

**INFLUENCE OF HEADTEACHERS' CHARACTERISTICS ON STUDENTS'  
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN BORABU DISTRICT,  
KENYA**

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**A Research Project submitted in Partial Fulfillment for the  
Degree of Master of Education in Educational Administration**

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## **DECLARATION**

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

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Reg. E55/60456/2011

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

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## **DEDICATION**

This research is dedicated to our daughters, Mercy, Valilian, Daisy and Mervine Moegi and to my wife, Mrs. Beatrice Kwamboka.

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## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Declaration.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	xi
List of abbreviations and acronyms.....	xii
Abstract.....	xiii

### CHAPTER ONE

#### INTRODUCTION

1.1	Background to the study.....	1
1.2	Statement of the problem.....	6
1.3	Purpose of the study.....	6
1.4	Objectives of the study.....	6
1.5	Research questions.....	7
1.6	Significance of the study.....	8
1.7	Limitations of the study.....	8
1.8	Delimitation of the study.....	8
1.9	Assumptions of the study.....	9
1.10	Definition of significant terms.....	9

1.11	Organization of the study.....	10
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## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1.	Introduction.....	12
2.2	Purpose of discipline in the school .....	12
2.3.	Headteachers' academic qualification and discipline in the school.....	13
2.4.	Headteachers' administrative experience and discipline in the school .....	14
2.5	Head teachers' gender and discipline in the school.....	16
2.6	Headteachers' age and discipline in the school .....	18
2.7	Head teachers training on school administration and management and discipline in the school.....	18
2.8	Summary of literature review .....	19
2.9	Theoretical framework.....	20
2.10	Conceptual framework.....	21

## **CHAPTER THREE**

3.1	Introduction.....	23
3.2	Research design .....	23
3.3	Target population .....	23
3.4	Sample size and sampling procedure .....	24
3.5	The research instruments .....	25

3.5.1	Validity of the instruments.....	25
3.5.2	Reliability of instruments.....	26
3.6	Data collection procedures.....	27
3.7	Data analysis techniques.....	27

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

4.1	Introduction.....	28
4.2	Response rate .....	28
4.3	Demographic data of the respondents.....	29
4.3.1	Demographic data of the headteachers .....	29
4.3.2	Demographic data of the teachers.....	36
4.4	Discipline and methods of handling discipline in schools.....	41
4.5	Influence of headteachers’ academic qualifications on student discipline in public secondary schools.....	49
4.7	Influence of headteachers’ administrative experience on student discipline maintenance in public secondary schools .....	58
4.8	Influence of headteachers’ gender on students discipline in public secondary schools .....	62
4.9	Influence of headteachers’ training on school administration and management on students’ discipline .....	65

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	69
5.2 Summary of the study .....	69
5.3 Conclusions.....	73
5.4 Recommendations.....	74
5.5 Suggestions for further research .....	75
REFERENCES .....	76

### **APPENDICES**

Appendix A: Letter of introduction .....	79
Appendix B: Questionnaire for teachers.....	80
Appendix C: Headteacher's questionnaire.....	86
Appendix D: Interview schedule for D.E.O, Borabu district.....	92
Appendix E: Research authorization .....	95
Appendix F: Research permit .....	96



## LIST OF TABLES

<b>Table</b>	<b>Page</b>
Table 4.1 Distribution of headteachers by age .....	30
Table 4.2 Distribution of headteachers by marital status .....	32
Table 4.3 Headteachers service as assistant teacher .....	33
Table 4.4 Headteachers' duration of in the current school .....	35
Table 4.5 Distribution of headteachers by type of schools	
Table 4.6 Distribution of teachers by age .....	38
Table 4.7 Teachers' distribution by marital status .....	
Table 4.8 Distribution of teachers by years of service in the current school .....	40
Table 4.9 Discipline problems in the schools .....	42
Table 4.10 Headteachers' responses on discussion with teachers on discipline .....	43
Table 4.11 Teachers' responses on the factors influencing discipline .....	46
Table 4.12 Headteachers' responses on other factors influencing discipline .....	47
Table 4.13 Teachers' responses on headteachers relationship with students, teachers and parents .....	48
Table 4.14 Headteachers and teachers responses on influence of headteachers qualification on discipline .....	50
Table 4.15 Headteachers responses on influence of headteachers in-service training on discipline .....	53
Table 4.16 Headteachers responses on the influence of age on discipline .....	55

Table 4.17 Rating of how age influences students' discipline .....	57
Table 4.18 Extent at which headteachers' administrative experience influenced student's discipline .....	60
Table 4.19 Headteachers' rate on influence of gender on discipline .....	64
Table 4.20 The headteachers responses on the influence of training on school administration and management on discipline .....	67

## LIST OF FIGURES

Figure .....	Page
Figure 2.1: Interrelationship between Headteachers' characteristics and student's discipline .....	22
<b>Figure 4.2 Headteachers' distribution by highest professional qualifications .....</b>	<b>31</b>
<b>Figure 4.3: Headteachers service as head of department .....</b>	<b>34</b>
<b>Figure 4.5 Distribution of teachers by highest professional qualifications .....</b>	<b>39</b>
<b>Figure 4.9 Teachers' responses on the influence of qualifications on discipline .....</b>	<b>51</b>
<b>Figure 4.10 Headteachers' responses on influence of professional experience on discipline .....</b>	<b>52</b>
<b>Figure 4.11 Teachers responses on the influence of age on discipline</b>	<b>56</b>
<b>Figure 4.13Headteachers responses on influence of gender on discipline .....</b>	<b>63</b>
<b>Figure 4.14Headteachers responses on their attendance of management course .....</b>	<b>66</b>

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BOG</b>	Board of Governors
<b>DEO</b>	District Education Officer
<b>KESI</b>	Kenya Educational School Institute
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NCST</b>	National Council of Science and Technology
<b>SPSS</b>	Statistical Package for social Sciences
<b>TSC</b>	Teachers' Services Commission

## ABSTRACT

The purpose of the study was to investigate the influence of headteachers' personal characteristics on student discipline in public secondary schools in Borabu District, Kenya. Five research questions were formulated to guide the study. The study adopted a descriptive survey design. The sample comprised of 22 headteachers, and 125 teachers. Data were collected by use of questionnaires and were analysed by use of qualitative and quantitative techniques. Findings revealed that most of the schools faced discipline problem of noise making, sneaking out of school and bullying. It was also revealed that headteachers qualification influenced student discipline to a very high extent. Headteachers who were highly qualified were able to handle discipline than those with low qualifications. Findings revealed that headteachers' age influenced student discipline. Headteachers who were elderly were able to handle discipline differently unlike the young headteachers. Elderly headteachers were more understanding based on their experience in terms students discipline. It was also revealed that headteachers' administrative experience influenced student discipline. Headteachers with high administrative experience were able to handle pupils discipline. The findings also revealed that headteachers' gender influenced students discipline. It was also revealed that headteachers had not attended any management course which impacted on the way they handled discipline. Based on the findings, it was concluded that headteachers' academic qualifications influenced student discipline in public secondary schools. The study also concluded that headteachers age influenced student discipline. Headteachers who had longer administrative experience had been exposed to discipline issues in the schools and had learned how to handle such discipline cases. The study further indicated that headteachers' gender influenced students' discipline. The study also concluded that headteachers' training on school administration and management influenced students' discipline. Headteachers The training that headteachers had undergone had enabled them deal with discipline. Headteachers who had been trained in management were able to manage human resources of which students discipline is part of. Based on the findings, it was recommended that appointment of the headteachers should be done taking into considerations the headteachers' academic qualifications. It was also recommended that headteachers appointed in schools should have a minimum age that makes them mature enough to handle discipline. Teachers appointed to head schools should have undergone some administrative experience which will enable them be effective headteachers. The study suggested a study on how headteachers marital status influence students' discipline should be conducted. A study on the relationship between category of school and discipline should be conducted and lastly, a study on the influence of teachers' demographic variables and their influence of students' discipline should be conducted.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Discipline refers to the system of teaching and nurturing that prepares children to achieve competence, self control, self direction and caring for others (Howard, 1996). Good discipline must be based on self discipline, that is, individual understanding and accepting rules to govern their own behaviour (Jones, 1989). Good behaviour and discipline in a school involves the whole community displaying mutual respect and consideration for each other, creating collective pleasant and productive ethics in the school and working together successfully in the common purpose of teaching and learning.

Students' discipline problems are experienced world wide. In U.S.A. for example, Gottfredson Denise and Gary (1989) calculated that in six middle schools in Charles town, South Carolina, students lost 7,932 instructional days because of school suspensions in a single academic year due to misconduct in schools. Weranda (2008) noted that violence and students' misbehavior was on the increase of 51percent in Srilanka, where student unrests were reported in 1990, 1996, and 2004.

In Botswana, discipline problems in schools manifests in various forms such as bullying, vandalism, alcohol and substance abuse, truancy and unwillingness to do homework (Garagae, 2007). In Uganda striking of the secondary school

students as means of seeking attention or protest was becoming common with school property being destroyed by students (Fiona, 2005). The first recorded strike in Kenyan school occurred in Maseno in 1908 when the boys refused to participate in manual labour and pressed for more reading and writing Sifuna (1990). Since then, numerous strikes have occurred in schools and educational institutions causing concern .some have been tragic resulting in the loss of human life.

A number of committees have been set up to investigate these unrest .These includes the presidential committee on students unrest and indiscipline in Kenya secondary schools set up in 1991 to look into the causes of strikes and unrest in schools and to make proposals and recommendations aimed at eliminating these strikes. Incidence of violence in schools reached such an alarming rate in 2001 to cause a lot of concern among educationalist, schools managers and administrators, teachers, parents and unrest in secondary schools (Republic of Kenya (2001). Violence of such magnitude has scantily been studied through the task force commission on (2001) and by individual scholars Kinyanjui, (1978) and Achieng (1996). The Sagini commission Report (Government of Kenya 1991) on unrest and indiscipline in secondary schools noted that the problem has not been restricted to public universities have also experienced their fair share of student unrest and indiscipline .

There were a lot of unrest in public secondary schools in the year 2008. This caused an out cry from the public regarding this perennial problem. The government responded by setting up yet another committee. There is reason for concern regarding this problem, particularly given the fact that it has persisted for the last 100 years and is growing in frequency and gravity of damage and long-term repercussion on all parties involved. For one thing, the long term goal of education and development could be undermined. The country has continued to lose much in terms of human resources and property due to unrest in schools .Quality education is also undermined, and invaluable learning time lost .students unrest in public schools is a major drawback to the goal of poverty eradication . Ignorance and disease thrive as the meager national resources go to undo the damages caused during such unrest. Another consequence is that the goals for industrialization and economic recovery may not be achieved if the human and other resources are wasted during students' unrest.

The challenges of maintaining discipline in secondary schools in Kenya is a concern for education administration and the government at large. Nazano (2003) quoting from Gallup poll on the public attitude toward schools consistently identifies that lack of discipline as the most serious problem facing schools today. In 2008, the ministry of Education released a management inspection Report for Borabu district. The report indicates that in some schools where head teachers have been lax in performing administrative duties the level of students discipline was observed to be lower as compared to schools where head teachers'



commitment is high. According to Griffin (1994) mass indiscipline is often a result of wrong methods of administration of discipline in the schools is the responsibility of the head teacher.

In many instance schools are managed by unqualified head teachers. Republic of Kenya (2002) cites the lack of managerial skills in planning, budgeting, expenditure controls, book keeping, procurement and Human Resource management as some of the skills lacking in many head teachers. Many headteachers leave the responsibility of resource management at the mercy of the bursars who could easily mismanage school finances leading to lack of essential services hence causing indiscipline in students. All those charged with the responsibility of managing school should undergo training on management before they are assigned that duty, Inoti (2005). The study emphasizes on the headteachers' appointment on the basis of competence and training in school administration and management.

Students' unrest and indiscipline in Kenya Secondary Schools were on a tremendous increase and there was a reported case where a few students of Nyeri High School locked prefects in their cubicles when they were asleep, poured petrol and set them on fire, killing four of them (Republic of Kenya, 1991). It is important for the appointment of headteachers to follow the government requirement and criteria that those being appointed to head ship must have attended Kenya Educational Management Institute (KEMI) Course in Education

management at KEMI, and deputized head of institution for a period not less than three years (republic of Kenya, 2003). The issue of deputizing gives the headteachers the necessary experience to handle complex situations that may arise in the school.

The age of practicing headteachers is crucial in that, experience comes with age. Very young headteachers may be over-serious and over-enthusiastic, thus upsetting certain norms to the dissatisfaction of both teachers and students: A study by Nyaega (2003) on schools in Ekerenyo division experienced various types of indiscipline cases regardless of the head teacher's age.

The Republic of Kenya (2001) observes that, some head teachers were not appointed on merit but as a result of other considerations such as political patronage, religion, tribalism and bribery. This leads to such head teachers serving in their home districts, promoting parochialism in the management of school affairs. When appointments of head teachers are not based on qualifications and training, efficient management of schools can be adversely affected. In many cases, some of the indiscipline problems in schools may be related to the gender of the head teacher. Kariuki (1998) found that female head teachers are rather domineering and lack proper supervisory skills. This gender related stereotyping may be the reason why female head teachers are accused of high- handedness.

## **1.2 Statement of the problem**

Despite government's efforts to democratize the schools administrative systems, indiscipline has continued in secondary schools with a dramatic turn for the worse. Not only are they violent and destructive, but are also predetermined and planned to cause maximum harm to human life.

In the recent past (2005-2009) major cases of students' indiscipline in public secondary schools in Borabu have been recorded. For instance the District Education Officer Borabu released a report in the year 2009, which revealed that school unrests in 2009 had escalated on three public secondary schools going on strike within a period of 4 months. The incidences have prompted a number of out-cries from educationists, politicians and parents. It is due to this out-cry that Borabu district was selected for the study. The influence of head teacher's characteristics on student discipline in public secondary schools has not been substantially studied to provide an insight into how schools deal with student's discipline. The study therefore, expects to fill this gap.

## **1.3 Purpose of the study**

The purpose of the study was to investigate the influence of headteachers' personal characteristics on student discipline in public secondary schools in Borabu District, Kenya.

## **1.4 Objectives of the study**

The following research objectives guided the study

- (i) To establish how headteachers' academic qualification influence student discipline in public secondary schools in Borabu District.
- (ii) To determine how the headteachers' administrative experience influence student discipline maintenance in public secondary schools.
- (iii) To establish extent to which the headteachers' gender influences students discipline in public secondary schools.
- (iv) To determine if the headteachers' age influence student discipline in public secondary schools.
- (v) To determine how the headteachers' training on school administration and management influence students' discipline in public secondary schools.

### **1.5 Research questions**

The study was guided by the following research objectives

- i. How does headteachers' academic qualification influence students' discipline in secondary schools?
- ii. To what extent does headteachers' experience influence students' discipline in public secondary schools?
- iii. To what extent does the headteachers' gender influence students' discipline in public secondary schools?
- iv. How does headteachers' age influence students' discipline in public secondary schools?
- v. To what extent does headteachers' training on school administration and management influence students' discipline in public secondary schools?

## **1.6 Significance of the study**

The study findings may be used by headteachers to make them aware of the influence of their personal characteristics work has on students' discipline and it is hoped that this knowledge may help them improve the performance of their duties. The findings of the study would be used both by the Teachers' Service Commission and the Ministry of Education (MoE) because the policies concerning appointment of headteachers, supervision and inspection of schools fall in their inspectorate department.

## **1.7 Limitations of the study**

Discipline of the students may be affected by many factors among them, home background, personal efforts, resources available to them and their social economic status. The investigator was not be able to isolate change in discipline resulting from these factors. The limitations of descriptive research design are that the research may make description an end itself. Research was essentially creative and demands the discovery of facts in order to lead a solution of the problem. The study was limited to public secondary schools in Borabu district.

## **1.8 Delimitation of the study**

The study was limited to selected public secondary schools in Borabu district because recently there has been an increase of unrest and discipline cases reported. The results may not be generalized to all schools in Kenya to be used in policy formulation because the data was collected in only one district. On the

other hand, indiscipline of students may be caused by other factors including personality traits, economic status, background, which was not to be investigated.

### **1.9 Assumptions of the study**

The study had the following assumptions

1. That the headteachers are committed to improvement of discipline standards in their schools.
2. That the respondents gave answers to the questions, without bias
3. That the respondents are aware of the legal channels in force to deal with students' indiscipline in public secondary schools.

### **1.10 Definition of significant terms**

**Academic qualification** refers to a training that one undergoes and awarded a certificate.

**Age** refers to how old the headteacher is.

**Discipline** refers to conforming to the rules set out by authority.

**Experience** refers to the duration that a person has served students in an institution.

**Gender** refers to ones sex.

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

**Indiscipline** refers to defying the laid down rules and regulations

**Leadership styles** refer to the characteristic way in which a given leader relates to subordinate in the performance of tasks assigned to the group.

**Public secondary school** refers to any institution of learning which is run by funds from the government and the public.

**School administration** refers to the people in an institution who coordinate the effort of all people in a school towards achieving a common goal.

**School** refers to an institution for education for boys and girls of secondary school going age.

**Supervision** refers to guiding and directing students.

**Head teacher's personal characteristics** refers to headteachers academic qualification, experience, gender, age and training in school administration and management

**Training on school administration and management** refers to professional acquiring of skills to be used in governing a group of people.

### **1.11 Organization of the study**

The study was organized into five chapters. Chapter one includes the background information, statement of the problem, purpose of the study, objectives of the study, basic research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and organization of the study. Chapter two focuses on review of literature. Areas that are discussed include discipline and the school, the headteachers' qualification and discipline in the school, headteachers' experience and discipline in the school, headteachers' gender and discipline in school, headteachers' age and discipline in school, headteachers' training on school administration and

management and conceptual framework. Chapter three includes the research methodology. Area discussed under this chapter includes the research design, the target population sample size and sampling procedure, research instrument, instrument validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four presents data analysis and a interpretation of research findings. Chapter five focuses on summary of the study, recommendations and suggestions for further research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter comprises of the literature review organized under the following sub headings; purpose of discipline in the school, head teachers' qualification and discipline in the school, head teachers' administrative experience and discipline in the school, headteachers' gender and discipline in the school, headteachers' age and discipline in the school, headteachers' training on school administration and management, summary of literature review and theoretical framework. The chapter ends with a conceptual framework of the study.

#### **2.2 Purpose of discipline in the school**

The term discipline refers to the system of teaching and nurturing that prepares children to achieve competence, self control, self direction and caring for others Howard (1996). The purpose of discipline in a school is primarily to create and maintain conditions favourable for learning and teaching. The goal of discipline according to Mbiti (1974) is to produce young people who will be responsible people when they become adults. Discipline is vital because no group can work together successfully without established standards of behaviour, mutual respect and a desirable systems of values. It is these values that lead to each person in the group to develop self – control and self direction. Thus without discipline, aims and aspirations of a school cannot effectively be realized. Discipline therefore is

necessary in the raising and teaching of children if they are to become social and responsible adults.

### **2.3. Headteachers' academic qualification and discipline in the school**

The survival of an organization is dependent on the quality of administrative services available Knezerich (1975). The headteacher is the individual expected to centrally coordinate individual efforts to ensure success of the school. It is imperative that the headteacher be trained in the Human Resource Management so that he can manage discipline issues more effectively. Bulinda (1999) says that the situation in Africa was particularly acute where rapidly expanding education systems were found. The situation worsened when experienced and skilled classroom teachers were customarily appointed to administer complex school systems without adequate preparation and back up support. In her study, "preparation of secondary school headteachers and implication on their administrative performance Wachira (1996) found that a majority of headteachers faced problems of performing all the six main tasks of school management.

Nkinyangi (1986) in his report entitled "The Origin of Students' Disturbances". The Kenya case reports that, in Kisumu, St. Andrews High School, students went on strike, damaged property worth Kshs.37,000/- in protest over punishment given to some of their colleagues who had reported to school drunk and disorderly. Indiscipline will be rampant in situations where school principals are not sensitive to the fragile nature of the methods used to enforce discipline in the

youth. In-service training is necessary in order to sensitize headteachers to the needs of fast changing cultural environments. Indiscipline may often be a product of poor communication skills used by poorly trained headteachers.

#### **2.4. Headteachers' administrative experience and discipline in the school**

Management requires an experienced headteacher. The inexperienced headteachers have at times encouraged indiscipline in their schools by relying heavily on punishment and taking a hard stance when faced with difficult situations. Some techniques which when used often by inexperienced headteachers tend to backfire. This may include bribing, holding grudge against students and using physical force.

Inexperienced headteachers often resort to use of force as a spontaneous response to deeply rooted frustrations and feelings of powerlessness. The ability of the headteacher to listen to the students grievances and points of view and at the same time his/her willingness to communicate his/her views and reasons for the decisions taken by the school can go along way in solving most of the students grievances. Unfortunately, this produce is lacking among many inexperienced headteachers. The consequences are low morale and poor discipline among staff as well as students.

Experienced headteachers have realized that the students do not necessarily behave in a disciplined manner because someone in particular is in control. Rather than strict control through rules, they control the conditions under which

they permit students to pursue their interests. In this way, students are guided to discover within themselves the virtues of discipline among the students.

In the Daily Nation of 4<sup>th</sup> March 2002, it is clear that many strikes and other upheavals in schools may be as a result of the fact that the best persons have not been heading the schools in Kenya, and that there is need for the most qualified and experienced persons to head the schools. In the year 2000, students of Gatamaiyu Secondary School in Kiambu district rioted and held hostage the chairperson of the school Board of Governors when the new principal banned viewing of world cup matches during class hours (Republic of Kenya 2002).

Managing change or interference with school traditions and/or routing is a sensitive issue, and inexperienced headteacher may mismanage change due to anxiety to produce instant change or display positive and fast impact. Even though the change may be for the better, it takes experience and expertise to manipulate the change so it is acceptable, and smooth. Kamwati (2004) studied the managerial challenge that newly recruited secondary school principals face in Kiambu district, Central Province. In his study, he revealed that newly recruited headteachers need massive support in terms of induction and in-service training course. Entry to even position especially in leadership capacity is an emotionally laden transition that in itself may form the first problem to the individual if it is not managed effectively, and may even hinder efficient execution of the new duties.

## **2.5 Head teachers' gender and discipline in the school**

Traditionally, women in many communities in Kenya did not hold position of leadership but with the introduction of formal education, some women have climbed the pinnacles of power as school heads in secondary schools. Women face difficulties while attempting to succeed in traditionally dominated male fields. Either they are judged competent and unfeminine, or incompetent and feminine, a choice that puts two strong and interconnected identities in conflict.

Male and female-role prescription is based on assumptions that-domestic duties in their homes, are mainly for women. Most women do face dual constraints from career and roles rising from home and workplace. It is riot easy to cope with, management of homes as mothers, as well as administering their schools. Few women will want to be labeled militant feminists or 'iron maidens' while attempting to be overtly assertive. While administering discipline to both teachers and students, many women would choose to retain their femininity and hence may be less assertive than their male counterparts.

Women must recognize the difficult environment that they will face due to their sexual identities when they make a decision to seek managerial-careers. A woman must be able to cope with stress, both from her home, work place and social environment. In a case in Kiambu District, the parents and students, purely on the basis of her gender, rejected, a newly recruited principal of Gathaithi secondary

school arguing that she could not bring the much needed improvement in academics and discipline in the school (Republic of Kenya, 2001).

In a separate incident, Kiambururu Secondary School almost closed down due to lack of students after parents, withdrew them to protest the posting of newly recruited lady principal (Republic of Kenya, 2002). Women headteachers practice a high-structure-low consideration leadership style and that female headteachers are rather domineering and lack proper supervisory skills. However women "headteachers do often come across challenges like cultural attitude and family obligations which affect their administration. A cultural attitude for women comes in the form of gender stereotyping. This is where the teachers, students and subordinate staff have a tense relationship with the headteacher. This makes it difficult for the headteacher to cultivate the warm and friendly relationship that all leaders should enjoy from their followers as it breeds success. A female headteacher who is looked down upon by male teachers may in turn be very authoritative to retrieve her self-esteem.

Wood (1976) surveyed the success of female managers and found out that the reason for women's failure managers was their unwillingness to help fellow women and their tendency to be over-demanding at certain times. Perhaps it is the over demanding trait that breeds the authoritarian leadership tendency, which students dismiss as high handedness.

## **2.6 Headteachers' age and discipline in the school**

An investigation by Nyaega in Ekerenyo Division of Nyamira District, Nyanza Province in 2003 established that all secondary schools in the division experienced various types of indiscipline cases regardless of the principal's age. A There is a positive relationship between age and promotion. Age often serves as a reference for success in an occupation. The years taken by one in a school teaching is crowded by the same measure of experience. Thus those female teachers who have taught for a lengthy period of time are believed to have a wider exposure in the career than the newly appointed. Older women headteachers are likely to have built self confidence, hence may administer the students less haphazardly.

## **2.7 Head teachers training on school administration and management and discipline in the school**

Students discipline problems in the school is as a result of wrong methods of administration by head teachers Griffins (1994), Olembo (1992) agrees that administration of discipline in the school is the responsibility of the head teachers. Hon. Kirimi Mwiria (Republic of Kenya, 2004) decries the poor quality of the leadership and management styles of head teachers causing many management related crisis. Olembo (1986) agrees with Hon. Kirimi Mwiria by citing that head teachers could lead better if they improved on the consultation skills. Republic of Kenya (2002) cites the lack of managerial skills in planning budgeting, expenditure control, book-keeping, procurement and human resource

management as some of the skills lacking in many head teachers. This makes the head teachers to neglect their work and leave it to bursars. The neglect often results to misallocation of resources, hence resulting to lack of essential services. The lack of essential services often causes indiscipline. According to Inoti (2005) in his study “Training needs in relation to management of students discipline in public secondary schools in Meru district Kenya all these charged with responsibility of managing schools should undergo training in management before they are assigned that duty”. The study emphasizes on head teachers appointment on the basis of competence and training school administration and management. Kamwiti (2004) studied the managerial challenge that secondary school head teachers face in Kiambu district, Central province. In his study he revealed that newly recruited head teachers need massive support in terms of induction and in service training cause.

## **2.8 Summary of literature review**

The literature review presents related literature thematically on influence of maintaining discipline on public secondary schools in Borabu District. The literature review touches on the purpose of discipline in a school, headteachers’ qualification and discipline in the school, head teacher’s administrative experience and discipline in the school, headteachers’ gender and discipline in the school and headteachers’ age and discipline in the school and headteachers’ training on school administration and management, and discipline in the school.



## **2.9 Theoretical framework**

The study is based on theory X and Y of McGregor (1960) distinguishes between two kinds of administration and bases his analysis on the administrators beliefs and attitudes. McGregor describes two opposing sets of beliefs; the first theory X includes the following assumptions: Humans inherently dislikes working and will try to avoid it if they can, because of this dislike of work they have to be coerced, controlled and threatened by management so they work hard enough. Human being prefers to be directed, wishes to avoid responsibility and wants security above all. The head teacher who looks at discipline only as a punishment applies theory X assumptions about people. He applies discipline on students as a means to enforce external demand for responsible behavior.

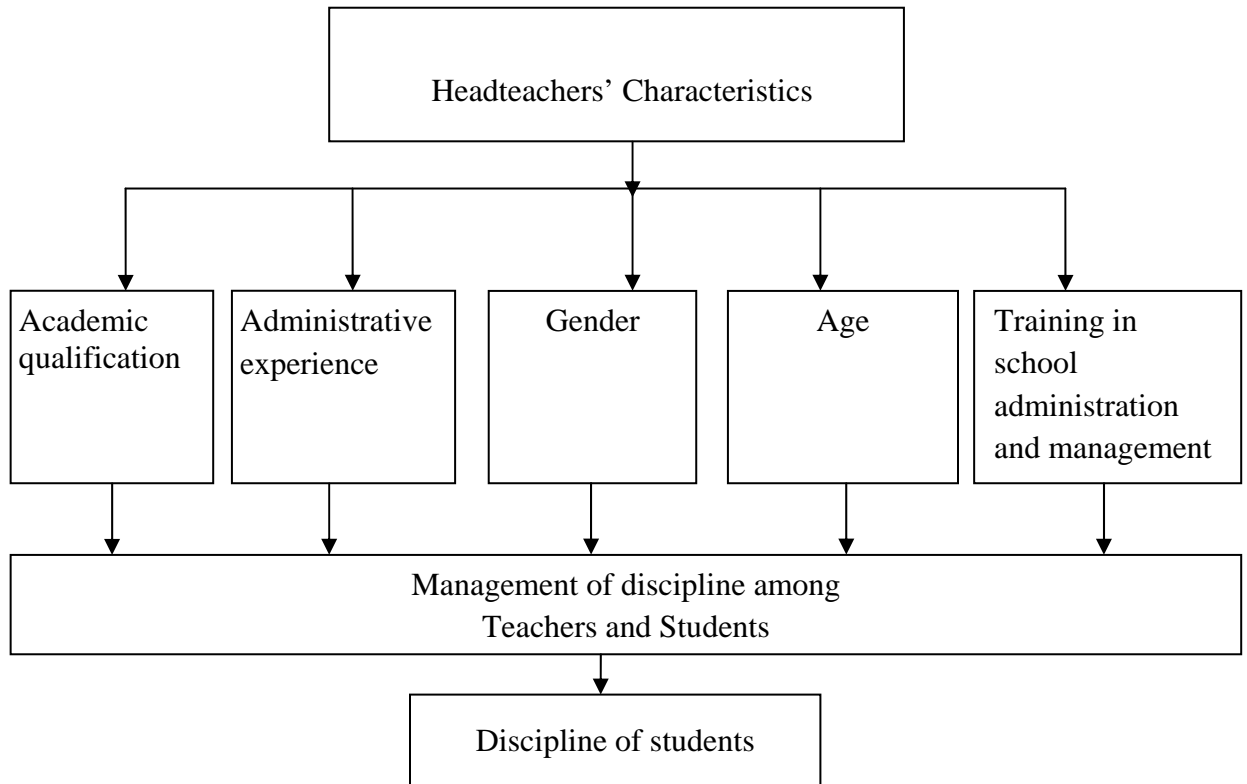
Theory Y is characterized by the following assumptions: people view work as being as natural as play and rest. Human is expected the same amount of physical and mental efforts in their work as in their private lives provided people are motivated, they will be self-directed to the aims of the organizations. Control and punishment are not the only mechanisms to let people. Head teachers who take theory Y approach to discipline, strive to provide intelligent leadership in their schools so that maximum potentials can be released from their students. Such head teachers thus use discipline as an effective by-product of efficient application of administrative skills so as to gain willing co-operation from teachers and students. In this study, the application of theory X views a school as an organization composed of different categories of people namely teachers and

students. All these groups of people need discipline as a means of achieving the desired organizational goals and objectives. Theory Y on the other hand views a school as an organization with a headteacher able to apply personal characteristics so as to attain students' discipline in school. In application of McGregor's theory to this study, the main variables are the headteachers' personal characteristics and how they influence students discipline for efficient management and administration of students.

## **2.10 Conceptual framework**

The conceptual framework of the study is as shown in the figure 2.1.

**Figure 2.1: Interrelationship between Headteachers' characteristics and student's discipline**



The conceptual framework of this study is drawn from the assumption that there is a strong relationship between the headteachers' personal characteristics, his experience, gender, age and training in school administration and management which would determine his or her ability to provide leadership to the school through management of teachers and students in order for the school to be highly disciplined. Professional experience would provide the headteachers' management tactics coupled with the headteachers, experience, gender, age and training on school administration and management.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter includes the research methodology, it covers the following areas; research design, target population, sample and sampling procedure, research instruments and procedures of establishing their validity and reliability, data collection procedures and data analysis techniques.

#### **3.2 Research design**

According to Anderson (1997) a research design is an approach to addressing a research question or problem. The study adopted a descriptive survey design. Descriptive survey studies are those studies concerned with describing the characteristics of a particular group. The choice of the descriptive survey research design was made based on the fact that in the study the researcher was interested on the state of affairs already existing in the field with the headteachers' administrative approaches as an independent variable and student discipline as dependent variable and no variable were manipulated. This was suitable for collecting descriptive data.

#### **3.3 Target population**

Borg and Gall (1989) defines population as all the members of a real hypothetical set of people or events or objects to which a researcher wishes to generalize result of the study. The study targeted 24 schools. A total of 168 teachers were targeted.

This number includes 24 headteachers, 24 deputy headteachers, 24 guidance and counseling teachers (one from each school) and 96 class teachers (4 from each school representing form I to Form IV). One District Education Officer will also be interviewed (Borabu District Education Office, 2009).

### **3.4 Sample size and sampling procedure**

Sampling is the process of selection of appropriate number of subjects from a defined population, Borg and Gall (1989). The study targeted 24 schools in Borabu District. A number of scholars have suggested various ways of arriving at a representative sample size. It is however generally agreed that the larger the sample, the smaller the sampling error. All the 24 schools were studied, where two schools were used in piloting and the main study targeted 22 schools where the researcher was used purposive sampling to collect data. Purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to the objective of the study, Mugenda (2003). The research targeted 22 headteachers, 22 deputy headteachers, 22 guidance and counseling teachers (one from each school) and 88 class teachers (4 from each school representing form I to Form IV). All the deputy headteachers, guidance and counselling teachers and class teachers were treated together and called teachers. One District Education Officer was also interviewed. In case of streamed schools, the researcher used simple random sampling to identify the class teachers to represent their class. Simple random sampling method involves giving a number to every subject or member of the accessible population placing

the number in a container, mixing and then picking any number at random, the subjects corresponding to the numbers picked are included in the sample (Mugenda & Mugenda, 2003).

### **3.5 The research instruments**

A questionnaire was used to collect data. This tool was chosen because of its confidentiality especially in some sensitive questions. It also saves time. The researcher used three sets of questionnaires. The first one was for the teachers (appendix B). It sought to establish the teacher's opinion on the relationship between the head teacher's leadership behavior and students' discipline. The second questionnaire was for the headteacher (Appendix C) and consisted of data on the academic qualification, administrative experience, gender, age and training on school administration and management. The third questionnaire (appendix D) was filled by the District Education Officer (DEO).

#### **3.5.1 Validity of the instruments**

Validity is the degree to which a test measures what it purports to measure. It is concerned with the effectiveness of the measuring instruments. Validity was ascertained through the results of the pilot study. A total of two schools were used for the pilot study. The pilot study was used to establish the clarity of the instrument (Mulusa, 1988). To determine the schools to be used for the pilot study, the researcher used simple random sampling by assigning target schools numbers and then put the numbers in a container, mix thoroughly and then pick

the numbers. The two numbers picked which corresponds to the schools were used for piloting.

### **3.5.2 Reliability of instruments**

Reliability refers to the extent to which an item triggers same responses every time it is presented. The reliability of a measuring instrument is also the degree of consistency with which it measures whatever it is meant for. Reliability is the degree to which tests scores are free from measurement errors, that is the level of internal consistency or stability of the measuring instrument Borg and Gall (1989). To ensure that the instruments are reliable, a pilot study was conducted before the actual study takes place. To test reliability in this study test-retest method was used. The method involves administering the questionnaire twice within a period of two weeks after which the responses in two sets are correlated. Through the use of Pearson's Product Moment the correlation coefficient was computed in order to establish the extent to which the content of the questionnaire was consistent in the eliciting the same results every time the questionnaire was administered. Gay (2003) suggests that a coefficient of 0.70 is considered adequate but a coefficient of 0.80 is good. A reliability of 0.7 or 0.8 indicates that there is a 70 per cent or 80 per cent consistency respectively in the scores that are produced by the instrument. The value obtained in the study, was 0.75 therefore the instruments were found to be reliable since it was above the recommended 0.7 value.

### **3.6 Data collection procedures**

A research permit was sought from National council of Science and Technology (NCST). Copies of the permit granted were then presented to the relevant authority. Then D.E.O Borabu District issued a clearance letter to visit the schools under study. The researcher contacted the head teachers through a letter and thereafter made arrangements for actual school visits. The researcher then administered the research instruments by drop and pick. Confidentiality was assured to all respondents.

### **3.7 Data analysis techniques**

Data analysis starts by ensuring that results from the research instruments are sorted out to reveal preliminary errors. Responses to the questionnaires were tabulated, coded and processed by computer using Statistical Package for social Sciences (SPSS) computer package. Data from the open ended questions were processed by first categorizing responses from each item, then edited, coded and reported through descriptive narrative. Descriptive statistics were used to analyze the responses. Analysis of data was accomplished by use of frequencies, percentages, and means. The report was then compiled, drafted and edited by the researcher before final presentation.



## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

#### **4.1 Introduction**

Presented in this chapter are data analysis, presentation and interpretation of finding. The data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS). All themes discussing the same research questions were presented and analyzed together. The analysis of data was presented in both narrative and tabular forms. The chapter presents the questionnaire return rate, demographic data of the respondents and then present's data on the headteachers' academic qualification, experience, gender, age, training on school administration and management.

#### **4.2 Response rate**

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondents. Out of the 22 headteachers 22 deputy headteachers, 22 guidance and counseling teachers 88 class teachers sampled during the study, all headteachers, deputy headteachers, and guidance and counseling teachers and 81 class teachers filled and returned the questionnaires. The return rates were above 80% and hence were deemed adequate for data analysis.

### 4.3 Demographic data of the respondents

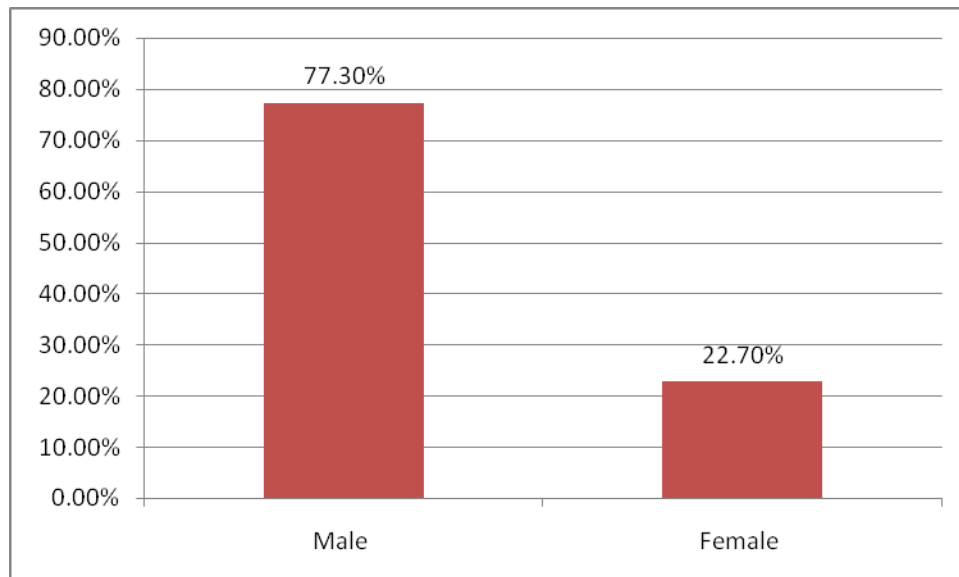
This section presents the demographic data of the headteachers, and class teachers that were selected. The section presents the demographic data of the headteachers and then presents that of teachers.

#### 4.3.1 Demographic data of the headteachers

The demographic data of the headteachers was based on their gender, age, level of education and marital status. To establish the gender of the headteachers, they were asked to indicate their gender as in figure 4.1.

**Figure 4.1**

**Distribution of the headteachers by gender**



Data shows that majority 77.3% of headteachers were male while 22.7% were female. The data shows that there were more school headed by male headteachers

hence the government's policy of one third representation in leadership position is not adhered to.

The headteachers were further asked to indicate their age. Their responses were as Table 4.1.

**Table 4.1**

**Distribution of headteachers by age**

<b>Age</b>	<b>F</b>	<b>%</b>
31 – 35	7	31.9
41 – 45	15	68.1
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.1 shows that majority 68.1 of the headteachers were aged between 41 and 45 years with 31.9% aged between 31 and 35 years. The data shows that majority of the headteachers were relatively older, which implies that they had served as teachers or in other capacities before being appointed to headship.

They were further asked to indicate their highest professional qualification. Figure 4.2 shows headteachers highest professional qualification.

The headteachers were further asked to indicate their highest professional qualifications. Their response is as figure 4.2.

**Figure 4.2**

**Headteachers' distribution by highest professional qualifications**

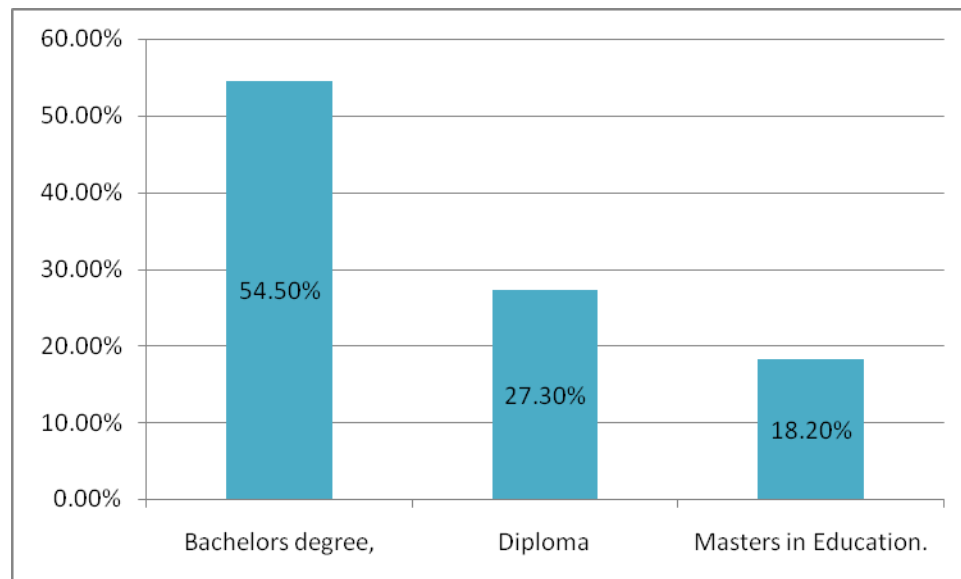


Figure 4.2 shows that majority 54.5% of headteachers had Bachelors degree, 27.3% of headteachers had diploma while 18.2% of headteachers had Masters in Education. The data implies that the headteachers had a considerable professional qualification prior to their appointment as headteachers.

**Table 4.2**

**Distribution of headteachers by marital status**

<b>Marital status</b>	<b>F</b>	<b>%</b>
Married	17	77.3
Single	3	13.7
Separated	1	4.5
Divorced	1	4.5
<b>Total</b>	<b>22</b>	<b>100.0</b>

Findings on headteachers marital status indicates that majority 77.3% of headteachers were married. Married headteachers tend to have family responsibilities which may affect how they run the schools and which can further influence discipline in the schools.

The study further sought to establish the number of years that the headteachers had served as assistant teacher prior to their appointment as headteacher. Table 4.2 shows the findings.

**Table 4.3**

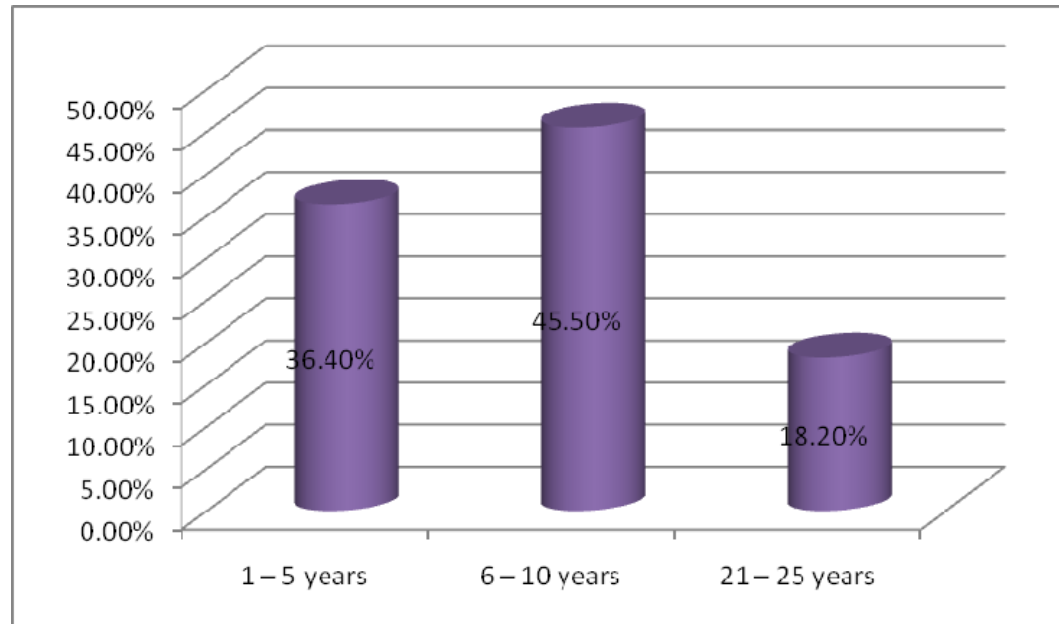
**Headteachers service as assistant teacher**

<b>Years</b>	<b>F</b>	<b>%</b>
1 – 5 years	8	36.4
6 – 10 years	9	40.9
21 – 25 years	5	22.7
<b>Total</b>	<b>22</b>	<b>100.0</b>

Data shows that 40.9% of headteachers had served as assistant teachers for between 6 and 10 years, 36.4% of the headteachers had served for between 1 and 5 years while 22.7% of headteachers had served for between 21 and 25 years prior to their appointment as headteacher. These findings indicate that teachers had adequate exposure to leadership which had in influence on their role as headteacher and which may influence discipline in the schools.

The headteachers were further asked to indicate the number of years they had served as heads of department prior to being appointed to headship positions. Figure 3 shows the number of years that the headteachers had served as head of department prior to their appointment as headteacher.

**Figure 4.3: Headteachers service as head of department**



Data shows that 45.5% of headteachers had served as head of department for between 6 and 10 years, 36.4% of headteachers had served for between 1 and 5 years while 18.2% of headteachers had served for between 21 and 25 years prior to their appointment as headteacher. The data implies that headteachers had a considerable experience as head of department which may have provided them with experience prior to appointment to headship positions.

Half the headteachers 50.0% further indicated that they had served for between 6 and 10 years as deputy teacher prior to their appointment as headteacher. The data further shows that headteachers had experience as deputy headteachers which further increased their experience in dealing with discipline in the schools. This implies that they are aware of how headteachers characteristics influence school discipline.

The headteachers were asked to indicate the duration they had served as head teacher in their current school. Data is tabulated in Table 4.14.

**Table 4.4**

**Headteachers' duration of in the current school**

<b>Duration</b>	<b>F</b>	<b>%</b>
1 – 5 years	12	54.6
6 – 10 years	8	36.4
21 – 25 years	2	9.0
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.4 shows that majority 54.6% of headteachers had been in the current school for between 1 and 5 years, 36.4% of headteachers for between 6 and 10 years while 9.0% of headteachers for between 21 and 25 years. The duration that the headteachers had served in the current school had a bearing on how it influence students discipline. Headteachers who had served for a long time were more aware of how their service in the school affected students' discipline. The headteachers were asked to indicate the type of school. Table 4.5 presents data on the type of school.



**Table 4.5**

**Distribution of headteachers by type of schools**

<b>School</b>	<b>F</b>	<b>%</b>
Girls' day	4	18.2
Girls' Boarding	2	9.1
Mixed Day	5	22.7
Mixed day / Boarding	5	22.7
Boys' Boarding	6	27.3
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.5 shows that 27.3% of headteachers were from boys' boarding, 22.7% of headteachers were from mixed day school, the same number of headteachers were from mixed day and boarding while 18.2% of headteachers were from girls day schools.

**4.3.2 Demographic data of the teachers**

The demographic data of teachers was based on gender, age, highest professional qualification, marital status and the duration they had served as a teacher in their current school.

**Figure 4.4**

**Distribution of teachers by gender**

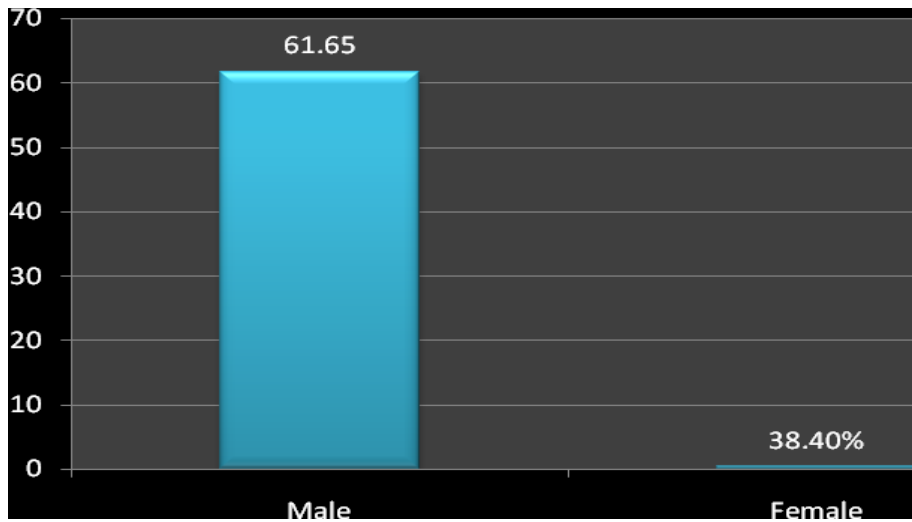


Figure 4.4 shows that majority 61.6% of teachers were male while 38.4% of teachers were female. Data implies that most of the schools had male teachers.

The teachers were further asked to indicate their age. Table 4.6 shows age of the teachers.

**Table 4.6**

**Distribution of teachers by age**

<b>Age</b>	<b>F</b>	<b>%</b>
Below 20 years	3	2.4
21 – 25	11	8.8
31 – 35	50	40.0
41 – 45	55	44.0
50 year and above	6	4.8
<b>Total</b>	<b>125</b>	<b>100.0</b>

Findings shows that 44.0% of teachers were aged between 41 and 45 years, 40.0% of teachers were aged between 31 and 35 years, 8.8% of teachers were aged 21 and 25 years while 4.8% of teachers were aged above 50 years. The findings imply that teachers of advance age are able to explain how headteachers characteristics influence discipline in schools. Asked to indicate their highest professional qualification, they responded as Figure 4.5.

**Figure 4.5**

**Distribution of teachers by highest professional qualifications**

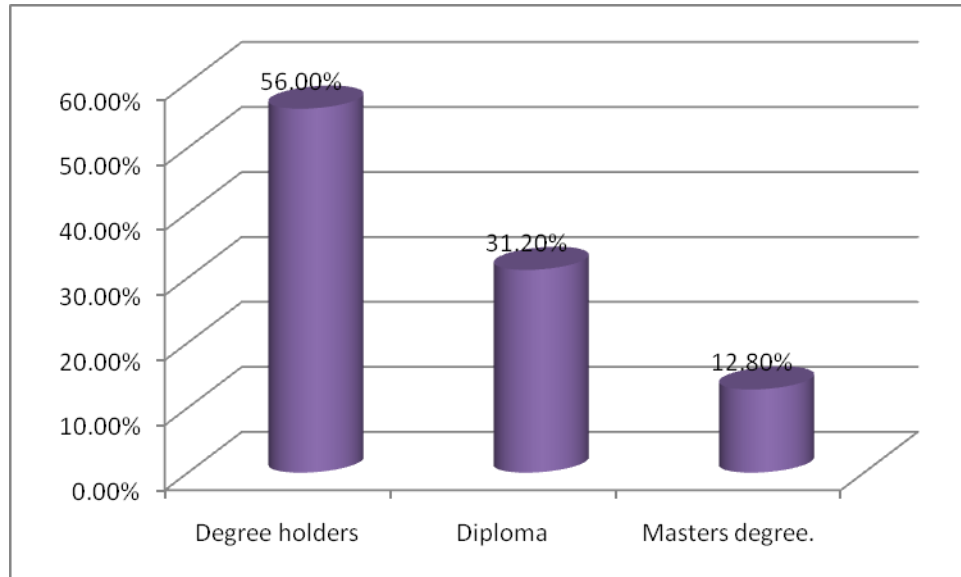


Figure 4.5 shows that majority 56.0% of teachers had bachelors degree, 31.2% of teachers had diploma while 12.8% of teachers had masters in education.

The teachers were asked to indicate their marital status. Their responses are presented in table 4.7.

**Table 4.7**

**Teachers' distribution by marital status**

<b>Marital status</b>	<b>F</b>	<b>%</b>
Married	93	74.4
Single	19	15.2
Separated	7	5.6
Divorced	6	4.8
<b>Total</b>	<b>125</b>	<b>100.0</b>

Data on marital status indicated that majority 74.4% of teachers were married. Teachers who are married have family responsibilities as parents and are able to better understand issues of discipline.

When asked to indicate the number of years they had served in their current school, they responded as Table 4.8.

**Table 4.8**

**Distribution of teachers by years of service in the current school**

<b>Years</b>	<b>F</b>	<b>%</b>
Below 1 years	1	0.8
1 – 5 years	30	24.0
6 – 10 years	52	41.6
11– 15 years	14	11.2
16 – 20 years	1	.8
21 – 25 years	27	21.6
<b>Total</b>	<b>125</b>	<b>100.0</b>

Data shows that 24.0% of teachers had been in the current school for between 1 and 5 years, 41.6% of teachers for between 6 and 10 years, 11.2% of teachers for between 11 and 15 years while 21.6% of teachers for between 21 and 25 years. The data implies that majority of the teachers had served for a relatively long time in the current school and hence are able to explain how headteachers characteristics influence students discipline. This is in line with Palvako (1997) who found that those headteachers who have taught for a lengthy period of time are believed to have a wider exposure in the career than the newly appointed. Older women headteachers are likely to have built self confidence, hence may administer the students less haphazardly. Age norms serve as a guide to the development of career expectations and career planning individuals.

#### **4.4 Discipline and methods of handling discipline in schools**

The study sought to investigate the kind of discipline problems in the schools in the study. Teachers were asked to respond to the item. Table 4.9 tabulates the findings

**Table 4.9**

**Discipline problems in the schools**

<b>Discipline problem</b>	<b>F</b>	<b>%</b>
Bullying	17	13.6
Noise making	82	65.6
Stealing	4	3.2
Sneaking out of school	22	17.6
<b>Total</b>	<b>125</b>	<b>100.0</b>

Findings show 65.6% of teachers reported that their school faced discipline problem of noise making 17.6% of teachers indicates sneaking out of school while 13.6% of teachers indicated bullying. This agreed with headteachers responses a majority 72.7% of headteachers said that there was noise making discipline problems in their school.

The study further sought from the headteachers the frequency at which they held meetings to discuss on school discipline. Data is tabulated in Table 4. 10

**Table 4.10**

**Headteachers' responses on discussion with teachers on discipline**

Frequency	F	%
Weekly	2	9.1
Once fortnight	15	68.2
Monthly	5	22.7
<b>Total</b>	<b>22</b>	<b>100.0</b>

Data shows that majority 68.2% of headteachers held meeting with their teachers once fortnight to discuss school discipline. Figure 4. 6 shows frequency at which the headteachers met with students to discuss school discipline.

**Figure 4.6**

**Headteachers responses on meeting with students to discuss school discipline**

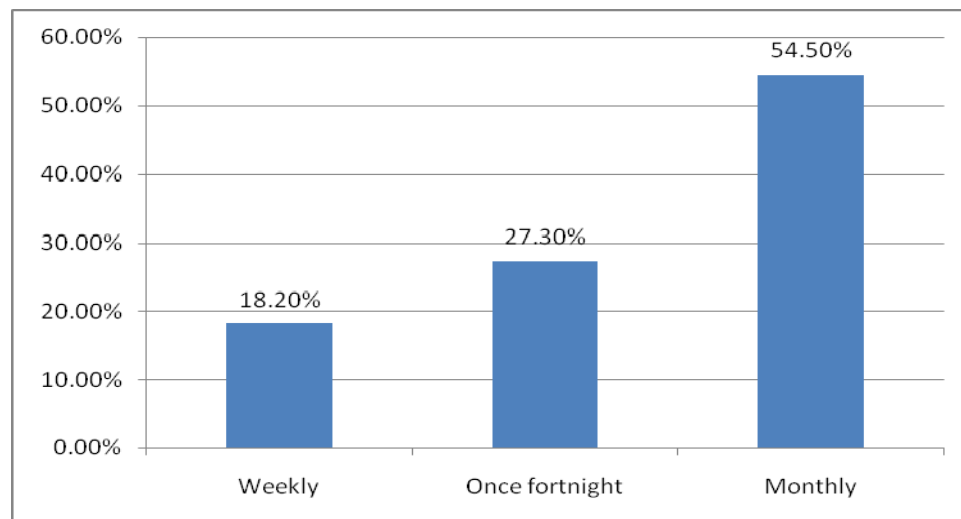
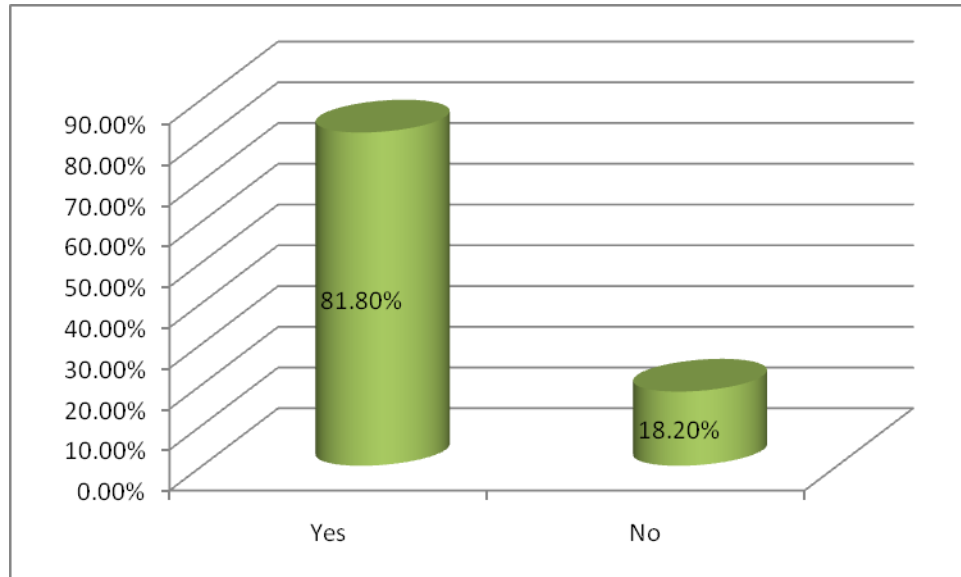




Figure 4.6 shows that majority 54.5% of headteachers met with students monthly to discuss school discipline. Data from the headteachers further indicated that half 50.0% of headteachers also met with the prefects monthly to discuss school discipline. The study further sought to establish from the headteachers whether students should be involved in dealing with their own discipline. Figure 4.7 shows headteachers opinions.

**Figure 4.7**

**Headteachers opinion on students' involvement in dealing with discipline**



Majority 81.8% of headteachers viewed that students should be involved in dealing with their own discipline cases. The study further sought to establish how other factors influenced headteachers in dealing with discipline in school. Table 4.

11 tabulates teacher's responses

**Table 4.11**

**Teachers' responses on the factors influencing discipline**

<b>Factor</b>	<b>Very High</b>		<b>High</b>		<b>Average</b>		<b>Not at all</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Ethnicity	16	12.8	59	47.2	50	40.0		
Religious affiliation	5	4.0	34	27.2	47	37.6	39	31.2
Political influence	18	14.4	57	45.6	36	28.8	14	11.2

Data shows that 40.0% of teachers indicate that ethnicity influenced students discipline at an average extent, 37.6% of teachers indicated that religious affiliation affected at an average extent while 45.6% of teachers indicated that political influence affected at a high extent.

The headteachers were also asked to indicate how other factors affected discipline in their schools. Their responses are presented in Table 4.12

**Table 4.12**

**Headteachers' responses on other factors influencing discipline**

<b>Factor</b>	<b>Very High</b>		<b>High</b>		<b>Average</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Political influence	3	13.6	9	40.9	10	45.5
Religion	2	9.1	12	54.5	8	36.4
Community influence	11	50.0	10	45.5	1	4.5

Table 4.12 shows that 45.5% of headteachers indicated that political influence influenced students discipline at an average extent, majority 54.5% of headteachers said that religion influenced at a high extent while majority 50% of headteachers said that the community influenced discipline among the students at a very high extent.

The study further sought to investigate the relationship of the head teacher with teachers, students and parents in the school. Teacher's response is presented in Table 4.13.

**Table 4.13**

**Teachers' responses on headteachers relationship with students, teachers and parents**

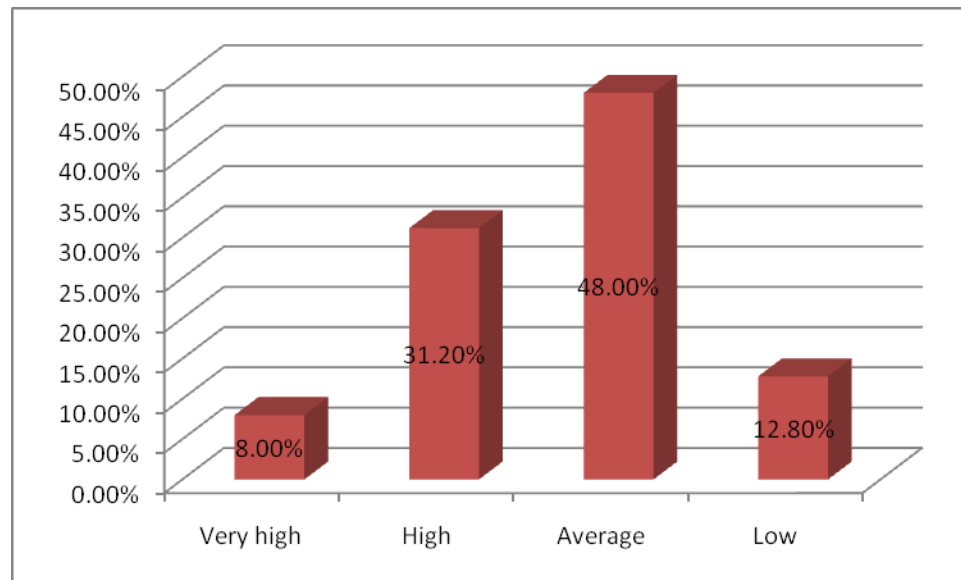
Individuals	Warm		Fair		Poor	
	F	%	F	%	F	%
Student	23	18.4	53	42.4	49	39.2
Parents	31	24.8	69	55.2	25	20.0
Teachers	38	30.4	82	65.6	5	4.0

Findings shows that 39.2% of teachers indicated that the headteachers had fair relationship with the students. Majority 52.2% of teachers indicated that the headteacher had fair relationship with parents. The relationship of headteachers and teacher was rated to be fair as indicated that highest proportion 65.6% of teachers. The study further sought to establish whether the headteacher consulted the staff before recommending punishment for a particular student, majority 52.0% of the teachers indicated that the headteachers never consulted the staff.

Figure 4.8 shows teachers rate on the discipline standards in the school.

**Figure 4.8**

**Teachers rating of school discipline standard**



Findings shows that 48.0% of school discipline was average, 31.2% of teachers said that it was high while 12.8% of teachers indicated that discipline in their school was low. When teachers were asked whether there were teachers who were in charge of discipline in their school, majority 88.8% of teachers indicated that there were some teachers in charge of discipline. The researcher further sought to examine from the DEO role of the various stakeholders in promotion of teachers to positions of Headship.

**4.5 Influence of headteachers' academic qualifications on student discipline in public secondary schools**

The headteacher is the individual expected to centrally coordinate individual efforts to ensure success of the school. It is imperative that the headteacher be

trained in the Human Resource Management so that he can manage discipline issues more effectively. The researcher examined the respondents' responses on the influence of headteachers' academic qualification on student discipline in public secondary schools. The headteachers and teachers were for example asked to indicate the extent at which their qualification influences their student discipline. Data is tabulated in Table 4.14.

**Table 4.14**

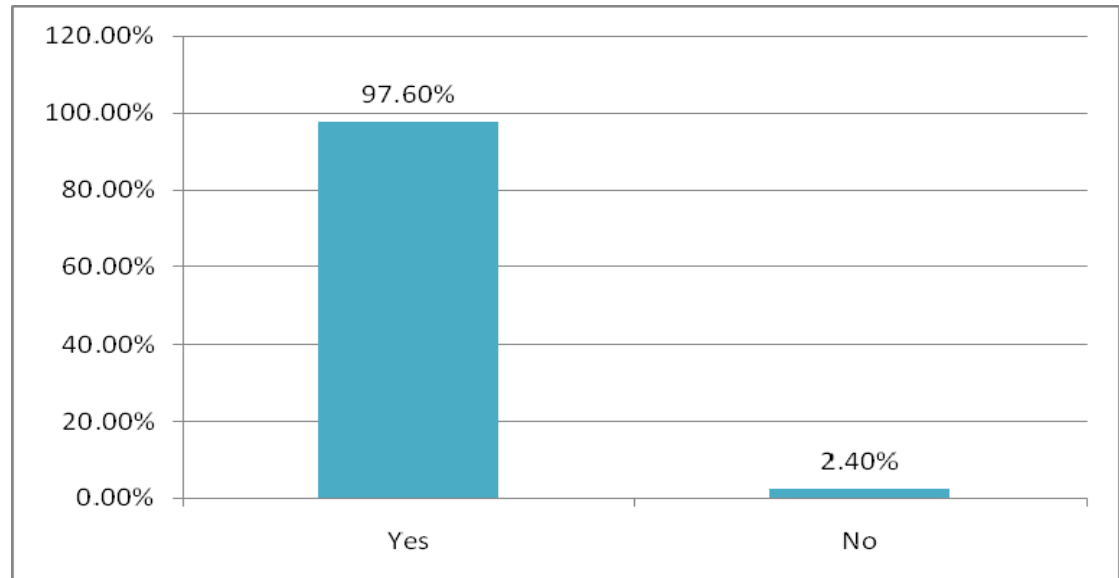
**Headteachers and teachers responses on influence of headteachers qualification on discipline**

<b>Headteachers</b>					<b>Teachers</b>						
<b>Very High</b>	<b>High</b>	<b>Average</b>	<b>Not at all</b>	<b>Very High</b>	<b>High</b>	<b>Average</b>	<b>Not at all</b>				
<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>		
15	68.2	7	31.8	61	48.8	17	13.6	42	33.6	5	4.0

Data shows that majority 68.2% of headteachers indicated that their qualification influenced their student discipline to a very high extent while 48.8% teachers said it influenced at a very high extent. The study further sought to establish from the teachers whether highly qualified headteachers were able to handle discipline than those with low qualifications. Data is presented in Figure 4.9.

**Figure 4.9**

**Teachers' responses on the influence of qualifications on discipline**



Data revealed that the highest proportion of 97.5% of teachers were of the opinion that teachers who were highly qualified were able to handle discipline than those with low qualifications. The data implies that headteachers with high professional qualifications had an influence on students' discipline. This is in line with Knezerich (1975) who states that the survival of an organization is dependent on the quality of administrative services available.

The headteachers were also asked whether the headteachers' professional experience influence discipline in the school.



**Figure 4.10**

**Headteachers' responses on influence of professional experience on discipline**

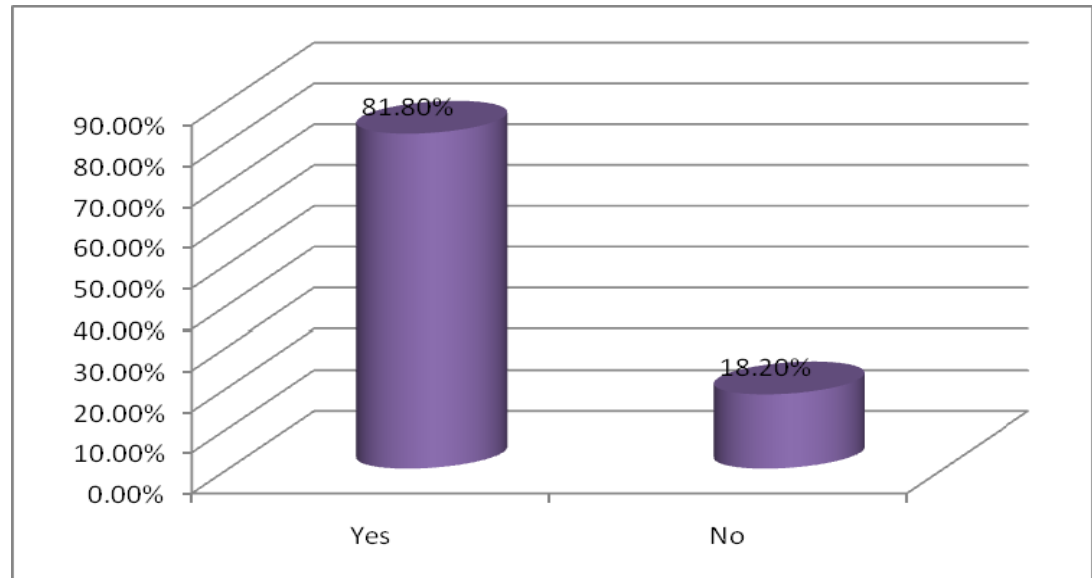


Figure 4.10 shows that majority 81.8% of headteachers indicated that it influenced. Majority 77.3% of headteachers further said that the headteachers training influenced discipline of the students. These findings from the headteachers agreed with that of teachers that professional qualification of the headteachers influenced the students' discipline.

The study also sought to establish whether in-service training provided to headteachers influenced students' discipline. The responses are presented in table 4.15.

**Table 4.15**

**Headteachers responses on influence of headteachers in-service training on discipline**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	14	63.6
No	8	36.4
<b>Total</b>	<b>22</b>	<b>100.0</b>

Table 4.15 shows that majority 63.6% of headteachers indicated that in-service training provided to headteachers influence students discipline. The data shows that just like professional training, in-service training similarly influences students' discipline.

The headteachers further reported that preparation of secondary school headteachers through training had implication on their administrative performance which included management of discipline in the schools. When the headteachers were asked to explain how the headteachers' professional experience influenced discipline of students, they indicated that indiscipline may be a product of poor communication skills used by poorly trained headteachers and hence In-service training was necessary in order to sensitize headteachers to the needs of fast changing cultural environments as handling students discipline issues. The teachers and headteachers were of the opinion that headteachers with high

professional qualifications were better trained in management skills and human resource management which assisted them in handling students' discipline. From the above findings, it could be concluded that headteachers professional qualifications had an influence on students' discipline.

The above findings are in line with the Wamalwa report (1975-1979) and Mbamba (1992) which provide a rationale for management and training of headteachers, among which is to enhance their capacity to make better managerial decisions to improve job performance. The findings further agree with Ordways (1951) who comments that "you cannot antagonize and influence at the same time". Indiscipline will be rampant in situations where school principals are not sensitive to the fragile nature of the methods used to enforce discipline in the youth. In-service training is necessary in order to sensitize headteachers to the needs of fast changing cultural environments. Indiscipline may often be a product of poor communication skills used by poorly trained headteachers.

#### **4.6 Influence of headteachers' age on student discipline**

Management requires an experienced headteacher. The inexperienced headteachers have at times encouraged indiscipline in their schools by relying heavily on punishment and taking a hard stance when faced with difficult situations. It is on this basis that the study sought to establish the influence of headteachers' age on student discipline in public secondary schools. In this regard, the respondents were presented with a number of items that sought to

establish how age of the headteachers influenced students' discipline. For instance, the headteachers were asked whether their age influenced students' discipline. Data is tabulated in Table 4.16.

**Table 4.16**

**Headteachers responses on the influence of age on discipline**

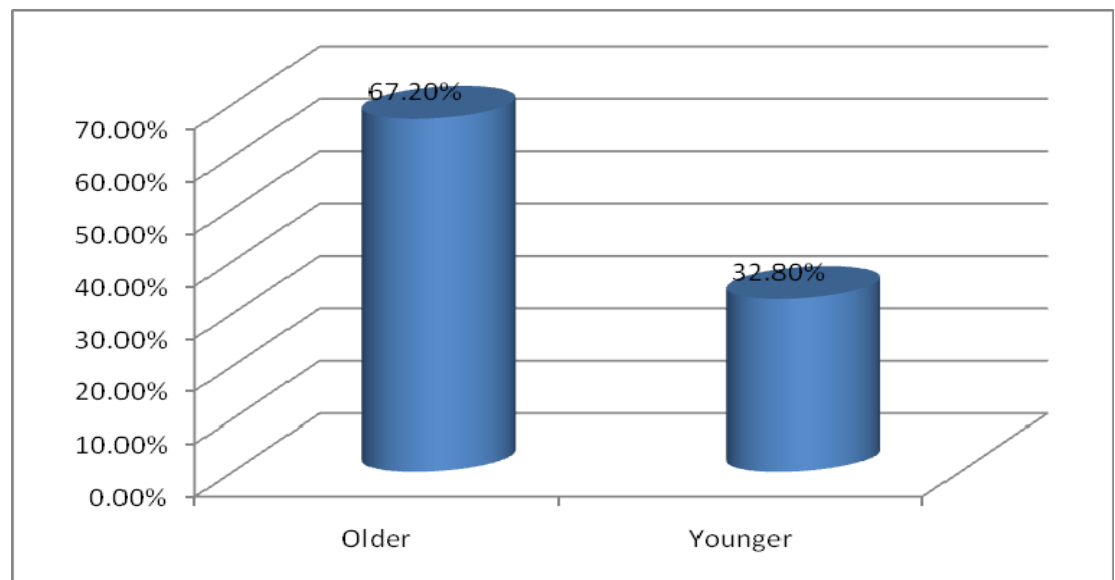
<b>Response</b>	<b>F</b>	<b>%</b>
Yes	19	86.4
No	3	13.6
<b>Total</b>	<b>22</b>	<b>100.0</b>

Data indicated that majority 86.4% of headteachers were of the opinion that their age influenced students discipline. They explained that teachers who were elderly were able to handle discipline differently unlike the young headteachers. Elderly headteachers were more understanding based on their experience in terms students discipline. This concurs with an investigation by Nyaega in Ekerenyo Division of Nyamira District, Nyanza Province in 2003 established that all secondary schools in the division experienced various types of indiscipline cases regardless of the principal's age.

The teachers were also asked whether the age of their headteachers influenced students discipline, majority 68.0% of teachers said that it influenced. The data is in agreement with that of the headteachers that age had in influence of headteachers management of students' discipline. Teachers were asked to indicate who among the older headteachers and young ones were able to handle student's discipline. Figure 4.11 presents the finding.

**Figure 4.11**

**Teachers responses on the influence of age on discipline**



Findings shows that majority 67.2% of teachers indicated that the older headteachers were able to handle students discipline that younger headteachers. This was an affirmation of previous findings that older headteachers were more likely to handle students discipline that the young ones.

The study further sought to establish the extent at which age of the headteachers influenced student's discipline. Data is tabulated in Table 4.17.

**Table 4.17**

**Rating of how age influences students' discipline**

Table 4.17 shows that majority 65.6% of teachers and 45.5% headteachers

		Headteachers				Teachers										
Very High	F	%	High	Average	Not at all	Very High	F	%	High	Average	Not at all					
			F	%	F				%	F	%	F	%			
	8	36.4	4	18.	10	45.			17	13.	22	17.	8	65.6	4	3.2
			2		5				6		6		2			

indicated that age of the headteachers influenced students' discipline at an average extent. When the headteachers were asked to explain how their age had assisted or inhibited their role in instilling discipline in the school, they said that the older headteachers had built self confidence, hence administered the students less haphazardly. They further added that age norms served as a guide to the development of their teaching career.

Finding from the interview with the DEO indicated that age of the headteachers in the district had an influence on students' discipline. The DEO indicated that there were discipline problem in schools that had relatively younger headteachers and those ones that had older headteachers. The DEO further added that older principals had more experience in teaching professionals and were aware of the discipline challenges that students faced. They were also able to handle discipline cases in the schools. Inexperienced headteachers often resort to use of force as a spontaneous response to deeply rooted frustrations and feelings of powerlessness. The ability of the headteacher to listen to the students grievances and points of view and at the same time his/her willingness to communicate his/her views and reasons for the decisions taken by the school can go along way in solving most of the students grievances. The findings concur with a study conducted at the University of Cape Town (1994) showed that there was a positive relationship between age and promotion. Age often serves as a reference for success in an occupation. The years taken by one in a school teaching is crowded by the same measure of experience.

#### **4.7 Influence of headteachers' administrative experience on student discipline maintenance in public secondary schools**

Management requires an experienced headteacher. The inexperienced headteachers have at times encouraged indiscipline in their schools by relying heavily on punishment and taking a hard stance when faced with difficult situations. Topping (1983) says that, punishment is often ineffective and could

aggravate problems. One of the research objectives in the study was to establish the influence of headteachers administrative experience on students' discipline. To establish the influence of headteachers' administrative experience on maintenance of students' discipline, the study sought to investigate the responses of the DEO. When posed with the question, the DEO indicated that headteachers' administrative experience had an influence on student discipline maintenance in public secondary schools. The DEO indicated that headteachers who had longer administrative experience had been exposed to discipline issues in the schools and had learned how to handle such discipline cases. On the other hand, headteachers who were newly appointed used try and error method in dealing with discipline of their students hence were not sure how to handle discipline. Leslett (1977) agrees with toping and adds that punishment does not discourage misbehavior, but reinforces the students view of adults as treacherous. Linda (1989) highlights some techniques which when used often by inexperienced headteachers tend to backfire. This may include bribing, holding grudge against students and using physical force. The finding further agree with Palvako (1997) who found that those headteachers who have taught for a lengthy period of time are believed to have a wider exposure in the career than the newly appointed.

The respondents in the study were asked to indicate the extent at which headteachers' administrative experience influenced student's discipline. Data is tabulated in Table 4.18.



**Table 4.18**

**Extent at which headteachers' administrative experience influenced student's discipline**

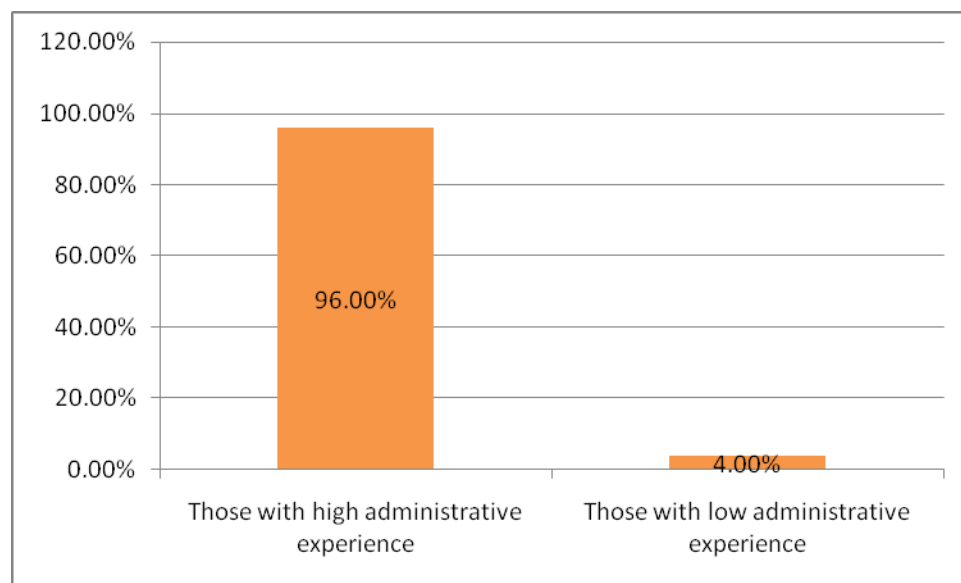
Headteachers								Teachers							
Very High		High		Average		Not at all		Very High		High		Average		Not at all	
F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
5	22.	12	54.	5	22.			66	52.8	34	27.	25	20		
	7		5		7						2		.0		

Findings shows that the headteachers and teachers were of the opinion that headteachers' administrative experience influenced student's discipline to a high extent as indicated by majority 54.5% of headteachers and majority 52.8% of teachers who indicated that headteachers administrative experience influenced students discipline to a very high extent. The findings of the headteachers and the teachers are in agreement with the findings of the DEO that headteachers administrative experience influenced students' discipline.

The study further sought to find out from the teachers and headteachers whether the headteachers' administrative experience affected student discipline in the school. Findings shows that the administrative experience affected student discipline as indicated by majority 72.7% of headteachers and majority 88.8% of teachers in the study. Teachers were asked to indicate the headteachers who were able to handle pupils discipline among the headteachers with high administrative experience and those with low experience. Figure 4.12 shows the findings.

**Figure 4.12**

**Teachers responses on the headteachers' administrative experience on discipline**



Majority 88.0% of teachers said that the headteachers with high administrative experience were able to handle pupils discipline. From the above findings it can be concluded that headteachers experience had influence on students' discipline. .

The findings further agrees with the report in the Daily Nation of 4<sup>th</sup> March 2002, which stated that it is clear that many strikes and other upheavals in schools may be as a result of the fact that the best persons have not been heading the schools in Kenya, and that there is need for the most qualified and experienced persons to head the schools.

The findings further agree with Kamwati (2004) who revealed that newly recruited headteachers need massive support in terms of induction and in-service training course. Entry to even position especially in leadership capacity is an emotionally laden transition that in itself may form the first problem to the individual if it is not managed effectively, and may even hinder efficient execution of the new duties.

#### **4.8 Influence of headteachers' gender on students discipline in public secondary schools**

The researcher was also interested in determining whether headteachers' gender influenced students discipline in public secondary schools. The headteachers were asked whether the headteachers gender influenced discipline in the school, headteachers responded as Figure 4.13.

**Figure 4.13**

**Headteachers responses on influence of gender on discipline**

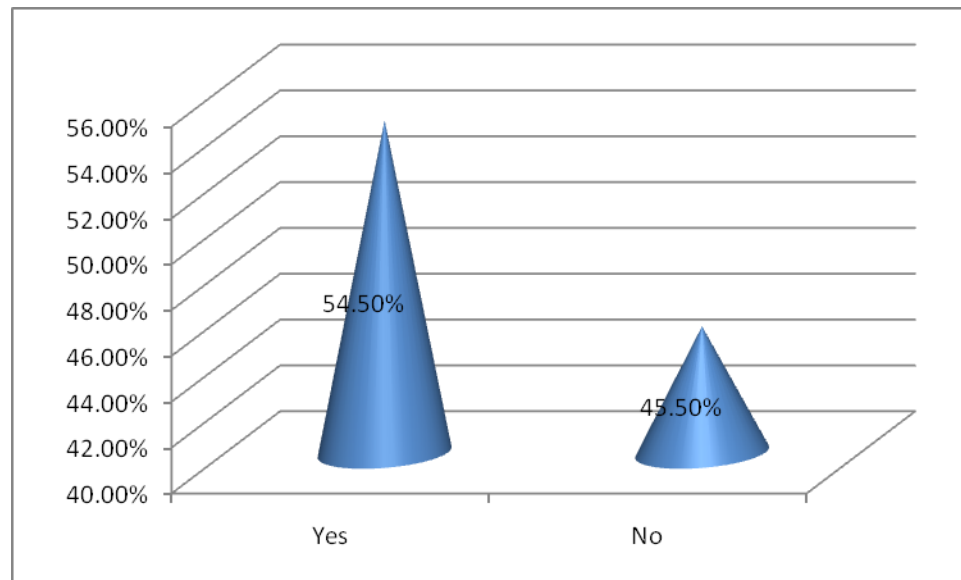


Figure 4.13 shows that majority 54.5% of headteachers agreed that gender influence discipline in the school. This agreed with the teachers responses where majority 63.2% said that headteachers gender influenced discipline. Asked to explain the headteachers indicated that female headteachers were not able to handle male students in a mixed school. However, male headteachers were able to handle female students just as they did with male students. These findings are in line with Biklen (1980), who in his study found out the difficulties women face while attempting to succeed in traditionally dominated male fields. Either they are judged competent and unfeminine, or incompetent and feminine, a choice that puts two strong and interconnected identities in conflict.

Asked the extent to which headteachers gender influenced discipline in the school. Headteachers responses are tabulated in Table 4.19.

**Table 4.19**

**Headteachers' rate on influence of gender on discipline**

<b>Rate</b>	<b>F</b>	<b>%</b>
Very High	36	28.8
High	24	19.2
Average	57	45.6
Not at all	8	6.4
<b>Total</b>	<b>125</b>	<b>100.0</b>

Table 4.14 shows that 45.6% of headteachers indicated that their gender influenced discipline in the school at an average extent, 28.8% of head teachers indicated at very high extent while 19.2% of headteachers indicated that it influenced at a high extent.

The headteachers were further asked to explain how the head teacher's gender has assisted or inhibited their role in instilling discipline in their school. The headteachers viewed that female headteachers would choose to retain their femininity and hence may be less assertive than their male headteachers. They further added that male headteachers practice a high-structure-low consideration

leadership style and that female headteachers are rather domineering and lack proper supervisory skills. The study also found that female teachers do often come across challenges like cultural attitude and family obligations which affect their administration. During the interview with the DEO, the DEO indicated that in most cases female teachers were not able to handle discipline among the male students. That is why it was found that in most mixed schools headteachers were usually male headteachers. Female headteachers were however able to handle female students.

The above findings agree with Herring (1978) who studied women-leadership and concluded that women must recognize the difficult environment that they will face due to their sexual identities when they make a decision to seek managerial-careers. In a case in Kiambu District, the parents and students, purely on the basis of her gender, rejected, a newly recruited principal of Gathaithi secondary school arguing that she could not bring the much needed improvement in academics and discipline in the school (Republic of Kenya, 2001).

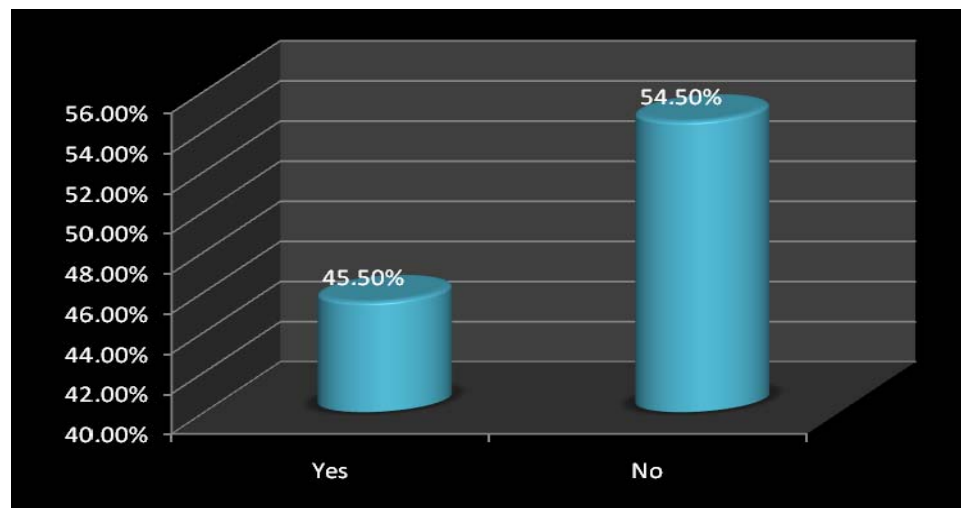
#### **4.9 Influence of headteachers' training on school administration and management on students' discipline**

Students discipline problems in the school is as a result of wrong methods of administration by head teachers, Griffins (1994), and Olembo (1992) agrees that administration of discipline in the school is the responsibility of the head teachers. To establish the influence of headteachers' training on school administration and

management on students' discipline, the headteachers were further asked to indicate whether they had attended a management courses prior to their appointment as headteacher.

**Figure 4.14**

**Headteachers responses on their attendance of management course**



Data indicated that majority 54.5% of headteachers had not attended any management course while 45.5% of headteachers had attended. The study further sought to establish from the DEO whether the District organized in – service training for newly appointed head teachers before they took up their appointments. The DEO indicated the district organized the in- service training. This was in agreement with the headteachers as majority 59.1% of headteachers indicated that they had attended in – service courses during their course of service. Asked whether the training they had undergone had enabled them deal with discipline, they all agreed. The headteachers were asked whether their

training on school administration and management influenced student discipline in the school. Findings are tabulated in Table 4.20.

**Table 4.20**

**The headteachers responses on the influence of training on school administration and management on discipline**

<b>Response</b>	<b>F</b>	<b>%</b>
Yes	17	77.3
No	5	22.7
<b>Total</b>	<b>22</b>	<b>100.0</b>

Majority 77.3% of headteachers indicated that their training on school administration and management influenced student discipline in the school. Asked to indicate how headteachers training on school administration and management influence student discipline in the school, they viewed that students discipline problems in the school was as a result of wrong methods of administration by headteachers. They further explained poor administration was a cause of indiscipline in most schools. Headteachers who had been trained in management were able to manage human resources of which students discipline is part of. The teachers viewed that the administration of discipline in the school was the responsibility of the head teachers. The DEO indicated that the head teachers could lead better if they improved on the consultation skills. According to Inoti (2005) in his study “Training needs in relation to management of students discipline in public secondary schools in Meru district Kenya all those charged



with responsibility of managing schools should undergo training in management before they are assigned that duty. The study emphasizes on head teachers appointment on the basis of competence and training school administration and management. Kamwati (2004) studied the managerial challenge that secondary school head teachers face in Kiambu district, Central province. In his study he revealed that newly recruited head teachers need massive support in terms of induction and in service training cause.

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusions, and recommendations and also presents suggestions for further research.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the influence of headteachers' characteristics on student discipline in public secondary schools in Borabu District, Kenya. Five research questions were formulated to guide the study. Research question one sought to establish how headteachers' academic qualification influence student discipline in public secondary schools in Borabu District; research question two aimed at determining how the headteachers' administrative experience influence student discipline maintenance in public secondary schools; research question three aimed at establishing extent to which the headteachers' gender influences students discipline in public secondary schools; research question four sought to determine if the headteachers' age influence student discipline in public secondary schools while research question five sought to determine how the headteachers' training on school administration and management influence students' discipline in public secondary schools. The study adopted a descriptive survey design. The sample comprised of 22 headteachers, and 125 teachers who comprised of 22 deputy headteachers, 22

guidance and counselling teachers and 81 class teachers. Data were collected by use of questionnaires which were validated and tested for validity. Data were analysed by use of qualitative and quantitative techniques.

Findings on the first research question revealed that most of the schools 65.6% faced discipline problem of noise making, sneaking out of school and bullying. Majority 81.8% of headteachers were of the opinion that that students should be involved in dealing with their own discipline cases. It was also revealed that factors such as ethnicity, religious affiliations and political influence influenced headteachers in dealing with discipline in school. Findings on the influence of headteachers' academic qualifications on student discipline in public secondary schools revealed that majority 68.2% of headteachers and 48.8% teachers indicated that headteachers qualification influenced student discipline to a very high extent. Majority 97.5% of teachers were of the opinion that headteachers who were highly qualified were able to handle discipline than those with low qualifications. Majority 81.8% of headteachers indicated professional experience of the headteachers influence students discipline. Majority 63.6% of headteachers indicated that in-service training provided to headteachers influence students discipline.

Findings on the influence of headteachers' age on student discipline as stated in research question three revealed that majority 86.4% of headteachers were of the opinion that their age influenced students discipline. They explained that

headteachers who were elderly were able to handle discipline differently unlike the young headteachers. Elderly headteachers were more understanding based on their experience in terms students discipline. Majority 68.0% of teachers were also in agreement that age of the headteacher influenced discipline. Majority 67.2% of teachers indicated that the older headteachers were able to handle students discipline than younger headteachers. This was an affirmation of previous findings that older headteachers were more likely to handle students discipline than the young ones. It was also revealed that majority 65.6% of teachers and 45.5% headteachers indicated that age of the headteachers influenced students' discipline at an average extent.

Findings on the second research question on the influence of headteachers' administrative experience on student discipline maintenance in public secondary schools revealed that headteachers' administrative experience influenced student's discipline to a high extent as indicated by majority 54.5% of headteachers and majority 52.8% of teachers. Findings further showed that administrative experience affected student discipline as indicated by majority 72.7% of headteachers and majority 88.8% of teachers in the study. Majority 88.0% of teachers said that the headteachers with high administrative experience were able to handle pupils discipline.

Findings on the third research question on the influence of headteachers' gender on students discipline in public secondary schools revealed that majority 54.5% of

headteachers agreed that gender influence discipline in the school. This agreed with the teachers responses where majority 63.2% said that headteachers gender influenced discipline. While 45.6% of headteachers indicated that their gender influenced discipline in the school at an average extent, 28.8% of headteachers indicated at very high extent while 19.2% of headteachers indicated that it influenced at a high extent. Findings on the third research questions on the Influence of headteachers' training on school administration and management on students' discipline revealed that majority 54.5% of headteachers had not attended any management course which impacted on the way they handled discipline. Majority 77.3% of headteachers indicated that their training on school administration and management influenced student discipline in the school. Asked to indicate how headteachers training on school administration and management influence student discipline in the school, they viewed that students discipline problems in the school was as a result of wrong methods of administration by head teachers. They further explained poor administration was a cause of indiscipline in most schools. Headteachers who had been trained in management were able to manage human resources of which students discipline is part of. The teachers viewed that the administration of discipline in the school was the responsibility of the head teachers. The DEO indicated that the head teachers could lead better if they improved on the consultation skills.

### **5.3 Conclusions**

Based on the findings, it was concluded that headteachers' academic qualifications influenced student discipline in public secondary schools. For example highly qualified headteachers were able to handle discipline than those with low qualifications..

The study also concluded that headteachers age influenced student discipline. This conclusion was made on the fact that headteachers were of the opinion that their age influenced students' discipline. They explained that teachers who were elderly were able to handle discipline differently unlike the young headteachers. Elderly headteachers were more understanding based on their experience in terms of students discipline. Older headteachers had built self confidence, hence administered the students less haphazardly. Age norms served as a guide to the development of their teaching career.

The study also concluded that headteachers' administrative experience influenced student discipline maintenance in public secondary schools. Management requires an experienced headteacher. The inexperienced headteachers have at times encouraged indiscipline in their schools by relying heavily on punishment and taking a hard stance when faced with difficult situations. Headteachers' administrative experience had an influence on student discipline maintenance in public secondary schools. Headteachers who had longer administrative experience

had been exposed to discipline issues in the schools and had learned how to handle such discipline cases.

The study further indicated that headteachers' gender influenced students' discipline. The headteachers indicated that female headteachers were not able to handle male students in a mixed school. However, male headteachers were able to handle female students just as they did with male students. In most cases female teachers were not able to handle discipline among the male students. That is why it was found that in most mixed schools headteachers were usually male headteachers. Female headteachers were however able to handle female students.

The study also concluded that headteachers' training on school administration and management influenced students' discipline. Headteachers had not attended any management course were disadvantages when it come to handling students discipline. The training that headteachers had undergone had enabled them deal with discipline. The respondents were of the opinion that training on school administration and management influenced student discipline in the school.

#### **5.4 Recommendations**

Based on the findings, the following recommendations were made:

- i. Appointment of the headteachers should be done taking into considerations the headteachers' academic qualifications.

- ii. Headteachers appointed in schools should have a minimum age that makes them mature enough to handle discipline
- iii. Teachers appointed to head schools should have undergone some administrative experience such as senior teachers, heads of department and as deputy headteachers which will enable them be effective headteachers.
- iv. Teachers being appointed as headteachers should be selected based on gender. For example male headteachers should be appointed to head boys schools while female headteachers to head girls schools.
- v. There should be in-service training for teachers on management skills which would assist them handle students' discipline.

### **5.5 Suggestions for further research**

Taking the limitations and delimitations of the study, the following areas were suggested for further study

- i. A study on how headteachers marital status influence students' discipline
- ii. A study on the relationship between category (boys, girls and mixed) of school and discipline
- iii. A study on the influence of teachers' demographic variables and their influence of students' discipline.



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**APPENDIX A**

**LETTER OF INTRODUCTION**

University of Nairobi  
Department of Education  
Administration and Planning  
P.O. Box 30197  
Nairobi

Date:.....

To The Headteacher,

---

Secondary school.

Dear Sir/Madam,

**RE: PARTICIPATION IN RESEARCH**

I am a postgraduate student at the school of Education, University of Nairobi. I am currently working on a research project on **Influence of Headteachers' Characteristics on Student Discipline in Public Secondary Schools in Borabu District, Kenya**. The purpose of the study is purely academic. I request that you allow me to gather data from your school because it has been selected randomly. The identity of respondents will be confidential.

Thank you in advance

Yours faithfully,

Moegi George Birundu

## APPENDIX B

### QUESTIONNAIRE FOR TEACHERS

This study seeks to investigate the influence of headteachers' personal characteristics on students' discipline in public secondary schools in Borabu District, Kenya. Given the significance of the topic, I request you kindly to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire.

#### Demographic data

1. What is your gender?

Male [     ]     Female     [     ]

2. What is your age in years?

Below 20 years [     ]   21 – 25 [     ]   26 – 30 [     ]   31 – 35 [     ]   36 – 40 [     ]  
41 – 45 [     ]   46 – 50 [     ]   50 year and above [     ]

3. What is your highest professional qualification?

Bachelors degree [     ]   Masters in Education [     ]   others (specify)

4. What is your marital status?

Married [     ]     Single [     ]     Separated [     ]  
Divorced [     ]

5. How long have you served as a teacher in this school?

Below 1 years [     ]     1 – 5 years [     ]     6 – 10 years [     ]  
11– 15 years [     ]     16 – 20 years [     ]     21 – 25 years [     ]  
Over 25 years [     ]

6. What post do you hold in your school \_\_\_\_\_

**Section B: Headteachers characteristics and students discipline**

7. How so you rate the cases of indiscipline in your school?

Very high [ ] High [ ] Low [ ]

Very low [ ]

8. What are some of the discipline problems in your school?

Bullying [ ] Noise making [ ]

Stealing [ ] Sneaking out of school [ ]

Students unrest [ ] Other (specify) \_\_\_\_\_

9. Is there a teachers incharge of discipline in your school?

Yes [ ] No [ ]

10. Does the Head teacher delegate some administrative duties to the teachers?

Yes [ ] No [ ]

11. How often do the teachers hold official meetings with the Head teacher?

Weekly [ ] Once fortnight [ ]

Monthly [ ] Termly [ ]

When the need arises [ ]

12. How can you describe the relationship of the head teacher with:

Warm Fair Poor Not sure

Students [ ] [ ] [ ] [ ]

Parents [ ] [ ] [ ] [ ]

Teachers - [ ] [ ] [ ] [ ]

13.How do you rate the discipline standards in your school?

Very high [ ] High [ ]

Average [ ] Low [ ]

14.To what extent do you consider the following as factors influencing  
Headteachers' appointment in your District?

Key: Very High (VH) High (H) Average (A) Not at all (NAA)

	VH	H	A	NAA
Academic Qualification	[ ]	[ ]	[ ]	[ ]
Ethnicity	[ ]	[ ]	[ ]	[ ]
Religious affiliation	[ ]	[ ]	[ ]	[ ]
Political influence	[ ]	[ ]	[ ]	[ ]
Age	[ ]	[ ]	[ ]	[ ]
Gender	[ ]	[ ]	[ ]	[ ]
Experience	[ ]	[ ]	[ ]	[ ]

15.Does the head teacher's gender influence student discipline in your school?

Yes [ ] No [ ]

16.If yes, explain how standards of discipline in your school are affected by the  
headteacher gender?\_\_\_\_\_

17. Do highly qualified teachers able to handle discipline than those with low qualifications?

Yes [     ]                      No [     ]

18. Does the headteachers' age influence student discipline in your school?

Yes [     ]                      No [     ]

b) Please explain your answer

---

19. In your opinion who among the older headteachers and young ones are able to handle students discipline

Older [     ]                      Younger [     ]

20..In your opinion, does experience of the headteachers influence school discipline?

Yes [     ]                      No [     ]

b) Please explain your answer

---

21. Among the headteachers with high administrative experience and those with low experience are able to handle pupils discipline?

Those with high administrative experience [     ]

Those with low administrative experience [     ]

22 Does headteachers' training influence students' discipline?

Yes [     ]                      No [     ]



b) Please explain your answer

---

23. Does your school have disciplinary committee with student's representatives?

Yes [     ]                      No [     ]

b) Please explain your answer

---

24.) Does the headteachers' qualification influence student discipline in your school?

Yes [     ]                      No [     ]

b) Please explain your answer

---

25. According to you does the headteachers' experience influence student discipline in your school?

Yes [     ]                      No [     ]

26.. Does the headteacher consult the staff before recommending punishment for a particular student?                      Yes [     ]                      No [     ]

b) Please explain your answer

---

27. Is it true that discipline of students is the responsibility of the head teacher?

Yes [     ]                      No [     ]

b) Please explain your answer

---

28. Do the headteachers' training on school administration and management affect student discipline in your school?

Yes [     ]                      No [     ]

*Thank you for completing this questionnaire.*

## APPENDIX C

### HEADTEACHER'S QUESTIONNAIRE

This study seeks to investigate the influence of headteachers' personal characteristics on students' discipline in public secondary schools in Borabu District, Kenya. Given the significance of the topic, I request you kindly to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire

#### Demographic data

1. What is your gender?

Male [     ]     Female                    [     ]

2. Indicate your academic qualification?

Diploma        [     ]     B.Ed                    [     ]

M.E.D           [     ]     P.G.D.E                [     ]

Others (Specify) \_\_\_\_\_

3. What is your teaching experience?

Below 1 years [     ]     1 – 5 years    [     ]     6 – 10 years   [     ]

11– 15 years   [     ]     16 – 20 years [     ]     21 – 25 years   [     ]

Over 25 years [     ]

4. What is your age?

25 – 30 years [     ]     31 – 35 years [     ]

36 – 40 years [     ]     41 – 45 years [     ]

46 – 50 years [     ]     Over 50 years [     ]

5. Prior to your appointment as Head teacher how many years had you served as:

Assistant Teacher

Below 1 years [     ]     1 – 5 years [     ]     6 – 10 years [     ]

11– 15 years [     ]     16 – 20 years [     ]     21 – 25 years [     ]

Over 25 years [     ]

H.O.D

Below 1 years [     ]     1 – 5 years [     ]     6 – 10 years [     ]

11– 15 years [     ]     16 – 20 years [     ]     21 – 25 years [     ]

over 25 years [     ]

D/H/T

Below 1 years [     ]     1 – 5 years [     ]     6 – 10 years [     ]

11– 15 years [     ]     16 – 20 years [     ]     21 – 25 years [     ]

Over 25 years [     ]

6. Have you attended a management courses prior to your appointment as head teacher?

Yes [     ]     No [     ]

7. Have you attended in – service courses during your course of service as a head teacher?

Yes [     ]     No [     ]

8. Does headteachers training influence discipline of the students?

Yes [ ] No [ ]

b) Explain your answer

---

Does in-service training provided to headteachers influence students discipline?

Yes [ ] No [ ]

b) Explain your answer

---

What level of impact can you attribute to the following aspects pertaining to your appointment to headship?

High	Very High Low		Not applicable	
Age	[ ]	[ ]	[ ]	[ ]
Qualification	[ ]	[ ]	[ ]	[ ]
Religion	[ ]	[ ]	[ ]	[ ]
Experience	[ ]	[ ]	[ ]	[ ]
Political influence	[ ]	[ ]	[ ]	[ ]
Community influence	[ ]	[ ]	[ ]	[ ]

9. How long have you served as head teacher in this school?

Below 1 years [ ]

1 – 5 years [ ]

6 – 10 years [ ]

11– 15 years [ ]

16 – 20 years [ ]

21 – 25 years [      ]

Over 25 years [      ]

10. What are the common students' discipline challenges in your school?

Noise making [      ]

Bullying [      ]

Sneaking out of school [      ]

Students unrest [      ]

Others specify \_\_\_\_\_

11. How often do you hold meetings with the following to discuss on school discipline?

Weekly	Once a fortnight	Once a month	Termly
Teachers	[      ]	[      ]	[      ]
Students	[      ]	[      ]	[      ]
Prefects	[      ]	[      ]	[      ]

12. Indicate the type of school

Girls' day [      ]      Girls' Boarding [      ]

Mixed Day [      ]      Mixed day / Boarding [      ]

Boys' Boarding [      ]

13. Does headteachers age influence students discipline?

Yes [      ]      No [      ]

14. Explain how the head teacher's age has assisted or inhibited your role in instilling discipline in your school.

---

Does the headteachers gender influence discipline in the school?

Yes [     ]     No [     ]

b) Explain how the head teacher's gender has assisted or inhibited your role in instilling discipline in your school.

---

15. Does headteachers professional experience influence discipline in the school?

Yes [     ]     No [     ]

16. Briefly explain how the headteachers' professional experience can influence discipline of students in school

---

17. Does the headteachers' professional qualification affect students discipline in your school?

Yes [     ]     No [     ]

18. Explain how headteachers professional qualifications influence students' discipline

---

19. Does the headteachers' training on school administration and management influence student discipline in your school?

Yes [     ]     No [     ]

20. Explain how headteachers' training on school administration and management influence student discipline in your school

---

21. In your opinion should students should be involved in dealing with their own discipline?

Yes [     ]     No [     ]

b) Explain your answer

---

22. Does students' headteachers' administrative experience affect student discipline in your school?

Yes [     ]     No [     ]

23. According to you does the headteachers' administrative experience affect student discipline in your school?

---

*Thank you for completing this questionnaire.*



**APPENDIX D:**

**INTERVIEW SCHEDULE FOR D.E.O, BORABU DISTRICT**

This study seeks to investigate the influence of headteachers' personal factors on students' discipline in public secondary schools in Borabu District, Kenya. Given the significance of the topic, I request you kindly to spare your time to inform this study by answering the following questions. To ensure confidentiality, do not write your name in this questionnaire

1. When were you posted to Borabu District?

---

2. What is the total number of Public schools in Borabu District?

---

What is the total number of schools in Borabu District?

---

3. How many schools within Borabu District have registered cases of unrest/ strike in the last 6 years?

---

4. What are the most common grievances advanced by students during the wave of strikes/ unrest?

---

5. What is the role of the following in appointment and promotion of teachers to positions of Headship? (tick the most appropriate)

		Very High	High	Average	Minimal
a)	Sponsor	[ ]	[ ]	[ ]	[ ]
b)	B.O.G	[ ]	[ ]	[ ]	[ ]
c)	P.T.A	[ ]	[ ]	[ ]	[ ]
d)	Politician	[ ]	[ ]	[ ]	[ ]
e)	P.D.E	[ ]	[ ]	[ ]	[ ]
f)	D.E.O	[ ]	[ ]	[ ]	[ ]
g)	Community	[ ]	[ ]	[ ]	[ ]

6. What are the discipline problems which you may categorize as gender related?

---

7. What are the discipline problems which you may categorize as related to the age of the headteacher?

---

8. How often does the district send advisory inspectors to the school?

---

9. Does the District organize in – service training for newly appointed Head teachers before they take up their appointments?

---

In your considered opinion, what is the greatest cause of indiscipline in the schools in Borabu district?

---

What measures can you recommend to assist in bringing down the level of indiscipline in Borabu district?

---

10. Does the headteachers' age influence students discipline in your District?

Yes [  ]                      No [  ]

Explain your answer

---

11. Does the headteachers' qualifications influence students discipline in your District?

Yes [  ]                      No [  ]

Explain your answer

---

12. According to you does the headteachers' experience influence students discipline in your District?

Yes [  ]                      No [  ]

b) Explain your answer

---

13. According to you does the headteachers' training on school administration and management influence students discipline in your District?

Yes [  ]                      No [  ]

b) Explain your answer

---

14. Briefly comment on students discipline in your District.

---

*Thanking you for your cooperation*

## APPENDIX E

### RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
Mobile: 0713 788 787 , 0735 404 245  
Fax: 254-020-2213215  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/013/683

Date: 16<sup>th</sup> May, 2013

George Birundu Moegi  
University of Nairobi  
P.O Box 30197-00100  
Nairobi

#### RE: RESEARCH AUTHORIZATION

Following your application dated 30<sup>th</sup> April, 2013 for authority to carry out research on "*Influence of headteachers' characteristics on students' discipline in public secondary schools in Borabu District, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Borabu District** for a period ending 30<sup>th</sup> June, 2013.

You are advised to report to **the District Commissioner and District Education Officer, Borabu District** before embarking on the research project.

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

  
SAID HUSSEIN  
FOR: SECRETARY/CEO

Copy to:

The District Commissioner  
The District Education Officer  
Borabu District

APPENDIX F

RESEARCH PERMIT

PAGE 3

PAGE 2

Research Permit No. NCST/RCD/14/013/683

Date of issue 16<sup>th</sup> May, 2013

Fee received KSH. 1,000

**THIS IS TO CERTIFY THAT:**  
**Prof./Dr./Mr./Mrs./Miss/Institution**  
**George Birundu Moegi**  
**of (Address) University of Nairobi**  
**P.O Box 30197-00100, Nairobi**  
**has been permitted to conduct research in**


**Location**  
**Borabu District**  
**Nyanza Province**

**on the topic: Influence of headteachers' characteristics on students' discipline in public secondary schools in Borabu District, Kenya.**

**Applicant's Signature**

**For: Secretary National Council for Science & Technology**

**for a period ending: 30<sup>th</sup> June, 2013.**



**CONDITIONS**

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

**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

GPK60553mt10/2011 (CONDITIONS—see back page)