INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN IMENTI SOUTH SUB-COUNTY, MERU COUNTY, KENYA

Miriti Kendi Christine

A Research Project Submitted in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Administration, University of Nairobi

2020

DECLARATION

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

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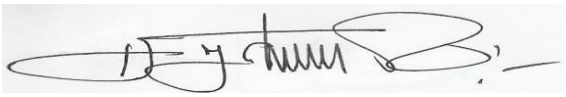
Miriti Kendi Christine

E55/89807/2016

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



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Jeremiah M. Kalai, PhD

Associate Professor

Department of Educational Administration and Planning

University of Nairobi

……

Mr. Edward N. Kanori

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my parents, Charles Miriti M'Arithi and Lydia Nduru Miriti, my siblings Purity, Betty and Mary who have been a great inspiration throughout my study.

ACKNOWLEDGEMENTS

This project report has-been successfully completed with support from many people. Firstly, my wholehearted gratitude goes to the Almighty God for sustaining my life during the time I was pursuing this study. Secondly, I recognize the immense guidance, support and mentorship from my two supervisors, Prof. Jeremiah M. Kalai and Mr. Edward Kanori, both of Department of Educational Administration and Planning, University of Nairobi. They offered constructive criticisms, recommendations and suggestions that were invaluable in producing this scholarly work. Thirdly, this project could not have come to the successful stage without the moral and financial support from my family. Fourthly, I cannot fail to appreciate the encouragement from colleagues, especially Jamila and Trizar in the Master of Education class, who shared with me valuable experiences in carrying out research, and constantly inspired me to finish the course. I am also thankful to the research assistants and data analyst. Finally, I am thankful to the principals, teachers and students from the public secondary schools in Imenti South Sub-County, who voluntarily participated in the study and provided data, based on their perspectives on the study questions.

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ABBREVIATIONS AND ACRONYMS

GOK	Government of Kenya
KEMI	Kenya Education Management Institute
MOE	Ministry of Education
NACOSTI	National Commission of Science, Technology and Innovation
UNESCO	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The purpose of the s research was to investigate the influence of school principals' leadership styles on students' discipline in public secondary schools in Imenti South constituency, Meru County, Kenya. The research employed the following objectives in attaining the purpose of the study: : to determine the influence of principals' democratic leadership style, authoritarian leadership style, transformational leadership style, and laissez faire leadership style towards learners' behaviour within public secondary schools in Imenti South Sub-county, Meru County, Kenya. The research adopted concepts from situational leadership theory that was reflected in the theoretical framework. For the methodology instrument it utilized a descriptive survey research design. The target population comprised of school principals, teaching staff, preprimary in public secondary schools in Imenti South Sub-county. For sampling purposes, the population consisted of 19 principals, 151 teaching staff and 333 students s. Collection of data was achieved by the utilization of questionnaires as well as the use of interviewing guide. In determining instrument validity, it was done by obtaining inputs of lecturers supervising the work who delivered the technical knowledge; later instrument reliability was achieved by applying the test-retest approach. The analysis adopted descriptive statistics for both the quantitative and qualitative data that included mean and standard deviation; with results being detailed in frequencies and percentages. SPSS version 23.0 was applied in the analysis of data after entering data. From the analysis it was established that 106(90%) affirmed that school principals included the teaching staff in forming disciplinary programmes in the institution; secondly it was established that 106(90%) affirmed that school principal neglect the teaching staff input in disciplinary actions; a further 66(56%) within the teaching fraternity affirmed that principals rarely included the teaching staff during creation of rules regarding learners' discipline Equally, 90(76%) of the teaching staff affirmed the principals having increased confidence levels and trust of his staff and student leaders; a further 66(56%) of the teaching staff affirmed that school principals act as mentors. The investigator aimed at determining the influence of a laissez faire style of leadership towards learners' discipline. A significant number of the teaching staff 118(100%) countered the statement that school principals neglect the chain of command within schools. From the analysis the critical deductions included: a democratic leadership approach remains implemented partially as school principals engage learners during the creation of rules, school principals prefer a transformational leadership styles in managing institutions. It was also deduced that bad behavior by learners may be linked to efficiency of the leadership features that weaken good discipline like authoritarianism. Some of the recommendations advanced included;

school principals ought to acquire management expertise and processes enabling reduced rates of misconduct cases. The Education ministry initiates meetings and trainings intended to increase knowledge to the teachers on transformational leadership style. Local education officials must arrange for training programs for teaching staff reinforcing the relevance of principals to consider demands from the learners and hence avoid bad behavior.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The teaching staff has always indicated discipline to be a major concern to them within the education system; lately is also concerned the state as well as key stakeholders, which has been borne out of the increasing cases of indiscipline reported in schools, conflict with the teaching staff and lastly student strikes. (Lutwa, 2014), in his analysis indicated that incase discipline is not checked, learning settings may become toxic and educational processes rendered useless. Nations across the world among them Australia, Britain, Germany, Canada and the USA have reported cases of indiscipline being on the rise; with cases of school theft, violent outbreaks and security being observed between 2005-2006. The United States of America Education department in the year 2007 released a report revealing that the ratio of violent outbreaks in the USA to be 31 cases per 1000 students; the incidences included brutal fights, sexual abuse and drug misuse (Noelle & Chandler, 2007). Kapena (2010) observed that institutional objectives are greatly impacted by the type of leadership the management practices. According to Reld (2010), the UK has record the highest number of drug misuse and drug related violence or crime. Findings from the study to indicate if style of leadership leads to a toxic environment revealed that democratic and transformational leadership offered the best platform in avoiding negative

behavior; with laissez-faire or an autocratic approach encouraged occurrences of bad behavior.

According to Cotton and William (2000) globally the central governments have established that some practices by the school head tend to inspire the attainment of educational goals, they include; creation of a clear focus on students learning based on a plan, clear educational targets and increased goals for learning to every learner; engagements and good relations with key players with articulation and interaction, mental support, constant presence and availability and community involvement; creating an institutional tradition effective in educational processes by delegated roles and decision-making, cooperation; offering instructional leadership from deliberations on instructional concerns, supervising classroom learning and presenting feedback, enhance teacher independence and securing instructional period.

The management concentrates on a certain cause and ensures the demands of an individual or workforce are met through performance of specific roles (D'souza, 2006). Adlam (2003), posited that leadership is an intricate phenomenon; which a position affirmed by the varied styles they have implemented in defining leadership and effectiveness. (Karunanayake, 2012) indicated leadership to be an activity of guiding your subjects in attaining the set goals. Sergiovanni (1998) posited that the standards of any educational program is affected the learners conduct. In the end, a stable management is critical to every institution in securing positive progress.

It is the responsibility of the management to guard discipline within the school environment. Hence both the classroom and school environment remain to be affected by the principals monitoring as well as leadership approach, and administration. The institutional success relies significantly on the effectiveness of its management (Huczynski and Buchanan) (2001); observing that principals are regarded as the main decision makers, mediators, motivator and reform agents. Globally there's a growing rejection of bad leadership and increased advocacy towards inclusive participatory styles (Reed, 2005).

Misconduct in Africa is also rampant/ (King'ori, 2012) analysis conducted in Uganda indicated that the rapid growth of school enrolments led to increased cases of indiscipline, causing further stress on the teaching staff and the managements. Indiscipline cases have enabled increasing reports of school strikes as the learners resort to crooked ways in airing their concerns and normally the institution take the blame for uncouth and rowdy behavior exhibited by the learners (Lutwa 2014). The findings indicated school principals including learners during decision making processes encountered reduced cases of indiscipline compared to school principals dictating decision making.

Indiscipline remains a major concern in Kenya; with issues being presented as drug abuse, school strikes and demonstrations, cheating in exam and absenteeism. Kingori (2012) conducted an analysis examining the effect of school principals' leadership approaches towards learners discipline within public secondary schools in Tetu district, Kenya. A key objectives was the

intention to identify whether a democratic style of leadership impacted learners. The conclusion offered stated indiscipline cases rapidly rising since majority of the school heads applied an autocratic approach neglecting transformational and laissez faire leadership styles**.** Owiti (2016) analyzed school principals' leadership styles and their impact towards learners discipline in kikuyu sub-county, Kenya. It was determined from the outcome that school heads applying a democratic style of leadership had reduced instances of misconduct than heads who had adopted other approaches. Kilemi (2018) analyzed school principals' management approach within public secondary schools in Igembe Sub-county, Meru County, Kenya; with the results showing that teachers practicing democratic and transformational styles of leadership easily managed discipline within institutions than those utilizing laissez faire leadership approach.

According to Omolayo (2009) referenced from Kibiwot (2014), there are varied forms of leadership namely; autocratic, Laissez-fair, democratic and transformational leadership style. Recently there have been an increase of indiscipline cases as well as strikes within learners in Meru County raising alarm on the cause. Local leadership led by Meru county commissioner Wilfred Nyamwanga and a further twenty secondary schools within the locality are awaiting prosecution in relation to the conflicts recently witnessed. Around July in the year 2018, it was reported in the local dailies that two hostels were reduced to ashes in Tigania East, with other cases being reported in Kisima and Thitha secondary school also reported similar cases. There have been other numerous similar or related cases as per information from the

education's office. Analysis from Nabusoba and Waiswa (2012) stated that the leadership approach adopted the school heads affect the discipline of learners in a significant way. A review from the Education Ministry of Kenya linked the increased cases of indiscipline within Imenti South Sub-county to features of bad leadership. Aware of the situation on the ground, the research sought to determine the impact of school heads management approach towards the discipline of learners in Imenti south sub-county, Meru County, Kenya.

1.2 Statement of the Problem

According to (Republic of Kenya 2010; UNESCO, 2012) interventions by varied players have been placed to enable the younger generation acquire critical awareness, expertise, perceptions and capabilities to make them contribute significantly to the community; it is implemented to instill positive morals, that is relevant in educational processes emphasizing on maintaining the ethical standard of learners. Malusu (2005) however posited that most institutions rank dismally as a result of ineffective management as well as indiscipline. According to Muli (2011), Mbogori (2012), Riang`a (2013) learners moral standing has greatly reduced.the observation of intolerance isn't unique to secondary schools in Imenti South only as it a countrywide concern. Even with the state intervention targeted to combat the menace by formulating plans like school heads' adopting democratic leadership styles, transformational leadership styles and reinforcing guidance and counseling programs within institutions. The education department has endeavored to improve institution discipline through provision of management training

programs conducted by Kenya Education Management Institute(KEMI). Inspection data (2018) showed that out of the 63 public schools in Imenti South , only 28 schools didn't attempt to have school strikes in the same month, leading to a concerted effort to develop a long-term resolution. As a result of the existing problem, the basis for conducting this was found; aimed at examining the impact of school principals' style of leadership towards learners' conduct in public secondary schools in Imenti South Sub County, Meru, Kenya,

1.3 Purpose of the Study

The purpose of the study was to investigate the influence of school principals' style of leadership on students' discipline in public secondary schools in Imenti South Sub-County, Meru County, Kenya.

1.4 Research Objectives

To achieve the purpose of the study; the following objectives were explored: \

a) To examine the influence of principals' democratic style of leadership towards learners' conduct within public secondary schools in Imenti South Sub–County, Meru County, Kenya.

b) To evaluate the influence of principals' authoritative leadership style on students' discipline in public secondary schools in Imenti South Sub County, Meru County, Kenya.

c) To determine the influence of transformational leadership style on students' discipline in public secondary schools in Imenti South Sub county, Meru county, Kenya.

d) To establish the influence of principals' laissez faire leadership style on students' discipline in public secondary schools in Imenti South Sub-county, Meru County, Kenya.

1.5 Research Questions

i) What is the influence of secondary school principals' use of democratic leadership on students' discipline in public secondary school in Imenti south sub county, Meru County, Kenya?

ii) To what extent does secondary school principals' use of authoritarian leadership style influence students' discipline in Imenti south sub county, Meru County, Kenya?

iii) How does principals' transformational leadership style influence students' discipline in public secondary schools in Imenti South Sub-county, Meru County, Kenya?

iv) What is the influence of secondary school principals' use of laissez-faire leadership style on students' discipline in public secondary schools in Imenti South, Meru County, Kenya?

1.6 Significance of the Study

Deductions from the research may be adopted by the education ministry and later implemented in Kenya Educational Management Institute (KEMI)

framework for improving training programs. Equally, the results could be integrated into TTCs syllabus so as to equip effective management expertise skills to aspiring teachers. Lastly, the information could be adopted by scholars researching similar or related topics.

1.7 Limitations of the study

Limitations refer to the obstacles either real or as a concept the investigator cannot manipulate Orodho (2004). Among the feature the investigator had little control manipulating was the participants' perceptions and had the ability to influence the study outcomes. In countering this, the investigator asked the participant hide personal information on the questionnaire and informing them prior to ensure availability. The participant might not give the actual information regarding the study topic for fear of negative consequences.

1.8 Delimitation of the Study

Delimitations form the limits of the research with regards to scope as well the territorial reach (Kasomo, 2007) the analysis was limited to school principals, teaching staff as well as leaners in public secondary schools in Imenti South Sub-County in Meru (privately owned institutions were ignored because their organizational structure is distinct). The research examined the impact of principals' leadership styles towards leaners' discipline avoiding any existing feature. The variables were: a democratic, authoritative, transformational and laissez faire management approaches utilized by school heads within secondary school principals in Imenti South Sub-County.

1.9 Basic Assumptions of the Study

According to Orodho (2003) these are guesses presented as the positions viewed to be factual although that has not been established. The major assumptions of the research included:

i. The participants will be willful and ready to engage honestly.
ii. The investigator will be able to obtain previous national examination results and ethics report of the school.

1.10 Definition of Significant Terms

Authoritative/autocratic leadership style practice by the leadership of procuring decisions without a guided process or order.

Democratic leadership practice by the leadership of incorporating everyone during the critical decision making stage

Discipline entails individual guidance that creates a desired perception aligned to the regulatory conditions.

Indiscipline entails rowdy behavior limiting the attainment of desired goals.

Laissez-faire leadership style entails practice by the leadership to practice delegation of roles in administration of the institution

Leadership profiled as the potential to motivate courage and cohesion between subjects working together towards a common goal.

Leadership style entails the approach taken by leading during the management of the institution. Within the analysis it represents the manner

school principals and teaching staff applied in handling indiscipline cases within public secondary schools in Imenti south sub-county in Meru County.

Principal the head of a secondary schools' institution in Kenya.

Public secondary in the Kenyan context it's the next stage after primary education where learners are taught progressively in a span of four years(form 1 to form 4).

Transformational leadership style a management approach where the top leadership attains the institution's objectives by boosting the morale of the workforce and listens to their concerns. The leadership facilitates and provides the workforce with a feeling of responsibility as well as ownership.

1.11 Organization of the Study

The research is branched into five sections: chapter one details components like background review of the research, the statement problem, intention of the research, the research goals and questions, assumptions of the analysis, relevance of the research, limitation and delimitations within the research, the structure of the research and lastly profiling of key words.

Chapter two details analysis of existing literature related to the study topic, further presenting a brief profile of the reviewed literature, the theoretical structure and the conceptual structure too.

The third chapter presents research methodology which is comprised of, the research design, population targeted, the sample volume and sampling approaches, the instruments of study, the validity of study tools, reliability of

study tools, collection of data processes and the subsequent analysis of data. The fourth chapter four details presentation of data analyzed as well as deliberations on the research outcomes, and lastly the fifth chapter presents a breakdown of the study outcomes, terminations and resolutions from the analysis as well as proposals for advanced studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Focus of the second chapter is to detail existing literature linked to this study.it analyzes principles of students' discipline, the impact of democratic, authoritarian, transformational, and laissez faire leadership manner towards students' discipline, discipline concerns within institutions, a brief overview of the literature review, theoretical and conceptual structure.

2.2 Concept of Students' Discipline

According to Barasa (2007) discipline is a progressive activity involving the willful nature to advance the best effort needed for the realization of desired goals. It is the standards learners must maintain in learning settings, their families, the community going up to the national level, Okumbe (1998). Learners conduct is crucial to the sustenance of better institutional performance. Their effort on discipline is greatly affected by their principal's leadership ability and approach in terms of inclusion of every player, school heads universally are held responsible for the conduct of learners by ensuring organization of desirable learners conduct that may call for reforms in their leadership styles (Mbiti 2009)

According to Mbogori (2012) discipline involves encouraging those around you to be obedient through the use of punitive action in correction. Within a classroom setting, the teaching fraternity apply discipline in ensuring

classwork is done, adherence to rules and regulations and safety. Even with discipline having a negative connotation, the purpose of discipline remains to inform learners of their confinement aimed at enabling the attainment of individual and educational objectives.

Kibiwot (2014) observes that the absence of discipline means no proper educational processes succeed. Whenever the learners persistently interrupt the teaching process, other students are negatively impacted. Every time a learner disobeys the schools' regulations and neglects assignments, they are denying themselves great opportunities of growth. The purpose of discipline is to enable learners gain a lot during the educational process Kiprop (2015).

2.3 Democratic Leadership Style and Students' Discipline

According to David and Gamage (2007) successful democratic management impact the acceptance of the learners, teaching staff and other stakeholders; they analyzed the efficiency of a democratic style of authority in a selected school division within Philippines. The scenario in both Kenya and Philippines, indicate that institutions utilizing democratic leadership authority delegate some level of trust to other players within the institution in managing the affairs of the place. Laferla (2010) affirms Okumbe position by advancing that a democratic leadership is aware of the significance of the staff's morale; proposing that training be a component of their management; thereby empowering the workforce to increase their capabilities. Mbiti (2009) states the different features influencing learner behavior; teaching staff morale as well as the management style practiced by the school head. A similar

position is advanced by Ngumi (2003) stating that the teaching staff within public schools in Kenya is negatively impacted with regard to job commitment, indicating poor wages being the main reason.

According to D'Souza (2006) democratic leadership approach deals with ensuring the efficiency of the team and task completion; reinforcing the style of leadership inspires the membership to articulate their views and demands openly since their belief is the setting ensures increased innovation and loyalty. a democratic authority involves the leadership making conclusive decisions based on consultations Okumbe (1999) ; it's an approach that establishes plans and elaborates the causes to its workforce. Okumbe and D'Souza affirm that the duty of ensuring job completion is dependent on the teaching staff and the leadership. A democratic leadership affords the membership a fair amount of space in their role as soon as they are able to undertake the work. Additionally, they advance that school heads have a significant contribution in improving professional growth and institutional development.

An analysis by Mbogori (2012) examining the impact of school heads' authority styles towards on learners' conduct in public secondary schools in Nairobi province, Kenya; connecting every analysis to a leadership style namely; democratic style of leadership, autocratic style of leadership and laissez-fair style. Results from the analysis indicated most school heads adopted a democratic style, closely followed by autocratic style and lastly laissez faire leadership style. It further established that features like media,

family setting impact learners' behavior. As a conclusion, it was advanced that the style of governing by the leadership had a significant effect towards learners' discipline in institutions, noting that other features still impact behavior.

2.4 Authoritarian Leadership Style and Students' Discipline

As a leadership approach, authoritarian leadership style the management's outlines positions and roles without input or feedback from the subjects; they therefore have to follow the instructions to the letter. Increased levels of authority by the head translate to lesser contribution from the staff. According to Myron (2009) the leadership gives the junior workforce no choice but work as per the commandments; with increased cases of wrangles, tensions and physical abuse being dominant in these settings. The teaching fraternity work under varied attitudes as a result of the approach of leadership adopted; they have therefore shown to have good or bad perception towards certain conditions . According to Kibiwott (2014) an authoritative leadership style ignores personal concerns, and lowers the morale of both the teaching staff and the learners because they are not given room to have their input. Owiti (2016) observed authoritarian leadership style to be ineffective within secondary schools since the teaching staff engage with students demanding varied concerns and if not met has the ability to lead to deteriorating discipline standards.

2.5 Transformational Leadership and Students' Discipline

According to Northouse, (2007) a transformational principle is one the latest leadership theories; addressing the manner the leadership offer motivation and encourage their workforce to reach for higher goals. The leadership considers and adapts to the demands of those impacted by their authority. Leaders within a transformational authority are viewed as drivers of change with clarity on the strategy and manage with the input of every stakeholder. The features of a transformational style tend to encourage both the teaching staff and learners; in the end improving discipline within schools Kibiwott (2014). Further observing that leadership applying a transformational approach increase teacher motivation to better performance; this ensures adoption of positive ethical practices helping the teaching staff determine choices. Kurland, Pevetz and Lazarowitz (2010) analyzed leadership approaches and institutional education, revealing the existence of a positive connection among transformational leadership style towards the school, a key feature in managing student unrests (Kibiwott, 2014).

Kimarua (2010), further affirmed the position that a transformational style of leadership incorporates guidance and counseling, boosts self-esteem of learners, learner fulfillment and the challenges they encountered in institutions ,thereby becoming peacemakers instead of trouble makers. Despite this,few school heads use this leadership style in the institutions. Bass (2008) observed that leaders practicing a transformational approach attain positive outcome by encouraging and boosting morale. They offer motivation by

considering their demands from the ordinary ones to performance and personal fulfillment; by bypassing personal interest to the group concern. Some of the attributes they channel include; positive energy, motivation, academic thinking as well as individual intellectual stimulation and personalized determinations.

According to Kimaru (2012) learners from striking schools commonly indicate management concerns like dictatorial habits from the principals and teaching fraternity being greatly responsible for indiscipline cases. Under this approach of management learners are directed and offered counseling thereby increasing awareness levels enabling them to resolve their issues effectively and peacefully. Analysis by Odewunmi (2008) revealed institutions run by a transformational approach, often use the term ‘our institution” in relating the to the organization to develop a feeling of ownership, importance and transparency during decision making thereby limiting occurrences of school unrests.

2.6 Laissez- Faire Leadership Style and Students’ Discipline

Stewart (2006) and Bass (1999) indicates a laissez fair style of leadership limits action taking and it an avoidance of taking any action and it links negative action with work efficiency as the leadership completely neglects the roles. Further observation was that in institutions this approach is practiced; the teaching staff and the students are presented with significant degree of autonomy. In a laissez-faire system, it’s characterized by complete delegation to the workforce acting alone. Mbiti (2009) advances that the leadership gives complete control to the junior workforce and create plans and systems on their

own. Antonakis (2003) observes that laissez-faire leadership approach denotes work operations without the presence of leadership, thereby avoiding their roles and further does not utilize their power.

This approach is not effective for a learning environment demanding increased monitoring levels and learner safety is demanded; whenever this approach is applied discipline within schools is negatively impacted since it affects the learning environment, Mbiti (2009).

Kibiwot (2014) conducted an analysis on school heads' leadership approach towards learners' discipline in Mogotio sub county, Baringo County, Kenya; with the results indicating that most school heads practiced democratic leadership style as authoritarian and laissez faire leadership styles being the least practiced. A study by Kiprop (2015) analyzing the impact of school heads' leadership approach towards learners' discipline in public secondary schools in Kericho County. From the results it was established that they existed a stable negative connection among laissez fair style of leadership style and learners' leadership styles within institutions. Laissez fair leadership isn't applicable to school heads since total delegation of roles does not monitor learners' indiscipline. Major outcomes from the analysis was that in cases of indiscipline within institutions; majority of the principals within the locality practiced autocratic leadership style neglecting democratic, transformational and laissez faire approaches of leadership. The conclusion drawn was therefore that the application of autocratic leadership style was responsible for the indiscipline cases in the schools

2.7 Summary of Literature Review

Previous research has indicated a connection among the variables under review. According to an analysis by King'ori (2012) learners discipline is greatly impacted by school heads leadership approach determined that learners' conduct within Tetu district to be significantly affected by the school heads' management approach.it is a position also affirmed by Mbogori (2012) Kimarua (2010) and Mbiti (2009) who in their analysis confirmed that the authority approach practiced by the heads impact discipline within the school .despite those findings, an analysis by Kibet (2010) showed the presence of no major connection among the leadership approach of school principals towards learners discipline. This research equally intends to reevaluate the degree of the connection within Imenti south sub county

According to Kimarua (2010) a transformational style of leadership enables the improvement of learner's self-esteem, in that they are able to value their role as a result become peacemakers rather than problem makers. The fact is most school principals lack awareness on this style of governance. The research hence intends to determine the scope of practice with regards to a transformative style of leadership in Imenti South constituency and its impact towards learners conduct.

2.8 Theoretical Framework

The research adopted principles within the situational theory of leadership advanced by Paul Hersey and Kenneth Blanchard (1982); it's based on the principle that any style of leadership has its flaws and its application must be

aligned with the prevailing conditions and the best approach must be preferred (Clerk 2013). Efficiency in leadership calls for adaptability to different scenarios and identify features critical for job completion. From Hersey and Blanchard (1982), advance that inclusive decision making as an administrative skill produces better results. As a result, the inclusion of key players during policy formulation and decision making enables efficiency in managing an institution.

The research is further directed by the Path goal theory advanced by Robert J. House (1971); it reinforces that a leadership approach must align with the workforce concerns and the job surrounding so as to reach the desired goals, (House, 1971; Clerk 2013). This means that learners may be inspired to conduct themselves properly in case they desire education to be a great value addition utility. According to Clerk (2013) the concept may be viewed as a way in which the leadership determine certain conduct ideal to the workforce demands as well as the job surrounding in order to effectively direct the workforce along the process of achieving results.

2.9 Conceptual Framework

A conceptual framework is the skeletal structure detailing the connection among variables within the research and aimed at simplifying the reading process, Mugenda and Mugenda (2003)

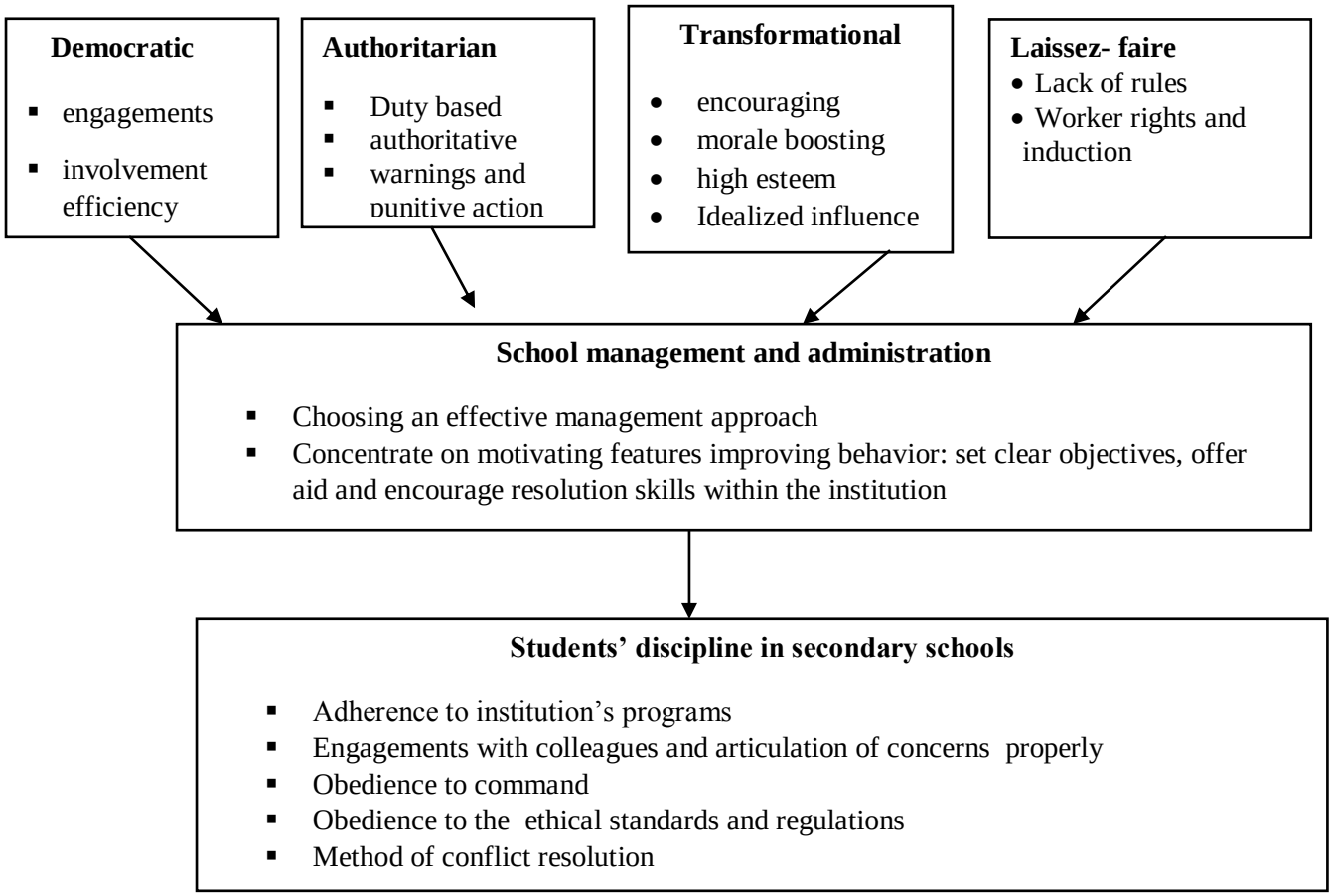

Figure 2.1: A Conceptual Framework of Principals' Leadership Styles and their Influence on Students' Discipline

Figure 2.1 above indicates the institutional leadership may be called to evaluate learners and the surroundings' features, identify an effective leadership approach and also concentrate on morale boosting features enabling attainment of results like defining goals, processes clarity, removing challenges and offering assistance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Focus in chapter three is to present and detail the research processes applied in this analysis. Subsections include; study model, targeted population, the sample size and sampling processes, research instruments, validity and instrument reliability, data collection and analysis processes and lastly the ethical considerations.

3.2 Research Design

The research preferred a descriptive survey as the model in carrying out the review; this is manner of data collection that incorporates the use of interviews or alternatively questionnaires to participants. Research survey entails data collection of feature providing answers to the topic being analyzed, Manion and Morrison (2000). Mugenda and Mugenda (2003) posited that it enables acquisition of knowledge describing a present concern by engaging people on their personal opinions, views, conduct or ethics. The model was the most effective for this study in examining school principals' style of leadership and their impact towards learners conduct in Imenti south, Meru County, Kenya.

3.3 Target Population

According to Creswell (2009) it refers to a group where the investigator wishes to mine information from and later form deductions and terminations .

Imenti south has 63 public secondary school; therefore 63 heads of school, 504 teaching staff and 3326 form 2-3 students forming the target population.

3.4 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003) the role of purposeful sampling is to ensure crucial awareness is obtained from a section of the population. The investigator identified participants providing information concerning the study purpose. Mugenda and Mugenda (2003) further revealed that a sample size ranging from 10-30% presents a positive figure for the target population.

Within this analysis, 30% of secondary schools were randomly selected; this ensured 19 public secondary schools formed the sample size of schools. In sampling for school principals, it was achieved by applying census sampling where 19 school principals matching the number of schools formed the sample size. The teaching staff comprised of 150 members selected by simple random sampling. Further, in determining the size of learners purposive sampling was applied to sample 10% of the leaners population ensuring a balanced gender approach form 3 students were preferred as they had stayed longer in schools as well as form 2 students since they are common with indiscipline cases.

Table 3.1: Sampling Frame

	Target population	Sample	Percentage
Principals	63	19	30%
Teachers	504	151	30%
Students	3326	333	10%

3.5 Research Instruments

Since data collection was by administration of questionnaires (for the teachers and students) and an interviewing guide meant for the school principals. The structure of the questionnaire was that it was made up of open and closed ended questions providing answers to be utilized in evaluating the different leadership approach practiced by heads and its impact towards learners' discipline. The teaching staff questionnaire was divided into section A; covering behavior concerns and section B covering the features of different leadership approaches practiced by heads in managing students discipline matters.

3.6 Validity of the Research Instruments

validity entails the extent a research instrument indicates that which it intends to indicate Kothari, (2004). Orodho 2012 indicated that to secure the validity of questionnaires being administered in the research, the investigator engaged

the lecturers to reinforce the items in the instruments covered the objectives of the study. Later a pilot study was conducted by randomly administering the questionnaires to the participants.

3.7 Reliability of the Research Instruments

Mugenda and Mugenda, (2003), reliability refers to an indication of the extent to which a study produces consistent results upon different trials. According to Kothari, (2004) a test-retest method is effective in testing for the reliability of the instrument by conducting a similar instrument twice on the same sample group of the subject at separate times to test reliability of the instruments. The investigator identified the reliability by first administering the instrument to two schools neighboring the constituency and not taking part in the research. The Pearson product moment was used to calculate the reliability yielded by the scores of the pilot study.

$$rxy = \frac{N\Sigma xy - (\Sigma x).(\Sigma y)}{\sqrt{\{N\ \{x2) - (\Sigma x)2\}\ N(\Sigma y^2) - (\Sigma y)2}}$$

Where,

rxy = Correlation coefficient

N = The number of samples

ΣX = Total score odd items statement

ΣY = Total score even items statement

ΣXY = The number of multiplications of X and Y

Punch, (2008) argues the Pearson's product moments correlation coefficient (r) will be useful in determining the reliability. A figure of at least 0.5 is viewed high enough for the instrument to be used for the study (Jwan, 2010).

3.8 Data Collection Procedures

Initial effort was to acquire approval from National Commission for Sciences and technology and Innovation (NACOSTI) offices within the county as well the county commissioner's office. Prior personal visits by the investigator were made to the institutions to secures dates of visit. The final questionnaire later administered to the selected learners and teaching fraternity as interviews with the school principal went on. Collection of questionnaires happened within the same day of administration, with verification being done check on appropriateness and completion.

3.9 Data Analysis Techniques

Data collection is followed by cross-checking for precision, completion and regularity of the information pattern. The data is then arranged, amended, coded, and later processed. The use of frequency tables to detail demographic data of every participant in section A of each questionnaire was preferred. Section B analysis adopted the Likert scale to indicate impact of management approach towards learners' conduct in line with the research intention. Below is detailed presentation of the inferential statistics to be applied.

Table 3. 2 Inferential Statistics

Democratic leadership style	Indicators of the variable	Appropriate statistic
	Greatly democratic Democratic Moderately democratic Poorly democratic	Analysis of Variance (ANOVA)
Authoritative	Authoritative or not authoritative	ANOVA
Transformational leadership	Greatly transformational Transformational Moderately transformational Poorly transformational	ANOVA
Laissez faire	Laissez-faire or not laissez faire	ANOVA

Whenever any two independent sample means are compared, the t-test was used as in the case of objective two and four. However, where more than three sample means exist, Analysis of Variance (ANOVA) was determined.

3.10 Ethical Considerations

There was assurance from the side of the investigator on the confidentiality of the information given; with no need for fear or repercussions and further that their participation is on a voluntary basis. The investigator embarked on seeking for approval from the relevant bodies before commencing the data collection.

CHAPTER FOUR

DATA, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The fourth chapter details the study outcomes; this analysis sought to investigate the impact of school heads management approach towards learners' conduct within public secondary schools in Imenti South Sub-County, Meru County, Kenya. Specifically, the study sought to examine the influence of democratic leadership style on students' discipline, to assess the influence of principals' authoritarian leadership style on students' discipline in .., to determine the influence of principals' use of transformational leadership style on students' discipline in approach of to determine the influence of principals' use of a laissez faire leadership style on students' discipline in public secondary schools in Imenti South Sub-county, Meru County, Kenya.

The chapter presents response rate, demographic data for the head teachers, teachers, and students, the process on analysis of data and its presentation, and deliberations in relation to the study purpose. Data was collected using questionnaires and interviewing guide. The questionnaires were administered to sampled teachers and students, the guide for interviews involved the researcher seeking direct audience and interviewing principals. Data analysis was achieved through the application of descriptive statistics such as percentages and frequency distribution, while inferential statistics was done using correlation and regression analysis between the dependent and independent variables, and then findings presented in statistical tables and bar graphs. Discussion was done in prose form.

4.2 Instruments Return Rate

Mugenda and Mugenda (2003) questionnaire return rate illustrates the number of respondents who engaged in the research. Respondents sampled in the research were principals' in-charge of the schools, teachers and students. The return rate for the study is shown in Table 4.1.

Table 4.1: Instrument Return Rate

Respondent	Number administered	Number Returned	Return Rate in (%)
Principals	19	19	100%
Teachers	151	118	78.14%
Students	333	240	72.07%

The return rate for principals was 100.0 percent, teachers 78.14 percent, students 72.07 per cent. The questionnaire return rate for the teachers was and students was well above 70.0 percent as well as the interview guide, which according to Mugenda and Mugenda (2003) is an acceptable proportion adequate for analysis in Social Science research. According to Kothari (2008) a response rate of above 50 per cent is enough for a descriptive survey review.

The return rate of questionnaires was high due to the ability of the researcher to visit schools in person, engage with the respondents on questionnaires then collect them immediately. Some teachers however failed to fill in the

questionnaires in good time due to their busy schedules and assignments out of the schools.

4.3 Demographic Information

Focus here is on presenting individual attributes of each participant, including: age, gender, schooling levels, years of practice in an institution and tenure of service. The result of the findings on the demographic information was used in assessing the respondent's suitability in participating in the study for having had the privilege of interacting with the variables under study. Demographic data for teachers and students was derived using questionnaires.

4.3.1 Distribution of respondents by Gender

Within the analysis it was found necessary to determine the gender distribution among teachers, and students in order to establish gender participation of males and females in students discipline management, teaching and learning. The results are detailed below in Table 4.2

Table 4.2: Distribution of Respondents by gender

Respondents category	Teachers	Percent	Students	Percent
Male	78	66.1%	134	55.8%
Female	40	33.9%	106	44.2%
Total	**118**	**100%**	**240**	**100%**

Table 4.2 indicates that the composition of teachers was (66.1%) males, and the minorities were females (33.9%).Majority of students were males (55.8%) while females were (44.2%). Out of 484 administered 358 were filled and return implying that 73.96% are males. Gender imbalance in a school poses a threat in school leadership matters. Empirically, females are good leaders in school management hence should be entrusted with school leadership. Mulwa (2017) noted that gender equality promotes teamwork among individuals irrespective of their sex and also provides a favorable environment where individuals interact with colleagues without discrimination.

4.3.2Distribution of Teachers by age

This research aimed at identifying age distribution of teachers in order to establish its influence on management of students' conduct in public secondary schools. The results are detailed below in Table 4.3

Table 4.3 Distribution of Teachers by Age

Age bracket	Frequency	Percentage (%)
Below 30 years	10	8.5
30 to 40 years	56	47.5
40 to 50 years	38	32.2
Above 50 years	14	11.9
Total	**118**	**100.0**

The Table 4.3 reveals most of the teaching staff (47.5%) being in the age bracket of 30-40years. This implied that the teaching staff comprised of individuals who are young enough and had acquired reasonable conceptual and professional competencies required ensuring students' discipline. Evidence collected informally from teaching staff reveal that younger staff engage better and create good working relationships with learners due to the proximity in age and also because productive teaching process demands high energy levels. They also show familiarity with the current curriculum establishment and hence demonstrate familiarity with the content essential in teaching learners (Education Forum, 2006).

4.3.3 Teachers Years of Service

This research aimed at determining teacher's years of service in order to establish its influence on management of students' discipline in public secondary schools. The results are detailed below in Table 4.4

Table 4.4: Teachers Years of Service

Experience	Frequency	Percentage (%)
1-5 years	28	23.7
6-10 years	60	50.8
11-15years	20	16.9
above 15 years	10	8.5
Total	**118**	**100.0**

Table 4.4 indicates most teachers at 50.8% have teaching experience between 6-10 years, while those who have teaching experience between 1-5 years were 23.7%. This implied that the teaching staff comprised of individuals who are experienced enough and had acquired reasonable conceptual and professional competencies required ensuring student's discipline through leadership styles.

4.4 Democratic Leadership Style and Students' Discipline

The first objective of this study sought to determine the impact of democratic management approach towards learners' behavior within public secondary schools in Imenti South Sub-County, Meru County, Kenya. This study sought to establish whether democratic leadership style such as consulting with students and teachers on disciplinary issues has influence on students' discipline. The teaching staffs were given statements which required them to state individuals' level of agreement or disagreement with the statements on

the application of democratic approach on students' discipline in table 4.3. In the analysis mean and standard deviation effectively showed measures of dispersion and central tendency as well as correlation and regression. The scale that was used was (5=Strongly Agree-4=Agree, 3=Neutral, 2=Disagree and 1=). The results are shown in Table 4.5.

Table 4. 5: Democratic Leadership Style in Students Discipline

Statements	**SA**		**A**		**UD**		**D**		**SD**			
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**Mean**	**Stdv**
Notifies students and teachers in advance	10	9	20	17	12	10	48	41	28	24	2.45	1.25
Takes teachers opinions	30	25	12	10	40	34	36	31	0	0	3.30	1.15
Meets with teachers and students	0	0	42	36	0	0	62	53	14	12	2.59	1.09
involves teachers in formulating disciplinary policies	58	49	41	48	12	10	0	0	0	0	4.38	.67
Consults with students and teachers	20	17	0	0	0	0	70	59	28	24	2.27	1.31
Total List wise 118												

Table 4.5 indicates that an overwhelming 106(90%) agreed that the principals involves teachers in formulating disciplinary policies in the school. This may also be an indication that these principals have adopted democratic leadership in formulation of disciplinary policies in the school. Further 42(35%) of the

Principals consider their teaching staff views during the creation of strategies and standards. Moreover, 76(65%) of the teaching disagreed that the school heads engage with teaching fraternity as well as the often to check on possible issues. Additionally, 76(65%) of the teaching staff disagreed that the principals, informs the teaching staff and learners of reforms within the institution. Consequently, 98(83%) within the teaching fraternity disagreed that heads consults with students and teaching staff on disciplinary issues. It further reveals that majority of the school heads include learners during the creation of regulatory guides. It is a common practice within a democratic leadership to detail the purpose of an initiative without informing the junior workforce (D'Souza, 2006).

Leadership may demonstrate varied approaches, with each posing a number of pros and cons on the institution. Even with the style of management playing a contributing greatly to efficiency, effective leadership demands the incorporation of all the varied approaches. A management approach affects an institution since worker motivation, efficiency and job commitment are impacted. Proper leadership involves; keen analysis of concerns, evaluate staff capabilities, determine other options and high resolution. In settling for the best management approach, a proper administrator offers a prolonged stability.

From the evaluation of principals' opinions, they stated the presence of involvement with key players with regard to issues of student's discipline. One school head intimated that whenever the head of a school understands the nature of the job and incorporates stakeholders, the effort will be translated to

the student's discipline. Therefore, a democratic principal produces better results is likely to be more successful. The findings denote the contribution of a democratic leadership approach in enabling good relations within a learning environment and as a result secure positive growth in student's discipline if democratic leadership properly implemented.

One principal advanced as follows to ascertain the position; the teaching staff in school meeting provide input aimed at tackling student's indiscipline. A democratic management approach provides the teaching staff with an opportunity to gain from one another.

Another principal "there isn't monopoly of knowledge and must therefore continue learning and being responsible for our falling". Further stating that its good to share what you have learnt elsewhere.

Interview results revealed that the principals are democratic because they listen to the students' views before making decisions. Prior to adopting a policy, learners are made aware of it, implementation then follows. So they consult students and give them a platform to express concerns and later consider their demands. Therefore, principals are of the opinion that democratic leadership approach has therefore contributed significantly to student's discipline.

The students were required to state individual levels of affirmation on whether the institution leadership engages key players during formulation of plans. The scale that was used was (5=Strongly Agree-4=Agree, 3=Neutral, 2=Disagree and 1= Strongly Disagree). The results are shown in Table 4.6.

Table 4.6: Students Response on School Leadership Administration

Scale	Frequency	Percentage
Strongly Agree	110	46%
Agree	59	25%
Neutral	28	12%
Disagree	17	7%
Strongly Disagree	26	10%
Total	**240**	**100**

Table 4.6 indicates that 169(71%) agreed that the principals involves parents, students and teachers while they are, making school policies. This may also be an indication that these principals have adopted democratic leadership in formulation of disciplinary policies in the school.

4.4.1 Principals' Response Correlation Analysis

The study sought to establish the relationship between democratic leadership style and students discipline using Pearson correlation. Using the p-value computed from the correlation, the researcher intended to establish if major connection exists among democratic leadership and student's discipline. The results are detailed below in Table 4.7

Table 4.7: Correlation Analysis between Democratic Leadership Style and Students' Discipline

		DEM	STUD
DEM	Pearson Correlation	1	.287
	Sig. (2-tailed)		.002
	N	118	118
STUD	Pearson Correlation	.287	1
	Sig. (2-tailed)	.002	.
	N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = .287, p (0.000) <0.5. It indicates the existence of a weak positive connection among democratic approach and learners conduct. This implies that as democratic leadership style increases, students' discipline level appraisal goes up. The p- calculated was found to be 0.002, which was less than 0.05 level of significant. This conclusion implies that democratic leadership style is important in maintenance of students discipline; however, more attention should be given on the application of democratic leadership.

4.4.2 Principals' Response Democratic Leadership Style Regression Analysis

Simple Linear regression test was run to identify the predictive power of democratic approach towards learners' conduct as detailed in Table 4.8

Table 4.8: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error
1	.287[a]	.082	.074	1.27034

a. Predictors: (Constant), Democratic Leadership Style

Table 4.8 shows R Square of 0.082 implying that democratic leadership style determined 8.2% variation in students' discipline. Further analysis indicated ANOVA result of P-value of 0.00<0.05 implying that democratic leadership style is an insignificant predictor of students' discipline.

The researcher further sought to establish the level at which democratic leadership style influence students' discipline. The results were shown in Table 4.9.

Table 4.9: Democratic Leaders Predictive Coefficients a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	2.257	.395		5.712	.000
	DEM	.405	.126	.287	3.225	.002

a. Dependent Variable: Students Discipline

From Table 4.9 results, it was observed that holding democratic leadership style to a constant zero, students' discipline would be at 2.257. Thus a unit increase in democratic leadership style would lead to increase in students discipline by 0.405 units. This decrease was found to be significant at 0.05 level of confidence.

The study findings agree with Mbogori (2012) who observed most school heads preferred a democratic approach, being followed by followed by autocratic and laissez faire management approaches in that order. It further revealed that features like communication and family settings affect learners' behavior. The conclusion was that a democratic management approach of the principal greatly affected learners' conduct within institutions, even as other features were noted to affect good conduct.

Both Laferla (2010) and Okumbe affirm that democratic leadership are aware of the relevance of the workforce's morale; proposing that training be a

component of their management; thereby empowering their workforce to enhance their expertise. According to Mbiti (2009) there exists a number of features influencing learners' behavior; with the teaching staff motivation and management approach practiced by leadership being examples.

4.5 Authoritarian Leadership Style and Students' Discipline

The second objective of this study sought to examine the influence of authoritarian leadership style on students' discipline in public secondary schools in Imenti South Sub-County, Meru County, Kenya. This study sought to establish whether authoritarian leadership style such as the Principal valuing high performance than teaching staff doing the work who do the job. The teaching staff were given statements which required them to state individuals' level of agreement or disagreement with the statements on the application of authoritarian approach on learners conduct in table 4.3. In the analysis mean and standard deviation effectively showed measures of dispersion and central tendency as well as correlation and regression. The scale that was used was (5=Strongly Agree-4=Agree, 3=Neutral, 2=Disagree and 1=). The results are shown in Table 4.10.

Table 4.10: Authoritarian Leadership Style and Students' Discipline

	SA		A		UD		D		SD			
Statements	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**Mean**	**Stdv**
Meets teachers often	0	0	0	0	20	17	58	49	40	34	1.83	.69
Occasionally involves teachers	42	36	24	20	0	0	0	0	52	44	3.03	1.84
Principal believes	0	0	0	0	0	0	90	24	90	76	1.23	.42
Principal value high level	78	66	12	10	0	0	14	12	14	12	4.06	1.48
Principal does not consider teachers	12	10	82	70	12	10	0	0	0	0	4.10	.54
Total List wise 118												

Table 4.10 indicates that an overwhelming 106(90%) agreed that the principal does not consider teachers opinion and views in disciplinary actions. This

may also be an indication that these principals have adopted authoritarian leadership in formulation of disciplinary policies in the school. Further 90(76%) of the teachers disagreed that the principals value better performance than the teaching staff doing the work. Moreover, 66(56%) of the teachers agreed that the principals rarely involve the teaching staff during creation of plans to tackle indiscipline. Additionally, 98(83%) of the teachers disagreed that principals, inform the school community prior of any reforms within the institution. Consequently, 118(100%) of the teachers disagreed that the principals principal believes in punishments to instill discipline. According to Kibiwott (2014) authoritative management approach neglects personal demands; a scenario negatively impacting the school environment.

From the interviews, it was established that some heads implement an autocratic approach; the institution may miss on the required level of student's discipline. In an institution practicing this approach, heads answered when asked if along their management, they practiced autocratic approach. Varied scenarios call for a specific approach.

Hence, it's obvious that an autocratic approach is utilized in schools, although not widespread. This approach was utilized in different situations, moreso whenever the strategies had been compromised. Evaluation of opinions from the respondents indicated the existence of a top down leadership structure. It is also evident that there might be ease in initiating and executing reforms from the top; maintain such over a prolonged period might be complicated. Largely, a bottom up style is effective.

The principals' opinion on the connection among the autocratic approach and leaners' conduct implied that whenever autocratic approach was utilized proper management of learners conduct was not achieved. An instance is reported where a school head stated: "at times heads practicing an autocratic approach could secure commendable effort"; it applies in situations where the workforce require unnecessary force to undertake their roles. It is a common scenario with upcoming and under developed workforce. According to Sashkin (2003) whenever a staff isn't prepared, he remains with poor expertise and morale to perform efficiently. According to Hersey- Blanchard theory (2003) the best style is to be authoritative.

The students were requested to rate their principal's way of handling students' issues. The scale that was used was reasonably=1 harshly=2 not-concerned=3.The results are shown in Table 4.11.

Table 4.11: Principal's Way of Handling Students

Scale	Frequency	Percentage
Reasonably	74	31%
Harshly	101	42%
Not concerned	65	27%
Total	**240**	**100**

Table 4.11 indicates that 101(42%) agreed that the principals handles students' issues harshly. This may also be an indication that these principals have adopted authoritarian leadership in handling student's issues. Owiti (2016) indicates this approach of governance to be ineffective in secondary schools since the teaching staff engage with students with specific demands requiring special attention that if amiss may lead to higher indiscipline cases.

4..5.1Principals' Response Correlation Analysis

The study sought to establish the relationship between autocratic leadership style and students discipline using Pearson correlation. Using the p-value computed from the correlation, the researcher sought to test relationship between authoritarian leadership style and student's discipline. The findings are presented in Table 4.12

Table 4.12: Correlation Analysis Authoritarian Leadership Style and Students' Discipline

		AUT	STUD
AUT	Pearson Correlation	1	.322
	Sig. (2-tailed)		.000
	N	118	118
STUD	Pearson Correlation	.322	1
	Sig. (2-tailed)	.000	.
	N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = .322, p (0.000) <0.5. This implies that there is a weak positive relationship between authoritarian leadership style and students discipline. This implies that as authoritarian leadership style increases, students' discipline level appraisal goes up. The researcher also sought to test the relationship between authoritarian leadership style and students discipline. The p- calculated was found to be 0.00, which was less than 0.05 level of significant. This conclusion implies that authoritarian leadership style is important in maintenance of students discipline; however, more attention should be given on the application of democratic leadership.

4.5.2 Principals' Response Regression Analysis

Simple Linear regression test was run to determine the predictive power of authoritarian leadership style on students' discipline as shown in Table 4.13.

Table 4.13: Model Summary

.Model	R	R Square	Adjusted R Square	Std. Error
1	.322[a]	.104	.096	1.25539

a. Predictors: (Constant), **Authoritarian Leadership Style**

Table 4.13 shows R Square of 0.104 implying that authoritarian leadership style determined 10.4% variation in students' discipline. Further analysis indicated ANOVA result of P-value of 0.00<0.05 implying that authoritarian leadership style is an insignificant predictor of students' discipline.

The researcher further sought to establish the level at which authoritarian leadership style influence students' discipline. The results were shown in Table 4.14.

Table 4.14: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	1.621	.519		3.126	.002
	AUT	.649	.177	.322	3.665	.000

a. Dependent Variable: Students Discipline

From Table 4.14 results, it was observed that holding authoritarian leadership style to a constant zero, students' discipline would be at 1.621. Thus a unit increase in authoritarian leadership style would lead to increase in students discipline by 0.649 units. This increase was found to be significant at 0.05 level of confidence.

4.6 Transformational Leadership Style and Students' Discipline

The third objective of this study sought to examine the influence of transformational leadership style on students' discipline in public secondary schools in Imenti South Sub-County, Meru County, Kenya. This study sought to establish whether transformational leadership style such as inspiring teachers and prefects in the course of interacting with them. The teaching

staffs were given statements which required them to state individuals' level of agreement or disagreement with the statements on the application of transformational leadership style on students' discipline in table 4.3. In the analysis mean and standard deviation effectively showed measures of dispersion and central tendency as well as correlation and regression. The scale that was used was (5=Strongly Agree-4=Agree, 3=Neutral, 2=Disagree and 1=). The results are shown in Table 4.15.

Table 4.15: Transformational Leadership Style and Students' Discipline

Statements	**SA**		**A**		**UD**		**D**		**SD**		**Mean**	**Stdv**
	F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**		
Serves as the role model	42	36	24	20	0	0	24	20	28	24	1.63	.45
Principal have high level of confidence	30	25	60	51	0	0	14	12	14	12	3.42	1.08
Principal highly inspires teacher	24	20	24	20	12	10	24	20	24	20	2.23	.36
Teachers and students are motivated	34	29	12	10	24	20	48	41	0	0	4.06	1.48
Principals rewards teachers and students	0	0	0	0	10	9	72	61	36	31	4.16	.42
Total List wise 118												

Table 4.15 indicates that an overwhelming 108(92%) disagreed that the Head teachers rewards teachers and students both verbal and written appreciation. This may also be an indication that these principals have adopted transformational leadership in formulation of disciplinary policies in the school. Further 48(41%) of the teachers disagreed that students and teachers are onstavated as a result of being compensated for extra effort. Moreover 66(56%) of the teacher agreed that the principals involves teachers occasionally in the formulation of schools rules and regulations that relate to students discipline. Additionally, 90 (76%) of the teachers agreed that the principals exhibit high degree of trust and confidence in prefects and teachers. Consequently, 66(56%) of the teachers agreed that principals are role models in talking to students and teacher. This overwhelming percentage is an indication that students are monitored to uphold ethical morals that impacts positively on student's discipline. Kibiwott (2014) observes that principal's transformational leadership is an inspiration to students as well as teachers superseding self-interest and hence reinforces discipline of students in school.

Moreover Kimarua 92010) avers that transformational leadership entails counselling and guiding of students in order to better students' self-esteem this betters their problem solving techniques.

Results of the interviewed principals indicate that leadership is represented wholly by the transformational leadership style since it guarantees transformation of processes and contributors. Transformational leaders are

able to exhibit expertise and knowledge in order to inoculate followers in buying in their ideas.

4.6.1 Principals' Response on Transformational Leadership and Students Discipline Correlation Analysis

The study sought to establish the relationship between transformational leadership style and students discipline using Pearson correlation. Using the p-value computed from the correlation, the researcher sought to establish the relationship between transformational leadership style and students discipline. The findings are presented in Table 4.16

Table 4.16: Correlation Analysis Transformational Leadership Style and Students' Discipline

		TRA	STUD
TRA	Pearson Correlation	1	.446
	Sig. (2-tailed)		.000
	N	118	118
STUD	Pearson Correlation	.446	1
	Sig. (2-tailed)	.000	.
	N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = .446, p (0.000) <0.5. This implies that there is a weak positive relationship between transformational leadership style and students discipline. This implies that as transformational leadership style increases, students' discipline level appraisal goes up. Kibiwott (2014) while quoting Kurland et al (2010) notes that there is a positive relationship between transformational leadership and the school vision which is key factor in curbing school strikes.

The p- calculated was found to be 0.00, which was less than 0.05 level of significant. This led to a conclusion that there is a significant relationship between transformational leadership and students' discipline. This conclusion implies that transformational leadership style is important in maintenance of students discipline; however, more attention should be given on the application of transformational leadership style.

4.6.2 Principals' Response on Regression Analysis on Transformational Leadership and Students Discipline

Simple Linear regression test was run to determine the predictive power of transformational leadership style on students' discipline as shown in Table 4.17

Table 4.17: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error
1	.446[a]	.198	.451	0.97857

a. Predictors: (Constant), Transformational Leadership Style

Table 4.8 shows R Square of 0.198 implying that transformational leadership style determined 19.8% variation in students' discipline. Further analysis indicated ANOVA result of P-value of 0.00<0.05 implying that transformational leadership style is a significant predictor of students' discipline.

The researcher further sought to establish the level at which transformational leadership style influence students' discipline. The results were shown in Table 4.18.

Table 4.18: Coefficients

		Unstandardized Coefficients		**Standardized Coefficients**		
Model		**B**	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	.165	.348		.473	.637
	TRA	.641	.111	.481	9.850	.002

a. Dependent Variable: Students' discipline

From Table 4.18 results, it was observed that holding transformational leadership style to a constant zero, students' discipline would be at .165. Thus, a unit increase in transformational leadership style would lead to increase in students discipline by .641units. This decrease was found to be significant at 0.05 level of confidence.

4.7 Lassies-faire Leadership Style and Students' Discipline

The fourth objective of this study sought to examine the influence of lassies-faire leadership style on students' discipline in public secondary schools in Imenti South Sub-County, Meru County, Kenya. This study sought to establish whether lassies-faire leadership style such as the principal not following hierarchy of authority in school. The teaching staffs were given statements which required them to state individuals' level of agreement or disagreement with the statements on the application of lassies-faire leadership style on students' discipline in table 4.3. In the analysis mean and standard deviation effectively showed measures of dispersion and central tendency as well as correlation and regression. The scale that was used was (5=Strongly Agree-4=Agree, 3=Neutral, 2=Disagree and 1=). The results are shown in Table 4.19.

Table 4.19: Lassiez-faire Leadership Style and Students' Discipline

Statements	SA		A		UD		D		SD		Mean	Std dev
	F	%	F	%	F	%	F	%	F	%		
Does not provide set of rules	0	0	0	0	22	19	60	51	36	31	3.23	1.65
Does not follow hierarchy	0	0	0	0	0	0	70	59	48	41	3.66	1.30
Allows teachers to set rules	10	9	12	10	0	0	36	31	60	51	3.16	1.53
Gives teachers freedom	0	0	22	19	0	0	48	41	48	41	3.27	1.26
Doesn't take up his task as assigned	0	0	0	0	0	0	48	41	70	59	1.77	.58
Total List wise 118												

Table 4.19 indicates that an overwhelming 118(100%) disagreed that the principles do not follow hierarchy of authority in school. This may also be an indication that these principals have not adequately adopted laissers faire leadership in formulation of disciplinary policies in the school. Further 96(82%) of the teachers disagreed that principals give teachers freedom to perform their tasks without any supervision whatsoever. Moreover, 96(82%)

of the teachers disagreed that the principals does not provide set of rules to govern discipline. Additionally, 96(82%) of the teachers disagreed that the principals allows teachers to set rules without involving him. Consequently, 118(100%) of the teachers agreed that the principals do not take up his task as assigned.

4.6.2 Principals' Response Correlation Analysis

The study sought to establish the relationship between lassies-faire leadership style and students discipline using Pearson correlation. Using the p-value computed from the correlation, the researcher sought to establish the relationship between lassies-faire leadership style and students discipline. The findings are presented in Table 4.20

Table 4.20: Correlation Analysis Lassies-faire Leadership Style and Students' Discipline

		TRA	STUD
TRA	Pearson Correlation	1	.114
	Sig. (2-tailed)		.000
	N	118	118
STUD	Pearson Correlation	.114	1
	Sig. (2-tailed)	.000	.
	N	118	118

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient r = .114, p (0.000) <0.5. This implies that there is a weak positive relationship between lassies-faire leadership style and students discipline. The p- calculated was found to be 0.00, which was less than 0.05 level of significant. This led to a conclusion that there is a significant relationship between lassies-faire leadership and students' discipline. This conclusion implies that lassies-faire leadership style is important in maintenance of students discipline; however, more attention should be given on the application of lassies-faire leadership.

4.6.3 Principals' Response Regression Analysis

Simple Linear regression test was run to determine the predictive power of lassies-faire leadership style on students' discipline as shown in Table 4.21

Table 4.21: Principals Response on Regression Analysis between Laissez Faire Leadership Style and Students Discipline

.Model	R	R Square	Adjusted R Square	Std. Error
1	.114[a]	.013	.791	0.97857

a. Predictors: (Constant), lassies-faire leadership Style

Table 4.21 shows R Square of 0.013 implying that transformational leadership style determined 1.3% variation in students' discipline. Further analysis indicated ANOVA result of P-value of 0.00<0.05 implying that lassies-faire leadership style is a significant predictor of students' discipline.

The researcher further sought to establish the level at which transformational leadership style influence students' discipline. The results were shown in Table 4.22.

Table 4.22: Coefficients of Laisses Faire Leadership

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	**Std. Error**	**Beta**	**T**	**Sig.**
1	(Constant)	.655	.145		4.523	.000
	LAI	.125	.074	.890	21.077	.002

a. Dependent Variable: Students' discipline

From Table 4.22 results, it was observed that holding lassies-faire leadership style to a constant zero, students' discipline would be at .655. Thus a unit increase in lassies-faire leadership style would lead to increase in students discipline by .125 units. This decrease was found to be significant at 0.05 level of confidence.

The interviewed principals suggested that there is a negative association between laissers faire leadership and students discipline. It is not appropriate because performance cannot be guaranteed devoid of follow up. Subordinates and superiors must therefore be involved in the maintenance of students discipline in school of which this leadership approach may not guarantee required standards of discipline. When opinions are not taken into account monitoring of students discipline is elusive.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The main objective of this research was to examine the impact of the leadership styles of the principles of students discipline among public secondary schools in Imenti South Sub County in Meru County, Kenya. The chapter details a discussion of the result outcomes, terminates proposals as well as recommendations for future studies.

5.2 Summary of the Study

Analysis examined impact of principal's style of leadership towards learners discipline among public secondary schools in Imenti South Sub-county. It examined Low democratic, authoritarian, transformation and laissez faire styles of leadership in Imenti South Sub County. The study adopted situational leadership theory Kenneth Blanchard and Paul Hersey (1982). The conceptual framework derailed connection between criterion and predictor parameter. The research employed descriptive design because of its appropriateness to the researcher in obtaining content that explains present situation by asking about their views, attitudes, behavior and values.

The study targeted 63 principals, 3326 students in form two and three as well as 504 teachers in public secondary schools in Imenti South Sub-County. Census was used to select 19 principals. Simple random sampling technique was adopted in sampling 30% percent of teachers. While 10 percent of the

students were sampled purposively. The sample size comprised of 333 students, 19 principals and 151 teachers.

The research tools were tested and retested to enhance their reliability. Validity was assured by selecting advice of University supervisors. Curriculum support officers and the principals were selected purposively. Data analysis was done using SPSS Computer software version 23.0 because of its effectiveness and efficiency in analyzing large amount of data. Findings based on each objective are summarized in the subsequent subsections.

The researcher intended to investigate impact of democratic leadership style on discipline level of students. The analyzed date revealed that 106(90%) agreed that the principals involves teachers in formulating disciplinary policies in the schools. This may also be an indication that the principals have adopted democratic leadership in formulation of disciplinary policies in the school. Interviews results revealed that principals are democratic because they listen to the student's views before making decisions. Prior to formulation and subsequent implementation of new polices students are normally consulted. In the consultative forum student's views are listened to and latter taken into consideration. The value of correlative efficient was (v= 0.287, p= 0.000). This suggested that the relationship between student discipline and democratic leadership is weak although positive. This conclusion implies that democratic leadership style is important in maintenance of students discipline; however, more election should be given the application of democratic leadership.

Secondly, the study investigated relationship between authoritarian leadership and student's discipline. The analysis found out that 106(90%) agreed that in matters of discipline of the students principals do not consider opinion of the teachers. Further 90(765) of the teachers disagreed that the principals do not value high productivity levels as compared to the teachers who contribute to the productivity. It is therefore clear as much as authoritarian leadership is applied in schools it is not sporadic. It is therefore used in various conditions, such when policies are contravened. The perspective of principals views on the association between students discipline and autocratic leadership suggests that it is not effective in the management of student's discipline. For instance one of the principal suggested that authoritarian leadership style does not always ensure the desired outcome.

Correlation results ($r= 3.22$, $p<0.00$) indicates a weak positive relationship between authoritarian style of leadership and students' discipline. It implies that this authoritarian leadership style of leadership does not adequately contribute to student's discipline.

Thirdly, the researcher examined impact of transformation leadership and discipline level of the students. Further 48(41%) of the teaching staff disagreed that students and teachers are motivated as a result of being rewarded for the extra responsibilities they take. Moreover, 66(56%) of the leaders agreed that the principals do involve teachers in formulation of school rules and regulations that relate with student discipline. Additionally 90(76%) of the teachers agreed that the principals have trust and confidence in projects

as well as teachers. Consequently, 66(56%) of the teachers agreed that the principals have been serving as a role model by talking to both students and teachers.

Results from the interviewed principal's initiated that leaders who employ transformational leadership style do represent invaluable leadership since their followers are normally given chance in developing themselves.

Fourthly, the researcher examined impact of laissers faire leadership style on students; discipline, 118(100%) disagreed that principals do not follow hierarchy of authority in school. This may also be an indication that these principals have not adequately adopted laissers in the school. Further 96(82%) of the teachers disagreed that principals give freedom to teachers to carry out their task devoid of supervision. Moreover, 96(82%) of the teachers disagreed that principals do not govern students discipline through a set of rules.

5.3 Conclusions

The conclusion of the study derived from the objectives of the study is as follows;

Principals rarely practice democratic leadership, however they do consult students' while formulating regulations and rules governing student's discipline.

The study also concludes that there are varied aspects of transformational leadership, this include, individualistic considerations, inspirational on studies

through paying attention to the variation of student's needs. However, these approaches have got minimal impact on the level of student's discipline.

The study further concludes that principals practice authoritarian leadership. This is evidenced by the fact that principal do monitor students closely. However, the study concludes that authoritarian leadership has negative impact on students' discipline. The study concludes that the principals have been using varied approaches in handling unruly students. Punishment is one of the approaches as well as counseling. Moreover, students are also suspended in extreme cases.

Furthermore, the study concludes that indiscipline cases in secondary school in Imenti South Sub County can be accounted for by the application of various leadership styles that erodes students discipline such as authoritarian leadership style. Therefore there should be variation in leadership styles to maintain student's discipline.

5.4 Recommendations

This study advanced the enlisted recommendations based on the study findings:

i. There is need for principals to employ leadership style that minimize cases of student's indiscipline. In this regard the secondary schools should organize workshops and seminars so that prefects can acquire requisite leadership skills that will in turn in mitigation of student's indiscipline cases. In addition, to

stakeholders should be brought onboard by the principals to ensure a collaborative approach in maintenance of student's discipline.

ii. KEMI should include aspects of authoritarian leadership in their Curriculum to enlighten its application so that it's constructs can be employed in the mitigate of student's indiscipline cases.

iii. There is need for MOE to organize workshop and seminars in order to create awareness to principals as well as teachers on the constructs of transformational leadership. The constructs should include counselling of students and emphasing observation of school rules and regulations.

iv. Workshop should be organized by Sub county Education directors on the ways of managing irresponsible behavoir from the students.

5.5 Suggestions for Further Study

This study seeks to advocate for advanced research in the listed fields with regard to leadership styles.

i. Future studies should consider relationship between school culture and leadership styles.

ii. Studies should be conducted school based factors that influence student's discipline.

iii. Influence of BOM composition and students discipline.

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APPENDIX I: INTRODUCTION LETTER

Miriti Kendi Christine
University of Nairobi
Department of Educational
Administration and Planning
P.O. BOX 92
Kikuyu

To the principal

……secondary school

Dear Sir/Madam,

RE: REQUESTING TO CARRY OUT RESEARCH IN YOUR SCHOOL

I am a post graduate student from the University of Nairobi pursuing Degree in Educational Administration and Planning.

I am undertaking a research **on "Principals leadership styles on students' discipline in public secondary schools in Imenti South Sub-County, Meru County, Kenya".**

Your school has been selected and I hereby request for your kind assistance during this time for collecting data. It is anticipated that the study will give an insight into principals' leadership styles with a view to enhance students discipline in public secondary schools. The study findings will be used for academic purposes only and your identity will be treated with a lot of confidentiality.

Yours sincerely,

Miriti Kendi Christine.

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Instructions: please indicate the correct option as honestly as possible using a tick or a circle on one of the option for the questions option. Your response will be accorded great confidentiality hence do not write your name or the name of the school

Section A: Demographic information

1. What is your gender? Male ( ) female ( )
2. What is your age? Below 30 years ( )30-40years( )40-50 years( ) above 50years( )
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?1-5 years ( )6-10 years ( )11-15yeatrs ( ) above 15 years( )

Section B: leadership styles in school

Below are a few questions. Read each and decide the most appropriate option according to the scale provided. **KEY: A = Strongly Agree, B= Agree, C = Neutral, D = Disagree, and E = Strongly Disagree**

5. **Democratic leadership style influence on students' discipline**

   Below are statements related to democratic leadership style and influence on students' discipline?

STATEMENT: The principal:		**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Agree E**
1	notifies students and teachers in advance of any changes in the school					
2	takes teachers opinions when formulating rules and regulations as well as policies					
3	meets with teachers and students frequently to check on possible issues					
4	involves teachers in formulating disciplinary policies in the school					
5	consults with students and teachers on disciplinary issues					

6. Authoritarian leadership style influence on students' discipline

Statement: The principal:		**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Agree E**
1	meets teachers often to discuss school discipline					
2	occasionally involves teachers in formulating school policies relating					

	to students discipline					
3	Principal believes in punishments to instill discipline					
4	Principal value high level of productivity than teachers who do the job					
5	principal does not consider teachers opinion and views in disciplinary actions					

7. Transformational leadership style influence on students' discipline

Below are statements related to this styles of leadership and its influence on students' discipline

STATEMENT		**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Agree**
1	Serves as the role model. i.e. walks the talk to both teachers and students'					
2	Principal have high level of confidence and trust in his teachers and prefects					
3	Principal highly inspires teacher and					

	prefects in the course of interacting with them					
4	Teachers and students are motivated because they are compensated for the extra responsibility given to them					
5	Head teachers rewards teachers and students both verbal and written appreciation					

8. Laissez-faire leadership style influence on students' discipline

Below are statements related to Laissez Faire style influence on students' discipline, tick appropriately?

Statement The Principal:		**Strongly agree**	**Agree**	**Neutral**	**Disagree**	**Strongly Agree E**
1	does not provide set of rules to govern discipline					
2	does not follow hierarchy of authority in school					
3	allows teachers to set rules without involving him					

4	gives teachers freedom to perform their tasks without any supervision whatsoever					
5	doesn't take up his task as assigned					

9. Students' discipline in secondary schools

a. Kindly indicate the extent to which indiscipline cases are reported in your school.

To a great extent [ ] To a moderate extent [ ]

To a little extent [ ] Not at all [ ]

b. Below are statements related to students' discipline in your school, tick appropriately using the following Likert scale A = Strongly agree, B = Agree, C = Neutral, D = Disagree and E = Strongly disagree.

c.

Statement: In my school, students:		A	B	C	D	E
1	Are orderly with unlimited interaction of school rules and regulation					
2	stick to school schedules					
3	show respect of order and authorities					
4	respect the laid down regulation					
5	express their grievances in an orderly manner.					

Please indicate the frequency of the following forms of student indiscipline in your school in the last three years:

Form of indiscipline	**Reported number of occurrence of the offence**				
	Once	**Twice**	**Thrice**	**Four**	**Five times and above**
1. Burning of school property (arson)					
2. Boycott of classes					
3. Bullying of fellow students					
4. Fist fights					
5. Student demonstrations					
6. Refusal to take instructions from student leaders					
7. Refusal to obey teachers					
8. Fatal wounding of fellow student					

Thank you for your participation.

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

Please respond to the questions honestly as possible using a tick or a circle on one of the option for the questions option. Your response will be accorded great confidentiality hence do not write your name or the name of the school,

Part A**: Background information**

1) Please indicate your gender Male ( ) Female ( )

2) Kindly indicate your class Form 3 ( ) Form 4 ( )

3) Did you join the school in form one? Yes ( ) No ( )

Part B: General discipline issues in school

4) Have you ever been sent home for discipline case?

   Yes ( ) No ( )

   If yes, why?.....

5) Does your school experience discipline problems?

   Yes ( ) No ( )

   If yes, please indicate the form of indiscipline

   ……

   ……

6) How would you rate students discipline in your school?

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

Part C: Leadership styles and students' discipline

Use the below key to answer questions for this part. **KEY: A = Strongly Agree, B= Agree, C = Neutral, D = Disagree, and E = Strongly Disagree**

7) The way the principal handles or treats students' issues influences their discipline. (please tick appropriately)

   Strongly agree ( ) Agree ( ) Neutral ( )

   Disagree ( ) Strongly disagree ( )

8) How do you rate your principal's way of handling students' issues? (please tick where applicable)

   Reasonably [ ] Harshly [ ] Not concerned [ ]

9) To what extend does your school are with the following statements about the role between the principle, students and teachers in your school use the above key.

   a) Your school believes in open and honest communication.

      1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

   b) There is adequate and quick communication in your school.

      1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

   c) School administration communicates only when there is a problem

      1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

   d) Students elect their own leaders

      1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

e) The school administration involves parent's students and teachers while they are, making school policies.

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

f) We frequently hold students barazas to discuss issues that affect us.

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

g) Disciplined students in our school are rewarded regularly.

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

h) The school administration is not bothered with student's issues.

1 [ ] 2 [ ] 3 [ ] 4 [ ] 5 [ ]

10) In order to improve on students' discipline, what suggestions would you give to enhance principal leadership skills?

.....

Thank you for your time.be blessed.

APPENDIX IV: INTERVIEW SCHEDULE FOR THE PRINCIPAL.

PART A: Personal information

1. How has leadership influenced discipline in your school?

a) How does authoritarian leadership style influenced students' leadership style in public schools in Imenti South sub county, Meru country Kenya?

b) What is the influence of democratic leadership style on students' discipline in public secondary schools in Imenti South, Meru County, Kenya?

c) How does transformational leadership style influence students discipline in Imenti south sub county, Meru County, Kenya?

d) To what extent does laissez-faire leadership style influence students discipline in public secondary schools in Imenti South sub county, Meru County, Kenya?

2) Kindly state whether the following discipline concerns are evident in your school;

a) Student's interaction with the school rules and regulation

b) Students stick to the school schedules

c) there is respect of order and authority from students in your school

d) Students respect laid down regulations in schools

e) Students express their grievances in an orderly manner.

Thank you for your time and cooperation. God bless you.

APPENDIX V: RESEARCH PERMIT

REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: **350488**

Date of Issue: **16/March/2020**

RESEARCH LICENSE

This is to Certify that Ms.. Christine Kendi Miriti of University of Nairobi, has been licensed to conduct research in Meru on the topic: INFLUENCE OF PRINCIPALS LEADERSHIP STYLES ON STUDENTS DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN IMENTI SOUTH SUB-COUNTY MERU COUNTY KENYA for the period ending : 16/March/2021.

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