

**INFLUENCE OF HEADTEACHERS ADMINISTRATIVE  
TASK ON STUDENT DISCIPLINE IN SECONDARY SCHOOLS  
IN KIKUYU DIVISION KIAMBU DISTRICT, KENYA.**

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**BY  
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## DECLARATION

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

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



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## **DEDICATION**

This research project is dedicated to my husband Njani Ndiritu and my daughters Wanjiru Njani and Nyambura Njani for their love and support and inspiration to excel and further my studies. They have seen me through this study with genuine love, encouragement and unwavering support.

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I would like to give my heart filled gratitude first and foremost to almighty God for sustaining me through this period when I undertook my postgraduate studies.

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## ABSTRACT

A headteacher's public and professional reputations depends more on the standard of discipline in his or her school than any other single factor. This is because good discipline brings about good results in every field of school endeavors. A principal who lets discipline slip out of his or her hand risks trouble. The main purpose of the study was to investigate the influence of headteachers' administrative task on the discipline of students in secondary schools in Kikuyu Division, Kiambu District. The study strived to find out if students discipline was associated with the teachers administrative task which included among other things, management of the curriculum, provision and maintenance of physical facilities and the head teachers relationship with the community, staff and the students.

The literature review discussed the influence of headteachers administrative tasks on the discipline of students. This was discussed under the following titles; discipline, causes of indiscipline, the head teacher, administrative tasks of headteachers and their influence on discipline. From the literature review a conceptual framework was developed.

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The study was conducted using an ex-post facto design. This design was selected for this study because the variables namely; headteachers administrative tasks and students discipline indexes will have already occurred. The study targeted all the public secondary schools in Kikuyu Division. Data was collected by use of questionnaires for the headteacher and focused group interviews for the counselling teacher, prefects and the P.T.A. members. The questionnaire sought to find how often and efficiently the headteachers perform their administrative tasks. The focused group interview was to affirm the results from the questionnaires. The reliability and validity test for the

instrument were compiled using the split half method. The result of reliability test indicated that the instrument was reliable. The questionnaires were administered to all the public schools in Kikuyu Division whose headteacher had been in school for more than one year.

The responses in the instruments were tabulated, loaded and processed using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyse the responses. Analysis of data was compiled by use of frequencies and percentages. The Pearson Chi-square was used to determine influence of headteachers administrative tasks on student discipline in public secondary schools in Kikuyu Division, Kiambu District. The analysis of the data is presented in both narrative and tabular forms.

The recommendations of the study were as follows:-

1. In as much as the findings of the study reveal that most of the students in Kikuyu Division are disciplined, it is recommended that more emphasis be put on guiding and counseling the students to enhance discipline in the schools
2. It is also recommended that curriculum implementation be more vigorously monitored by the headteachers and MoEST inspectors with a view to ensuring syllabus coverage at the right time.
3. The headteachers should foster cordial relations with their students to ensure that they are disciplined. Guidance and counseling should be emphasized when instilling student discipline.
4. Headteachers cannot discipline students without the support of the teachers and the community. It is therefore recommended that the headteacher-teacher-community relations be enhanced to ensure student discipline

5. It is also recommended that headteachers should not mismanage, misappropriate and embezzle school funds and other physical facilities to obviate dissent from the students
6. To avoid public secondary schools experiencing a lot of discipline problems MOEST should train the principals on how to handle discipline issues.
7. Schools must provide recreational facilities that encourage character building.
8. The MOEST should be able to facilitate the training of principals on matters concerning guidance and counseling in order to enhance their administrative skills.

Suggestions for further study included:

Research on the influence of headteachers administrative task on student discipline could be extended by examining the attitudes of secondary school students in other provinces or districts and compare the finding with those of this study. The study can also be replicated in urban areas with adjustments in the scope and the variables to determine any similarities with finding of this study.

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## **LIST OF ABBREVIATIONS**

KCSE	-	Kenya Certificate of Secondary Education
KESI	-	Kenya Education Staff Institute
KNEC	-	Kenya National Examination Council
MOEST	-	Ministry of Education Science and Technology
PDE	-	Provincial Director of Education
PTA	-	Parents Teachers Association
EACE	-	East Africa Certificate Education
KACE	-	Kenya Advanced Certificate of Education
M.A.	-	Masters in Arts
M.ED	-	Masters in Education
B.ED	-	Bachelors in Education
PGDE	-	Post Graduate Diploma in Education
B. A.	-	Bachelors in Arts
BSC	-	Bachelors in Science

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Background Study

In Kenya, every public secondary school is under the jurisdiction of a Board of Governors, which receives its authority from the Ministry of Education Science and Technology under the Education Act (1980). These boards are charged, among other things, with the proper management of the schools. Their main function includes the development of these institutions and the management of their finances, discipline of pupils and teachers and the employment of non-teaching staff (Republic of Kenya, 1988).

The effectiveness of any school must be measured by what contributions it has made to improve the learning of the school children. This may not be achieved when there is poor leadership. Knezevich (1975) asserts that the survival of an organization is dependent on quality of administrative services available. It is necessary that an individual centrally coordinate the individual efforts in an organization. Thus, in any organization, the most important figure is the leader since he/she is largely responsible for directing it towards the achievement of set goals. It is certain that every organization would like to be successful, that is, to be able to realize its aims and objectives yet, not all organizations have been able to live up to their stated aims and objectives. Barrow (1976) states that success or failure of an organization depends on many factors, among the most important being the kind of leadership offered by the leader. Heresy and Blanchard (1977) agree with this view and state that the successful organizations have one major attribute that sets them apart from unsuccessful organizations, that is, dynamic and effective leadership.

Like any other organization, the school needs dynamic and effective leadership in order to achieve the set goals (Kochhar, 1978). Griffin (1994) holds the same opinion and asserts that there are all too many examples around us of schools brought down by inadequate leadership. In a doctoral study, Fielder (1967) found that leadership was a critical variable, which mediated organizational goals and individual needs through its influence over organizational process. Nolte (1966) explains that an executive holding a position in the hierarchy of an organization is under pressure from his/her superordinates to attain the goals of the organization and he is under pressure from his/her subordinate to meet their personal needs.

According to Murray (1973), effective leaders integrate the goals of the individual and goals of the organization. When there is poor relationship between the superior and subordinates performance will suffer and all this has a great influence on discipline. The headteacher's administrative behaviour has a lot of impact on the students' discipline whose effect spills over to the overall performance of the school (Kibe, 1996). The most essential objective of education in all educational institutions concerns instilling of moral values (Duric, 1989). In order to promote moral conduct and behaviour among young people in school, educators, teachers, parents and workers should strive to make the working environment correspond to educational objectives (ipcit, 1989). The necessity of maintaining essential conditions of order in a school or classroom is connected with discipline (Oladele, 1987).

Discipline, according to Howard (1996), refers to the system of teaching and nurturing that prepares children to achieve competence, self-control, self-direction and caring for others. Good discipline must be based on self-discipline, that is, individuals understanding and accepting rules

to govern their own behaviour (Jones, 1989). Good behaviour and discipline in a school involves the whole school community displaying mutual respect and consideration for each other, creating collectively pleasant and productive ethics in the school and working together successfully in the common purpose of teaching and learning (ibid, 1989).

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Here in Kenya there has not been sufficient attention accorded to students' discipline. The headteachers' administrative behaviour plays a crucial role in nurturing an environment or culture that promotes good discipline. Campbell, et al (1983) shows that it is possible to examine administrative behavior through self-reports or the perception of others who work with them. It is with the above background in mind that the researcher got interested in investigating the administrative behaviour of the headteachers and their effect on student discipline.

## **1.2 Statement of the Problem**

The current situation of discipline in the targeted secondary schools portrays a general disparity in administrative behaviours and student discipline. For instance, the School Management Inspection Report, Kikuyu Division (2003) indicates that in some schools where headteachers have been lax in performing administrative duties, the level of students' discipline was observed to be lower as compared to the schools where headteachers commitment is high.

Further, the researcher observed (in her teaching experience in the district) that in the target secondary schools, the students' level of discipline is constrained by a number of factors. For instance, school rules are perceived as unclear and are inconsistently enforced. An informal discussion with teachers in one of the schools before this study commenced indicated that the



students do not believe in, or are not committed to school rules, which, in essence, poses a problem of control on the part of teachers. The teachers also observed that student discipline in their schools was compromised due to lack of teamwork between them and the headteachers. The findings of Asunda (1983) found similar scenarios whereby teachers do not portray positive attitudes and students misconduct are sometimes ignored.

### **1.3 Purpose of the Study**

The main purpose of the study was to investigate the influence of headteachers' administrative task on the discipline of students in secondary schools in Kikuyu Division, Kiambu District. The study strived to find out if students' discipline was associated with the headteachers administrative behaviour, which includes among other things, management of the curriculum, provision and maintenance of physical facilities and, the headteachers relationship with the community, staff and the students.

### **1.4 Objectives of the Study**

The objectives of the study were; to,

- a) Establish the status of student discipline in the target secondary schools.
- b) Establish whether management of school curriculum by the headteachers is a factor affecting student discipline.
- c) Establish whether headteacher-student relationship is a factor affecting student discipline
- d) Establish whether headteacher-staff relationship is a factor affecting student discipline.

- e) Establish whether headteacher-community relationship is a factor affecting student discipline.
- f) Determine the effect of headteachers' financial management practices on students' discipline.
- g) Establish whether provision and maintenance of physical facilities is a factor affecting students' discipline.

### **1.5 Research Questions**

The study sought to address the following research questions:

- a) What is the current status of student discipline in the target schools?
- b) Is there any statistically significant relationship between management of school curriculum by the headteacher and students' discipline?
- c) Is there any statistically significant relationship between the headteacher-student relationship and students' discipline?
- d) Is there any statistically significant relationship between the headteacher-staff relationship and students' discipline?
- e) Is there any statistically significant relationship between the headteacher-community relationship and students' discipline?
- e) Is there any statistically significant relationship between headteachers' financial management practices and students' discipline?
- e) Is there any statistically significant relationship between provision and maintenance of school facilities by the headteachers and students' discipline?

## **1.6 Significance of the Study**

The study will offer help to headteachers in that it will make them aware of the influence their work has on students discipline and it is hoped that this knowledge will help them improve the performance of their duties.

The study would also help teachers to become aware of the importance of becoming more involved in schools administration. They will be encouraged to seek ways of improving their performance as well as co-operating with the headteachers. It is hoped that co-operation between the school and sponsors, parent and school community will be enhanced.

The findings of the study will benefit stakeholders in the management of schools such as Board of Governors, parents and social workers. This is so because the study has looked at the underlying factors behind students' behaviour and what may be done to help them back to normality.

The information that has been gathered is useful to institutions that are concerned with the training of school managers, such as Kenya Education Staff Institute (KESI), teachers in charge of discipline matters in schools, officers in charge of institutional guidance and counseling both at the Ministry of Education and school level, the colleges that train teachers and universities. The study would also help the general public to understand the causes of indiscipline in secondary schools and how they can assist in advising the youth against indiscipline.

## **1.7 Limitations of the Study**

Discipline of the students may have been affected by many factors among them, home background, personal effort, resources available to them and their social economic status. The investigator was not able to isolate change in discipline resulting from these factors.

The design of the study was ex post facto. The limitations of ex post facto design was that the researcher did not have direct control of independent variables because their manifestations had already occurred or because they were inherently not manipulatable (Kerlinger, 1973). The teachers were also probably biased depending on the relationship with their headteachers. This may have affected the objectivity of the study.

## **1.8 Delimitation of the Study**

The study only covered public secondary schools in Kikuyu Division, Kiambu District because private schools have different factors that influence the manner in which headteachers carry out their administrative tasks. Schools included in the study were located in Kikuyu Division only. Kiambu district is a peri-urban area and the conditions in it could be different from those of other districts. The findings, therefore, should only be generalized to the rest of the country with caution.

## **1.9 Assumptions of the Study**

The study made the following assumptions: -

1. That apart from the headteachers administrative behaviour, there were no other factors that influenced students' discipline. The factors held constant were the

abilities and qualifications, background, socio-economic status as well as their attitudes.

2. That the respondents, that is, the headteachers, teaching staff, non teaching staff and the students, gave accurate response to the questionnaires.

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### 1.10 Definition of Significant Terms

The following terms were given operational meaning for the purpose of this study: -

**Administrative behaviour:** Refers to the headteacher's personal attributes as well as their intervention with the environment, which influence the manner in which they carry out their administrative task within the school.

**Headteacher:** Refers to the person appointed by TSC as the administrative head of a secondary school being responsible for its administration.

**Leadership styles:** Refers to the characteristic way in which a given leader relates to sub-ordinate in the performance of tasks assigned to the group.

**Principal:** Refers to the headteacher with overall administrative responsibility over secondary schools in Kenya. This is used inter changeably with headteachers.

**Public secondary school:** Refers to a four-year post-primary school, which is developed, equipped and provided with staff from public funds by the government, parents and communities.

**Private secondary school:** Refers to a four-year post primary school, which is privately managed and not supported by public funds.

**School administration:** Refers to the process of identifying maintaining, stimulating, controlling and unifying human and material resources for the smooth running of the school as carried out by the headteacher.

**Perception:** Refers to ones' understanding and interpretation of experiences within the environment.

**Administrative tasks:** Refers to the activities that the headteacher carries out for the smooth running of the school within various operational areas such as curriculum and instruction, pupil personnel, staff personnel, school community relations, provision and maintenance of physical facilities and financial management.

**Performance:** Refers to the overt behaviour that demonstrates the possession of the ability to do a particular task.

**Discipline:** Refers to the business of enforcing simple school rules that facilitate learning and minimizes disruptions.

## **1.11 Organization of the Study**

This study is divided into five chapters. Chapter one of the study presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations, delimitations of the study and definition of significant terms. Chapter two deals with the literature review and conceptual framework. The review covers introduction to the general concept of leadership, leadership approaches, leadership contingency theories and applications, leadership styles, students' discipline, administrative behaviour of headteachers and administrative tasks. The chapter ends with a conceptual framework.

Chapter three describes the research methodology, which includes research design, target population, sample and sampling procedures, research instruments, reliability and validity of instruments, data collection procedure and data analysis techniques. Chapter four consists of data analysis and discussion of the findings while chapter five consists of summary of the findings, conclusion, recommendation and suggestion for further research.

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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter covers the literature review on the influence of headteachers administrative tasks on the discipline of students. The review is organized under the following sub-heading; discipline, causes of discipline, student's discipline, the headteacher, administrative behaviour of headteachers and impact of administrative behaviour on discipline and performance discipline. The chapter ends with a conceptual framework of the study.

#### **2.1 Discipline**

Discipline is paramount in all areas of life. Education ceases to be meaningful if there is no observation of personal collective responsibility and discipline. In dealing with school discipline there is need to employ a wholistic approach because we are dealing with total human beings, who happen to live in a complex environment, which has great impact on all facets of his or her life. If discipline has to be effectively inculcated in the learner, the teacher has to be aware of all the factors and agents that influence the formation of certain habits, attitudes and establish how she/he can involve the same agents to enhance positive discipline.

According to the pocket oxford dictionary, discipline is defined as training that produces self-control, orderliness, obedience and co-operation. Discipline also means the ability to discern what is right and have some facility to do it, not because of any external force but from an inner urge.



## 2.2 Causes of Indiscipline

Discipline refers to strategies for the elimination of anti-social behaviour (Adams, 1987). It also implies procedures and rules which lead a child to have self-control of his behaviour patterns in order to maintain socially accepted order (Oladele, 1987). Indiscipline could be as a result of social, economic, emotional, psychological or political reasons (Adams, 1987). One of the root causes of indiscipline in our schools today can be attributed to headteachers who were promoted because of political patronage (Daily Nation, 2<sup>nd</sup> August 2003). Other headteachers either buy their positions or use fake certificates and as a result, there has been mismanagement and high number of cases of unrest (Daily Nation, 2<sup>nd</sup> August 2003).

Another cause of indiscipline reported in the Daily Nation, 4<sup>th</sup> March 2002, is lack of collective responsibility in inculcating the right values to the children. On one hand, majority of parents tend to think that the teacher should be responsible for the discipline of their children and they do very little to reinforce what is learnt at school (Lingera, 1996). On the other hand, teachers are also partly to blame for indiscipline. According to Besag (1989), indiscipline has been linked to the attitudes of individual teachers. Pupils, he adds, have certain expectations of their teachers. The teachers may flout these rules by being too authoritarian, straight laced, humourless, anonymous, distant and boring, critiquing and unfair, all of which may lead to disruptive behaviour (Stogdill, 1948).

In addition, Kolesnik (1970) found out that some discipline problems could be attributed to sarcastic teachers who humiliate students. Such teachers earn animosity of the students who, on the other hand, become intent on seeking means of gaining revenge. He continues to state that

the condition of the home is another factor that contributes to indiscipline. Children from broken homes either by death, divorce, separation, long absence of both parents for business or social reasons are likely to be short of parental guidance required for adjustment in school life. Such children feel rejected and try to compensate by resorting to deviant forms of behaviour.

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Merelyed (1974) attributes indiscipline to adolescence where profound changes in behaviour and expectations occur. Kolesnik (1970) concurs and notes that to convince his age-mates that he is growing up, the adolescent may imitate adult behaviour in such superficial ways as drinking, smoking, using vulgar language and using obscene jokes. Disruptive behaviour can also be attributed to the following,

- Poor teaching, ugly settings and urban pressures.
- Peer group influence: Peer groups often have their own sets of values and norms.

When these values and norms conflict with or are radically different from those of the individual's family or the wider society the adolescent decides which of the conflicting expectations to adhere to (Charlton and David, 1993).

Problems of behaviour are firmly set within the social context of the school such that some schools hardly notice that some problems are problems caused by the decisions that they make (Hargreaves, 1984). Kamunge (1989) states that students' discipline is an issue due to the fact that teachers lack skills in guidance and counselling. He also notes that economic hardships contribute to discipline problems in that parents, either both or single have to work. The issue of discipline is then left to the teachers who lack skills in guidance and counselling or are overburdened by academic work. Channels of communication and freedom of expression by teachers, students and parents lacks in most schools and thus creates mistrust between the

students and the administration (Republic of Kenya, 1987). Students, thus, have no way of expressing their grievances, leading to frustrations and resulting in disruptive behaviour. Drugs and substances such as *bhang*, *marijuana*, tobacco, *chang'aa*, *kuber* and glue are readily available in some locations where schools are situated (M.o.E, 1987) and the surrounding community treats students as their customers to buy the drugs and substances even though the school rules do not permit (Lingera, 1996).

Achieng (1996), in her study, found out that both internal factors as well as external factors contribute to indiscipline. She noted that the internal factors included failing standards of morality, lack of leadership among teachers (teachers incite students to riot) adolescence while the external factors included among other things television, video, cinema, live bands, ineffective PTA and curriculum overload. Besag (1989) suggest that children who are bullies come from homes where a punitive style of discipline is used and aggression is seen as an acceptable way of settling problems.

### **2.3 Students Discipline**

Discipline is important in any school for it to achieve its core goals. Peters (1976) defines discipline as the slow bit-by-bit time consuming task of helping children to see the sense in acting in a certain way. These disciplinary activities may be seen as irritating intrusion into school life, which should not be necessary but these activities are a natural part of the educational process (Nzumalo, 1992). Okumbe (1998) agrees and states that discipline is the action by management to enforce organisational standards; teachers, students and non-teaching staff must adhere to the set code of behaviour or standards in an educational organisation.

According to Hurlock (1974), discipline only applied when children violated rules and regulations laid down by parents, teachers, adults or those in authority in charge of affairs in which the children lived. School discipline aims at ensuring the safety of staff and students and creating an environment conducive to learning (Anderson, 1963). Serious student misconduct involving violent or criminal behaviour defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behaviour (Robbert and Owens, 1970). These less dramatic problems may not threaten personal safety but they still negatively affect the learning environment. Disruption interrupts lessons for all students and disruptive students lose even more learning time (Robbert, 1970).

It is important to keep the ultimate goal in mind while working to improve school discipline. Duric (1989) points out that the goal of good behaviour is necessary but not sufficient to ensure academic growth. Effective school Discipline strategies, he adds, seek to encourage responsible behaviour and to provide all students with a satisfying school experiences as well as to discourage misconduct. At the same time, headteachers' public and professional reputation depends more on the standards of discipline in their schools than on any other single factor: for good discipline brings good results in every field of school endeavours (Griffins, 1996). The quality of Principals in Kenya is of concern to all the stakeholders in the education sector. In order to improve the quality of management of schools in Kenya, there is need to have the most qualified and experienced persons to head the schools (Daily Nation, 4<sup>th</sup> March 2002). The best persons have not been heading the schools in Kenya leading to the current under performance of most schools in Kenya causing the current strikes and other upheavals that are a good indicator of prevalent indiscipline.

## 2.4 The Headteacher

A school, like any other organisation, requires an administrator to harmonise the human and material resources in order to achieve set goals (Knezevich, 1975). The headteacher is the administrator of the school. According to Campbell (1983), the headteacher should be held responsible for seeing that an appropriate learning environment is established and maintained. The role of the headteacher is therefore crucial in running of the school. The students, teaching staff, non-teaching staff, parents, and education officers should team up with the headteachers to ensure discipline in their schools. But, as the Ministry of Education (1987) puts it, the headteacher is responsible for the overall running and control of the school and for the maintenance of the tone and of all round standards. How the school performs in terms of effective teaching, efficient use of material resources, maintenance of good discipline and consequently high examination results depends to a great extent on the on the administrative skills, Nxumalo (1992) asserts.

In any school setting, the headteacher is the officer assigned to administer and manage the school. The headteachers' effectiveness in this role is determined by how, successfully they coordinate school activities in order to provide quality education programmes to a diverse student population (Nxumalo, 1992). Headteachers are expected by parents, teachers, students, members of the public as well as by their employer to head their respective schools to high standards, both academically and discipline wise (Duric, 1989).

The headteacher must therefore, understand the purpose of the school and the expected responsibility. He/she must understand how to lay out goals, procure required materials, allocate

labour, maintain unity among workers and be able to work co-operatively with the other members of the team (Knezevich, 1975). Secondary school headteacher's tasks are even more demanding due to the fact that they deal with young and energetic individuals. At this level of education most of the students are at their adolescence. According to Ukeje (1992) the adolescence stage is the most difficult and trying period in the life of any individual.

Keeler, et al (1963), maintains that the headteacher is the single most influential factor on the success of a secondary school and goes further to elaborate the qualities of a good headteacher, which include:

- Supervision of curriculum implementation, that is, internal inspector.
- Accessibility to the teaching staff, students, non-teaching staff, parents and members of the community.
- Knowledge on the instruments used in the management of education, for instance, the Education Act, Code of Regulations for teachers, Heads Manual, Accounting Instruction for secondary schools and prevailing education policies including issues on examination rules.
- Being resourceful in attracting funding and be a prudent manager of the same
- Being a team player and having good public relations
- Being morally upright and be a person of integrity and hence a good role model to teachers, students and the community.
- Having interest in knowing their students and teachers by name and background.
- Having a strong sense of commitment to duty.
- Being a good leader who is able to appeal to others.

## **2.5 Administrative Behaviour of Heads of Schools**

The work of headteachers has been influenced greatly by the management theories, which were formulated in the twentieth century (Lunenburg, 1991). These theories were originally meant for business or formal organizations, but have with time, influenced the school system (Hughes, 1975). Mary P. Follet (1888-1933) and others were concerned with the human factor of organizations (Lunenburg, 1991). They contended that to succeed, any organization must maintain dynamic, yet harmonious human relationships and introduced psychological insights into administration. To her, the key word was "Co-ordination" (Lunenburg, 1991). According to Campbell, et al (1983) experiments conducted at Hawthorne Plant (1923-1932) confirmed her ideas. The finding showed that, economic and mechanistic approaches to human relations in industry were inadequate. What mattered was a method of living in a social relationship.

These approaches have significant implications to school administrators. In carrying out their tasks, headteachers apply the administrative process of planning, organizing, staffing, directing, reporting and budgeting (Olembo, et al 1992). The headteacher must also recognize the indispensable role played by the human resources in the school (Eldmod, 1979). The headteacher must therefore, try to meet his/her personnel's need, in this case the students, teachers, support staff and sub-ordinate staff. Lunenburg, et al (1991), quoting Getzel and Guba, looked at the school as a social system involving two dimensions that are independent and interactive. According to Getzel and Guba, the first dimension is the institution with certain roles and expectations aimed at fulfilling the goals of the system (Nomothetic Dimension). The Second dimension is the individuals with personality and needs (Idiographic Dimension).

In a school, the headteachers, teachers and students have a role to play. They are expected to give quality performance. They also have their own personalities and differing needs. Discipline can only be achieved through the consideration of both the nomothetic and idiographic dimensions. The headteacher must see to it that, the school goals as well as the staff and students needs are fulfilled simultaneously (Maranga 1993). Educational administrators in schools should apply administrative theories in carrying out administrative tasks. When the application of these theories is neglected, the result may be made manifest through strained relationships between the headteachers, the staff and the students, hostile school community relations, inefficiency in the procurement and use of resources, indiscipline and consequently poor academic performance are likely to occur (Maranga 1993).

In a study conducted by Eshiwani (1983), a strong link between administrative tasks and student performance was established. Poor performance in schools has always been attributed to untrained headteachers and lack of experience in administrative work (Daily Nation, 5<sup>th</sup> March 2004). However, studies conducted in this area presents contradictory findings. Kiilu (1987), found out that experience of headteachers did not relate to their knowledge of the activities performed under each operational area. Headteachers who undertook courses in educational administration were found to have better understanding of administrative tasks.

## **2.6 Impact of Administrative Behaviour on Discipline**

It is vital for headteachers to understand not only the theory underlying their duties but also the application of these theories in the day-to-day running of the schools (Mbiti, 1989). According to Mbiti, leaders must be able to conceptualize problems, think reflectively and demonstrate



ability to build strong organization structures. Whether a school succeeds or fails in its performance depends largely on how the headteacher goes about the tasks he/she is assigned. Olembo (1992) identified administrative task that can be considered as essential for effective education administration:

- a) Curriculum and instruction
- b) Pupil personnel
- c) Staff personnel
- d) School community relations
- e) Provision and maintenance of physical facilities
- f) Financial management

### **2.6.1 Curriculum and Instruction**

Curriculum and instruction involves setting objectives, formulation of an instruction programme to realize these objectives, selecting instructional materials, implementing the programme and evaluating it (Olembo, et al 1992). The success of schools is mainly judged by how well the school implements curriculum. The headteacher has the responsibility of interpreting curriculum objectives to be able to select suitable learning experience. This will depend on the interest of the school as well as the availability of teaching-learning resources, location of the school and cultural factors. Involvement of teachers in the choice and preparation of the teaching-learning materials is also important. This exercise will ensure that the right quality of materials is obtained (Olembo, et al 1992).

However, headteachers are too involved in office work to focus on instructional programmes, leaving this area mainly to teachers (Roe, et al 1974). Studies have also found the supervisory role of the headteacher inadequate especially in instructional supervision. Njuguna (1998) found out that headteachers never or rarely supervised instruction or the implementation of the programme. The headteachers rarely checked teachers' scheme or work, lesson plans and records of work. However, Njugunas' study did not establish how the headteachers' failure to perform this important task influenced students' discipline.

### **2.6.2. Students Personnel**

The student is the center of all school activities (Griffin, 1996). According to Griffin, the headteacher should have everyone get used to the idea that the school is student-centered. Further, that all planning, all decisions stem from one touchstone, " what is best for the children." The headteacher must therefore perform the various duties within the school with the welfare of the pupil in mind. The duties involve, selecting pupils for admission, keeping the records of admission, enrolment and daily attendance, classification and any other records. The headteacher will ensure that a laid down procedure is used in determining the intake of pupils where necessary in that decisions about the space, classrooms, learning and teaching materials, number of teachers and services that may be needed can be easily made. Attendance of pupils can also be monitored. Headteachers should ensure that proper records are kept for this purpose. The records will also help to keep track of each child's progress (Olembo, et al 1986).

To ensure growth and development in all aspects of the pupil's lives the headteacher should foster discipline, organize and coordinate services such as counseling, career guidance, clinical,

spiritual and other welfare (Adams, 1897). According to Griffin (1996), two hundred and two major incidents were reported by the press from January 1993 to December 1995, an average rate of one per each four days of the school year. The foregoing information by Griffin show that there was a need to establish why this was the case. It was also important to determine whether the pupil personnel task as carried out by headteachers influence students' discipline.

Services offered to the pupils such as counseling and pastoral care enhance a cordial relationship among students, teachers, and administration (Graeme, 1987). These services may also help identify and arrest problems pupils may encounter either from outside or within the school. Constant contact with the pupils also helps in creating a conducive environment for learning (Graeme, 1987). Apart from encouraging teachers to keep a follow-up of each pupil's performance, the headteacher should maintain a close relationship with the pupils. The following suggestions are made on how this can be done:

- a) Avoid being remote
- b) Maintain a high visibility profile.
- c) Avoid using too much time in the office
- d) Be polite, consistent and fair
- e) Teach; give talks, assemblies (Graeme, 1987).

Discipline is an essential aspect of the school. The headteacher should involve the parents, teachers and non-teaching staff in maintaining discipline. School rules should be clear and minimal and a clear system of reward and punishment is likely to enhance discipline. Other areas of concern are the clinical services as well as safety measures. The headteachers need to organize for these services for the good of the pupils (Graeme, 1987).

### 2.6.3. Staff Personnel

The headteacher should not only ensure that teaching is taking place, he/she should also motivate and meet the social, professional and academic needs of the staff (Adams, 1897). Meeting the staffs' needs would help enhance quality teaching/work and good relationship (Graeme, 1987). The headteacher should have records detailing all essential information about his/her staff. The records will help in organizing for additional staff if need be, promotions, in-service courses and continuing professional development (Adams, 1897). The headteacher must expose to the teachers necessary information on tenure and leave of absence as well as other personnel matters (Knezevich, 1975). The code of regulation (TSC) and the salary schedule must all be made known to teachers. Appraising and delegation of responsibility to teachers are also part of the headteachers' duties (Mbiti, 1989).

Teachers often complain that headteachers do not involve them in running of the school and that they do not communicate necessary information. Sifuna (1977) carried out a study on *Factors Determining Teaching Effectiveness, among Primary School Teachers in Kenya*. The finding showed that one of the main difficulties teachers encounter in schools is, working with the headteachers. This situation is definitely likely to affect teachers' performance and consequently school discipline. A study by Okumbe (1992), on levels of job satisfaction among graduate teachers has important finding concerning staff personnel, which require to be addressed. While some of the graduate teachers were satisfied with management and supervision, others were dissatisfied with feedback and participation in decision-making, which, in essence, has a bearing on students' discipline.

#### **2.6.4 School Community Relations**

School management is no longer about ships and captain on the bridge. It is about managing the current and seas, which are part of everyone's eye and learning social change affects both the practice and the theory of management (Graeme, 1987). The school is situated within a community. It is also a social institution serving the educational needs of the community. Hence, the headteacher cannot run the school without the support of the community (Farrant, 1985). According to Farrant, the headteacher is responsible to the public and the community, which his/her school serves. The headteacher' enthusiasm and tact can amply forge the requisite links with the community.

The headteacher, through his/her effort to understand the community, can initiate good relations with the community. Communicating important information about the school and involving the community in school activities can also prove useful (Mbiti 1989). The headteacher can also organize for students to participate in community activities, for instance, agricultural projects, conserving the environment and hygiene (Mbiti 1989). These activities will also serve as learning opportunities or fieldwork for pupils as well as chances to interact with the community (Mbiti 1989). The headteacher must also work closely with the school committee and the Parents Teachers Association (PTA) as well as the sponsors of the school. He/she can do this by incorporating their views and suggestions and in decision-making. In this way the headteacher can win their trust and co-operation especially concerning the development of the school (Njuguna, 1998).

On the other hand, if the headteacher does not foster a cordial relationship with the community, he/she may be inviting mistrust, fear or even hostility (Mbaabu, 1983). The school administration should liaise with the local administration at the grass root level with a view to creating an enabling environment for co-operation rather than confrontation (Mbaabu, 1983). Schools, which have achieved high students' performance, attribute their success to excellent co-operation between the headteacher, parents, pupils and teachers (Maranga, 1993). Interference from the community in the neighborhood of the school can greatly influence a school's national examination and indiscipline.

#### **2.6.5 Provision and Maintenance of Physical Facilities**

A school requires physical facilities such as land, school buildings and playgrounds, equipment and means of transport. Teaching and learning materials like textbooks, stationery, chalk and duster are essential in a school. The headteacher is responsible for ordering for any facilities needed by the school. According to the report of the Presidential Working Party on Education and Manpower Training for the next decade and beyond (Republic of Kenya, 1988), resources should be planned for properly while at the same time taking cognizance of their relevance in education.

Studies carried out on the factors that influence students' academic performance agree that lack of resources is one major factor. A study by both Lingera (1996) and Mbaabu (1983) revealed that inadequate learning materials and facilities was a common scenario in most schools.

## 2.6.6 Financial Management

The school must have a clear method of procuring, organizing and controlling its finances. The headteacher should be familiar with the procedure given by the Ministry of Education (1987).

Financial management involves budgeting, accounting and record keeping, internal and external auditing (Olembo, 1986). In carrying out the budgeting process, the headteacher ensures: -

- he/she has a view of all services and allocates financial resources equitably
- he/she has estimated the expected income and avoids getting into financial problems
- that funds are spent efficiently.
- that quantity and quality services are offered.
- that he/she gets approval from the responsible bodies to charge fees and other levies.
- that the school is managed in an economical manner (Okumbe, 1998).

In most schools funds are rarely enough and although teachers salaries are paid by the TSC there are many other expenditures. The headteacher is expected to liaise with the PTA, school sponsor as well as the community in which the school is situated in procurement and expenditure of school funds (Olembo, 1986). Problems of mishandling and/or misallocation of school funds often occur in school. The problems are especially so where headteachers do not employ professional staff or do not oversee the whole process or they are dishonest (Olembo, 1986). This partly explains why some headteachers are wealthy beyond what their official income can offer (Aduda, 1997). Although mismanagement of school funds cannot be generalized to all headteachers, it gives a glimpse of what may be the case (Okumbe, 1998). Mismanagement of funds in school has spill over effect that eventually leads to student's unrest and indiscipline.

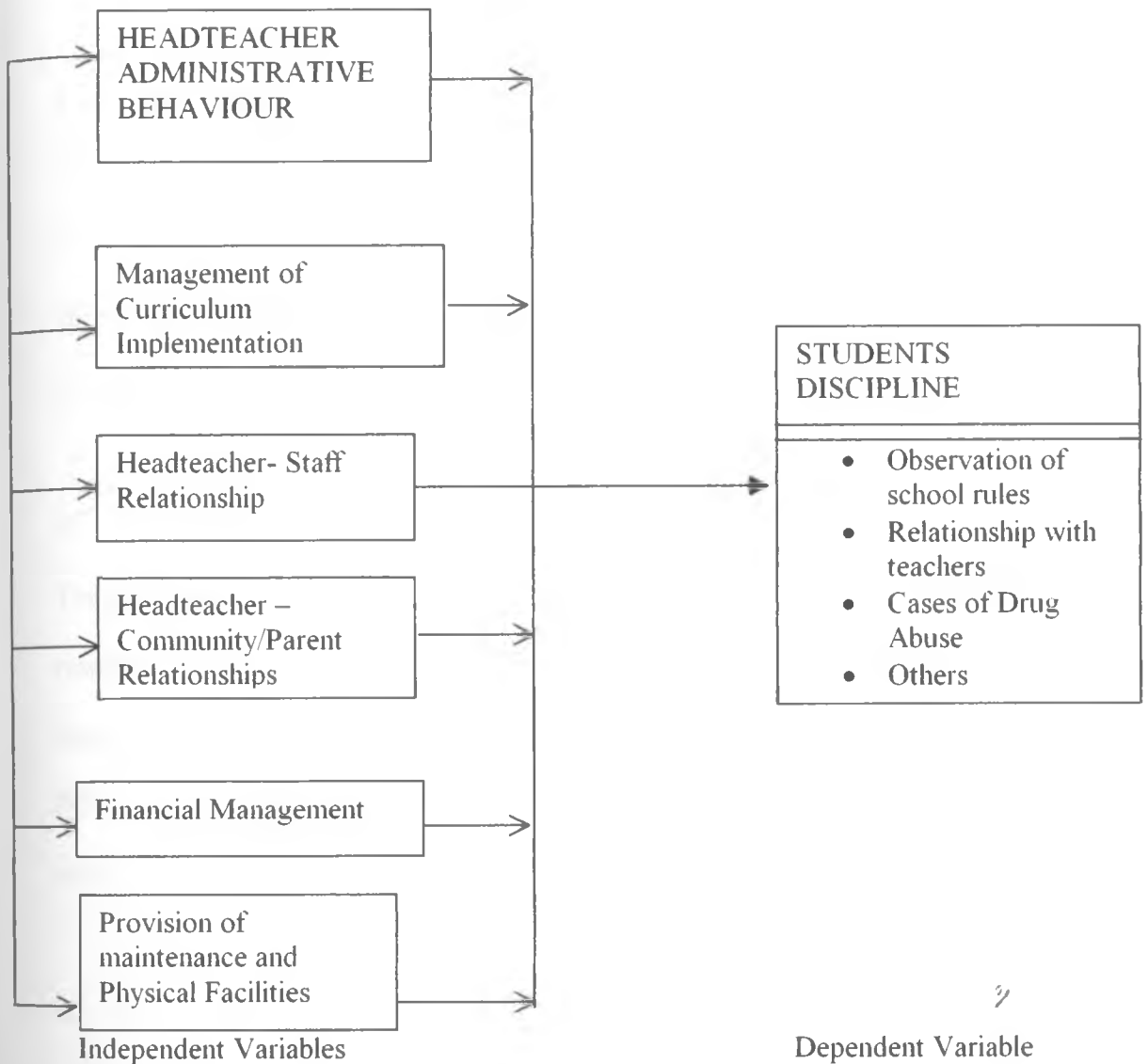
There is strong evidence that schools regimes in general have been failing to foster group and individual sense of responsibility in students and certainly tending to ignore their needs of status and independence (Griffins, 1996). Griffins identify multiplicity of negative rules as a source of irritation. He calls for more effective channels of communication between students and staff so that the danger of fostering unvoiced grievances is avoided. Talking things out is a normal approach to solving problems. Autocratic decisions by headteachers enforced without explanation or consultation are bad policy. Discipline is aimed at securing good order and socially oriented self-direction. School discipline as a whole should be constructive, consistent, wholesome, rational and democratic in that it uses consultation and group dynamics, and it should aim at self-directions and self-discipline, rather than unquestioning obedience to a leader.

## **2.7 Conceptual Framework**

The conceptual framework (Fig. 2.1) illustrates how some elements under study relate with, and influence others. Students' discipline depends on the headteachers administrative behaviour. The headteachers administrative behaviour constitute the independent variables and include among other things, management of curriculum implementation, headteacher-staff relationship, headteacher-community relationship, financial management and provision and maintenance of physical facilities.



**Figure 1: Conceptual Framework**



Source: Author's Compilation (2004)

# **CHAPTER THREE**

## **RESEARCH METHODOLOGY**

### **3.1 Introduction**

This section, deals with the description of the methods to be applied in carrying out the research study, is divided in to the following sub-sections, namely; research design, target population, sample and sampling procedure, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

### **3.2 Research Design**

The study was conducted using an ex-post-facto design. Kerlinger (1973) defines ex-post-facto research as that research in which the independent variables have already occurred and in which the researcher starts with the observation of the independent variable or variables. The researcher then studies those independent variables in retrospect for their possible relations to the effects on the dependent variable or variables.

An ex post facto design was selected for this study because the variables; namely, headteachers administrative tasks and student discipline indexes will have already occurred. The ex post facto design is recommended as the most suitable for educational and social science research since many research problems in social and educational research do not lend themselves to experimental inquiry (Kerlinger 1973).

### **3.3 Target population**

According to the Ministry of Education Science and Technology Report (MoEST) 2004 there were 24 public secondary schools in Kikuyu Division, Kiambu District. Five of the schools are boarding, whereas 19 are day schools. Schools, whose headteachers had less than one-year experience, were excluded in the study. This is because one year is the minimum period for a headteacher to establish himself/herself in a school and make it possible for the staff to form an opinion about his/her administrative behaviour. The target population, therefore, comprised of all the 24 secondary school headteachers, 600 teaching staff, 281 non-teaching staff, 6080 students and the community in Kikuyu Division, Kiambu District, Kenya.

### **3.4 Sample Size and Sampling Techniques**

All the schools were included in this study. The schools where the headteachers had been in the schools for less than one year were 4 and were excluded from the study. The other 4 schools were used for pilot study and excluded in the main study. Thus the remaining 16 schools were used in the study.

For the focused group interview the participants were purposively sampled from all the secondary schools in Kikuyu division. Purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objectives of his/her study. Cases of subject are therefore hand picked because they are informative or they possess the required characteristics (Mugenda & Mugenda, 1999).

Four guidance and counselling teachers were purposively selected from the 16 schools. Four representatives of non-teaching staff were also purposively selected for the study; Four Parents Teachers Association (PTA) members were purposively sampled. 4 students were also purposively selected. In total, the focused group interview panel comprised of 16 representatives from the schools sampled.

### **3.5 Research Instruments**

Data was collected by use of questionnaires and focussed group interviews. The questionnaire was meant for the headteachers of the public secondary schools in Kikuyu division. It consisted of two Parts. Part A sought demographic data while Part B sought information related to the actual study. The researcher also carried out focused group interview with teachers, non-teaching staff and students with a view of gathering a wide range of information on the influence of headteachers administrative tasks on students' discipline in public secondary schools in Kikuyu Division, Kiambu District, Kenya.

### **3.6 Validity of the Instruments**

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which results obtained from analysis of the data actually represent the phenomenon under study. Validity is therefore has to do with how accurately the data obtained in the study represents the variables of the study (Mugenda & Mugenda, 1999).

Before the actual research, a pilot study was carried out on a small sample similar to the population in the main study. The pilot study assisted in determining the accuracy, clarity and suitability of the instruments (Mulusa, 1988). Through the pilot study it was possible to; identify

items that were inadequate and make necessary correction, examine responses from respondents and any questions that were ambiguous to them, note the percentage of responses and examine the responses item by item and identify any blank spaces, inaccuracies or contradiction.

By checking all the aspects of the pilot study instrument it was possible to improve the instrument by making corrections, adjustments or additions to the questionnaires. The pilot study in the study included 4 headteachers. The schools used in the pilot study were not used in the main study.

### **3.7 Reliability of the Instruments**

Reliability of research instruments is its level of internal consistency or stability overtime (Borg and Gall, 1989). Therefore, a reliable instrument is one that consistently produces the expected results when used more than once to collect data from two samples randomly drawn from the same population (Mulusa, 1988). To determine the reliability of the instruments in this study, the split half corrections method was applied.

### **3.8 Data collection procedures**

The researcher sought and was given a research permit from M.o.E.S.T. Permission to conduct research was also sought from the principals of the institutions concerned. Before the questionnaires were distributed, adequate instructions were given to the respondents. Questionnaires were delivered to all the schools under study and collected after one week.

### 3.9 Data analysis techniques

The responses in the instruments were tabulated, coded and processed using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyse the responses. Analysis of data was accomplished by use of frequencies and percentages. The Pearson Chi-Square was used to determine influence of headteachers administrative tasks on student discipline in public secondary schools in Kikuyu division, Kiambu district.

2

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.0 Introduction

Presented in this section are the findings of the data analysis of the study together with their interpretations. All of the data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). The analysis of data is presented in both narrative and tabular forms.

#### 4.1 Note on Questionnaire Return Rate

The sample for the study included 20 headteachers, out of which 4 headteachers were included in the pilot study. The questionnaires were administered to a sample of 16 respondents out of which 16 were returned duly filled. This was a 100 % return rate. All the respondents were secondary school headteachers from public secondary schools in Kikuyu Division, Kiambu District.

#### 4.2 Demographic Characteristics of the Respondents

The respondents were asked to give information relating to, among other things, their gender, their age, their highest academic qualifications, their administrative experience as headteachers and type of schools they head.

##### 4.2.1 Gender of the Respondents

Respondents were asked to indicate their gender. Table 4.1 shows the sex of the respondents.

Table 4.1: Gender of the Respondents

Gender	Frequency	Percent
Male	13	81.3
Female	3	18.8
Total	16	100.0

The results in Table 4.1 reveal that 81.3 % of the respondents were male while 18.8 % of the respondents were female

#### 4.2.2 Age of the Respondents

Respondents were asked to indicate their age in years. Table 4.2 shows the age distribution of the respondents

Table 4.2: Age Distribution of the Respondents

Age	Frequency	Percent
Below 40	6	37.5
41 - 45	6	37.5
46 - 50	3	18.8
50 - 55	1	6.3
Total	16	100.0

The results in Table 4.2 indicate that 37.5 % (6) of the respondents were below 40 years while 37.5 % (6) of the respondents were in the age bracket 41 - 45 years, 18.8 % (3) were in the age bracket 46 - 50 years and 6.3 % (1) were in the age bracket 50 - 55 years. The results therefore connote that majority of the respondents were less than 45 years old.

#### 4.2.3 Highest Academic Qualification of the Respondents

Respondents were asked to state their highest academic qualifications. Table 4.3 shows the highest academic qualifications of the respondents.

Table 4.3: Highest Academic Qualification of the Respondents

Form	Frequency	Percent
B.Ed	12	75.0
BA/BA (Sc) with PGDE	2	12.5
M.Ed	1	6.3
MBA	1	6.3
Total	16	100.0



From Table 4.3, it is evident that majority of the headteachers, 75.0 % (12) stated that they were Bachelor of Education degree holders and 12.5 % (2) stated that they were Bachelor of Arts and Bachelor of Science degree holders with post graduate diploma in education. Only two headteachers were master's degree holders.

#### 4.2.4 Administrative Experience of the Headteachers

The respondents were asked to indicate their administrative experience as headteachers in years.

The findings are illustrated in Table 4.4.

Table 4.4: Administrative Experience of the Headteachers

Category	Frequency	Percent
1 - 5 years	14	87.5
6 - 10 years	2	12.5
Total	16	100.0

The results in Table 4.4 show that majority of the headteachers' administrative experience span a period of between one year and five years. The results uphold those in Table 4.2, where majority of the respondents stated that they were less than 45 years old.

#### 4.2.5 Gender of the Students' Body

The headteachers were asked to indicate sex of the students' body. The findings are illustrated in Table 4.5.

Table 4.5: Gender of the Students' Body

Sex of the students' body	Frequency	Percent
Mixed	13	81.3
Male	2	12.5
Female	1	6.3
Total	16	100.0

The results in Table 4.4 show that majority of the respondents (81.3 %), head schools whose student body comprise of both male and female students. Two schools (12.5 %) comprised of only male students while one school (6.3 %) comprised of only female students. The results imply that most of the secondary schools in Kikuyu Division were mixed schools.

#### 4.2.6 Number of Students Currently Enrolled in the Schools

The headteachers were requested to state the number of students currently enrolled in their schools. Presented in Table 4.6 are the findings.

Table 4.6: Number of Students Currently Enrolled in the Schools

Category	Frequency	Percent
Below 200	6	37.5
201 - 360	4	25.0
361 - 540	4	25.0
541 - 720	1	6.3
721 - 1100	1	6.3
Total	16	100.0

The data in Table 4.6 reveal that majority of the secondary schools in Kikuyu Division had an enrollment of less than 540 students. The school with the highest enrollment had between 721 and 1100 students.

#### 4.2.7 Category of Schools

Table 4.7: Category of Schools

Category	Frequency	Percent
Day	12	75.0
Boarding	2	12.5
Day and boarding	2	12.5
Total	16	100.0

According to information presented in Table 7, most of the schools 75.0 % (12) were day schools. The rest of the schools were either boarding of both day and boarding and stood at 12.5 % each respectively.

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### 4.3 Data Analysis

Presented in this section are the findings of the data analysis of the study together with their interpretations. The presentation will be organised around the key research questions investigated in the study, starting with Research Question 1.

#### 4.3.1 Current Status of Discipline in the Target Schools

The first research question sought opinion of the headteachers on the current status of student discipline in the target schools. The respondents were asked to state whether they strongly agree, agree, are undecided, disagree, or strongly disagree with a number of statements given to ascertain their opinion on student discipline in the target schools. Each item was assigned values between one and five to correspond to the attitudes of those who strongly disagree to those who strongly agree.

Value	item
5	Strongly disagree
4	Disagree
3	Undecided
2	Agree
1	Strongly agree

Table 4.8: Student Discipline

Discipline	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total	Mean
Majority of the students display a positive character/ behaviour	5 (31.3%)	10 (62.5%)	-	1 (6.3%)	-	16 (100%)	1.81
Rate of students punishment per week is very rare/low	2 (12.5%)	12 (75.0%)	-	2 (12.5%)	-	16 (100%)	2.13
Majority of students observe the prescribed code of behaviour or school rules	5 (31.3%)	9 (56.3%)	-	1 (6.3%)	-	15 (93.8%)	1.69
Very few students take alcohol	6 (37.5%)	5 (31.3%)	1 (6.3%)	2 (12.5%)	2 (12.5%)	16 (100%)	2.31
Students rarely go on strike/riot	7 (43.8%)	7 (43.8%)	-	1 (6.3%)	-	15 (93.8%)	1.56
Students do not cheat in examinations	4 (25.0%)	8 (50.0%)	-	2 (12.5%)	2 (12.5%)	16 (100%)	2.38
Students attend class regularly	5 (31.3%)	8 (50.0%)	-	3 (18.8%)	-	16 (100%)	2.06
Very few students abuse drugs and other substances	5 (31.3%)	7 (43.8%)	-	2 (12.5%)	2 (12.5%)	16 (100%)	2.31
Fighting among the students is minimal	7 (43.8%)	6 (37.5%)	-	3 (18.8%)	-	16 (100%)	1.94
Fighting between the teachers and the students is minimal	11 (68.8%)	4 (24.0%)	-	-	-	15 (93.8%)	1.19
Punctuality is strictly observed in the school	5 (31.3%)	5 (31.3%)	-	6 (37.5%)	-	16 (100%)	2.44
Very few cases are reported on bullying	6 (37.5%)	8 (50.0%)	-	1 (6.3%)	1 (6.3%)	16 (100%)	1.94
Students rarely steal from each other	-	8 (50.0%)	-	7 (43.8%)	1 (6.3%)	16 (100%)	3.06

The findings in Table 4.8 reveal that majority of the students display a positive character/behaviour. It is also evident that punctuality and stealing are the most common indiscipline cases reported by the headteachers. The findings further reveal that there were no cases of fighting between teachers and students

The opinion of the headteachers on discipline among their students was ascertained by determining the maximum and minimum values of the items. The minimum value was 13 while the maximum was 65. The items were then assigned the values to determine those who opine

that the students are disciplined, unprejudiced and those who opine that the students are undisciplined. The findings are presented in Table 4.9.

13 - < 26	-	disciplined
26	-	unprejudiced
>26 - 65	-	undisciplined

Table 4.9: Opinion of headteachers on discipline of their students

Category	Frequency	Percent
Disciplined	6	37.5
Unprejudiced	1	6.3
Undisciplined	9	56.3

N = 16

From Table 4.9, it is evident that majority of the respondents 56.3 % (9) are of the opinion that the students are undisciplined, while 37.5 % (6) of the respondents are of the opinion that the students are disciplined. Findings from the focused interview indicate that majority of the respondents were of the view that students in the Division were regimented as indicated by the low frequency of strikes and upheavals and, thus, concur with the findings of Peters (1976), Nzumalo (1992) and Okumbe (1998) that discipline is important for any school to achieve its goals and is noticeable in the absence of strikes and riots.

#### 4.3.2 Management of School Curriculum

The study also sought to establish if there was any statistically significant relationship between management of school curriculum by the headteacher and students' discipline. The respondents

were asked to indicate their level of agreement with a number of statements on management of the school curriculum. The findings are presented in Table 4.8.

Table 4.8: Management of School Curriculum

Curriculum	To a great extent	To some extent	Not sure	To a very little extent	Not at all	Total
Maintain maximum class attendance	4 (25.0%)	12 (75.0%)	-	-	-	16 (100.0%)
Achieve punctuality in student/teacher class attendance	8 (50.0%)	8 (50.0%)	-	-	-	16 (100.0%)
Achieve completion of school syllabus in time	5 (31.3%)	7 (43.8%)	-	4 (25.0%)	-	16 (100.0%)
Introduce new strategies for improving student performance	7 (43.8%)	6 (37.5%)	1 (6.3%)	2 (12.5%)	-	16 (100.0%)

The findings in Table 4.8 reveal that majority of the respondents agreed that they are able to maintain maximum class attendance and achieve punctuality in student/teacher class attendance.

Some of the headteachers, however, stated that they completed the school syllabus to a very little extent and at the same time introduced new strategies for improving student performance to a very little extent. The results from the focused group interview concur with these findings just but for achievement of punctuality, where most of the participants were of the view that most of the teachers did not observe time when going to class.

To find out if there was any statistically significant relationship between management of the school curriculum and the discipline of the students, the Pearson Chi-Square was computed. The findings indicate that there was no statistically significant relationship between achievement of

punctuality in student/teacher class attendance and the discipline of students ( $\chi^2 = 0.584$ ;  $df = 1$ ;  $p = 0.445$ ).

The findings also show that there was no significant relationship between completion of school syllabus in time and students' discipline ( $\chi^2 = 3.619$ ;  $df = 1$ ;  $p = 0.57$ ). Responses from the respondents who participated in the focused interview indicated that most of the teachers complete the syllabus on time. Besides, they stated that students who sit for examinations when they feel that they are inadequately prepared resort to causing pandemonium to obviate them from blame when they fail in the examinations. The findings further reveal that introduction of new strategies had no significant relationship with students' discipline ( $\chi^2 = 1.263$ ;  $df = 1$ ;  $p = 0.261$ ). It is also evident that maintenance of maximum class attendance had no significant relationship with students' discipline. Generally, the findings indicate that there was no significant relationship between management of school curriculum and discipline of the students ( $\chi^2 = 4.910$ ;  $df = 1$ ;  $p = 0.27$ ). These findings are illustrated in Table 4.9.

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Table 4.9: Relationship between management of curriculum and students discipline

Curriculum		Discipline of students				p
		Disciplined	Unprejudiced	Indisciplined	Total	
Achieve punctuality in student/teacher class attendance	To a great extent	4	-	4	8	0.445
	To some extent	2	1	5	8	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Achieve completion of school syllabus in time	To a great extent	4	-	1	5	0.57
	To some extent	2	-	5	7	
	To a very little extent	-	1	3	4	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Introduce new strategies for improving student performance	To a great extent	4	-	3	7	0.261
	To some extent	1	1	4	6	
	Not sure	1	-	-	1	
	To a very little extent	-	-	2	2	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Maintain maximum class attendance	To a great extent	3	-	-	3	0.27
	To some extent	3	1	8	12	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>15</b>	



### 4.3.3 Relationship between the Headteachers and the Students

To find out the relationship between the headteachers and the students, the respondents were asked to state if they agreed with a number of statements. The findings are presented in Table 4.10.

Table 4.10: Headteacher-Student Relationship

Relationship	To a great extent	To some extent	Not sure	To a very little extent	Not at all	Total
Friendly	9 (56.3%)	7 (43.8%)	-	-	-	16 (100%)
Co-operative	9 (56.3%)	7 (43.8%)	-	-	-	16 (100%)
Committed to prescribed roles	7 (43.8%)	8 (50.0%)	-	1 (6.3%)	-	16 (100%)
Supportive	9 (56.3%)	6 (37.5%)	-	1 (6.3%)	-	16 (100%)
Unfriendly	-	2 (12.5%)	-	11 (68.8%)	3 (18.8%)	16 (100%)
Uncooperative	-	2 (12.5%)	-	10 (62.5%)	4 (25.0%)	16 (100%)
Uncommitted	1 (6.3%)	2 (12.5%)	-	10 (62.5%)	3 (18.8%)	16 (100%)
Unsupportive	-	3 (18.8%)	-	8 (50.0%)	5 (31.3%)	16 (100%)

The findings in Table 4.10 show that majority of the headteachers were friendly and cooperated well with the students. Only one respondent (6.3 %) stated that the headteachers were not committed to their relationship with students. One respondent (6.3 %) also stated that the headteachers were uncommitted to ensuring good relations with their students to a great extent.

To ascertain if there existed a significant relationship between the headteacher-student rapport and the discipline of the students, the Person Chi-Square was computed. The findings are presented in Table 4.11. The results indicate that cooperation among headteachers and students had a significant relationship ( $\chi^2 = 9.679$ ;  $df = 1$ ;  $p = 0.003$ ) with the discipline of students. Six out of the sixteen headteachers believe that cooperation between the headteacher and the students enhances student discipline to a great extent while nine out of the sixteen headteachers believe

that student discipline is not influenced by the cooperation between headteachers and teachers. The results further indicate that there is a significant relationship ( $\chi^2 = 7.111$ ;  $df = 1$ ;  $p = 0.029$ ) between headteachers who are not supportive of their students' efforts and the discipline of the students.

Sentiments from the participants in the focused interview point to the fact that most of them concurred with the feelings of the headteachers that heads of institutions who relate well with students have an easy time when instilling discipline among the students. The students, they state, have a feeling that the problems bedeviling them are adequately articulated to the school administration, who in turn ensure that the students concerns are addressed on time. The findings are also concomitant with those of Graeme (1987), who states that services offered to pupils such as pastoral care and counselling enhance a cordial relationship among students, teachers and administrators, leading to student discipline.

The findings also show that there exists no statistically significant relationship ( $\chi^2 = 4.487$ ;  $df = 1$ ;  $p = 0.58$ ) between friendliness of the headteachers towards students and student discipline, commitment of the headteachers to prescribed roles with respect to students and student discipline ( $\chi^2 = 6.651$ ;  $df = 1$ ;  $p = 0.49$ ), headteachers who support students' initiatives and student discipline ( $\chi^2 = 8.296$ ;  $df = 1$ ;  $p = 0.41$ ), headteachers who are unfriendly to students and student discipline ( $\chi^2 = 2.855$ ;  $df = 1$ ;  $p = 0.138$ ), headteachers who do not cooperate with students and student discipline ( $\chi^2 = 4.400$ ;  $df = 1$ ;  $p = 0.077$ ) and headteachers who have no commitment towards the success of their students and student discipline ( $\chi^2 = 3.793$ ;  $df = 1$ ;  $p = 0.090$ ). These findings are enumerated in Table 4.11.

Table 4.11: Relationship between Headteacher-Student Relationship and Students Discipline

Headteacher-Student Relationship		Discipline of students				p
		Disciplined	Unprejudiced	Indisciplined	Total	
Friendly	To a great extent	5	1	3	9	0.58
	To some extent	1	-	6	7	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Co-operative	To a great extent	6	1	2	9	0.03
	To some extent	-	-	7	7	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Committed to prescribed roles	To a great extent	5	-	2	7	0.49
	To some extent	1	1	6	8	
	To a very little extent	-	-	1	1	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Supportive	To a great extent	6	-	3	9	0.41
	To some extent	-	1	5	6	
	To a very little extent	-	-	1	1	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Unfriendly	To a great extent	-	-	2	2	0.138
	To some extent	4	1	6	11	
	Not at all	2	-	1	3	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Uncooperative	To some extent	-	-	2	2	0.077
	To a very little extent	3	1	6	10	
	Not at all	3	-	1	4	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Uncommitted	To a great extent	-	-	1	1	0.09
	To some extent	-	-	2	2	
	Not sure	4	1	5	10	
	To a very little extent	2	-	1	3	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Unsupportive	To some extent	-	-	3	3	0.029
	To a very little extent	2	1	5	8	
	Not at all	4	-	1	5	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	

#### 4.3.4 Relationship between the headteachers and the teachers

The study also sought information on relationship between headteachers and teachers. The findings are presented in Table 4.12.

Table 4.12: Headteacher-Teachers Relationship

Relationship	To a great extent	To some extent	Not sure	To a very little extent	Not at all	Total
Friendly	8 (50.0%)	5 (31.3%)	-	1 (6.3%)	-	14 (87.5%)
Co-operative	8 (50.0%)	5 (31.3%)	-	1 (6.3%)	-	14 (87.5%)
Committed to prescribed roles	5 (31.3%)	7 (43.8%)	-	2 (12.5%)	-	14 (87.5%)
Supportive	8 (50.0%)	6 (37.5%)	-	-	-	14 (87.5%)
Unfriendly	-	2 (12.5%)	1 (6.3%)	7 (43.8%)	4 (25.0%)	14 (87.5%)
Uncooperative	-	2 (12.5%)	-	8 (50.0%)	4 (25.0%)	14 (87.5%)
Uncommitted	-	3 (18.8%)	-	7 (43.8%)	4 (25.0%)	14 (87.5%)
Unsupportive	1 (6.3%)	1 (6.3%)	-	7 (43.8%)	5 (31.3%)	14 (87.5%)

The findings in Table 4.12 indicate that majority of the respondents affirmed that they were friendly to the teachers, co-operated with the teachers, committed to prescribed roles and were supportive to the teachers. A small number of the headteachers were of the view that headteachers were unfriendly to some extent (12.5 %), uncooperative to some extent (12.5 %), uncommitted to some extent (18.8 %) and unsupportive to a great extent (6.3 %). The findings imply that the headteachers had cordial relations with their teachers. The findings are similar to those of the focused interview, where the respondents confirmed that the headteachers were friendly to the teachers, cooperate with the teachers, supported the teachers whenever they were in dire need and were committed to prescribed roles.

To determine whether there was any significant relationship between the headteacher-teacher associations and students' discipline, the Pearson Chi-Square was computed. The findings are illustrated in Table 4.13 below.

Table 4.13: Relationship between Headteacher-Teachers Relationship and Students Discipline

Headteacher-Teacher Relationship		Discipline of students				p
		Disciplined	Unprejudiced	Indisciplined	Total	
Friendly	To a great extent	4	-	4	8	0,272
	To some extent	1	1	3	5	
	To a very little extent	-	-	1	1	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Co-operative	To a great extent	4	-	4	8	0.272
	To some extent	1	1	3	5	
	To a very little extent	-	-	1	1	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Committed to prescribed roles	To a great extent	4	-	1	5	0.040
	To some extent	1	1	5	7	
	To a very little extent	-	-	2	2	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Supportive	To a great extent	4	-	4	8	0.242
	To some extent	1	1	4	6	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Unfriendly	To a great extent	-	-	2	2	0.172
	To some extent	-	-	1	1	
	To a very little extent	3	1	3	7	
	Not at all	2	-	2	4	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Uncooperative	To some extent	-	-	2	2	0.236
	To a very little extent	3	1	4	8	
	Not at all	2	-	2	4	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Uncommitted	To some extent	-	-	3	3	0.149
	To a very little extent	3	1	3	7	
	Not at all	2	-	2	4	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Unsupportive	To a great extent	-	-	1	1	0.334
	To some extent	-	-	1	1	
	To a very little extent	3	1	3	7	
	Not at all	2	-	3	5	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	

The findings in Table 4.13 indicate that there is a significant relationship ( $\chi^2 = 7.460$ ;  $df = 1$ ;  $p = 0.040$ ) between the headteachers' commitment to prescribed roles and the discipline of students. Majority of the headteachers who stated that they had strong commitments to their duty to a great extent (4) also stated that their students were disciplined while majority of those who stated that they had strong commitments to their duty to some extent (5) and to a very little extent (2) also

stated that their students were indisciplined. The findings imply that majority of the headteachers had no strong sense of duty with regards to enhancing the headteacher-teacher relations, which manifest itself in the indiscipline among the students. These findings are concordant with those of Sifuna (1977), who averred that the main difficulties teachers encounter in schools is working with headteachers, a state of affairs, which affect teachers' performance and consequently student discipline.

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The findings from the focused interview indicate that most of the respondents were of the view that in as much as the headteachers were committed to their duty, they rarely involved their teachers. One of the respondents who participated in the focused interview, in addition, stated that some of the headteachers use their colleagues as spies, prompting the rest of the staff to be apprehensive. This, in effect, impacts negatively on the discipline of the students. A study by Okumbe (1992) has findings that concord with those of this study in that he associates teachers who are dissatisfied with feedback from headteachers and their not participating in decision-making with student discipline.

The results in Table 4.13 further indicate that there were no statistically significant relationship between friendliness among headteachers and the rest of the teaching staff and the discipline of the students ( $\chi^2 = 3.360$ ;  $df = 1$ ;  $p = 0.272$ ), cooperation between headteachers and the teachers and student discipline ( $\chi^2 = 3.360$ ;  $df = 1$ ;  $p = 0.272$ ), supportive headteachers and student discipline ( $\chi^2 = 2.567$ ;  $df = 1$ ;  $p = 0.342$ ), headteachers who are unfriendly to their teachers and discipline of the students ( $\chi^2 = 3.650$ ;  $df = 1$ ;  $p = 0.172$ ), headteachers who do not cooperate with their teachers and the discipline of the students ( $\chi^2 = 2.450$ ;  $df = 1$ ;  $p = 0.236$ ), headteachers who are not committed to the roles they prescribe to teachers and the discipline of the students ( $\chi^2 =$

3.650;  $df = 1$ ;  $p = 0.149$ ) and headteachers who do not support their teachers and the discipline of the students ( $\chi^2 = 2.740$ ;  $df = 1$ ;  $p = 0.334$ ).

#### 4.3.5 Relationship between the headteachers and the community

The study sought the opinion of the headteachers on their relationship with parents and the rest of the community around the school. The results are presented in Table 4.14 below.

Table 4.14 Headteacher-Community Relationship

Relationship	To a great extent	To some extent	Not sure	To a very little extent	Not at all	Total
Friendly	8 (50.0%)	8 (50.0%)	-	-	-	16 (100%)
Co-operative	6 (37.5%)	8 (50.0%)	1 (6.3%)	1 (6.3%)	-	16 (100%)
Committed to prescribed roles	3 (18.8%)	8 (50.0%)	-	5 (31.3%)	-	16 (100%)
Supportive	4 (25.0%)	9 (56.3%)	-	2 (12.5%)	-	15 (93.8%)
Unfriendly	-	2 (12.5%)	2 (12.5%)	8 (50.0%)	4 (25.0%)	16 (100%)
Uncooperative	-	2 (12.5%)	1 (6.3%)	9 (56.3%)	4 (25.0%)	16 (100%)
Uncommitted	-	2 (12.5%)	-	10 (62.5%)	4 (25.0%)	16 (100%)
Unsupportive	-	2 (12.5%)	1 (6.3%)	9 (56.3%)	4 (25.0%)	16 (100%)

The results in Table 4.14 connote that all the respondents were in agreement that a friendly relationship between the headteacher and the community around their schools is imperative for the students to be disciplined. It is also instructive to note that 6 (37.5 %) of the headteachers stated that headteachers cooperate with the community to a very great extent while at the same time 8 (50.0 %) of the headteachers stated that the headteachers cooperate with their teachers to some extent. Five of the headteachers (31.3%) stated that they are committed to prescribed roles relating to the community to a very little extent and 2 (12.5 %) stated that they were supportive

of the amiable relationship between headteachers and the community to a very little extent. Two headteachers were of the view that the headteachers were unfriendly; uncooperative; uncommitted and unsupportive to some extent.

To determine if there was a link between the headteacher-community relations and the discipline of the students, the Pearson Chi-Square was computed. The findings are illustrated in Table 4.15. The upshot of the findings in Table 4.15 is that there were no statistically significant relationships ( $p > 0.05$ ) between the categories of headteacher-community relations and the discipline of the students.

Furthermore, it is evident that 4 of the respondents who stated that the headteachers were friendly to the community to a great extent also stated that the friendliness lead to the students being disciplined. At the same time, 4 of the respondents who stated that the headteachers were friendly to the community to a great extent also stated that the friendliness lead to the students not being disciplined. Six of the respondents stated that friendly relations between the headteachers and the community lead to discipline among the students, whilst 9 of the respondents stated that students were not disciplined despite the friendly relations between the headteachers and the community.

The findings are, in essence, different from the ones gathered from the focused interview. Majority of the respondents who participated in the focused interview averred that headteachers who engender good rapport with parents who have children in their respective schools and the



community at large ensured discipline among the students in light of the ban on corporal punishment in favour of guidance and counselling.

There was, in addition, consensus among the respondents who participated in the focused interview that headteachers, who cooperated well with the community, upheld their social responsibility towards the community and supported initiatives aimed at sustaining participation of the community in the affairs of the school and in so doing making certain the discipline of the students.

Table 4.15 Relationship between Headteacher-Community Relations and Student Discipline

Headteacher-Community Relationship		Discipline of students				p
		Disciplined	Unprejudiced	Indisciplined	Total	
Friendly	To a great extent	4	-	4	8	0.445
	To some extent	2	1	5	8	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Co-operative	To a great extent	4	-	2	6	0.890
	To some extent	-	1	7	8	
	Not sure	1	-	-	1	
	To a very little extent	1	-	-	1	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Committed to prescribed roles	To a great extent	2	-	1	3	0.700
	To some extent	2	1	5	8	
	To a very little extent	2	-	3	5	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Supportive	To a great extent	3	-	1	4	0.560
	To some extent	2	1	6	9	
	To a very little extent	1	-	1	2	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>8</b>	<b>15</b>	
Unfriendly	To some extent	-	-	2	2	0.319
	Not sure	1	-	1	2	
	To a very little extent	3	1	4	8	
	Not at all	2	-	2	4	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Uncooperative	To some extent	-	-	2	2	0.425
	Not sure	1	-	-	1	
	To a very little extent	3	1	5	9	
	Not at all	2	-	2	4	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Uncommitted	To some extent	-	-	2	2	0.239
	To a very little extent	4	1	5	10	
	Not at all	2	-	2	4	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Unsupportive	To some extent	-	-	2	2	0.173
	Not sure	1	-	-	1	
	To a very little extent	2	1	6	9	
	Not at all	3	-	1	4	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	

### 4.3.6 Relationship between Financial Management and Student Discipline

The respondents were required to furnish information on financial management in their respective schools. The headteachers were asked to indicate how often they perform certain tasks linked to financial management. The findings are presented in Table 4.16

Table 4.16: Financial Management

Financial management	Always	Frequently	Occasionally	Seldom	Total
Keep a record of the school resources	11 (68.8%)	1 (6.3%)	1 (6.3%)	1 (6.3%)	14 (87.5%)
Give an account of the use of resources	8 (50.0%)	4 (25.0%)	1 (6.3%)	1 (6.3%)	16 (100%)
Budget for available resources	6 (37.5%)	5 (31.3%)	2 (12.5%)	1 (6.3%)	16 (100%)
Plan for the procurement of resources	5 (31.3%)	4 (25.0%)	4 (25.0%)	1 (6.3%)	16 (100%)

The findings in Table 4.16 show that majority of the headteachers, 68.8 % (11) always keep a record of the school resources, 50.0 % (8) always give an account of the use of resources, 37.5 % (6) always budget for available resources and 31.3 % (5) always plan for the procurement of resources. To establish if there exists any significant relationship between management of school finances and students' discipline, the Pearson Chi-Square was worked out. The findings are presented in Table 4.17.

It is evident from the table that no significant relationships exists between the plans headteachers make for the procurement of resources and student discipline ( $\chi^2 = 9.135$ ;  $df = 1$ ;  $p = 0.053$ ), the budgets headteachers make for available resources and student discipline ( $\chi^2 = 7.058$ ;  $df = 1$ ;  $p = 0.184$ ), giving an account of the use of resources and student discipline ( $\chi^2 = 4.550$ ;  $df = 1$ ;  $p = 0.212$ ) and keeping a record of the school resources and student discipline ( $\chi^2 = 4.550$ ;  $df = 1$ ;  $p = 0.212$ ).

The findings from the focused interview point to the fact that most of the headteachers allocated financial resources equitably and got approval from the Boards of Governors and the Ministry of Education, Science and Technology before charging fees and other levies. Some of the headteachers, nonetheless, found themselves in financial problems that the respondents stated that was occasioned by erratic fee payment and rise in the cost of teaching and learning resources that was not envisaged. The respondents who participated in the focused interview were in agreement that mismanagement of school funds lead to student unrest and indiscipline in the Division. These findings are concordant with those of Olembo (1986), Griffins (1996) and Okumbe (1998), who add that lack of transparency in the management of school funds always lead to student unrest and indiscipline.

Table 4.17: Relationship between management of finances and students discipline

Financial management		Discipline of students				p
		Disciplined	Unprejudiced	Indisciplined	Total	
Plans for the procurement of resources	Always	4	-	1	5	0.053
	Frequently	-	1	3	4	
	Occasionally	1	-	3	4	
	Seldom	-	-	1	1	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Budget for available resources	Always	4	-	2	6	0.184
	Frequently	-	1	4	5	
	Occasionally	1	-	1	2	
	Seldom	-	-	1	1	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Give an account of the use of resources	Always	4	-	4	8	0.212
	Frequently	1	1	2	4	
	Occasionally	-	-	1	1	
	Seldom	-	-	1	1	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	
Keep a record of the school resources	Always	5	1	5	11	0.153
	Frequently	-	-	1	1	
	Occasionally	-	-	1	1	
	Seldom	-	-	1	1	
	<b>Total</b>	<b>5</b>	<b>1</b>	<b>8</b>	<b>14</b>	

### 4.3.7 Relationship between Management of Physical Facilities and Student Discipline

The study further sought after information on availability and use of physical facilities. The responses are expounded on in Table 4.18.

Table 4.18: Physical Facilities

Management of physical facilities	Always	Frequently	Occasionally	Seldom	Total
Keep records of acquired facilities	12 (75.0%)	2 (12.5%)	2 (12.5%)	-	16 (100%)
Arrange for means of acquiring facilities	6 (37.5%)	5 (31.3%)	5 (31.3%)	-	16 (100%)
Maintain acquired facilities	6 (37.5%)	9 (56.3%)	1 (6.3%)	-	16 (100%)
Evaluate the use of facilities in the school	3 (18.8%)	9 (56.3%)	4 (25.0%)	-	16 (100%)

The analysis in Table 4.18 put on view the fact that majority of the headteachers, 75.0 % (12) keep records of acquired facilities whilst 57.5 % (6) stated that they always arrange for means of acquiring facilities. It is, however, apparent that 56.3 % of the respondents stated that they frequently maintain acquired facilities and evaluate the use of facilities in the school. The findings further make known the fact that none of the headteachers stated that they hardly ever agreed with the tasks outlined on management of physical facilities.

To determine if there is any significant relationship between management of the physical facilities by the headteachers and students' discipline, the Pearson Chi-Square was computed.

Presented in Table 4.19 are the findings.

Table 4.19: Relationship between management of physical facilities and students discipline

Management of physical facilities		Discipline of students				p
		Disciplined	Unprejudiced	Indisciplined	Total	
Arrange for means of acquiring facilities	Always	3	1	2	6	0.500
	Frequently	1	-	4	5	
	Occasionally	2	-	3	5	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Keep records of acquired facilities	Always	5	-	7	12	0.963
	Frequently	-	1	1	2	
	Occasionally	1	-	1	2	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Maintain acquired facilities	Always	2	1	3	6	0.642
	Frequently	3	-	6	9	
	Occasionally	1	-	-	1	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	
Evaluate the use of facilities in the school	Always	1	1	1	3	0.483
	Frequently	4	-	5	9	
	Occasionally	1	-	3	4	
	<b>Total</b>	<b>6</b>	<b>1</b>	<b>9</b>	<b>16</b>	

The findings in Table 4.19 reveal that in all the 4 statements on physical facilities, 9 out of the 16 headteachers were of the opinion that the students were indisciplined despite compliance or non-compliance with the requisite provisions on physical facilities. There was, nevertheless, no significant relationship between acquisition of physical facilities and student discipline ( $\chi^2 = 3.407$ ;  $df = 1$ ;  $p = 0.500$ ), keeping records of acquired facilities and student discipline ( $\chi^2 = 7.926$ ;  $df = 1$ ;  $p = 0.963$ ), maintaining acquired physical facilities and student discipline ( $\chi^2 = 3.556$ ;  $df = 1$ ;  $p = 0.642$ ), and evaluation of the use of physical facilities and student discipline ( $\chi^2 = 5.160$ ;  $df = 1$ ;  $p = 0.483$ ).

Majority of the respondents who participated in the focused group interview strongly felt that is management of physical facilities invariably leads to indiscipline among the students. Embezzlement and misallocation of funds meant for the purchase and maintenance of physical facilities were singled out as the main reasons for student unrest in public secondary schools in Kikuyu Division. Most of the views espoused by most of the respondents who participated in the focused interview allude to the fact that most of the schools in the Division had inadequate physical facilities, sentiments that were also echoed by Lingera (1996) and Mbabu (1983).

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

Presented in this section are the summary, conclusions and recommendations of the study. The section ends with suggestions for further research.

#### 5.1 Summary of the Study

The purpose of this study was to investigate the influence of headteachers administrative tasks on student discipline in secondary schools in Kikuyu Division, Kiambu District. The study analysed seven issues, namely, to: establish the status of student discipline in the target secondary schools; establish whether management of school curriculum by the headteachers is a factor affecting student discipline; establish whether headteacher-student relationship is a factor affecting student discipline; establish whether headteacher-staff relationship is a factor affecting student discipline; establish whether headteacher-community relationship is a factor affecting student discipline; determine the effect of headteachers' financial management practices on students' discipline and to establish whether provision and maintenance of physical facilities is a factor affecting students discipline.

The study was conducted using the ex-post-facto design. Data were collected from all the headteachers in public secondary schools in Kikuyu Division, Kiambu District through the use of questionnaires. The information gathered from the headteachers was backed up with information that was gathered from a focused interview that comprised of respondents who included representatives of guidance and counselling teachers, representatives of the non-teaching staff,

representatives of parents-teachers association and representatives of prefects. The Statistical Package for Social Sciences (SPSS) was used to analyse data. Data were analysed using descriptive statistics. The Pearson Chi-Square statistic was determined to test if there were any significant relationships between headteachers administrative tasks and student discipline. Frequencies and percentages were worked out to establish the significance of responses.

The findings of the study on discipline reveal that the headteachers were of the view that majority of the students (56.3 %) were indisciplined while at the same time the respondents who participated in the focused group interview were in agreement that the students in the Division were generally disciplined. On management of curriculum, all the headteachers agreed that they are able to maintain maximum class attendance and achieve punctuality in student/teacher class attendance. The results further indicate that 25 % of the teachers completed the syllabus to a very small extent. In addition, the findings from the focused interview reveal that time management was an issue that needed to be addressed. The findings indicate that there was no statistically significant relationship between the categories of statements on management of school curriculum and discipline of the students.

The findings of the study further reveal that majority of the headteachers stated that they were friendly and cooperated well with the students. The results indicate that cooperation among headteachers and students had a significant relationship ( $p < 0.05$ ) with the discipline of students. The results further indicate that there is a significant relationship ( $p < 0.05$ ) between headteachers who are supportive of their students' effort and the discipline of the students. The

participants in the focused interview were also in agreement that heads of institutions who relate well with their students have an easy time when instilling discipline among the students.

The findings on headteacher-teacher relations indicate that majority of the respondents affirmed that they were friendly to their teachers. Results from the focused interview also indicate that the headteachers in Kikuyu Division were friendly to the teachers, cooperated well with the teachers, supported the teachers whenever they were in dire need and were committed to prescribed roles. Headteachers commitment to prescribed roles was significantly related ( $p < 0.05$ ) to the discipline of student. Results on headteacher-community connote that all the headteachers were in agreement that a friendly relationship between the headteachers and the community around the schools is imperative for the students to be disciplined. No statistically significant relationship ( $p < 0.05$ ) between the categories of the headteachers-community relations and the discipline of students were established. The findings from the focused interview, however, reveal that headteachers who engender good rapport with the parents who have children in their schools and the community at large ensure discipline among the students in light of the ban on corporal punishment.

The findings financial management indicates that 68.8 % of the headteachers always kept records of school resources, 50.0 % always gave an account of the use of resources, 37.5 % always budget for available resources and 31.3 % always plan for procurement of resources. No statistically significant relationship was established between the categories of statements on financial management and student discipline. Sentiments from the focused interview point to the



fact that headteachers allocated financial resources equitably and got approval from MoEST and the BoG before charging fees and other levies.

The findings on physical facilities indicate that 75.0 % of the headteachers kept records of acquired facilities whilst 57.5 % of the headteachers stated that they always arrange for means of acquiring facilities and 56.3 % of the headteachers stated that they frequently maintain acquired facilities and evaluate the use of facilities in school. Nine out of the sixteen headteachers were of the opinion that students were indisciplined despite compliance or non-compliance with the requisite provisions on physical facilities. Moreover, there were no statistically significant relationship between acquisition of physical facilities and student discipline. Results from the focused interview indicate that mismanagement, embezzlement and misallocation of funds meant for the acquisition and maintenance of physical facilities invariably leads to indiscipline among the students.

## **5.2 Conclusions**

This study sought to establish the influence of headteachers administrative tasks on student discipline in secondary schools in Kikuyu Division, Kiambu District. The results imply that the students in the Division exhibited an impression that they were disciplined in as much as there were isolated cases of disobedience.

Management of curriculum was found not to have any significant relationship with student discipline although inability to complete the syllabus on time occasionally made students to feel ill prepared for exams, thus throwing tantrums and at times disapprove of teachers who seem

incompetent. Cordial headteacher-student associations had a significant relationship with student discipline. Headteachers who created good rapport with their teachers found it easy to manage student discipline.

The findings of the study also imply that the community around the school plays a fundamental role in instilling discipline among the students at such a time when corporal punishment has been banned. Misappropriation and embezzlement of school funds invariably leads to strikes and thus, indiscipline among the students. Majority of the headteachers acquired and maintained physical facilities in accordance with the laid down rules and procedures in as much no statistically significant relationship was established between acquisition and maintenance of physical facilities and student discipline. The participants in the focused interview, however, stressed that lack of essential physical facilities leads to indiscipline among the students.

### **5.3 Recommendations**

From the findings of the study, the following recommendations were made.

1. In as much as the findings of the study reveal that most of the students in Kikuyu Division are disciplined, it is recommended that more emphasis be put on guiding and counselling the students to enhance discipline in the schools
2. It is also recommended that curriculum implementation be more vigorously monitored by the headteachers and MoEST inspectors with a view to ensuring syllabus coverage at the right time.
3. The headteachers should foster cordial relations with their students to ensure that they discipline at such a time when guidance and counseling is being emphasized when instilling student discipline.

4. Headteachers cannot discipline students without the support of the teachers and the community. It is therefore recommended that the headteacher-teacher-community relations be enhanced to ensure student discipline
5. It is also recommended that headteachers should not mismanage, misappropriate and embezzle school funds and other physical facilities to obviate dissent from the students
6. To avoid public secondary schools experiencing a lot of discipline problems MOEST should train and in service the principals on how to handle discipline issues.
7. schools must provide recreational facilities that encourage character building.
8. the MOEST should be able to facilitate the training of principals on matters concerning guidance and counseling in order to enhance their administrative skills.

#### **5.4 Suggestions for Further Research**

Research on the influence of headteachers administrative task on student discipline could be extended by examining the attitudes of secondary school students in other provinces or districts and compare the findings with those of this study. The study can also be replicated in other urban areas with adjustments in the scope and the variables to determine any similarities with the findings of this study. Issues of discipline could be better understood if more specific study are done on particular issues that affect students such as religion, economic background etc.

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## APPENDICES

### APPENDIX A: QUESTIONNAIRE FOR THE HEADTEACHERS

#### INSTRUCTIONS

The questionnaire is designed to gather general information about yourself and your school for the use in the study of the Headteachers Administrative Behaviour and its Relationship with Student Discipline in Kiambu District.

You are assured that your answers will be kept CONFIDENTIAL. Therefore do not write your name or the name of your school.

Please indicate the correct option as correctly and honestly as possible by putting a tick (✓) on one of the options. For the questions that require your own opinion/answer please fill in the blanks.

You are kindly requested to respond to all items.

#### PART A: Background Data

1. Indicate your sex  
a) Male ( )  
b) Female ( )
  
2. Indicate your age in years  
a) Below 40 ( )  
c) 41 – 45 ( )  
d) 46 – 50 ( )  
e) 50 - 55 ( )  
f) above 56 ( )

3. What is your highest academic qualification?

- a) EACE/KACE (O-level) ( )
- b) EACE/KACE (A level with diploma) ( )
- c) BA/BA (Sc) with PGDE ( )
- d) B.Ed ( )
- e) M.Ed ( )
- f) MA ( )

4. Indicate your administrative experience as a headteacher in years

- a) 1 – 5 years ( )
- b) 6 – 10 years ( )
- c) 11 – 15 years ( )
- d) 16 – 20 years ( )
- e) Over 20 years ( )

5. What is the sex of the students' body?

- a) Male ( )
- b) Female ( )
- c) Mixed ( )

6. Please indicate the number of students currently enrolled in your school

- a) Below 200 ( )
- b) 201 – 360 ( )
- c) 361 – 540 ( )
- d) 541 – 720 ( )
- e) 721 – 1100 ( )

7. What is the category of your school

- a) Day ( )
- b) Boarding ( )

**PART B**

**Section I: Students Discipline**

Given below are a number of statements. For each statement indicate your level of agreement or disagreement by ticking (√) the appropriate choice from those given.

		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
i	Majority of students display a positive character /behaviour					
ii	Rate of students punishment per week is very rare/low					
iii	Majority of students observe the prescribed code of behaviour or school rules					
iv	Very few students take alcohol					
v	Students rarely go on strike/ riot					
vi	Students do not cheat in examinations					
vii	Students attend classes regularly					
viii	Very few students abuse drugs and other substances					
ix	Fighting among the students is minimal					
x	Fighting between teachers and students is minimal					
xi	Punctuality is strictly observed in the school					
xii	Very few cases are reported on bullying					
xiii	Students rarely steal from each other					

Given below are a number of statements. For each statement indicate your level of agreement or disagreement by ticking (✓) the appropriate choices from those given

**Section II: Management of School Curriculum**

To what extent do you find it possible to: -

	To a great extent	To some extent	Not sure	To a very little extent	Not at all
Maintain maximum class attendance?					
Achieve punctuality in student/teacher class attendance					
Achieve completion of school syllabus in time?					
Introduce new strategies for improving student performance					

**Section III: Your Relationship with Students**

How do you find your students?

	To a great extent	To some extent	Not sure	To a very little extent	Not at all
Friendly					
Co-operative				✓	
Committed to prescribed roles					
Supportive					
Unfriendly					
Uncooperative					
Uncommitted					
Unsupportive					



### Section IV: Your Relationship with Teachers

How do you find your teaching staff?

	To a great extent	To some extent	Not sure	To a very little extent	Not at all
Friendly					
Co-operative					
Committed to prescribed roles					
Supportive					
Unfriendly					
Uncooperative					
Uncommitted					
Unsupportive					

### Section V: Financial Management practices

How often do you perform each task?

	Always	Frequently	Occasionally	Seldom	Never
i) Plans for the procurement of resources					
ii) Budget for available resources					
iii) Give an account of the use of resources					
iv) Keep a record of the school resources					

## Section VI: Your relationship with Parents / Community

How do you find your relationship with parents / community?

	To a great extent	To some extent	Not sure	To a very little extent	Not at all
Friendly					
Co-operative					
Committed to prescribed roles					
Supportive					
Unfriendly					
Uncooperative					
Uncommitted					
Unsupportive					

## Section VII: Management of Physical facilities

How often do you perform each task?

	Always	Frequently	Occasionally	Seldom	Never
i) Arrange for means of acquiring facilities					
ii) Keep records of acquired facilities					
iii) Maintain facilities acquired					
iv) Evaluate the use of facilities in the school					

## **APPENDIX B: GUIDE TO FOCUSED INTERVIEW**

1.     a) Has your school been on strike within the last three years?  
       b) What were the reasons for the strike?
  
2.     a) What is the relationship between the headteacher and the students?  
       b) What are the channels of communication for the students to the headteacher?
  
3.     Which community programs have your school or your students participated in  
       the last one-year?
  
4.     a) Does the headteacher check and discuss your schemes and records of work regularly?  
       b) How often does the headteacher check on the student's book?
  
5.     a) Is the school fees charged in your school fair, too high or too low? .  
       b) In your opinion is the school finances well managed?
  
6.     Do the headteachers and students have all the physical facilities necessary for the teaching  
       and learning to take part?