"A STUDY OF THE HEADTEACHERS LEADERSHIP STYLES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KERICHO DISTRICT"

A PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE DEGREE OF MASTERS OFEDUCATION IN EDUCATIONAL ADMINISTRATION OF THE UNIVERSITY OF NAIROBI
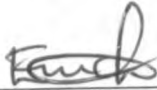
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DECLARATION

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

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This project has been submitted for examination with my approval as university supervisor

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DEDICATION

TO MY HUSBAND

MR. WELDON SIONGOK

For his love for education, concern, sacrifice and patience over my study

period.

The crown for this work is a true realisation for his long cherished dream.

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LIST OF ABBREVIATIONS.

AIDS   –   Acquired Immune Deficiency Syndrome

B. O. Gs   –   Board of Governors

L.B.D.Q.   –   Leadership Behaviour Descriptive Questionnaire

L.P.C.   –   Least Preferred Co-workers

M.O.E.S.T   –   Ministry of Education, Science and Technology

ABSTRACT

Leadership is an important aspect of administration. This is because the success of any organisation depends largely on the chief executive's leadership abilities. Because of the emphasis placed on leadership, many studies have been carried out using different instruments to measure the leadership behaviour and styles of different leaders. In Kenya, very few such studies have been carried out.

The study attempted to establish the headteachers' leadership styles on students' discipline in public secondary schools in Kenya and in particular, Kericho District. In order to do this, the perceptions of the headteachers' leadership styles by the headteachers and students were carried out. The study also tried to find out whether such factors as the size of the schools, the qualifications of the headteachers and the category of the schools in terms of the sex of pupils influenced the headteachers' and students' perceptions of headteachers' leadership styles and discipline of students.

The literature review studied revealed that it was difficult to generalise on the best leadership and disciplinary measures for any organisation. This was why the present study proved necessary. Thus the intentions behind this study included giving the headteachers and other interested persons information that would help them understand the kinds of leadership and disciplinary problems found in the Kenya secondary schools.

The sample of the study comprised of thirty headteachers and hundred students from thirty public secondary schools in Kericho District. In a pilot study carried out to test the reliability of the research instruments, six headteachers and eighteen students from six other secondary schools in Kericho were used. Randomisation was used as a method of the selection of students and schools.

Information was gathered through the subjects' completion of two questionnaires namely; Headteachers' and Students' questionnaires. These questionnaires were personally given to the subjects by the researcher.
Headteachers' questionnaire was completed by headteachers to indicate their views of their own leadership styles. Students' questionnaire was completed by students to indicate their views of their headteachers' leadership styles. These instruments were borrowed and modified from Rensis Likert and Jane G. Likert.

A general questionnaire was attached to the headteachers' questionnaire to gather information about the respondents' sex, qualifications of headteachers and size of their schools. Respondents were given a period of one week, after which the completed questionnaires were personally collected by the researcher. The few which delayed were addressed and mailed to the researcher.

Finances and time constraints limited the study to Kericho District only. The data collected was analysed using qualitative and quantitative statistics.

The findings of the study showed:

1. That whereas most headteachers perceived themselves as very democratic leaders, most of their students saw them as merely considerably democratic.

2. That the sex of students influenced the type of indiscipline experienced in different schools

3. That the size of the school influenced the type of indiscipline experienced in different schools.

4. That the sex of headteachers influenced the disciplinary measures they adopted.

5. That the size of the school influenced the disciplinary measures adopted by headteachers.

6. That professional qualifications of headteachers influenced the disciplinary measures adopted.

7. That Graduate/Approved headteachers behaved more democratically in solving disciplinary problems than those with Masters degree in Education

8. That male headteachers behaved more democratically in solving disciplinary problems than female headteachers.

After examining the findings, it was concluded that there were differences in the perception of the headteachers' leadership styles by headteachers themselves and their students.

It was concluded that such factors as the sex of headteachers and students, professional qualifications and size of their schools influenced headteachers' leadership styles and discipline of students.

In the light of the findings and conclusions of the study, it was recommended that:

1. Efforts be made to have secondary school headteachers take intensive courses in educational administration and leadership either before they are appointed or soon after they are appointed.

2. The government should aim at staffing secondary schools with professional Graduate/Approved headteachers.

3. Professionalism rather than the sex of the individuals should be the guiding factor in the relationship between headteachers and students.

4. Further research on leadership and factors that influence leadership be carried out.

5. Research into factors that cause indiscipline of students and disciplinary measures appropriate be carried out.

CHAPTER ONE

INTRODUCTION

Background Information

People form organisations so that they are able to accomplish activities which require corporate effort. According to Mbiti (1974), the organisation so formed may be classified as either formal or informal. Formal organisations such as hospitals, business firms, factories, football clubs and schools are characterised by certain specified rules and procedures which determine the degree of authority and behaviour of each participating member. Informal organisations may exist within formal organisations. A school, as a formal organisation, is seen to be a social institution charged with transmission of culture, the inculcation of important values and attitudes, and imparting of skills useful for the growing child of that society.

Mbiti (1974) points out that where there is an organisation, a need for administration must arise. Robbins (1976) urged that effective leaders are important inputs to a successful organisation. Therefore, all administrators should ideally be leaders. According to Halpin (1966), leadership is the man's ability to take the initiative in social situations to evoke co-operation. Mbiti (1974) noted that sound leadership is the cornerstone for effective administration. The head's position is one of prestige and status. Most heads however are appointed and not chosen by their colleagues. The way one runs a

school could be attributed to his view of leadership. There is a wide range of styles educational leaders in Kenya can select to use. Lack of knowledge for these styles could be a handicap to the educational leader.

However, heads as school managers should strive to make themselves acceptable leaders even though they are appointed from above. Campbell (1973) adds that the school head ought to be a professional leader so as to head others where he knows.

Halpin (1966) emphatically asserts that it is the leader's responsibility to see to the accomplishment of the organisation's goals. The leader is the crucial decision-maker because in the event of several problems, he has to be selective on the basis of what needs attention first.

A leader must achieve and maintain a group. Stogdill (1968) after surveying 124 books and articles which reported attempts to study the traits and characteristics of leaders concluded that the average person who occupies a position of leadership exceeds the average member of his group in respect to intelligence, scholarship and dependability in exercising responsibilities. The qualities, characteristics and skills required in a leader are determined to a large extent by the demands of the situation in which he is to function as a leader.

According to Millman (1981), recent societal changes have made adult authority and leadership less secure than in the past. This has resulted in increased disrespect towards school authorities and in more violent acts against them. Student defiance and hostility towards teachers are quite disruptive to classroom learning and engender a great deal of anxiety in teachers. The effect of such behaviour on the disrespectful child is also destructive. According to Nyamu (2001), the universal purpose of any form of disciplined behaviour in life is eventual success in various human endeavours. Whether one is thinking of the army, a business organisation, a school or a football team, success or victory at the end of the goal, plan or strategy implementation is the ultimate ambition. The desired success out of a well managed and therefore, disciplined school is the production of good citizens of a nation.

Good citizens are intense believers in social peace, respecters of other peoples rights and convinced converts to the efficacy of living by what is true or reasonable. Professional teachers, parents and Ministry of Education Science and Technology (MOEST) rightly believe the school to be the foundation of that kind of citizenry. Unfortunately, many intervening factors play havoc in schools to the extent that in Kenya today, indiscipline rather than discipline, is the central concern of many levels of educational authorities.

The public concern about indiscipline in schools has been manifested in media stories, congressional testimony and numerous studies and reports that vividly

underscore the persuasiveness of the problem. Reports from daily newspapers have indicated that violence and strikes which are forms of indiscipline have been happening at an alarming rate. Njoro Boys High School went on strike after twenty-one students who had allegedly sneaked out of school to smoke bhang and damaged three window panes at school were suspended by the headteacher (East African Standard, June 26, 2001). In Maragua District, five hundred Girls of Ng'araria Girls Secondary School accused the principal of being "too harsh" and meting out "severe punishment on flimsy grounds". The girls left the school at 2.00 a.m. and walked fifteen kilometres to Thika Town and boarded matatus to their homes (Daily Nation, June 25, 2001). Cherangani Secondary School students went on strike due to regular transfer of teachers instigated by the principal at that time (Kenya Times, June 25, 2001).

In Kericho District, students indiscipline has also been prevalent. Kericho High School students went on rampage destroying a lot of school property and even raping a teacher in protest against the new head (Daily Nation October 10 2002). At Kipsigis Girls High School, students protested against the new head who imposed rules which were not there before (Daily Nation, October 16th 2002). They also claimed that she was harsh and strict. At Cheptenye Boys High School, students protested when the principal was transferred (Daily Nation, June 20, 2001). Londiani Secondary School too, had been having several protests trying to protect their former Headteacher from being transferred (Daily Nation, November 12, 2001). Recently a form four student

at Kabianga Boys High School burned the dormitory and ended up injuring seriously one student (Daily Nation, February 21, 2002).

Statement of the Problem

Indiscipline has been seen as a major plague on our education institution countrywide. Of late, there has been the changing nature, characteristics and increase of the number of schools experiencing student's unrest. According to report of the task force on student discipline and unrest in secondary school (Republic of Kenya, 2001), there has been increased number of student unrest especially from nineteen seventy to present. The disturbances have been characterised by violence and wanton destruction of school property. Tragically, the nature of students unrest has taken a new dimension as it happened at St. Kizito Mixed Secondary School where the male students invaded the girls dormitory and violently raped a number of them. In the melee that followed, nineteen girls lost their lives (Daily Nation, July 13 1991).

Students have not only become violent and destructive but they have also premeditated and planned to cause maximum harm to human life. In Nyeri High School, students locked up school prefects in cubicles while they were asleep, poured petrol and set them on fire killing four of them (Kenya Times, June 8, 2001). Cases of student unrest intensified with more schools being burned down, property destroyed and with more innocent lives being lost. At Kyanguli Secondary School in Machakos District, sixty-eight students were

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burned to death and scores injured by their colleagues (Kenya Times, April 6, 2001). In Kericho High School, students destroyed school property and raped a teacher (Daily Nation, October 10, 2000). Recently in Kabianga High School, a form four student burned the dormitory injuring one student (Daily Nation, February 21, 2002).

In this study, the main concern is to see how headteacher's leadership styles do influence student indiscipline and unrest in Kericho District.

Purpose of the Study

The study seeks to identify the leadership styles prevalent among the secondary school headteachers and how it affects students' discipline. Specifically, the main objectives of the study are: -

1.   To find out the different leadership styles exhibited by the secondary school head teachers in Kericho District.

2.   To investigate the relationship between headteachers' leadership styles adopted and students' indiscipline.

Objectives of the Study

The following objectives have been identified for the purpose of the study: -

1. To investigate headteacher's leadership styles and their affect on discipline of students

2 To investigate the causes of indiscipline in secondary schools.

3. To recommend, based on the findings of the study, possible improvements to discipline measures in the schools.

Research Questions

The following research questions have been identified for the study: -

(i)   What disciplinary problems affect secondary schools in Kericho District?

(ii)   What disciplinary measures do headteachers use on students who break the school rules?

(iii)   Do the headteachers communicate well with the students?

(iv)   Do the headteachers assist students whenever there is need?

(v)   Does the sex of the student influence discipline of students?

(vi)   Does the size of the school influence discipline of students?

Significance of the study

Increase in indiscipline cases has become of serious concern to educators, policy makers, administrators and the students at large. So, the study is important since it may be used as a yardstick for improvement of discipline in all schools in Kenya. It is hoped that the findings of the study will provide ways and means of improving leadership styles and discipline not only in the sample schools but also in other educational institutions countrywide. It is

expected to provide insight to Headteachers especially on how to curb indiscipline to avoid strikes in schools.

It will also help increase the literature in the area of leadership and discipline. The researcher is not aware of any other study carried on leadership styles and disciplinary problems in Kericho District and therefore, considers the research not only worthwhile but important.

Delimitations

The researcher being the resident of the area under study, it was easier for her to locate respondents who had enough knowledge relevant to the study. The researcher having served in the teaching profession for some time, was able to get enough information as she knew the sources of information required in the study.

Limitations

Finances were limited since there was no sponsor to fund the project. The distances to be covered were large and most roads were impassable especially during rainy season. Therefore, it was taxing and time consuming. The respondents may not have given correct information in the questionnaire due to fear. The study was further limited only to public secondary schools and not private or special schools. It also leaves out colleges.

Finally, the research findings will have to be applied elsewhere with caution since every area has its own unique characteristics and public secondary schools in Kericho District may not be a representative of all the other public secondary schools in the republic.

Basic Assumptions of the Study

The study was based on the following assumptions: -

1. Headteachers are capable of identifying the causes of indiscipline in their schools.

2. Headteachers have developed some standard methods of dealing with indiscipline.

3. Headteachers know they are responsible for discipline and disciplinary procedures in their schools.

4. All secondary school heads face the same administrative tasks namely, seeing to it that the organisational goals are fulfilled and that when trying to achieve this goal, the various secondary school heads are bound to encounter similar problems.

Operational Definitions

The following terms will be used here-in:

1   **Headteacher** – Is a term used to mean headmaster or headmistress in charge of the daily running of the secondary school.

2. **Leader** – A person who guides or directs a group, team or organisation.

3. **Leadership** – Refers to interpersonal process in which an individual takes the initiative to help the group members attain organisational goals through influencing the members' behaviour.

4. **School** – Refers to an institution for educating boys and girls.

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

6. **Public Secondary School** – Any institution of learning which is post primary and is run by funds from the government and the public.

Organisation of the Remainder of the Study

In this study, chapter two dealt with the review of literature on leadership and discipline. There was an attempt to trace the development of the studies on leadership and also how it can be applied in the school setting.

Chapter three dealt with the research methodology. A more detailed account of the procedures and methodologies of the study was given in the Chapter. The analysis of data was carried out in Chapter 4, and finally Chapter 5 consisted of the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

The review of literature has been divided into leadership in general, discipline in general and leadership and student discipline on the school setting.

Leadership In General

Different scholars have defined leadership differently. Some have defined it in pure functional terms, others have seen it as a process and yet others from the point of role incumbent. According to Mbiti (1974), leadership is a status of dominance and prestige acquired by ability to control, initiate or set the pattern of behaviour for others.

According to Campbell, Corbally and Ramseyer (1972), leadership is action or behaviour among individuals and groups, which assist them in moving towards goals that are increasingly mutually acceptable. Morphet, Johns and Reller, (1974) conceptualise leadership as the influencing of actions, behaviour, beliefs and feelings of one another in a social system by another actor in the willing co-operation of the actor being influenced. Halpin (1966) says that leadership is a man's ability to take initiative in social situations to evoke co-operation. According to Katz (1978), leadership is the influential increment over and above mechanical compliance with routine directives of the organisation.

Trends in the Theory of Leadership

Trait theory argues that leadership exists when the person in charge of an organisation possesses certain traits. Doll (1972) listed some of the traits considered important

(i) **Empathy:** Ability to respond to and identify with emotional needs of the members of one's group.

(ii) **Surgency:** Enthusiasm, alertness, geniality, expressiveness and cheerfulness.

(iii) **Recognition by the group:** Tendency to conform to groups "critical norms" and therefore not to be regarded as odd or markedly different from the people one leads.

(iv) **Helpfulness:** Willingness and ability to help the people one leads.

(v) **Emotional control:** Security and poise exhibited in emergencies.

(vi) **Intelligence:** Ability to respond to real situation with accruement and sensitivity.

(vii) Interest and genuine commitment to and concern for the projects undertaken by the group.

Contrary to this theory, Stogdill (1968) analysed 124 studies concerning traits on leadership and concluded that a combination of traits does not necessarily make anyone a leader. He argued that for a person to qualify as a leader, his personal qualities should possess a certain amount of relevant relationship to the tasks and goals of the group led. The protest against the trait theory led to

the rise of the situational theory. The argument in this theory is that, different situations make organisation's interpersonal relations and tasks different. For this reason, leadership differs with different situations. This means that leadership that succeeds in one situation may not do so in another. In connection with situational theory, Hemphill (1969), in a study that involved 500 groups showed that variance in the behaviour of a leader was associated with situational variance. Taking the size of the group led as a factor, which could vary from one situation to another, Hemphill (1969) found out that compared with small groups, large groups make more and different demands upon the leader. In general, the leader, in a large group tends to be impersonal and is inclined to enforce rules and regulations firmly and impartially. In smaller groups, the leader plays a more personal role. He is more willing and perhaps also more able to make exceptions to rules and treat each member as an individual.

Another approach by Getzels, Lipham and Campbell (1968) yielded the role theory, which view leadership as a result of interaction that occurs within a social system. They argued that, the social system could be a community with a school, church or a hospital as subsystems. The social systems consist of two dimensions, namely the nomothetic (normative) dimension and the idiographic (person) dimension. The nomothetic dimension consists of three elements namely Institution, Role and Expectation. Idiographic dimension also consists of three elements namely Individual, Personality and Needs disposition

The person in charge of the institution needs to guide in such a way that no conflict occurs between the two dimensions of the model. If no conflict occurs between the nomothetic and idiographic dimensions, the observed behaviour then distinguishes the person in charge of the institution as an effective leader.

Many scholars have pre-occupied themselves with the question of which leadership is the best. According to Athos (1970), there are many styles of leadership but the success depends on a particular situation. Uris (1964) explains that some researchers in the exploration of the nature of leadership styles identified three different styles of leadership which they referred to as democratic, dictatorial and laissez - faire. Their findings revealed that dictatorial leadership group members showed signs of frustrations and behaved arrogantly. Some of them became completely dependent on the leader such that when the leader was not there, work tended to come to a standstill.

The group member under democratic leadership got along with each other well, and felt free with the leader. Therefore, work progressed well and the members worked even in the absence of their leader. The Laissez-faire leadership groups work progressed haphazardly and more time was taken in arguments and discussions among different members on purely personal terms. According to the findings of this study, the democratic leadership was the best as far as morale of the group was concerned. Uris (1964) says that no one has

to choose between using autocratic democratic or free – rein methods. The skill of leadership is of leadership is largely in knowing when to use which method.

Jones (1969) says that although it seems futile to generalise on which is the best leadership style in terms of production; most scholars indicate that the democratic style of leadership is the most agreeable because it recognises the worth and needs of the human resources in the organisation. Authoritarian leadership ignores the needs of the followers as well as centralises power in the person of the leader. Leadership being the ability to pursued others to seek the defined objectives enthusiastically has a human factor that binds a group together and motivates it towards a goal. Authoritarian leadership by virtue of the fact that it ignores the human needs of the group is antagonising, yet as Ordways (1951) puts it, "You cannot antagonise and influence at the same time.

On authoritarian leadership, Likert and Likert (1976) explains that a manager with high technical competence and high performance goals uses systems one and two and puts pressure on the organisation for high production and low costs through such procedures as tight budgets, across-the board, budget acts, personal ceilings and tight or tightened standards to achieve impressive productivity and financial results over the short run. Studies show however

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that human organisation's productive capabilities will deteriorate under this kind of manager.

Lewin (1948) conducted an inquiry into the physiological dynamics of democratic, authoritarian and laissez-faire with eleven years olds. The study revealed that in the democratic leadership, all policies were made through discussion with the assistance of the leader. Secondly, where there was need for technical advice, the leader suggested a number of alternative procedures from which choice could be made. Thirdly, group members divided tasks. Still, the leader tried to be objective in praising or criticising members of the group under him.

Democratic leadership led to strong work motivation and greater originality. There was a tendency for individual differences in work performance to diminish. Autocratic leadership on the other hand was tensed by the fact that the leader determined all policies, tasks and techniques. In addition to this, the leader was not objective in criticising the group members. In autocratic leadership, the group members tended to be poorly motivated. Although the quality of work done was greater, there was discontent among group members. Finally, laissez-faire leadership was characterised by complete freedom for the group. The leader took no part in work discussion except supplying the various resources needed for accomplishing group goals. In this leadership style, the leader took no part in discussing tasks. In addition to this, the leader

made no attempts to praise or regulate the course of events. Laissez-faire leadership resulted in little or poor work done. Besides this, there was a lot of discontent among groups. The leadership styles of a leader are largely demonstrated by the way a leader acts and behaves as he caries out his day activities in his organisation.

Halpin (1966) adds two major dimensions of leadership namely 'initiating structure' and 'consideration behaviour'. Initiating structure refers to the leader's behaviour in delineating the relationship between him and members of the work group and in endeavouring to establish well-defined patterns of organisation, channels of communication and methods of procedures. Consideration refers to behaviour indicative of friendship, mutual trust, respect and warmth in the relationship between the leader and the members of his staff. Using the leadership behavior descriptive questionnaire (L.B.D.Q) first developed by Hemphill and Coems, Halpin (1966) identified the two dimensions identified by the Ohio state University researchers in their study of the aircraft commanders. Stogdill (1968) revised the L.B.D Q so that the items on the questionnaire encompassed twelve sub-scales. This new form of the questionnaire became known as the L.B.D.Q – form XII.

Liphan and Hoer, (1974) states that Anderson Brown used the L.B.D.Q from XII to study the leader behaviour of some school principals. His findings revealed that three types of effective principals could be identified:

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1. Principals responding chiefly to systems' need.

2. Principals responding chiefly to personal needs of the staff.

3. Principals responding to the needs of the system and the person.

Halpin (1966) in the study of the superintendents in fifty Ohio schools found out that in respect to consideration, the superintendents and teachers views differed. He noted that in respect to consideration, the superintendents do not see themselves as either staff or boards. The staff sees the superintendents than they are designed as showing by the boards or the superintendents themselves. Stephen (1970) made a study in which a comparison of the leadership behaviour of principals by the principals themselves, their teachers and the presidents of the parents organisations in selected secondary schools in New Jersey was done. The findings revealed many perceptions of the leadership behaviour expected of principals.

Liphan Hoer (1974) said that in research studies, the principals in schools where teachers have filed formal complaints score highly in the consideration dimension than do principals in schools where no such complaints have been recorded. Liphan Hoer (1974) in his investigation discovered that principals in schools high in innovation received significantly higher ratings on the following leadership dimensions: -

1. Initiating structure.

2. Predictive accuracy.

3.   Representation.

4.   Integration.

5.   Persuasiveness and Consideration.

He concludes that one of the important factors in instituting educational changes is the behaviour of the principal. Therefore, effective leader is that who scores high on both consideration and initiating structures dimensions. According to Fiedler (1976) a leader who views his least preferred co-worker (LPC) in relatively favourable terms is relationship oriented. On the other hand, a leader who describes his least preferred co-worker in relatively unfavourable terms is more task than relationship oriented. After carrying out several studies using LPC scores, Fiedler (1976) concluded that such behaviours as leader consideration, criticaliness, tension relieving and supportive behaviour or initiating of structure, change with changes in the situational favourableness. He also believes that since a leader has personality, his leadership styles are difficult to change and yet for effective leadership, a leader's style must match the situation in which he is leading. The appropriate thing to do would be to change the situation to match his leadership style.

Likert and Likert on their part developed instruments that may be used to measure many aspects of organisational behaviour so that leadership within organisation can be improved. According to Likert and Likert (1976), the profiles of leadership behaviour (form OB) and own behaviour (form LB) may

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be used by leaders and other members of an organisation to identify the types of leadership in the organisation. These authors categorise leaders into four systems that range from extreme authoritarianism, which they call systems 1, to participative behaviour which they refer to as system 4. To them, leadership is not static.

Discipline in General.

Charles (1989) says that discipline is essential to smooth functioning in schools and Society. Mbiti (1974) defines discipline as a system of guiding the individual to make reasonable decisions responsibly. He further says that the goal of discipline is to make it possible for the individual or a team of individuals to succeed in the set goals. Olembo (1977) defines discipline as that good behaviour shown by members of a certain community, which ensures smooth running of that community's institution. Such as a company, church, or school.

Wilson (1971) asserts that the word discipline refers to the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a valid activity. It is an educative order achieved by virtue of reasons implicit in, or for the sake of values intrinsic to the activity itself. Discipline is a form of logical and evaluative order which must be learned if one is to understand what is involved in doing something. Discipline refers to

instruction in the sense of teaching and not in the sense of giving orders. Okumbe (1998) says that discipline is the action by management to enforce organisational standards. In order to successfully achieve the objectives of a school, all members are required to adhere to various behaviour patterns necessary for maximum performance.

A discipline relationship between teacher and students is one in which both parties to the relationship submit to the educative order of the task in hand. The 'discipline' is not something which one party to the relationship possesses over or manages to impose upon the other. Unless the person being disciplined, as well as the one doing the disciplinary, can see at least something of the valuable point of the proposed order then he will not submit to it for its sake (for its intrinsic value) but only if at all, for the sake of values 'external' to it. One does not set out to 'get' discipline over other people or over oneself, though one may try to gain control in this way.

A disciplined social group does not behave in a disciplined way because someone in particular is in control over it or has responsibility for it, but its members are themselves concerned to discover increasingly the features in virtue. which it is the particular and distinctive group in which its members are interested. If they share no interest, they cannot become a more disciplined group. Their 'discipline' is the educative order by virtue of which there continues to be same distinctive and intelligible point in their existence as a

group. Having argued that discipline is a kind of compulsion to which it is right that one should have to submit, punishment on the other hand is the infliction of a kind of pain which it is right that one should have to suffer, not for breaking the rules of a particular system of control, but for moral wrong doing or in other words for faults of discipline. According to Orora (1977) and Olembo (1977), assumptions about people and their attitudes influence their behaviour. Both examine McGregor's theory X and Y which respectively set forth negative and positive assumptions we make about people. Olembo (1977) further refers to Herzberg's hygiene theory where man wants to realise his potentiality and will respond to factors that foster his growth. Orora (1977) reiterates that behaviour is not random but a response from an internal or external stimulus directed to meet a goal. Mbiti (1974) has a progressive approach to school discipline. He has advocated the role of care and understanding approach centred on the child in order to foster good discipline in schools.

He considers factors that will affect behaviour and emphasises the need for a goal oriented, relevant, immediate and consistent type of discipline. This kind of approach is conducive to good behaviour. Nzioka (1975) equates discipline to the punishment given to an offender after making a mistake. From traditional point of view, discipline and especially children's discipline was considered to be synonymous with the unquestioning submission and respect to the superiors. Hence, anyone deviating from the established accepted

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behaviour either by social standards or institutional demands and rules, is considered indisciplined.

According to Peter (1983) and Lawrence (1977 and 1984) disruptive behaviour refers to that which seriously interferes with the teaching process and/or seriously upsets the normal running of the school. Laslett (1977) says that punishment does not discourage misbehaviour but reinforces the student's view of adults as treacherous. In a research review, Topping (1983) concluded that punishment was ineffective and could aggravate problems. Wills (1945) also thought punishment took away valuable opportunity for the offender to make restitution. He also suggested that punishment led to the exclusion of moral thinking in favour of book keeping calculations related to the possibility of being caught, and the likely price to be paid. This encouraged the attitude that misbehaviour could be paid for, the state being wiped clean for fresh villainy.

Dreikers in Charles (1985) says that good discipline, however, has little to do with punishment. Punishment is physical pain, humiliation, isolation and revenge. It is the force imposed on one from an outside source. He asserts that discipline requires freedom of choice and understanding of consequences it is not imposed by authority figures, but rather on individuals by themselves. By choosing to behave in certain ways individuals learn to gain acceptance from others and, consequently, acceptance of themselves.
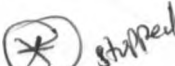
Leadership and Student Discipline in the School Setting

Discipline in the school is the function of the administration. The general school and even classroom discipline is dependent upon the headteacher's administrative, supervisory and leadership styles. According to Cooke and Dunhill (1966) the success of a school to a great extent depends upon its principal. He is the leader who must set the standard for hard-work and good behaviour. According to Olembo and Cameroon (1986), leadership of a headteacher should be democratic, combining self-confidence, friendliness, firmness and tact. It should not merely consist of issuing orders.

Linda (1989) highlights some techniques which when used tend to backfire. This techniques include: Saying "I'm the boss here"; insisting on having the last word; using tense body language, such as rigid or clenched hands; using degrading, insulting, humiliating or embarrassing put-downs; using sarcasm, attacking the student's character; acting superior; having a double standard making students do what I say and not what I do, insisting that I am right, pleading or bribing; making assumptions; using physical force; making unsubstantiated accusation, holding a grudge, nagging, mimicking the student, generalising about students by making remarks such as "All you kids are the same", making comparisons with siblings or other students; and finally, throwing a temper tantrum

Olembo and Cameroon (1986) says that the head leads better if he consults his staff and pupils from time to time on what is going on in the school. However, he must not hesitate to make decisions, even if they are unpopular ones, when they are necessary. Having made them, he should then explain to his staff and pupils the reasons for making them. Their understanding and co-operation are vital to the smooth running of the school. A head's first responsibility is to the students in his/her care. All the students in his/her school should feel that their head cares about them as individuals. To achieve this, he has to be sympathetic, understanding, patient and willing to listen. The head will be more efficient if the clearly simply states out the aims, rules and regulations to the students as well as teachers and parents. School rules should be few and clearly stated. Positive 'dos' are better than negative 'don'ts'. The head should display those rules on the notice board inside the school and make parents be aware about them.

The head teacher has a legal responsibility for his pupils. He and his teachers take the place of parents during school hours. This means that the head and his staff must treat each student in the same way as a sensible and loving parent. They must be concerned not only with the pupil's mental and physical development, but also with their moral and spiritual development. The head should try and learn about the home background of each student. For example the father's occupation, the number of brothers, sisters and other members of the family, family's financial situation and health.

The headteacher should try to know most of his pupils. In small school, this is possible but in large school, it needs delegation of the duty to class-teacher who should have information on the home background of each child and be able to pass it on to the head when necessary. The head even if he cannot get to know all his pupils personally must be recognisable to and approachable by them. Some heads weaken their administration by being unknown by their own pupils. Griffins (1994) explains that if something works then foster and develop it. He asserts that a head who puts all his attention into trying to improve teaching and learning of academic subjects is likely to be disappointed by ultimate examination results. On the other hand, the head who concentrates on creating a happy and harmonious school – a school which develops qualities of integrity and habits of service in its pupils – will find that academic success is added unto him. According to (✱) shipped

Griffins (1994) one of the great skills of Headship concerns the placement of restriction on the pupil. Limitations there must be, for it is of real significance to the proper psychological growth of young people that they be given clearly defined limits beyond which they may not transgress. On the other hand, such constraints should be set sufficiently wide to provide ample room for youngsters to test themselves, make decisions, practice responsibility, exercise trust, learn from their own mistakes and generally advance towards maturity.

A head's public and professional reputation will depend more on the standards of discipline in his school than on any other single factor – for good discipline brings good results in every field of school endeavour. Ahead who lets discipline out of his hands is risking trouble. The head should endow each pupil with habits, self-respect and proper pride in his integrity that he will observe the norms of good conduct when not under compulsion or supervision and will carry them eventually into his adult life. This is best achieved through the establishment of a positive and powerful 'school spirit', so that new pupils learn the desired attitudes easily and quickly from the example of all around them. Some positive methods of instilling discipline include: Taking trouble to explain to pupils and their parents what standards you.expect to see and why, keeping school rules short and simple, helping students to settle properly by eliminating bullying, trusting students, encouraging them and training prefects being consistent, explaining 'why', having a safety valve and providing recreation.

According to Olembo and Cameroon (1986), the good behaviour expected inside school is carried over into life outside it. Where discipline is based on fear and not respect for others, pupils start behaving badly as soon as they get away from school. Since the community judges a school by the behaviour of its students outside, it is in the head's own interest to promote the kind of discipline that lasts. He must however, have powers to deal with, and allow his teachers to deal with, pupils who disobey the rules and behave badly. A

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situation should be created where students learn to discipline themselves and are the first to disapprove of those who break the agreed rules.

According to the report given by the task force on student discipline and unrest in secondary school by M O E S T (September 2001), the headteachers' absenteeism without informing was mentioned to be one cause of student unrest. Lack of clear channels of communication between the Headteacher and other stake- holders like teachers, students, parents, B.O.Gs, sponsors, the community and at times Education officers caused indiscipline among students. Lack of freedom to express opinions by teachers, students and the administration breeds a situation where students have no way of expressing their grievances leading to frustrations and resulting in disruptive behaviour. In where school administration imposes prefects on students, during disturbances prefects become target of attack.

The task force observed that in the formulation of school rules, there is lack of ownership resulting in resentment and ultimately open defence. In some case, there was a feeling of discrimination in the application of the rules such that students from well to do families got away with lesser punishments. The task force on student discipline and unrest in secondary schools (Republic of Kenya, September 2001) was informed of instances where a newly posted headteacher's rejection by parents led to indiscipline of students.

The task force also noted that Drugs and substances of Abuse are some causes of indiscipline in schools. In Kisumu, they were informed that a substance by the trade name 'kuber' was available in the local supermarkets and kiosks within the municipality. The task force was informed that students who chew the substance feel 'high' and its effects are instant and much more than the effects of bhang.

On discipline, the task force recommended guidance and counselling and pastoral care to be strengthened in order to provide a strong foundation on moral values and spiritual growth noting that corporal punishment has been banned by the Ministry of Education.

Summary

Leadership involves the influencing of members of a group to pursue certain activities geared towards the attainment of the organisation's goals. Grace (1995) emphasises that effective leaders appreciate the need for specific educational aims and have the capacity to communicate these to staff, pupils and parents, to win their assent and to put their own policies into practice.

Charles (1989) asserts that discipline is intended to suppress, control and re-direct misbehaviour, behaviour that is aggressive, immoral or disruptive to learning. All teachers know that students sometimes behave with sweetness, kindness, gentility, consideration, helpfulness, and honesty. That makes

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teaching one of the most satisfying and rewarding of all professions. But teachers also know, though they fervently with it weren't so, that students sometimes behave with hostility, abusiveness, disrespect, disinterest and cruelty all of which reduce effectiveness of and pleasure in teaching and learning. However, headteacher's leadership styles to a large extent, determine discipline of students.

Although its not yet possible to generalise on the best leadership style, many scholars have indicated that democratic leadership is the most acceptable kind of leadership because it recognises the fundamental worth of the human resources of an organisation as well as gives an environment for long term production.

Research on leadership and discipline continues to be undertaken and its hoped that as many scholars investigate deeper, more issues concerned with leadership and discipline will come to light helping organisations like schools to be ran smoothly and efficiently.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

As has already mentioned in Chapter 1, this study was designed to identify leadership styles of headteachers on students' discipline in Kericho District. In this Chapter, a detailed description of the procedures, methodology and problems of the study are given.

Research Design

This study adopted Expost-facto design. According to Kerlinger (1973), Expost-facto design is a system of empirical enquiry in which the scientists does not have control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent variable. The design deals with things that have happened already and the researcher cannot reverse it.

Target Population

According to Borg and Gall (1989), target population is all the numbers of a real or hypothetical set of people, events or objects to which a researcher wishes to generalise the results of the research. According to the latest list

obtained from Kericho District Education office, there were 61 Secondary Schools. Four of these schools were private and two were not operational at that time. Therefore 55 public secondary Schools having a total of 12,500 students qualified for the study. Out of the 55 schools, 9 were girls' schools, 5 boy's schools and 42 were mixed schools. 30 Schools were selected using random sampling. The subjects of the study included all the headteachers from all the sample schools and depending on the size of schools, students' number varied.

Sample and Sampling Procedures
The Schools:

According to the latest list obtained from Kericho District Education Office, there were 61 Secondary Schools. Four of these schools were private and two were not operational at that time. The school chosen had to be a public secondary school and so 57 schools remained eligible for the study. Out of 57 schools two were not yet functional and were left out. Therefore 55 schools were left for the study. The school chosen ought to have been in existence for at least four years to allow students to have attained form four level. The reason for doing this was to ensure that the school chosen was already established and not having so many problems associated with struggle to establish. This was also aimed at equalising the schools to guard against any undesired biases in the study.

Caution was also taken to ensure that among the chosen schools, only headteachers who had stayed in their station for more than one year were included. This was because one year was seen as a long enough period for a headteacher to establish himself/herself in a school and therefore make it possible for his/her students to form an opinion about his/her leadership styles. Because of this criterion, two schools not functional at that time were left out. Since there were no newly established schools at that time, 55 schools qualified for the study.

In order to test the reliability of the instruments, six of these schools were used in the pilot study. Randomisation was used in the selection of these six schools so that each school had an equal chance of being included in the study. Care was taken to include different categories of schools in terms of the sex of the pupils, their sizes and whether they were day or boarding.

To select the 30 schools randomly, all the 55 schools were listed down and each school given a number. All the numbers were then placed in a container and then any number picked at random. The same was done repeatedly till all the 30 schools had been picked. After each picking, the numbers in the container were mixed up properly. The schools corresponding to the numbers picked finally were included in the study. The main study covered 30 schools. For the purpose of the study, these schools were categorised into single, double, triple, four or more streams and enrolment number was specified.

The subjects of the study included at least three students from each randomly selected school, one from each stream from forms two to four. Every headteacher from the randomly selected thirty schools participated.

Selecting students from forms two to four ensured that students who have stayed longer and have known their headteacher very well participated. However, caution was taken not to include any new student in forms two to four. To select students, the papers numbered one to 50 to gather for differences in number of students per class or stream were prepared knowing that an average number of students per class is supposed to be 40. The papers were then put in a basket and then students who met the requirements picked. The number 20 was chosen and so any student in a class who picked the number participated. This was done for all the classes from forms two to four. The students who qualified were then briefed on the purpose of the study and what was required of them. They were then given the questionnaires and assured that all their responses would be kept confidential The headteachers were also briefed on the purpose of the study and what was required of them. The headteacher helped in ensuring that the questionnaires were collected and put in one envelope ready for picking.

The method of selection described above was used so that each of the students who qualified to participate in the study could have an equal chance of taking part in it. It was also hoped that extraneous variables would be eliminated

since Furguson G A (1976) says that randomization ensures that extraneous variables which are concomitant with the dependent variables and may be correlated with it will not introduce systematic bias in the results.

From thirty schools, it was hoped that at least ninety students and thirty headteachers would participate in the study However, responses were received from 21 headteachers and 64 students which represented 70 percent and 64 percent respectively.

Research Instruments.

The main instruments of the study included two questionnaires.

1. Headteachers' questionnaires.

2. Students' questionnaires.

Attached to the headteachers' questionnaire was a general questionnaire designed to gather background information about the headteachers and their schools. In each of the questionnaires, neither the names of the subjects nor those of their schools needed to appear anywhere on the questionnaires. The subjects were assured that their responses would be kept confidential.

A description of each of the questionnaires is given below:

i   **Headteachers' Questionnaire** Likert and Likert (1976) designed this questionnaire known as own behaviour (OB) questionnaire to enable a member of a group engaged in problem solving to describe his/her own behaviour it was felt that this would be an appropriate questionnaire for

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the headteachers to complete because the headteacher's work in the school is basically that of problem solving.

Headteachers' questionnaire was used to measure the headteachers' leadership behaviour which depict the leadership styles. Likert and Likert (1976) refers to leadership styles as systems of management or leadership, which range from one to four. In our headteachers' questionnaire, slight modification was made to have it range from 1 to 5. The leader who falls on the right side of this leadership continuum will be supportive, participate or democratic. Leaders who behave dictatorially or autocratically would fall under systems one and two on the left side of the continuum.

The headteachers' questionnaire consisted of 24 items, each completing one single question, which stands out at the beginning of each of the items. The responses against each question were put on a continuum ranging from never on the left to great on the right. In this study, the respondents completed the questionnaire by ticking the score under the choices that best described their opinion.

ii **Students' questionnaire:** According to Likert and Likert (1976) this questionnaire like Headteachers' questionnaire, may be completed by both the leader and members of the organisation to describe how they belief the other members of the organisation see them as behaving in

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the case of leaders, or how the members perceive their leader's behaviour. It is referred to as leadership behaviour (LB) questionnaire. In this study, students' questionnaire was completed by the secondary school students to describe their headteachers' leadership styles and behaviour. The modifications made on Headteachers' questionnaire were also carried out on students' questionnaire.

iii **The General Questionnaire**: This questionnaire was designed to elicit information about the respondents and their schools. Here, such information as the sex of the headteacher, sex of students and the size of the schools were gathered. A tick in one of the boxes against different alternative answers indicated one's response. The questionnaire was attached to the headteachers' questionnaire. No scores were given here. The information obtained was used to show whether the variables included on the questionnaire had a bearing on the respondent's perceptions as per Headteachers' and students' questionnaire.

Validity of the Instruments

Since the instruments were borrowed from forms OB and LB which were designed in an environment foreign to Kenya, it was felt that it's validity should be tested before they are used. Therefore, the pilot study was conducted to check if the questions could be well understood.

Reliability of Research Instruments:

Since forms OB and LB were designed in an environment foreign to Kenya, it was felt that reliability of the instruments should be tested before they could be used in the study. The general questionnaire had to be tested also to find out whether it was capable of bringing out the required information. A pilot study was therefore undertaken.

The six schools were also selected using random sampling as already described. The headteachers completed headteachers' questionnaire and a general To measure reliability. Headteachers' and students' questionnaires were tested and found to be reliable at 95 percent confidence level. The pilot study revealed the need to have the general questionnaire have some additional questions on the questionnaire so as to enable researcher have answers to some of the research questions. This was done and answers were obtained.

Data Collection Procedures

The research instruments were administered and responses collected personally by the investigator both during the pilot and main study. Before this, all the schools included in the study were listed and time tabled for visits and day of collecting the data. This was done by the researcher calling the headteacher on the phone. On following the timetable, the schools were given the research instruments and at an agreed date, the researchers went round and collected data.

For those who delayed for one reason or another, the researcher left self-addressed envelopes having postage stamps on them. The whole exercise took two weeks and it was over. Those who mailed the questionnaires back had some questionnaires unanswered. However, a good part of the questionnaires filled were collected. In the field, some headteachers did not like the whole idea of carrying on research in their schools even with the permit being shown. That is why out of 30 schools selected in the sample, only 21 showed participation.

Data Analysis Techniques

During the analysis of data, factor analysis using rotated component matrix was used to identify different leadership styles used by the headteacher. Four-point factor component was used to indicate this. This type of analysis was done on both Headteachers' and students' questionnaires. Information

obtained was turned into frequency distributions where frequency tables were constructed to condense all the information and to give clear pictures of the findings.

The data was also analysed using the descriptive statistics like mean and standard deviation. Tables were used to give clear pictures of the findings. The results of the statistical analysis were interpreted as shown in the next Chapter.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

Introduction:

In Chapter One, it was explained that the main aim of this study was to establish the leadership styles of headteachers' on students discipline in public secondary schools in Kericho District.

In order to do this, the headteachers' leadership styles and behaviour were identified. This was done by using two main questionnaires namely the headteachers' questionnaire and students' questionnaire. Headteachers' questionnaire had ratings ranging from one to five on a continuum and was filled in by the headteachers. Students' questionnaire had ratings ranging from one to five, on a continuum and filled in by the students.

The headteachers completed a general questionnaire, which gathered information about their sex, academic and professional qualifications, size of the school, sex of students and whether school was day or boarding.

In this chapter, the analysis of the data that was gathered during the study is presented. The interpretations that were made during the analysis of data are also given. Tables were used to give a clearer picture of the findings.

Responses of the Subjects

In the third chapter, it was pointed out that all headteachers in the 30 randomly selected secondary schools were to be given the Headteachers' questionnaire to complete. Out of 30 headteachers' questionnaires dispatched to the 30 schools, 21 questionnaires returned. This represented 70% return. The students' questionnaires were also given to the students of the 30 schools depending on the streams they had. Out of 100 questionnaires, 64 were returned. This represented 64% return.

Since there was a relatively high rate of return, it became possible to make generalisation about the perceptions of headteachers by students and headteachers themselves in the secondary schools in Kericho District.

Table 1: Number of components found in each factor one to four.

	Number of Items /Components			
Factor	1	2	3	4
H/Teachers questionnaire	12	7	6	2
Student's questionnaire	5	8	3	3
Total number of items	17	15	9	5

Factor one items on headteachers' and students' questionnaires were 12 and 5 in number respectively. The items suggested a leader who was very democratic. According to Jones et. al (1969), democratic leadership style recognizes the worth and needs of the human resources in the organization. Factor one items suggest a teacher who was supportive, participative or democratic. Total number of items supporting democratic leadership was 17.

Factor two items on headteachers' and students' questionnaires were 7 and 8 in number respectively. The items suggest a leader who was a bit democratic. Total number of items supporting a leader a bit democratic are 15.

Factor three items on headteachers' and student's questionnaires were 6 and 3 in number respectively. The items suggested a leader who was a bit autocratic. Total number of items supporting a leader a bit autocratic is 9.

Factor four items on headteachers' and students' questionnaires were 2 and 3 in number respectively. The items suggested a leader who was extremely autocratic. Jones (1969) says authoritarian leadership ignores the needs of the followers as well as centralises power in the person of a leader. Total numbers of items supporting a leader extremely autocratic are 5.

The Measurement of the Headteachers' Leadership Styles

In the headteachers' and students' respectively, four styles of leadership arranged in a continuum are identified. These styles are referred to as factors one, two, three, and four.

Factor one and four are very democratic and extreme autocracy respectively. Factors two and three represented a leaning towards some democracy or some autocracy respectively.

In this study, headteachers were mainly seen as either democratic or authoritarian depending on whether the components (items) had high or low factor loading on factors one to four. Items on the Headteacher and student questionnaire were grouped together depending on the close relationship that existed. The closeness of the relationship was depicted by high factor loading of critical level $\pm$ 0.5. The items which had the points rating at or above $\pm$ 0.5 had high factor loading and were considered in the study. Thorough checking on each of those items in each factor helped identify the leadership style exhibited.

Table 1 shows the summary of the Rotated Component matrix of Headteacher and student questionnaire. It shows the number of components which had high factor loading of $\pm$0.5 on each factor one to four. From table 1, democratic

leadership is highly exhibited because the total number of items supporting are 32. The total number of items exhibiting a autocratic leader are 14. This shows that generally, headteachers themselves and students saw the headteachers as being democratic leaders.

Headteachers saw themselves as being very democratic. This could have been attributed to the fact that Kenya is a democratic nation and one of the aims of the educational system in Kenya is to propagate the spirit of democracy in the society. The headteachers being school leaders are therefore supposed to help the country achieve this aim by encouraging democratic practices in their schools.

Morphet, Jones and Reller (1974) says that most administrators are afraid to use a framework for self-evaluation other than democracy because they may immediately be labelled autocratic. The students viewed their headteachers as being a bit democratic. The slight difference in this perception could have been due to the fact that headteachers though they recognise the worth and needs of the students, do also centralise some power on themselves so as to be able to control the students. The idea of democracy was seen in the way most items on headteachers' and students' questionnaires compared favourably.

Item 1 on Headteachers' and students' questionnaire reads: *To what extent is headteacher friendly and easy to talk to?* According to both headteacher and

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student respectively, it's considerate and great, *That is 60.9 and 50.8 percent respectively*.

Item 2 on Headteachers' and students' questionnaire reads: *To what extent do headteachers listen well to you whether or not he she agrees or disagree?* According to both Headteacher and student, it's considerate. *That is 50.1 and 52.2 percent respectively*.

Item 3 on Headteachers' and students' questionnaire reads: *To what extent do headteachers show that he she understands your point of view and can state it well even though he she disagrees?* According to both Headteacher and student respectively it 's great and considerate. *That is 70.2 and 60.3 percent respectively*.

Item 4 on Headteachers' and students' questionnaire reads: *To what extent do headteacher encourage you to express your feelings Frankly?* According to both Headteacher and student, it's great. *That is 57.1 and 50.5 percent respectively*.

Item 5 on Headteachers' and students' questionnaire reads: *To what extent do headteacher encourage you to express your ideas fully and frankly?* According to both headteacher and student, it's great. *That is 60.5 and 58.9 percent respectively*.

Item 6 on Headteachers' and students' questionnaire reads: *To what extent do headteachers expect you to do your best?* According to Headteacher and students it's great *That is 71.4 and 82.5 percent respectively*.

Item 8 on Headteachers' and 7 on students' questionnaire reads: *To what extent do Headteachers encourage you to bring new changes a well as creative idea?* According to Headteachers and students, it's great. ***That is 57.1 and 50.7 percent respectively.***

Item 21 on Headteachers' and **20** on students' questionnaire reads: *To what extent to Headteachers ensure adhere to school rules? According to* Headteachers and students, it's great. ***That is 71.4 and 76.2 respectively.***

Item 22 on Headteachers' and **21** on students' questionnaire reads: *To what extent do students emphasise on correct uniform?* According to headteachers and students, it's great. ***That is 76.2 and 81.3 percent respectively.***

Item 23 on headteachers' and **22** on students' questionnaire reads: *To what extent do headteacher student's living conditions are good?* According to headteacher and student, it's great. ***That is 60.5 and 51.6 percent respectively.***

Item 10 on headteachers' and **9** on students' questionnaire reads: To *what extent do headteacher accept that he/she is capable of making mistakes?* According to headteacher is great and to students, some. ***That is 60.9 and 60.2 percent respectively.***

Item 12 on headteachers' and **11** on students' questionnaire reads: *To what extent do headteacher us 'WE' or 'OUR' rather than 'I'?* According to headteacher is some and to student, great. ***That is 70.1 and 68.8 percent respectively.***

Item 13 on headteachers' and **12** on students' questionnaire reads: *To what extent do headteacher show no favourites and treat all students equally?* According to headteacher is some and to student, great. *That is 50.5 and 70.1 percent respectively.*

Item 17 on headteahers' and **16** on students' questionnaire reads: To *what extent do headteacher give credit and recognition to students generously?* According to headteacher and to student it is great.. *That is 52.4 and 50.1 percent respectively.*

Item 18 on headteachers' and **17** on students' questionnaire reads: To *what extent do headteacher accept any blame that may not be warranted for any failure or mistakes?* According to headteacher and students, its same. *That is 38.1 and 31.3 percent respectively.*

Item 20 on headteachers' and **19** on students' questionnaire reads: To *what extent do headteacher get student approval on important matters touching them before implementing them?* According to headteacher is some and to student, considerate. *That is 33.3 and 40.5 percent respectively.*

Item 24 on headteachers' and **23** on students' questionnaire reads: *To what extent do headteacher refer indiscipline cases of students to guidance and counselling?* According to headteacher and student, its great. *That is 80.9 and 70.5 percent respectively.* All the above items showed that the headteacher to a large extend was democratic as perceived by both the

headteacher and students. However, in some cases the headteacher was seen to be of less or no assistance at all to the students.

Item 16 on headteachers' and **15** on students' questionnaire reads: *To what extent do headteacher encourage students to work through disagreement by not suppressing them?* According to headteacher is great and to student is never. *That is 70.9 and 60.9 percent respectively.*

Item 19 on headteachers' and **18** on students' questionnaire reads: *To what extent do headteacher put suggestions made by students into operation?* According to headteacher is same and to student never. *That is 50.1 and 50.9 percent respectively.*

Item 11 on headteachers and **10** on students' questionnaire reads: To *what extent do headteacher allow students to question his her views?* According to headteacher is never and to student never. *That is 80.1 and 70.8 percent respectively.*

Item 9 on headteachers' and **8** on students' questionnaire reads: *To what extent it headteacher defensive when criticised by students?* According to headteacher is some and to student great. *That is 50.1 and 60.5 percent respectively.*

Item 14 on headteachers' and **13** on students' questionnaire reads: To *what extent do headteacher avoid treating students in a patronising manner?* According to headteacher is very little and to student never. *That is 50.1 and 60.1 percent respectively.*

Item 15 on headteachers' and **14** on students' questionnaire reads: *To what extent do headteacher avoid dominating assembly discussions?* According to headteacher is very little and to student never. *That is 50.1 and 60.9 percent respectively.*

Item 16 on headteachers' and **15** on students' questionnaire shows that headteachers saw themselves as very democratic. In the rotated component matrix of headteachers' questionnaire its on factor one which depicts a headteacher who is very democratic.

On the same item, the students' saw the headteacher as being extremely autocratic. In the rotated component matrix of students' questionnaire it is on factor four which depicts a headteacher who is extremely autocratic.

This difference would be attributed to the fact that headteachers in their daily practice think that they do good by solving student problems or disagreements themselves. The headteachers do not see that as the suppressing the students. Headteachers think they are very democratic.

The students on the other hand feel that they are not given any breath to try and solve their own problems amicably. The headteachers instead, suppress them. Students see the headteachers as very autocratic.

Item 19 on headteachers' and **18** on students' questionnaire seems to bring agreement that actually headteachers do not do much in putting suggestions

made by students into operation To students. its never and to headteachers, its some. This shows that headteachers are autocratic in this case.

Item 11 on headteachers' and **10** on students' questionnaire shows that headteachers actually do not want students to question their views at all Students have the same perception too. *That is say, the headteachers' are autocratic in this case.*

Item 9 on headteachers' and **8** on students' questionnaire shows that students view headteachers as very defensive when criticised by students.   To some extend, the headteachers actually agree with students.   This is a sign of autocratic leadership.

Item 14 on headteachers' and **13** on students' questionnaire shows that both headteacher and students agree that headteachers treat students in a patronising manner. Is a sign of autocratic leadership.

Item 15 on headteachers' and **14** on students' agree that headteachers dominate assembly discussions. Is a sign of autocratic leadership.

Generally, items on both headteachers' and students' questionnaires had a Mean of 4 which was considerate.   That meant headteachers and students viewed headteacher as very considerate or democratic.   However, slight differences could still be observed.

On disciplinary problems and measures taken, the items chosen were meant to gather for extremes in student disciplinary problems as well as extremes in

measures taken to solve the problems. The aim was to depict the type of leadership style exhibited.

The Responses of Headteachers Having Students of Different Sex to Students' Disciplinary Problems.

The headteachers of different sex and disciplinary problems of students were investigated. This was in an attempt to find out how headteachers of different sex influence discipline of students. Male headteachers are 15 in number and female headteachers are 6 in number. This accounts for 81 and 19 percent respectively.

Table II shows the responses of headteachers of different sex on nature of disciplinary problems affecting students.

Table II: The Sex of Students and Disciplinary Problems Affecting Them.

		Disciplinary problems affecting students			
		Homo sexuality	Rudeness	Sneaking	Total
Sex of students	Male	4	0	11	15
	Female	0	6	0	6
Total number of schools		4	6	11	21

According to Table II, the 4 male headteachers who headed 4 boys' schools reported indiscipline problems affecting students in their schools as being majorly homosexuality.

The male headteachers who headed 11 mixed public secondary schools reported the major indiscipline problem affecting students in their schools as sneaking. Mixed schools have both boys and girls.

The female headteachers who headed 6 girls' schools reported the main indiscipline problem affecting students in their schools as rudeness.

This means that in school where boys were alone without girls, there was a very high tendency of practising homosexuality. Rudeness and sneaking was not so noticeable in this boy schools as in other categories. Homosexuality could be attributed to the fact that it is believed that sexual activities between different sexes can cause AIDS. This makes boys to think it is save having sex with others of same sex, therefore resulting to homosexuality.

Mixed secondary schools having both boys and girls practised sneaking more. This could have been due to the fact that secondary schools do not allow cohabiting and where boy- girl relationship develops, they sneak out of school.

In girls' schools, rudeness has been exhibited more than sneaking and homosexuality. This could be attributed to the fact that girls under harsh influence from parents develop fear and cannot sneak as such nor practice

homosexuality. This then builds up pressure which is reflected in their behaviour. This mostly comes out in form of being rude.

General sneaking was the prevalent disciplinary problem which accounted to 52.4 percent Rudeness accounted to 28.6 percent. Finally, Homosexuality accounted 19 percent.

The headteachers of different sex and disciplinary measures of students were investigated. This was in an attempt to find out how headteachers of different sex solve disciplinary problems of students.

Disciplinary Measures Taken on Students Who Break Rules by Headteachers of Different Sex

TABLE III: The sex of headteachers and disciplinary measures taken on those students who break the rules.

		Disciplinary measures taken on those who break rules.			
		Guidance & Counselling	Suspension	Expulsion	Total
Sex of	Male	8	7	2	17
headteachers	Female	1	3	0	4
Total number of schools		9	10	2	21

According to Table III, the male headteachers use variety of disciplinary measures than the female headteachers.

Male headteachers used guidance and counselling and suspension. Expulsion was least used. Female headteachers used more of suspension and guidance and counselling.

The use of guidance and counselling suggests a headteacher who is democratic and use of expulsion suggests a headteacher who is autocratic. In this case, most male teachers were seen to be democratic and a few were seen to be autocratic.

Most female headteachers were seen to practice a bit of democracy and a bit of autocracy. They were in the middle. Generally, suspension as a disciplinary measure was used and it accounted 47.1 percent. Guidance and counselling accounted for 43.6 percent. Expulsion was least used and accounted for 9.4 percent.

The Influence of the School Sizes to the Disciplinary Problems of Students

Table IV below shows the prevalent disciplinary problems affecting students of different school sizes.

TABLE IV: The size of school and disciplinary problems affecting students.

		Disciplinary problems affecting students			
		Homo sexuality	Rudeness	Sneaking	Total
Size of school	Single stream	1	3	2	6
	Double stream	1	3	5	9
	Triple stream	1	0	4	5
	Four streams	1	0	0	1
Total		4	6	11	21

According to Table IV, the disciplinary problems affecting students are more prominent in double-streamed school. That is, 3 double-streamed schools have cases of rudeness, 5 cases of sneaking and one case of homosexuality.

Single streamed schools appear also to be on the rise having more disciplinary problems. This is followed by triple streamed schools and finally four streamed schools. From this table, smaller schools seem to be the ones having more disciplinary problems than larger schools.

The Influence of the School Sizes and the Disciplinary Measures Taken

TABLE V: The size of school and disciplinary measures taken on those who Break Rules.

		Disciplinary measures taken on those who break rules.			
		Guidance & Counselling	Suspension	Expulsion	Total
Size of school	Single stream	1	4	1	6
	Double stream	3	6	0	9
	Triple stream	4	1	0	5
	Four streams	0	0	1	1
Total		8	11	2	21

According to Table V, the disciplinary measures taken on those who break rules were varied. In double streamed schools which in table IV had so many problems, suspension was seen to be more used as shown in the table. 6 schools which were double streamed used suspension. 3 used Guidance and Counselling and no double streamed school used expulsion.

Single streamed schools were 6 in number; 4 schools used suspension, 1 used expulsion and 1 school used Guidance and Counselling.

4 triple streamed schools used Guidance and Counselling and 1 used suspension. In four streamed schools expulsion was used. From this table, not many schools resorted to guidance and counselling as it should be. This could be because Guidance and Counselling needs experts who are teachers who have attended the training. In most schools, Guidance and Counselling department seemed ill-equipped with no manpower resource. Most headteachers preferred suspension to guidance and counselling. Double-streamed schools which had more disciplinary problems are seen using suspension more than guidance and counselling. Expulsion was not used by many headteachers. This could simply be because the Ministry of Education doesn't really recommend on the use of that method.

The Responses of Headteachers of Different Qualifications to Disciplinary Problems Affecting Students

The headteachers qualifications and disciplinary problems affecting students were investigated. Information about headteachers educational qualifications was collected through the responses on the general questionnaire. The professional qualifications in particular were investigated. One teacher having masters formed only 4 8 percent of total headteachers. The rest were graduate -

approved headteachers accounting for 95.2 %. That is majority were graduate/ approved headteahers.

Table VI shows the responses of headteachers of different professional qualifications on nature of disciplinary problems affecting students.

TABLE VI: The professional qualifications of headteachers and disciplinary problems affecting students.

		Disciplinary problems affecting students.			
		Homosexuality	Rudeness	Sneaking	Total
Professional qualification	Masters Degree in Education	0	0	1	1
	Graduate/ Approved Teacher	4	6	10	20
Total		4	6	11	21

According to Table VI, most headteachers are either Graduate teachers or Approved teachers. That is, 20 out of 21 headteachers are Graduates/Approved. 1 out of 21 is a headteacher having Masters Degree.

One school headed by a teacher having a Masters Degree in Education had disciplinary problems majorly as sneaking. 20 schools headed by Graduate

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teachers/Approved had varied cases of disciplinary problems. 4 schools had disciplinary problem of homosexuality, 6 schools had disciplinary problem of rudeness and 10 schools had disciplinary problem of sneaking.

The schools headed by Graduate/Approved headteachers had many disciplinary problems than those headed by Masters Degree in Education headteachers. This could mean that the high professional qualification a headteacher is, the less the disciplinary problems. However, one headteacher with Master degree was interviewed. So, the results may therefore not have been very generalizable. The headteacher's professional qualification and disciplinary measures affecting of students were investigated.

The Responses of Headteachers' of Different Qualifications to Disciplinary Measures Taken

TABLE VII: The Professional Qualification of Headteachers and Disciplinary Measures Taken On Those Who Break the Rules.

		Disciplinary measures taken on those who break rules.			
		Guidance and Counselling	Suspension	Expulsion	Total
Professional qualification	Masters Degree in Education	0	1	0	1
	Graduate/ Approved Teacher	8	10	2	20
Total		8	11	2	21

According to Table VII, most headteachers are either Graduate or Approved teachers. One Masters degree headteacher used suspension as the main disciplinary measure on his school.

20 schools headed by Graduate teacher / Approved majorly used suspension as well as guidance and counselling. Only 2 schools out of 20 used expulsion The headteachers with Bachelor's degree seemed to have acted more democratically than the headteacher with Masters in Education. Since it was only one teacher having Masters in Education qualification, the results may not be very generalizable.

Summary of the Analysis of Data

The foregoing analysis of data has revealed that:

1. Most headteachers in Secondary Schools in Kericho District perceived themselves as very democratic.

2. Students considered their headteachers as less democratic than the headteachers considered themselves.

3. The sex of students influenced the type of indiscipline experienced in different schools.

4. The size of the school influenced the type of indiscipline experienced in different schools.

5. The sex of headteachers influenced the disciplinary measures adopted.

6. The size of the school influenced the disciplinary measures adopted by headteachers.

7. The professional qualifications of headteachers influenced the disciplinary measures adopted.

8. Graduate/Approved headteachers behaved more democratically in solving disciplinary problems than those with Masters.

9. Male headteachers behaved more democratically in solving disciplinary problems than female headteachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

In the first chapter, it was stated that the purpose of this study was to establish the leadership styles of headteachers on students' discipline in public secondary schools in Kericho District. The subjects of the study included the headteachers and students from randomly selected secondary schools in Kericho District. The study also aimed at finding out whether the sex and qualifications of headteachers, the size and category of the schools, and the sex of students influenced student discipline and disciplinary measures taken.

A review of literature on leadership and discipline was given in the second chapter. In this review, several theories of leadership were viewed. Some of the studies on leadership and discipline were also discussed. Leadership and discipline in the school setting was also viewed.

The design and methodology of the study were presented in the third chapter. The subjects, instruments and procedures used in the study were discussed in this chapter. The problems that were encountered during the study were also given.

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The analysis of the data collected during the study was presented in the fourth chapter. From this analysis, it was found out that:

1. None of the headteachers viewed themselves as autocratic.

2. Most male headteachers acted more democratically.

3. Most female headteachers acted less democratically.

4. Most students perceived their headteachers as less democratic than they do themselves.

5. The sex of students influence the type of indiscipline experienced in different schools

6. The sex of headteachers influenced the disciplinary measures adopted.

7. The size of school influenced the type of indiscipline experienced in different schools

8. The size of the school influenced the disciplinary measures adopted.

9. The professional qualifications of headteachers influenced the disciplinary measures adopted.

10. Graduate/Approved headteachers acted more democratically in solving disciplinary problems than those with Masters.

11. Male headteachers acted more democratically in solving disciplinary problems than female teachers.

Discussions and Conclusions

The findings of the study showed that whereas many headteachers viewed themselves as very democratic, many of their students saw them as merely considerably democratic. In most items on headteachers' and students' questionnaire, the headteachers rated themselves highly unlike the students So these findings showed that there were conflicts in the perceptions of leadership behaviour and styles by the headteachers and students. The view that these conflicts may have been there because the headteachers were unwilling to view themselves in any other way other than democratic was advanced in the fourth chapter. This implies that what the headteachers indicated in this study, may not be a true reflection of their leadership styles. It may be that the headteachers indicated the "right" answers rather than what they actually felt was their true leadership style.

The analysis on some items on both headteachers' and students' questionnaire indicate that headteachers were strict and adhered to the organisational goals other than the worth and needs of the students. That could have made them to be a bit autocratic but they were not. Instead, they were rated as democratic leaders.

Doll R.C. (1972) says that leader's perception of himself and his associates' perceptions of him are predetermined in part by everyone's wanting to preserve his own self-esteem.

However, when there are conflicts between the views of the leader behaviour of a leader by the leader and his group, then it becomes difficult to achieve the goals of the organisation.

Jones (1969) says that one of the major obstacles to successful secondary administration is the way the principal views his job and the often very different way it is visualised by his faculty.

Headteachers must seek to behave in the way that they know is expected of them, so that their views of how they behave can be a true reflection of their real behaviours. This way, there will be agreement, in the perceptions of the headteachers' leadership styles by the headteachers themselves and their students.

Doll R.G (1972) says a leader who has the majority of his group obviously in agreement with him is likely to elicit at least moderate support from members of the group who are generally unfavourable to him.

In the light of the findings of the study, it was concluded that:

1. The ratings of headteachers reflected the leadership styles expected of them but not how they really behaved as leaders.

2. Headteachers with high professional qualifications were less democratic in their leadership.

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3. Female headteachers were less democratic as seen in the way discipline cases were solved

4. Students perceived their headteachers as being less democratic

5. Type of indiscipline more prevalent was influenced by the sex of students.

6. Type of indiscipline more prevalent was influenced by the size of the school.

The headteachers' leadership styles were therefore products of all the interacting forces in the leadership situation.

Recommendations

The findings of the study showed that most headteachers rated themselves as very democratic unlike the students' views. This created conflicts in the perceptions of leadership styles of headteachers and students but all the same were generally rated as democratic.

The fact that the headteachers may not have in some cases recognised the human needs of the other members of the school organisation is implicit in the findings. This may explain why headteachers are usually blamed whenever there are disciplinary cases in their schools.

In view of the findings and implications of the study, it was recommended that:

1. Efforts should be made to have secondary school headteachers take intensive courses in educational administration and leadership either before they are appointed or soon after they are appointed.

2. The government should aim at staffing secondary schools with professional Graduate/Approved headteachers.

3. Professionalism rather than the sex of the individuals should be the guiding factor in the relationship between headteachers and students.

4. Further research on leadership and factors that influence leadership be carried out.

5. Research into factors that cause indiscipline of students and disciplinary measures appropriate be carried out.

Finally, the goals of the secondary school education can only be achieved successfully and effectively if the problems facing such schools are identified and studied. There is therefore a need for intensive research on the situations found in the secondary schools to be carried out.

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APPENDICES

APPENDIX A

GENERAL QUESTIONNAIRE (TO BE ATTACHED TO HEADTEACHER'S QUESTIONNAIRE).

The researcher would like to gather general information about yourself and your school. Please indicate the correct answer by ticking (✓) in the appropriate box.

Information is meant for this research only and the sources will be kept confidential. Do not write your name or that of your school anywhere on this questionnaire.

1.   Your sex.

    Male ☐

    Female ☐

2.   Academic qualifications

    PhD ☐

    M.Ed./ M.Sc./M.A ☐

    M.Ed./B.Sc./B.A/P.G.D.E ☐

    Any other (specify) ☐

3   Professional qualifications

    Doctorate ☐

    Masters Degree ☐

    Graduate teacher/Approved teacher ☐

Any other (specify) ☐

4. Experiences as:

Classroom teacher (No. of years) ☐

Head of Department (No. of years) ☐

Deputy Head (No. of years) ☐

Head teacher (No. of year ☐

5. The sex of students in your school

Boys ☐

Girls ☐

Mixed ☐

6. Category of school

Day ☐

Boarding ☐

Day/Boarding ☐

7. Enrollment of pupil (write number):

Girls ☐

Boys ☐

Total ☐

8. Size of school

Single stream ☐

Double ☐

Triple ☐

Four ☐

More than four streams (specify) ☐

9. From the Disciplinary problems highlighted below, which one do you find mostly affecting your students?

Homosexuality ☐

Rudeness ☐

Sneaking ☐

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

Guidance and counselling ☐

Suspension ☐

Expulsion ☐

APPENDIX B

HEADTEACHER'S QUESTIONNAIRE

The researcher would like to investigate headteacher's leadership styles on students' discipline in public secondary schools in Kericho District. Please respond as frankly and honestly as possible. Information is meant for this research only and the sources will be kept confidential. Do not write your name or that of your school anywhere on this questionnaire.

Instructions. The following are the options to choose from to indicate the extent of your own behaviour.

Category	Code
Never	N
Very Little	V.L
Some	S
Considerate	C
Great	**G**

Read each statement carefully and tick (✓) against the code of your chosen option. To what extend do you feel that you:

No.	Statement	N	VL	S	C	G
1.	Are friendly and easy to talk to					
2	Listen well to students whether or not you agree with them.					
3.	Show that you understand the points of view of your students, even though you disagree with them.					
4.	Encourage students to express their feelings frankly.					
5.	Encourage students to express their ideas fully and frankly.					
6.	Expect students to do their very best.					
7.	Think that what you are doing to improve students' discipline is important.					
8.	Encourage students to bring new changes as well as creative ideas.					
9.	Are defensive when criticised by students					
10.	Accept that you are capable of making mistakes.					
11.	Allow students to question your views.					
12.	Use 'We' and 'Our' rather than 'I', 'the head' or 'my'.					
13.	Show no favourites and treat all students Equally.					
14.	Avoid treating students in patronising manner.					
15.	Avoid dominating assembly discussions.					
16.	Encourage students to work through disagreements by not suppressing them.					
17.	Give credit and recognition to your students generously.					
18.	Accept any blame that may not be warranted for any failure or mistake.					
19.	Put suggestions made by students into operation.					
20.	Get student approval on important matters touching them before implementing them.					
21.	Ensure that students adhere to school rules					
22.	Emphasise on correct school uniform.					
23.	Ensure that students living conditions are good.					
24.	Refer indiscipline cases to guidance and counselling department.					

APPENDIX C

STUDENTS' QUESTIONNAIRE

The researcher would like to investigate headteacher's leadership styles on students discipline in public secondary schools in Kericho District. Please respond as frankly and honestly as possible. Information is meant for this research only and the sources will be kept confidential. **Do not** write your name or that of your school anywhere on this questionnaire.

Instructions: The following are the options to choose from to indicate the extent to which you feel about your headteacher.

Category	Code
Never	N
Very little	V.L
Some	S
Considerate	C
Great	G

Read each statement carefully and tick (✓) against the code of your chosen option.

To what extend do you feel that your headteacher:

No.	Statement	N	VL	S	C	G
1.	Is friendly and easy to talk to					
2	Listens well to you whether or not he/she agrees or disagrees with you.					
3.	Shows that he/she understands your point of view and can state it well even though he/she disagrees.					
4.	Encourage you to express your feelings frankly.					
5.	Encourages you to express your ideas freely and frankly.					
6.	Expect you to do your very best.					
7.	Encourage you to bring new changes as well as creative ideas.					
8.	Is defensive when you criticise.					
9.	Accepts that he/she is capable of making mistakes.					
10.	Allows you to question his/her views.					
11.	Uses 'We' or 'Our' rather than 'he/she', 'the headteacher'.					
12.	Shows no favourites and treats all of you equally.					
13.	Avoid treating you in a patronising manner.					
14.	Avoid dominating assembly discussions.					
15.	Encourage you to work through disagreements by not suppressing you.					
16.	Give credit and recognition to you generously.					
17.	Accept and blame than may be warranted for any failure or mistake.					
18.	Put suggestions made by you into operation.					
19.	Get your approval on important matters touching you before implementing them.					
20.	Ensure that you adhere to school rules.					
21.	Emphasise on correct school uniform.					
22.	Ensure that your living conditions are good.					
23.	Refer indiscipline cases to guidance and counselling department.					

APPENDIX D

Headteachers
Factor analysis

Are friendly and easy to	Compone			
	1	2	3	4
Listen well to students whether or not you agree	.55	.37	.27	.00
Show that you understand the point of view of even though you dis	.42	.05	.70	.23
Encourage the students to express their	.27	.48	.61	-
Encourage students to express their ideas fully	.21	.40	.67	-
Expect students to do	.01	.04	.11	-
Think that what you are doing to improve students' importa	.45	.62	.25	-
Encourage students to bring new changes as well idea	.54	.34	.17	.45
Are defensive when criticized by	-	-	-	-
Accept that you are capable of making	.63	.49	45	.18
Allow students to question your	.69	.38	.16	.43
Use 'WE' and 'OUR' rather	.02	.05	58	.66
Show no favorites and treat all	.70	.47	35	.01
Avoid treating students in patronising	.78	.08	.33	-
Avoid dominating assembly	80	.16	06	-
Encourage students to work through suppressing	.60	.41	.31	.43
Give credit and recognition to your students	36	.67	.18	-
Accept any blame that may not be warranted for mistake	.11	.01	.71	06
Put suggestions made by students into	.61	.37	.17	.10
Get students approval on important matters before implementing	60	.13	34	-
Ensure that students athere to	.73	-	-	.03
Emphasise on correct school	.27	.62	-	-
Ensure that students living conditions	.58	.64	18	-
Reffer indicipline cases to guidance and	-	.75	08	.13

Extraction Method: Principal Component

APPENDIX E

Students

Factor Analysis

Rotated Component Matrix

	Component			
	1	2	3	4
Is friendly and easy to talk to	1849	6115	- 0400	.1248
Listen well to you whether or not he/she agrees or disagree	.2132	5587	-.0757	.1460
Show that he/she understand you point of view and can state it even though he/she disagree	.2918	4372	- 0024	.1751
Encourage the you to express their feelings frankly	6828	3683	0293	.1320
Encourage you to express their ideas fully and frankly	.7070	2647	-.0360	.2209
Expect you to do their best	.1537	4083	- 0688	.7220
Encourage you to bring new changes as well as creative ideas	.2163	6992	.0476	.0668
Is defensive when criticized by students	.1149	-.0166	-.0616	- 4804
Accept that he/she is capable of making mistakes	.3347	5603	.2176	-.1612
Allow students to question his/her views	.6750	.1831	.2089	-.1955
Uses 'WE' and 'OUR' rather than 'he/she' 'the headteacher'	.0200	.2879	-.6277	.0304
Show no favorites and treat all students equaly	.4110	5481	3697	.1503
Avoid treating students in partonising manner	.1411	-.0145	4646	-.3688
Avoid dominating assembly discussions	-.1347	5845	-.0359	-.0378
Encourage you to work through disagreements by not suppress you	.0494	2063	-.4201	-.6257
Give credit and recognition to you generously	.0681	2506	.8073	.1852
Accept any blame that may be warranted for any failure or mist	-.0695	5928	3663	-.2160
Put suggestions made by you into operation	8294	0347	-.1012	.1244
Get you approval on important matters touching them before implementing them	7920	-.0409	.1567	-.2781
Ensure that you athere to school rules	.2293	5512	-.2058	.3462
Emphasise on correct school uniforms	.1328	.1100	- 0989	.6217
Ensure that students living conditions are good	.3916	2955	2718	-.2535
Reffer indicipline cases to guidance and councelling departmen	.4903	2732	5392	.1459

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

a Rotation converged in 7 iterations.