline

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2006) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative).

The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He/she coaches subordinates and negotiates their demands (Dubrin, 1998). Democratic leadership style is where the head teacher seeks for the opinion of the others before making a decision (Famboltz 1990). The head teacher is regarded to be consultative and participative (Hersey and Blanchard, 1984). Head teachers, teachers and students were asked to respond on how democratic leadership style influences students' discipline in school. Head teachers were to indicate how they cooperated and collaborated with their teachers and students in school. On the other hand, teachers and students were to state whether their head teachers sought their opinion on a tentative plan of action before making decision or by asking the others' input in formulating plans before making a decision so as to determine whether power and authority is decentralized.

4.4.1 Head teachers' response on democratic leadership style

Head teachers were to respond to Leadership Behaviour Descriptive Questionnaire (LBDQ) and interview schedule items on democratic leadership to show whether they usually apply it in school through their daily interaction with the teachers. Their response would help the researcher compare with teachers' and students' response on head teachers' democratic leadership style in school. Data collected was tabulated in Table 4.8.

Table 4.8: Head teachers' response on democratic leadership style

Leadership style	A	%	B	%	C	%	D	%	E	%
Taking part in the group	1	11.2	4	44.4	4	44.4	-	-	-	-
Coordinating group work	1	11.2	3	33.3	5	55.6	-	-	-	-
Allowing group initiative	2	22.3	3	33.3	4	44.4	-	-	-	-
Helping settle differences	-	-	3	33.3	6	66.7	-	-	-	-
Trusting good judgement	-	-	-	-	1	11.2	3	33.3	5	55.6
Maintaining a peaceful group	2	22.3	3	33.3	4	44.4	-	-	-	-
Maintaining cordial relationship with supervisors	2	22.3	3	33.3	4	44.4	-	-	-	-

The results from Table 4.8 show that 66.7% of the head teachers occasionally helped group members to settle their differences. Democratic leadership style would ensure that teachers feel a sense of recognition and motivated at work. This is an indicator that disciplinary procedures are based on democracy and controlled

by love and not by fear. This would encourage team work and hence good results. However, most of the head teachers (55.6%) never trust good judgment from teachers or students. This creates a sense of mistrust which would easily pave way for autocratic leadership. Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority. This eventually reduces their ability to explore their potential. This style is typical of a leader who tells his employees what he wants done and how he wants it done, without requesting the input/advice of his subordinates. Some people tend to perceive this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. David and Gamage (2007) argues that effective democratic and participatory school administration; leadership and management affect the trust levels of teachers and students. The school leaders wishing to enhance the levels of trust among the teachers and students in their schools should consider democratic leadership approach, in carrying out their leadership duties and responsibilities.

The implication of this study is that just like in the Philippines; school heads in Uganda who favors the use of the democratic style of leadership, attach the same level of trust to their stakeholders in the management of schools. As pointed out by Kouzes and Posner (2003), in order for a school to provide quality education and discipline, those who have been empowered to lead the transformation of the schools to address the challenges of the new millennium should carefully nurture

democratic leadership. Democratic leadership can be effectively utilized to extract the best from people and the most effective and efficient educational climate can be created in a school when democracy is employed.

4.4.2 Teachers’ response on democratic leadership style of head teachers

To gather more information on how head teachers’ leadership style influences students’ discipline, teachers were to respond to statements given on head teachers’ democratic leadership style and data were recorded in Table 4.9.

Table 4.9: Teachers’ response on democratic leadership style

Democratic leadership style	A	%	B	%	C	%	D	%	E	%
Head teacher assigns group members to particular tasks	20	25.0	20	25.0	30	37.5	10	12.5	-	-
Head teacher keeps the group informed	20	25.0	40	50.0	10	12.5	10	12.5	-	-
Head teacher puts teachers’ suggestions in action	10	12.5	10	12.5	50	62.5	10	12.5	-	-
Head teacher keeps the staff working as team	10	12.5	10	12.5	50	62.5	10	12.5	-	-

The teachers’ responses from Table 4.9 indicates that a good percentage of teachers agreed that the head teacher keeps the group informed (50.0%). Head

teacher's democratic leadership style could motivate teachers in maintaining students' discipline. This would ensure that teachers design ways of making students more responsible in their choices, purposes and behavior. However, the head teacher needs to assign group members to particular tasks. This would create trust in teachers making them learn to handle students' issues in school. To a great extent, this would cement discipline in school.

4.4.3 Students' response on democratic leadership style of head teachers

The researcher had also to gather more information from students on how head teachers' leadership style influences students' discipline. Data on students' responses to were recorded in Table 4.10.

Table 4.10: Students' response on democratic leadership style of head teachers

Leadership style	SA	%	A	%	D	%	SD	%
Head teacher believes in open and honest communication	-	-	25	31.2	35	43.8	20	25.0
There is adequate and quick communication in school	2	2.5	36	45.0	42	52.5	-	-
Students are allowed to elect their own representatives	10	12.5	65	81.5	25	31.3	-	-
Students hold frequent barazas with the head teacher	-	-	5	6.2	67	83.8	8	10.0
Head teacher involves teachers, parents and students when making key decisions	-	-	-	-	12	15.0	68	85.0

Students' responses from Table 4.10 indicate that a good percentage of students agreed that head teachers allow students to elect their own representatives (81.5%). This kind of head teacher's democratic leadership style could motivate students but could ruin discipline if these students are not guided keenly by the teachers on what is expected on the leaders they elect. Seriously noted is that the students do not hold frequent barazas with the head teachers (83.8%). Besides, most head teachers (85.0%) do not involve teachers, parents and students when making key decisions. These areas are sensitive and call for the head teachers' attention so as to learn and listen to all students, teachers and parents. If embraced, it would ensure that teachers help students to attain discipline with love, fairness and consistency, but not through coercion.

4.4.4 Head teachers' responses on who writes the school rules and regulations

To obtain more information on democratic leadership style, head teachers were to indicate who writes the school rules and regulations. Data captured was tabulated in the table below.

Table 4.11: Head teachers' responses on who writes the school rules and regulations

Response	Headteachers	%
Head teacher	1	11.1
Deputy	5	55.6
Teachers	3	33.3
Total	9	100.0

From the table it is clear that in some schools there are instances where the head teachers (11.1%) do not give their deputies authority to make schools as expected. Still, in other schools, head teachers give teachers (33.3%) mandate instead of deputies to make schools rules and regulations. Deputies are to exercise their power as disciplinarians in the school with their disciplinary committee to maintain students' discipline in school. This leaves us with a question regarding head teachers' leadership style and students' discipline in general. According to Murphy (2002), for some time and again, secondary school head teachers have been thrown into question, especially the legitimacy of the knowledge base supporting school discipline and the appropriateness of programmes for preparing students in terms of discipline.

4.4.5 Head teachers' responses on students channels of communication of their grievances

Head teachers were also to state the channels students use to communicate their grievances in school. Responses were the tabulated in Table 4.12.

Table 4.12: Head teachers’ responses on channels students use to communicate their grievances

channel	Headteachers	%
Suggestion box	4	44.4
Use of prefects	3	33.3
Use of barazas	1	11.1
Class meetings before the class teacher	1	11.1
Total	9	100.0

The results from Table 4.12 show that some head teachers still prefer suggestion boxes (44.4%) and prefects (33.3%) as a means of communication as opposed to school barazas and class meetings where students can openly air out their problems. Globally, people are rejecting poor leadership and demanding more participatory and democratic approaches (Reed, 2005). Students have in the past protested against political regimes, conditions in schools or society as a whole (Mbiti, 2007). The quality of the school in any given nation is affected by how the internal processes work to constantly improve discipline among students. One of the processes involves leadership. Extensive studies in the developing countries, Kenya included, demonstrate that particular leadership styles of school leaders could have positive impacts on students’ discipline (Mbogori, 2012). Thus, it is clear that the school leadership provided or shared by a school administrator is one of the key factors in enhancing students’ discipline.

4.4.6 Head teachers' responses on whether teachers and other motivational speakers are involved in advising students on good discipline

As a means of achieving their goals, leadership designates the head teacher as the central school figure to continuously articulate the school's mission and vision to the school's staff, students and community. The head teacher monitors students' progress to provide individual attention for specific student's discipline in the school. There was need, therefore, to collect data on whether teachers and other motivational speakers are involved in advising students on good discipline. The responses were then tabulated in Table 4.13.

Table 4.13: Head teachers' responses on whether teachers and other motivational speakers are involved in advising students on good discipline

Response	Head teachers	%
Yes	7	77.8
No	2	22.2
Total	9	100.0

Results from the table show that some head teachers (22.2%) do not involve teachers and other motivational speakers in advising students on good discipline.

Advice from teachers and other motivational speakers promotes a positive learning environment. According to Murphy (2002), for some time and again, secondary head teachers have been thrown into question, especially the legitimacy of the knowledge base supporting school discipline and the school. According to

Cotton (2003), behaviours of head teachers have a significant impact on student's discipline.

Students require interactions and cordial relationships with relevant stakeholders for purposes of emotional and interpersonal support, visibility and accessibility to develop a school culture that is conducive to teaching and learning. This promotes shared leadership and decision-making, collaboration, risk taking leading to continuous improvements; providing instructional leadership through discussions of instructional issues, observing classroom teaching and giving feedback, supporting teacher autonomy and protecting instructional time; and being accountable for affecting and supporting continuous improvements through monitoring progress and using student progress data for program improvements (Cotton, 2003).

4.5 Head teacher's autocratic leadership style on students' discipline

This part of the study examines the influence of the autocratic leadership style on students' discipline in secondary schools. Dubrin (1998) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 1998) and is similar to Likert's II and I leadership styles. Head teacher's autocratic leadership style has a significant impact on students' discipline. The study considered it necessary to collect data

on autocratic leadership style exhibited by school head teachers in public secondary schools in Kericho Sub-County, Kenya.

4.5.1 Head teachers' response on autocratic leadership style

Head teachers were to respond to Leadership Behaviour Descriptive Questionnaire (LBDQ) and interview schedule items on autocratic leadership styles to indicate if they do apply it in some situations in school. Their responses are tabulated in Table 4.14.

Table 4.14: Head teachers’ response on autocratic leadership style

Leadership style	A	%	B	%	C	%	D	%	E	%
Reluctant to allow members any freedom of action	-	-	-	-	2	22.2	3	33.3	4	44.4
Taking full charge when emergencies arise	3	33.3	5	55.6	1	11.1	-	-	-	-
My word carries weight with my supervisors	1	11.1	3	33.3	5	55.6	-	-	-	-
Driving hard when there is a job to be done	2	22.2	7	77.8	-	-	-	-	-	-
Persuading others that my ideas are to their advantage	-	-	1	20.0	8	88.9	-	-	-	-
Refusing to explain my actions	-	-	-	-	-	-	8	88.9	1	11.1
Getting confused when too many demands are made of me			-	-	3	33.3	5	55.6	1	11.1
Easily recognized as the leader of the group	6	66.7	3	33.3	-	-	-	-	-	-
Acting without consulting the group	-	-	-	-	2	22.2	3	33.3	4	44.5
Keeping the group working up to capacity	2	22.2	4	44.5	3	33.3	-	-	-	-

From the table, head teachers’ response to autocratic leadership style in school indicates that a fair percentage of the principals often exercised autocratic leadership style in school. For instance, 77.8% often drive hard when there is a job to be done and easily get recognized as the leader of the group. Besides, 55.6% often made sure that their word carried weight with their supervisors, kept their group working up to capacity and often took full charge when emergencies

would arise. Autocratic leaders are generally disliked, as there is no scope for initiative, consideration, and self-development on the part of followers. Teachers and students, for example, whose school heads employ the autocratic leadership style, remain insecure and afraid of the leadership authority (Storey, 1993). Other studies by Storey (1993), however, noted that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.

4.5.2 Teachers’ response on head teachers’ autocratic leadership style

To gather more information on head teachers’ autocratic leadership style in school, teachers gave their response basing on the statements provided in the questionnaire. Data are as tabulated in table 4.15.

Table 4.15: Teachers’ response on head teachers’ autocratic leadership style

Statement	SA	%	A	%	D	%	SD	%	U	%
Head teachers dominate and are spokesmen in staff meetings	-	-	10	12.5	50	62.5	20	25.0		
Head teachers sometimes see themselves as the only one maintaining definite standards of school performance	60	75.0	20	25.0	-	-	-	-		
Head teachers at times refuse to explain their actions to teachers and students	50	62.5	30	37.5	-	-	-	-		
Head teachers are slow to change	20	25.0	50	62.5	10	12.5	-	-		

From Table 4.15, the results indicate that the majority of the teachers stated that head teachers sometimes regarded themselves as the only ones who maintain definite standards of school performance (75.0%), refuse to explain their actions to teachers and students and that they are slow to change (62.5%). Other previous studies like that of Barasa (2007) and Okumbe (1998), states that disciplinary procedures and policies should be primarily preventive, secondarily corrective and never retributive. Balunywa (2000) argues that autocratic leaders in schools are more concerned with despotic influence in order to get the job accomplished rather than with the development and growth of teachers. As far as they are concerned the work and the accomplishment of the goals of academic success matter more than their concern for those being led.

4.5.3 Students' response on head teachers' autocratic leadership style

The researcher had to solicit for more information head teachers' autocratic leadership style. Therefore, students were to rate the way the head teachers handle or treat students' issues at school that influence their discipline. Data collected was tabulated in Table 4.16 below.

Table 4.16: Students’ response on head teachers’ autocratic leadership style

Statement		SA	%	A	%	D	%	SD	%	U	%
Rudeness/harsh indiscipline	creates	20	25.0	55	67.8	5	7.2	-	-	-	-
Reasonable indiscipline	style creates	-	-	-	-	20	25.0	60	75.0	-	-
Not concerned indiscipline	creates	50	62.5	30	37.5	-	-	-	-	-	-

From the table it is clear that the way head teachers handle students’ issues at school strongly influences students’ discipline. Head teachers who handle issues reasonably make students also become reasonable. Discipline should be positive and constructive and not punitive, that is, the students need to be led not driven; a teacher’s attitude, for instance, should be ‘let us do this, rather than ‘don’t do that’. In schools where this style is used, students lack motivation and they show less involvement in their work (Rowley & Roevens, 1999). Such students need close supervision and control in order to achieve expected results because they may retaliate.

4.6 Influence of laissez-faire leadership style on students’ discipline

The manager delegates almost all authority and control to subordinates. There is no person of authority in the organization. The manager leads the organization indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the manager. Tasks are done the way the manager thinks it should be done, but he/she gets involved on

request and this may lead to the digression from broad organizational policy. Thus, this style of leadership may be effective with well-motivated and experienced employees (Dubrin, 1998), but could lead to failure when subordinates are deceptive, unreliable and untrustworthy. Laissez-faire leadership style is where head teachers let the teachers and students to decide on what will be done with or without their influence. Head teachers allow the teachers and students to work as they choose with minimum interference.

4.6.1 Head teachers' response on laissez-faire leadership style

To solicit for more information about leadership styles applied by head teachers in schools, head teachers were to respond to Leadership Behaviour Descriptive Questionnaire (LBDQ) and interview schedule items on laissez-faire leadership style and data was recorded as shown in Table 4.17.

Table 4.17: Head teachers' response on laissez-faire leadership style

Laissez-fair leadership style	A %	B %	C %	D %	E %
Getting swamped by details	2 22.3	3 33.3	4 44.4	- -	- -
Allowing members head teacher's authority	4 44.4	5 55.6	- -	- -	- -
Permitting members to take it easy in work	4 44.4	4 44.4	1 11.1	- -	- -
Getting things all tangled	1 11.1	2 22.3	5 55.6	- -	- -
Working own way to the top	5 55.6	3 33.3	1 11.1	- -	- -
Permitting group its own pace	7 77.7	2 22.3	- -	- -	- -

Head teachers' response from Table 4.17 indicates that most of the head teachers had adopted laissez-faire leadership style because their responses tended to incline towards always (A); Often (B); and Occasionally (C). For instance, data says that head teachers always permitted members to take it easy in their work (77.8%). A school where laissez-faire leadership style is practiced, students' discipline has some implications that may be negative and it affects the school working environment. Head teachers and teachers have to realize that discipline is not an end in itself but a means for the successful functioning of the school programme. Besides, discipline cannot be standardized to be administered impartially.

4.7 Influence of transformational leadership style on students' discipline

Transformational leadership style is also regarded as one of the head teachers' style of leadership that impacts on students' discipline in Kericho sub-county, Kenya. The study was to establish whether head teachers are committed to decision making, self-control, self direction and motivating teachers. Thus it was considered suitable to collect data from head teachers, teachers and students to have insight into the leadership styles exhibited by head teachers in secondary schools and how they influence students' discipline.

4.7.1 Head teachers response on transformational leadership style

Head teachers were required to give their response on transformational leadership style items and data was recorded in Table 4.18

Table 4.18: Head teachers’ response on transformational leadership style

Transformational leadership style	A	%	B	%	C	%	D	%	E	%
Being calm when uncertain about coming events	-	-	-	-	5	55.6	3	33.3	1	11.1
Scheduling work for the group	5	55.6	2	22.2	2	22.2	-	-	-	-
Willing to make changes	-	-	3	33.3	6	66.7	-	-	-	-
Delay action until proper time occurs	-	-	2	22.2	4	44.5	3	33.3	-	-
Getting assistance from superiors	-	-	6	66.7	3	33.3	-	-	-	-
Maintaining definite standards of performance	-	-	-	-	8	88.9	1	11.1	-	-
Overcoming attempts to challenge leadership	-	-	3	33.3	4	44.5	2	22.2	-	-
Anticipating problems and plans for the group	-	-	1	11.1	4	44.5	4	44.5	-	-
Worrying about outcome of any new procedure	-	-	3	33.3	2	22.2	4	44.5	-	-
Inspiring enthusiasm for projects	1	11.1	4	44.5	4	44.5	-	-	-	-
Asking group members to follow standard rules and regulations	2	22.2	7	77.8	-	-	-	-	-	-

Results from Table 4.18 show that many of the responses from the head teachers emphasized that transformational leadership style was occasionally exercised in school. For instance, 44.5% of the head teachers anticipated future problems and plans the group. The data captured in the table indicate that there are some head

teachers who seldom and rarely applied transformational leadership in secondary public schools in Kericho Sub-County. Transformational leadership is necessary for disciplinary procedures which should be in harmony with the total goals of education. Head teachers have to exercise it always instead of applying it occasionally.

4.7.2 Teachers’ response on transformational leadership style

Teachers were also asked to respond to questionnaire items having elements attributed to head teachers’ transformational leadership style in school. Data collected was tabulated in Table 4.19.

Table 4.19: Teachers’ response on head teachers’ elements attributed to transformational leadership style

Transformational leadership style	A	%	B	%	C	%	D	%	E	%
Scheduling work for teachers and students	20	25.0	50	62.5	10	12.5	-	-	-	-
Emphasizing meeting of deadlines	30	37.5	40	50.0	10	12.5	-	-	-	-
Treating all teachers equal	10	12.5	40	50.0	20	25.0	10	12.5	-	-
Speaking as a representative of the group	10	12.5	10	12.5	40	50.0	20	25.0	-	-
Getting teachers’ and other superiors’ assistance	20	25.0	40	50.0	10	12.5	10	12.5	-	-

From Table 4.19, the results indicate that (50.0%) of teachers agreed that head teachers emphasized the meeting of deadlines and getting teachers' and other superiors' assistance. Such elements portray the head teachers' exercise of transformational leadership style in school which could positively influence students' discipline in Kericho Sub-County.

4.8 Teachers' response on cases of indiscipline in school for the past four years

Teachers were to indicate the total number of students who have been involved in indiscipline cases in school. Data was the tabulated as per the years given in Table 4.20 below.

Table 4.20: Teachers' response on cases of indiscipline in school for the past four years

Year	Entry	F1	F2	F3	F4	Total
2014	1613	1	8	30	12	51
2013	1456	7	13	29	7	56
2012	1099	0	8	26	2	36
2011	969	0	5	20	2	27

The results from the table indicate that for the past four years, there has been a rise in numbers of students being involved in indiscipline cases in Kericho Sub-County, Kericho County. This indicates that there is a deliberate refusal for students to do what is right and failure to achieve stated objectives in many public

schools. However, head teachers and teachers must not go back to earlier times where discipline was achieved through fear and coercion, and whipping and flogging of students. In the modern times, discipline is concerned with proper learning. It is participatory and democratic. Students are co-partner with the teacher in educational process and the teacher is expected to be a friend and a guide. This could limit students' unrest in schools.

4.8 Suggested possible measures to promote discipline in school

Head teachers were required to state what should be done in order to promote students' discipline in schools. Data obtained was recorded in Table 4.21

Table 4.21: Head teachers' suggested possible measures to promote discipline in school

Suggestions	HTs	%
Rewarding students who uphold good discipline	2	20.0
Regular school management courses to be offered by KEMI	2	20.0
A holistic approach in which teachers, parents and students are all brought on board when making key decisions to promote discipline	2	20.0
Head teachers to inspire enthusiasm for all students and teachers	2	20.0
In-service courses to teachers/ seminars and workshops on students' discipline	1	20.0
Total	9	100.0

Results from Table 4.21 indicate that head teachers' suggestions were fairly distributed meaning that they carry equal weight. These suggestions, if put into considerations, could be great help to assist in promoting good discipline in public secondary schools in Kericho Sub-County, Kericho district.

4.9 The relationship between the head teacher's leadership style and students' discipline

In order to establish whether there was any kind of relationship between discipline and the leadership style, the participants were asked whether the head teacher's leadership style had an effect on the overall discipline of the school. A number of responses were elicited from the participants. In interview schedules, the head teacher pointed out that if the head teacher's leadership style is bad or when there is no consultation with teachers in issues pertaining to teaching and learning in the school, it might be difficult for the school to achieve its objectives. Head teachers in the some schools reiterated the same views. Similarly, some other head teachers revealed that there is a positive correlation between the leadership style of the head teachers and discipline of the school. They stated that a head teacher has a good leadership everybody is likely to be involved and where everybody is involved, there is likely to be accountability. Having good discipline is part and parcel of being accountable. So the leadership style matters in improving discipline.

Basing on teachers' response on a leadership style good for disciplined students, the researcher had to solicit for more information from teachers on which

leadership style obtains the most disciplined students. Data was recorded in Table 4.22

Table 4.22; Teachers’ response on a leadership style good for disciplined students

Leadership style	SA	%	A	%	D	%	SD	%	U	%
Democratic	50	62.5	30	37.5	-	-	-	-	-	-
Transformational	40	50.0	30	37.5	10	12.5	-	-	-	-
Laissezfaire	-	-	-	-	-	-	80	100.0	-	-
Autocratic	10	12.5	30	37.5	-	-	40	50.0	-	-

An analysis of the teachers’ responses reveals that in this school there were collaborative styles of leadership. Democratic leadership style was liked by a majority of teachers (62.5 %). If one’s style of leadership is involving, then it must result in a very good discipline. If there is a lot of dictatorship, a lot is likely to be withheld from teachers or teachers may preserve certain aspects for themselves. This can affect students’ discipline. Democratic leadership style creates ownership so that the staff either sinks or floats together. So when everybody owns such policies, then good discipline is likely to be achieved. The views expressed by the participants seem to be in tandem with Day and Harris’s (in Frost & Harris, 2003) conclusion that teachers have leadership capabilities waiting to be unlocked and engaged for the good of the school. Frost and Harris (2003) conclude that enabling teachers to exercise leadership is an essential

dimension of capacity building in the school. From the responses in other tables, teachers revealed that the head teacher did consult them especially on issues concerning discipline. So the head teacher whose approach is bottom up is likely to be more successful. From the above therefore it was worth noting that the democratic leadership style can yield better students' discipline if properly implemented.

Basing on autocratic leadership style and students discipline, the analysis is clear that autocratic head teachers negatively influence students' discipline because they adopt harsh leadership styles which are widely detested by the teachers and students alike. This implies that the more autocratic styles are used, the poorer the students' discipline. According to Charlton (2000), head teachers who use strict control measures are likely to face student and teacher resistance and an increase in indiscipline because the teachers and students tend to protest against dictatorial measures used. From the documentary evidence in a paper by Nsubuga (2005) it was indicated that students hate harsh administrators who make their academic performance record decline tremendously. Likewise, teachers do not want commanding authority. Such authority makes them lose morale and they neglect their duty or even think of part timing in other schools which increases students' unrest. In much the same way, descriptive statistics computed regarding the teachers' opinions on the use of the autocratic leadership style to enhance school discipline, provides the same results. Teachers perceive the use of the autocratic leadership style in enhancing school discipline in a negative light. Students need

guidance and counseling into the learning process other than coercing them to learn.

Table 23: Descriptive statistics showing teachers’ opinions regarding the use of autocratic leadership style to enhance students’ discipline

Item	A	%	SA	%	D	%	SD	%	U	%
Autocratic leaders use force to get things done. This leads to low performance	50	62.5	20	25.0	10	12.5	-	-	-	-
Autocratic leaders cannot ensure effectiveness because they are too strict	50	62.5	20	25.0	10	12.5	-	-	-	-
Autocratic leaders exert unnecessary authority which discourages teacher performance	50	62.5	30	37.5	-	-	-	-	-	-
Autocratic leaders use a commanding language to ensure results	70	87.5	10	12.5	-	-	-	-	-	-
Autocratic leadership is necessary to get people work as expected	-	-	-	-	60	75.0	20	25.0	-	-
Autocratic leadership cannot work in a school environment	10	12.5	30	37.5	40	50.0	-	-	-	-

According to Table 4.23, several items indicated the negative perception of teachers relating to the autocratic leadership style and its impact on the students’ discipline. Teachers ranked the items according to the levels of agreement. Later

on, the results were summarized and placed in Table 4.23 to show the levels of agreements. From the results obtained a majority of the teachers disagree (75.0%) that the autocratic leadership style is necessary in order to enable people to work as expected. Autocratic leaders, according to teachers,

From the above, it is clear that the autocratic leadership style was used in schools although it was not a common practice. This kind of leadership was used under various circumstances especially when policies had been compromised. An analysis of the views from the participants revealed that in some schools there was a top down leadership style, which in this study is characterized as the autocratic kind of leadership. It has also been observed that whereas it might be easy to initiate and implement changes from above, sustaining them over a long period of time might be a bit difficult. In most cases, decisions might require a bottom up approach.

Most school head teachers who use the democratic leadership style compared to other leadership styles are composed of intelligent people whose ideas are quite crucial in the day-to-day operation of the same schools. They advise effectively on discipline matters. This pushes many school managers to rely heavily on participatory governance mechanisms or the democratic leadership style.

Laissez-faire leadership style is not suited for use by head teachers because complete delegation without follow-up mechanisms creates performance problems. Ensuring affective students' discipline requires the involvement of both the superiors and subordinates through collective participation and monitoring of

discipline. Delegation of duties does not imply failure to monitor and follow up progress. Teachers and students are motivated when they are afforded opportunities to make their own decisions. The acceptance of their opinions and ideas, together with the monitoring of their performance by head teachers is a healthy way of enhancing discipline in secondary schools.

Transformational leadership can also be brought into context because there is no one single style of leadership that is very effective in particular situations. This is also what had been emerging from the participants' responses. One of the most frequently used approaches to leadership in secondary school management was the transformational leadership approach. School managers contend that there is no single style of leadership used all the time. The adoption of a particularly relevant style in a specific situation leads to school effectiveness and is better than the use of one style throughout one's management experience. Besides, teachers commented that it is proper for an experienced head teacher to use various leadership styles interchangeably depending on the prevailing situation in a school.

4.10 Key research findings

In this chapter it was established that leadership is very important in creating an effective school. Moreover, the democratic or consultative form of leadership was revealed to be the best form of leadership style in school. It was also found that most head teachers who used this kind of leadership in order to create ownership in schools enhanced students discipline. It was also found that no one kind of

leadership style was used in schools. Although the democratic style was most preferred, it was found that depending on situations in the school, leaders tended to vary the different leadership style and at times used the autocratic style of leadership, but this has to be very seldom and it has to be mostly used where policies in schools had been compromised. It was also established that where the democratic style of leadership was practiced, the school was likely to achieve a good overall school discipline.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations of the study. The study also offers suggestions for further research.

5.2 Summary of the study

The main purpose of the study was to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Kericho Sub-County, Kericho County, Kenya. The study focused on the stated objectives by targeting head teachers', teachers' and students' demographic data. In addition, the study focused on: the influence of head teachers' democratic leadership style, autocratic leadership style, laissez-faire leadership style, and transformational leadership style on students' discipline. Therefore, research questions were formulated.

To generate and refine the study ideas, the literature review was essential to provide more ideas and clarity to research questions formulated. The variables of the study were summarized in the conceptual framework that showed their interrelatedness.

The study used descriptive survey design and simple random sampling technique to select head teachers, teachers and students who participated in answering

questionnaire and interview items. Data was collected using head teachers' Leadership Behaviour Descriptive Questionnaire (LBDQ) and interview schedule items, teachers' questionnaire, and students' questionnaire which were analyzed using mainly descriptive statistics, particularly frequencies and percentages. Statistical package for social sciences (SPSS) was used for effective analysis of data. To realize the objectives of the study, findings were presented and conclusions drawn.

5.3 Summary of the findings

The study established that democratic leadership style has a great influence on students' discipline in public secondary schools. There is need for head teachers to use a democratic besides transformational where discipline should be positive and constructive and not punitive, that is, the students need to be led not driven; a teacher's attitude, for instance, should be 'let us do this, rather than 'don't do that' (60.0%). Head teachers and teachers must not go back to earlier times where discipline was achieved through fear and coercion, and whipping and flogging of students. In the modern times, discipline is concerned with proper learning. It is participatory and democratic.

On the influence of head teachers' autocratic leadership style on students' discipline in Kericho Sub-County, Kericho county, a good percentage of the head teachers' responses indicated that autocratic leadership was exercised in schools. For instance, 77.8% often drive hard when there is a job to be done and easily get recognized as the leader of the group. Besides, 55.6% often made sure that their

word carried weight with their supervisors, kept their group working up to capacity and often took full charge when emergencies would arise. Basing on Okumbe (1998), head teachers using this kind of leadership allows for no participation at all in decision making. Besides, the head teachers who use this style are influenced by the scientific management approach and succumb to McGregor's theory x which presume people are naturally lazy and need close supervision. In schools where this style is used, students lack motivation and they show less involvement in their work. Teachers' response on head teachers' autocratic leadership style reveal that that disciplinary procedures and policies should be primarily preventive, secondarily corrective and never retributive. Students' response on head teachers' autocratic leadership style show that the way head teachers handle students' issues at school strongly influences students' discipline. Head teachers who handle issues reasonably make students also become reasonable.

On laissez-faire leadership, the study established that most head teachers in Kericho Sub-County, Kericho County avoided responsibilities and allowed teachers to work as they choose and with minimum interference. For instance, data says that head teachers always permitted members to take it easy in their work (77.8%). This could be one of the major contributing factors to students' indiscipline where the results from the table 4.20 indicated that for the past four years, there has been a rise in numbers of students being involved in indiscipline cases in Kericho Sub-County, Kericho County. Findings indicate that indiscipline cases rose from 27 students in 2011 up to 56 in 2013 dropped just slightly to 51 in

2014. Head teachers and teachers have to realize that discipline is not an end in itself but a means for the successful functioning of the school programme. Besides, discipline cannot be standardized to be administered impartially.

Transformational leadership style was also regarded as one of the head teachers' style of leadership that influenced students' discipline in Kericho sub-county, Kericho County. Results from Table 4.18 show that many of the responses from the head teachers emphasized that transformational leadership style was occasionally exercised in school. The data captured also indicated that there are some head teachers who seldom and rarely applied transformational leadership in secondary public schools in Kericho Sub-County. Transformational leadership is necessary for disciplinary procedures which should be in harmony with the total goals of education. Head teachers have to exercise it always instead of applying it occasionally.

5.4 Conclusion of the study

The following conclusions were drawn from the research questions and the findings of the study;

- i. Teachers should handle issues reasonably to make students also become reasonable.
- ii. Democratic leadership style was liked by a majority of teachers. If one's style of leadership is involving, then it must result in a very good discipline. If there is a lot of dictatorship, a lot is likely to be withheld from teachers or teachers may preserve certain aspects for themselves.

This can affect students' discipline. Democratic leadership style creates ownership so that the staff either sinks or floats together. So when everybody owns such policies, then good discipline is likely to be achieved.

- iii. Transformational leadership styles should be blended with democratic good discipline and quality results than autocratic and laissez faire leadership.

5.5 Recommendations of the study

Basing on the already stated findings and conclusions, the study recommends the following:

- i. Head teachers and teachers should adopt democratic and transformational leadership styles. They should handle discipline in a positive and constructive and not punitive, that is, the students need to be led not driven; a teacher's attitude, for instance, should be 'let us do this, rather than 'don't do that'.
- ii. Head teachers and teachers have to realize that discipline is not an end in itself but a means for the successful functioning of the school programme. Besides, discipline cannot be standardized to be administered impartially basing on laissez-faire.

- iii. Teachers and head teachers should avoid autocratic leadership style when implementing disciplinary procedures and policies which have to be primarily preventive, secondarily corrective and never retributive.

5.6 Suggestions for further research.

The following are the suggested areas for further research:

- i) A replica of the study to be performed in other public secondary schools in other sub counties in Kenya.
- ii) An assessment of the relationship between students' discipline and in public secondary schools in Kenya in order to establish whether there was any kind of relationship between students' discipline and the leadership style.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Bii Richard Kiprob
University of Nairobi
P.O Box 92
Kikuyu

Dear Sir/Madam,

**RE: HEADTEACHERS LEADERSHIP STYLES ON STUDENTS'
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KERICHO
DISTRICT, KENYA**

I am a postgraduate student at the University of Nairobi pursuing a course on Educational Administration and Planning. In order to meet the requirements for an award of a Master's Degree in Educational Administration, it is mandatory that one undertakes a research study. My research in line with this requirement is entitled '**Head teachers' leadership styles on students' discipline in public secondary schools in kericho sub-county, kericho county, Kenya**'.

Your school has been selected to take part in this study and I kindly request you to assist me in this endeavor. The information given is purely going to be used for the purpose of this research only and respondents will be treated in confidence.

A copy of the final report will be made available to you upon request. Your assistance and co-operation will be highly appreciated.

Yours faithfully,

Bii Richard Kiprob
E55/9052/2001

APPENDIX II

TEACHERS' QUESTIONNAIRE

Instructions

Please indicate the correct option as honestly as possible using a tick (✓) or circle (o) on one of the option for the questions options. Your response will be accorded great confidentiality hence do not write your name or the name of the school.

Part A: Personal information

1. What is your gender? Male () Female ()
2. What is your age? -----years
3. What is your highest academic qualification?
(a) PhD () (b) MA/MSc () (c) M.ED () (d) BA/BSc with PGDE (e)
B.ED () (f) Diploma () (g) any other (specify)
.....
4. What is your teaching experience? ----- years

Part B: Leadership issues in the school

Below are 21 simple questions. Read each and decide the most appropriate option according to the scale provided. Key: Always (A) Often (B) Occasionally (C) seldom (D) Never (E).

Statement	A	B	C	D	E
1. Principals have to assign teachers and students to particular tasks					
2. Principals should be spokesmen of the members					
3. Principals have to schedule the work to be done					
4. Principals have to maintain definite standards of discipline					
5. Principals always refuse to explain their action to teachers and students					
6. Principals always keep the group informed					
7. Principals back up members in their actions					
8. Principals emphasize on the need of students and teachers meeting deadline					
9. Principals treat all group members as equals					
10. Principals encourage the use of uniform procedures					
11. Principals are always willing to make changes					
12. Principals are friendly and approachable					
13. Principals fail to take necessary action					
14. Principals make members and students feel					

at ease when talking with them					
15. Principals speak as a representative of the group					
16. Principals put suggestions made into action					
17. Principals are slow to change					
18. Principals treat members of staff as their equals					
19. Principals make sure their part in the school is understood by all members					
20. Principals keep the staff working as a team					

Part B: cases of indiscipline in school for the past four years

Kindly indicate the total number of students who have been involved in indiscipline cases in your school as per the years given.

Year	F1	F2	F3	F4	Total
2012					
2013					
2014					

Thank you for your participation

APPENDIX III

HEAD TEACHERS' QUESTIONNAIRE

Please indicate the correct option as honestly as possible. Your response will be accorded great confidentiality hence do not write your name or the name of your school.

Directions:

- a. Read each item carefully.
- b. Think about how frequently you engage in the behavior described by the item.
- c. Decide whether you (A) Always (B) Often, (C) Occasionally, (D) Seldom or (E) Never act as described by the item.
- d. Draw a parenthesis around one of the five letters (A B C D E) following the item to show the answer you selected.

A = Always

B = Often

C = Occasionally

D = Seldom

E = Never

- e. Mark your answers as shown in the examples below.

Example: Often act as described

A (B) C D E

Example: Never act as described

A B C (D) E

Example: Occasionally acts as described

A B (C) D E

1. I get my superiors to act for the welfare of the group members

A B C D E

2. I get swamped by details

A B C D E

- | | |
|--|-----------|
| 3. I can wait just so long, then blow up | A B C D E |
| 4. I speak from a strong inner conviction | A B C D E |
| 5. I make sure that my part in the group is understood by the
group members | A B C D E |
| 6. I am reluctant to allow any freedom of action | A B C D E |
| 7. I let some members have authority that I should keep | A B C D E |
| 8. I look out for the personal welfare of group members | A B C D E |
| 9. I permit the members to take it easy in their work | A B C D E |
| 10. I see to it that the work of the group is coordinated | A B C D E |
| 11. My word carries weight with my superiors | A B C D E |
| 12. I get things all tangled up | A B C D E |
| 13. I remain calm when uncertain about coming events | A B C D E |
| 14. I am an inspiring talker | A B C D E |
| 15. I schedule the work to be done | A B C D E |
| 16. I allow the group a high degree of initiative | A B C D E |
| 17. I take full charge when emergencies arises | A B C D E |
| 18. I am willing to make changes | A B C D E |
| 19. I drive hard when there is a job to be done | A B C D E |
| 20. I help group members settle their differences | A B C D E |
| 21. I get what I ask for from my superiors | A B C D E |
| 22. I can reduce a madhouse to system and order | A B C D E |
| 23. I am able to delay action until the proper time occurs | A B C D E |
| 24. I persuade others that my ideas are to their advantage | A B C D E |

- | | |
|---|-----------|
| 25. I maintain definite standards of discipline | A B C D E |
| 26. I trust the members to exercise good judgment | A B C D E |
| 27. I overcome attempts made to challenge my leadership | A B C D E |
| 28. I refuse to explain my actions teachers and students | A B C D E |
| 29. I urge the group to beat its previous record | A B C D E |
| 30. I anticipate problems and plans for them | A B C D E |
| 31. I am working my way to the top | A B C D E |
| 32. I get confused when too many demands are made of me | A B C D E |
| 33. I worry about the outcome of any new procedure | A B C D E |
| 34. I can inspire enthusiasm for a project | A B C D E |
| 35. I ask group members to follow standard rules and
regulations | A B C D E |
| 36. I permit the group to set its own pace | A B C D E |
| 37. I am easily recognized as the leader of the group | A B C D E |
| 38. I act without consulting the group | A B C D E |
| 39. I keep the group working up to capacity | A B C D E |
| 40. I maintain a closely knit group of teachers and students | A B C D E |
| 41. I maintain cordial relationship with superiors | A B C D E |

Thank you for your participation

APPENDIX IV

HEADTEACHERS' INTERVIEW SCHEDULE

Section A: Back ground information

1. Head teacher's gender. Male [] Female []
2. What is your highest academic qualification? (a) PhD () (b) MA/MSc () (c) M.ED () (d) BA/BSc with PGDE () (e) B.ED () (f) Diploma () (g) any other (specify)
3. Indicate your teaching experience. ----- years

Section B: General discipline issues in the school

4. (a) Does your school experience students' discipline problems?
(b) What are the common discipline problems experienced in your school?
(c) How would you rate the discipline of students in your school?

Section C: Leadership styles and students discipline

5. In your own opinion does a principals' leadership style influences students' discipline?
6. (a) Do you involve students and teachers in writing of school rules and regulations?
(b) If no, who writes the school rules and regulations?
7. (a) Do you involve students in selection of prefects?
(b) If no, who appoints the school prefects?
8. (a) Do you organize student barazas in which students expresses issues pertaining to their welfare and the administration communicate its expectations to the students?
(b) If no, what channels do the students use to communicate their grievances?
9. (a) Do you involve teachers and other motivational speakers to advise students on need for good discipline as a means of achieving their goals and the school goals?
(b) If no, who does it?

10. (a) Do you reward students who uphold good discipline?

(b) If you reward what is the nature of these rewards?

(c) What is your comment on the use of this approach?

8. (a) What actions do you take on students' with discipline issues?

(b) What has been the effect of the measures taken above on student discipline?

11.(a) Do you involve teachers and parents in promoting discipline in students?

(b) If yes, in what ways do you involve them?

(c) In your opinion, do you think that a holistic approach in which teachers, parents and students are all brought on board promotes good discipline in students and why?

12.(a) Do you think the school management courses offered by KEMI are adequate in helping principals deal with discipline problems in public secondary schools?

(b) What suggestions would you give to improve on management courses offered by KEMI?

APPENDIX V

STUDENTS' QUESTIONNAIRE

Please respond to the questions below honestly.

Section A: Background information

1. Please indicate your gender. Male () Female ()
2. In which class are you? -----
3. Did you join this school in Form one? Yes () No ()

Section B: General discipline issues in the school

4. Have you ever been sent home from school? Yes () No ()
5. If yes, why? (Please tick all that applies)
 - i) Poor performance ()
 - ii) Lack of fees ()
 - iii) Indiscipline ()
 - iv) Others _____

6. (a) Does your school experience students' discipline problems?

Yes [] No []

(b) List the common discipline problems in your school.....

(c) How would you rate the discipline of students in your school?

Very good [] Good [] Average [] Poor []

Section C: Leadership styles and student discipline

7. (a) To what extent do you agree that the way a school principal handles or treat students issues influences their discipline (Tick appropriately)

Strongly agree[] Agree[] Disagree [] Strongly disagree[]

(b) How would you rate your principals' approach to handling students' issues? (Please tick \surd where applicable)

Rudeness/harsh [] Reasonable [] Not concerned []

8. To what extent do you agree with the following statements about the relationship between the principal, teachers and students in your school?

Use this key 1. Strongly Agree, 2. Agree 3. Disagree 4. Strongly Disagree

a. Your school believes in open and honest communication.

1[] 2[] 3[] 4[]

b. There is adequate and quick communication in your school

1[] 2[] 3[] 4[]

c. The school administration communicates to us only when there is a problem 1[] 2[] 3[] 4[]

d. Students are allowed to elect their own representatives

1[] 2[] 3[] 4[]

e. We frequently hold students barazas with the school administration to discuss issues affecting students 1[] 2[] 3[] 4[]

f. The school administration involves teachers, parents and students when making key decisions 1[] 2[] 3[] 4[]

g. The administration only rewards those students it considers disciplined

1[] 2[] 3[] 4[]

h. The school administration is not bothered with students issues

1[] 2[] 3[] 4[]

9. In order to promote students' discipline in schools what suggestions would you give to enhance a principal's leadership skills?

.....

Thank you for your co-operation

APPENDIX V

AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

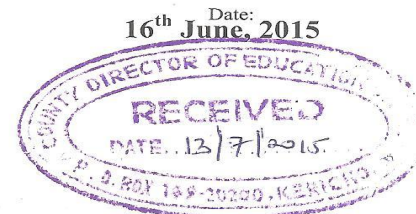
Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

NACOSTI/P/15/8366/6594

Richard Kiprob Bii
University of Nairobi
P.O Box 30197-00100
NAIROBI.



RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of headteachers’ leadership styles on students’ discipline in public secondary schools in Kericho Sub-County, Kericho County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kericho County** for a period ending **30th September, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Kericho County** before embarking on the research project.

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


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to

The County Commissioner
Kericho County.



The County Director of Education
Kericho County.

APPENDIX V

RESEARCH PERMIT

CONDITIONS

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


REPUBLIC OF KENYA

NACOSTI
National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT


Serial No. A 5384


CONDITIONS: see back page

THIS IS TO CERTIFY THAT:
MR. RICHARD KIPROB BII
of UNIVERSITY OF NAIROBI, 10-20200
kericho, has been permitted to conduct
research in Kericho County

on the topic: INFLUENCE OF
HEADTEACHERS' LEADERSHIP STYLES
ON STUDENTS' DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN KERICHO
SUB-COUNTY, KERICHO COUNTY, KENYA

for the period ending:
30th September, 2015


Applicant's Signature


Approved
Director General
National Commission for Science, Technology & Innovation

Permit No : NACOSTI/P/15/8366/6594
Date Of Issue : 16th June, 2015
Fee Received :Ksh 1000