INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN MOGOTIO SUB-COUNTY, BARINGO COUNTY, KENYA

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

University of Nairobi

2014

DECLARATION

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

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DEDICATION

This work is dedicated to my wife Martha Jelagat and my children Viona Jebichii, Judith Jebet, Caro Jepkemoi, Maureen Jepkogei, Stanley Kirwa and Joe Kimutai. It is also dedicated to my parents Kipkoech Kangogo and in memory of Soti Kipkoech my mother.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS AND ACRONYMS

GoK Government of Kenya

ILO International Labour Organization

KEMI Kenya Education Management Institute

LPC Least Preferred Coworker

NACOSTI National Commission for Sciences, Technology and Innovation

NGOs Non-Governmental Organizations

SPSS Statistical Package for Social Sciences

UNICEF United Nations Children Fund

ABSTRACT

The purpose of this study was to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya. The specific objectives were to establish the influence of democratic leadership style, Laissez faire leadership, authoritarian leadership style and transformational leadership style on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya. The research applied descriptive research design. The study sampled 30% of the teachers to involve 102 teachers and 17 head teachers. This gave a total sample size of 119 respondents from the 17 public secondary schools. Questionnaire for teachers and interview schedule for the head teachers in public secondary schools were used for data collection. Reliability was determined through test-retest method resulting in coefficient value of 0.7 which indicated it was reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Descriptive statistics was used to analyze quantitative data and content analysis was used to analyze qualitative data. The findings showed that authoritarian style of leadership is practiced since from the findings most of the head teachers do not consider teachers most of the times when formulating school policies and decision making when need arise. In conclusion, authoritative leadership is not the preferred leadership style in majority of secondary school as evidenced by the teachers when they indicated that it demotivates them. Democratic style of leadership is partially practiced since the study indicates that most of the head teachers involve teachers in formulation of school policies frequently. It was concluded that free reign (Laissez faire) style of leadership is not favoured in most of the secondary schools. Transformational (charismatic) leadership style is practiced since teachers are highly inspired by their head teachers in the performance of their work. The head teachers should attend seminars and workshops that teach the dangers of authoritarian style of leadership. The Head teachers in the district should arrange for school exchange programs to learn the dangers of free reign (lassez faire) leadership style. The Sub-County Director should arrange for workshops for both pre-school teachers and head teachers to be sensitized of the benefits of democratic style of leadership. The findings of this study provide information on the role of head teachers on students' discipline. The findings serve as a springboard for policy makers to design, implement, monitor and evaluate policies meant to create safe schools and change the inherent leadership styles that enhance students' discipline and attainment of Education for All by 2015. Further study should be done on the influence of leadership styles on the academic performance since this study only focused on the discipline of the school.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Leadership focuses on specific purpose and seeks to meet the needs of the member or of the group by performing the desired functions (D'Souza, 2006). Leadership involves creating change, not maintaining the status quo. Armstrong (2004) defines leadership as influence, power and legitimate authority acquired by the leader to be able to effectively transform the organization through direction of human resources that are the most important organizational assets, leading to the achievement of desired goals. Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates. In a school setup, leadership deals with higher order tasks designed to improve staff, learners and school performance, hence it focuses on people (Teklemariam, 2009).

According to Muyingo (2004) the democratic style of management regards people as the main decision makers. The subordinates have a greater say in decision-making, the determination of academic policy, the implementation of systems and procedures of handling teaching, which leads to school discipline and hence academic excellence and overall school performance in the fields of sport and cultural affairs.

As a way of responding to shortcomings of the traditional theories, an alternative perspective that emphasizes transformational leadership emerged. From this

perspective, a leader in an educational institution is one who not only adapts his or her behaviors to the situation, but also transforms it (Cheng & Chan, 2002). Transformational leadership theory suggests that effective leaders create and promote a desirable vision or image of the institution. Unlike goals, tasks, and agendas, which refer to concrete and instrumental ends to be achieved, a vision refers to altered perceptions, attitudes, and commitments (Omar, 2005). The transformational leader must encourage the college community to accept a vision created by his or her symbolic actions.

Cheng & Chan (2002) also add that a transformational leader must be proactive about the organizational vision and mission, shaping members beliefs, values, and attitudes and developing options for the future, while a transactional leader is reactive about the organizational goals, using a transaction approach to motivate followers. Numerous ongoing education reforms in many countries in the Asia-Pacific region, Europe and America are requiring transformational leadership at both systems and institutional levels and from kindergarten to secondary vocational and higher education (Cheng, 2002; Townsend, 2000).

Teklemariam (2009) hold that transformational leaders share power with followers rather than exercise power over followers and by so doing, transformational leadership empowers followers to be able to accomplish what they think is important. Consequently, followers are exposed to responsibilities

that release their potential while leaders are more concerned with what followers are accomplishing rather than what they are doing.

According to Mbiti (2009) the head teacher is charged with the responsibility of supervising and harmonizing the roles of the school staff such as teaching staff and non-teaching staff in a school. Therefore, the head teacher is the leader of the school and his/hers leadership styles determines the extent to which the school meets its educational objectives.

The US Congress (2004) in the report of the select committee on equal educational opportunity underscores the vital roles of the head teacher as a leader in a school. The report states that the role of the head teacher as the leader of the school is to set the tone of the school and morale of staff. When teacher's morale is low, work is of poor quality and problems of high absenteeism arise. Leading and motivating teachers requires certain and specific skills on the part of the head teacher as the leader. It is widely acknowledged that in schools where the leadership shows empathy and care about the staff, productivity of the teachers is high. The leader that is the head teacher should therefore be able to use motivators such as teachers needs for achievement, recognition, responsibility, personal growth, professional growth as a way of motivating the staff. The organizational schools performance is determined by the leadership styles of administrative supervisors who play a crucial role in an organization performance (Kapena, 2010).

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Omolayo (2009) identified different styles of leadership. They are autocratic, democratic and laissez-faire. An autocratic leader defines his goals and facilitates group movement toward them. This type of head teacher decides everything and tries to manipulate the teachers into approving his ideas on how the school should function. An autocratic leader does not trust anybody. A democratic head teacher helps the members of his staff define their own goals and facilitates action towards these goals. Democratic leadership can improve group efficiency and improved production and follows member participation in defining specific production goals. The Laissez-faire leader allows the employee to make the decisions. The leader tends to avoid power and authority. According to Ang Bay Lee (1995), the autocratic leadership style results in the group members reacting aggressively and apathetically in the work environment. This often results in unending industrial disputes in an organization hence affecting the overall achievement of the overall goals and objectives.

Mwalala (2008) observes that authoritarian and harsh climate leads to poor performance of students. Laissezfaire leadership style may lead in indiscipline due to non-enforcement of rules and regulations in a school leading to poor performance in national examinations. In Kenya, the success of secondary school students is mainly gauged by their performance in Kenya Certificate of Secondary Education (KCSE).

Okumbe (1999) asserts that there are four main types of leadership styles namely: Autocratic (Authoritative), Democratic (participatory), Laissez faire (free reign) and Transformational (charismatic) leadership style among many others. The number of strikes in public secondary schools in Mogotio district has been increasing since the year 2010, there was one strike in 2010, 3 in 2011 and 2012 and 2 in 2013 (DEO, Mogotio Sub-County, 2013). This is an indication that there is a problem in the schools. The head teachers are the overall overseas of students discipline in secondary schools. Could it be the leadership styles that the head teachers that influence students discipline in secondary schools? This study therefore investigated the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

The baseline survey by Nabusoba and Waiswa (2012) raised a concern that the leadership style exercised by the head teachers influence students' discipline. It is for this reason that the study aims to find out the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

1.2 Statement of the Problem

Nakiganda (2006), Nabusoba and Waiswa (2012) plus other past researchers Ikube (2004); Kato (2007) and Tumutoreine (2003) indicated that students' discipline had greatly deteriorated. This study investigated if leadership style

influences school discipline in the schools. School inspector annual reports (2007) indicated that for the last five years although head teachers had to play a significant role in enhancing students' discipline, they seemed to have relaxed. That is they did not perform as expected. Although the Ministry of Education has enhanced school discipline by offering leadership training to the head teachers through the Kenya Education Management Institute (KEMI) training programme, the secondary schools still face indiscipline cases. This study therefore examined head teachers' leadership role in enhancing or constraining students' discipline.

1.3 Purpose of the Study

The purpose of this study was to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

1.4 Objectives of the Study

The objectives of the study were:

i) To determine how authoritarian leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

ii) To examine how democratic leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

iii) To assess the extent to which Laissez faire leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

iv) To determine how transformational leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

1.5 Research Questions

The study addressed the following questions:

i) How does authoritarian leadership style influence students 'discipline in public secondary students' in Mogotio Sub-County, Baringo County, Kenya?

ii) What is the influence of democratic leadership style on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya?

iii) To what extent does laissez faire leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya?

iv) How does transformational leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya?

1.6 Significance of Study

This study is significant in that it may make the Ministry of Education, teacher training institutes, Board of Management and the head teachers aware of the need to adopt a transformational leadership style in order to enhance get rid of strikes in their schools, improve their working environment by involving them in decision making and in policy formulation.

The findings of this study provide information on the role of head teachers on students' discipline. The findings serve as a springboard for policy makers to design, implement, monitor and evaluate policies meant to create safe schools and change the inherent leadership styles that enhance students' discipline and attainment of Education for All by 2015.

1.7 Limitation of the Study

The study was faced with challenges of varied attitude and perception from the affected responses which had an influence on the study. The respondents were not willing to open up and share the required information and their experience of child labour due to negative publicity and perception.

The busy schedule of head teachers and teachers inconvenienced them thus leaving very little time to be interviewed and/or to look for requested data. Booking appointments also inconvenienced the teachers who were busy with

other assignments. The researcher ensured that he books early appointments with the respondents to avoid disappointments.

1.8 Delimitation of the Study

The study investigated the influence of leadership styles on students' discipline in public secondary schools in Mogotio Sub-County. The study only covered four objectives; authoritarian leadership, democratic, laissez faire and transformational leadership influence on students' discipline. The respondents were 17 head teachers and 34 teachers. The researcher also interviewed the DEO.

1.9 Assumptions of the Study

This study was based on the following assumptions:

i)   All respondents would co-operate and provide reliable response.

ii) The head teachers leadership style has influenced occurrences of students' indiscipline cases in secondary schools in Mogotio Sub-County.

1.10 Definitions of Significant Terms

Autocratic leadership refers to where the leader makes all decisions concerning what, when, where and how things are done and who will do them.

Democratic leadership refers to where the leader makes decisions and there is no ambiguity.

Laissez faire leadership refers to type of leadership represents the absence of transaction of all sorts with respect to leadership in which the leaders making decisions abdicates responsibility, and do not use his authority.

Leadership styles refer to variations in leadership characteristics that defines leadership skills which are used in institutions.

Transformational leadership refers to a style where a leader inspires teachers beyond their own self-interest. The leader has an extra ordinary effect on the followers.

1.11 Organization of the Study

The study was organized into five chapters. The first one is the introduction of the study. It highlights the background of the study, statement of the problem, the purpose of the study, research questions, research objectives, the basic assumptions of the study, significance of the study, limitations of the study and delimitations of the study. It also addresses operational definition of key terms. It ends with the organisation of the study.

The second chapter concerns with the review of the related literature on influence of authoritarian leadership, democratic leadership, Laissez faire style, charismatic leadership on school discipline, theoretical framework and conceptual framework. It focuses on what other scholars and researchers have found and said about leadership styles and motivation of secondary school staff. Theoretical and conceptual frameworks are also outlined here.

The third chapter outlines the research methodology under; research design, research target population, sampling procedures, research instruments, reliability and validity, data collection procedures and data analysis. The fourth chapter outlines the findings and discussions of the study while the fifth chapter presents the summary of the study, conclusions, recommendations and area for further study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The reviewed literature includes: The role of leadership styles in organizations; influence of various styles of leadership; authoritarian leadership, democratic leadership style, laissez faire leadership style and transformational leadership style on students' discipline in schools, theoretical frame work and conceptual framework.

2.2 Role of Leadership Style in Organizations

Armstrong (2004) defines leadership as influence, power and legitimate authority acquired by the leader to be able to effectively transform the organization through direction of human resources that are the most important organizational assets, leading to the achievement of desired goals, Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates (Elenkov, 2002).

Chacha (2006) asserts that leaders can improve their performance and effectiveness by their ability to influence the group and its members in achieving a common task, ensuring that the required task gets carried out, meeting the needs of the groups for team building and team morale, developing and satisfying individual needs within the group. He further observed that successful leaders function in all the three areas, often simultaneously.

Mbiti (2009) argues that, the failure of the group to achieve its tasks causes disintegration and dissatisfaction to the group members and individuals. He therefore suggests that, for morale to remain high, groups must achieve their tasks. He further argues that, lack of unity in the group hinders the group's performance. He advices that leaders, not ignore the needs of individuals because they will become demotivated and frustrated, hence they will not make their maximum contribution to the common task to the life of the organization.

D'souza (2006) observes that leader's personal behaviour in dealing with subordinates provides an important dealing with subordinates and is an important incentive for achievement motivation. He suggests that leaders can increase motivation of their workers through personal attention and social contact with them. He says that a leader should be goal oriented in order to understand the purpose of life and work of the organization and that he should show concern to the people he is leading.

Senge (2003) points out those effective head teachers should have a clear vision, and should involve all the key stakeholders in developing school motto, vision and mission to inspire, motivate and influence teachers and learners towards a sense of purpose which focuses on learner's achievements. He observes that head teachers should ensure that every individual in the school feels valued and involved in the learning of the school, and should always ensure that they provide

a model of excellence in terms of attitude and professionalism for both the teachers and learners.

According to GoK (2004) school leaders should prioritize and plan the school or organizational activities which includes logical thinking, ability to provide clear direction and motivation of the teachers working under them; They should also have passionate commitment to the right of the child to education and ability and drive and to produce positive outcomes and to develop the teachers capabilities by setting clear expectations and holding them accountable for performance; school leaders should have ability to understand and make positive use of relationships on social and cultural differences within the school. The leader is expected to be always consistent and fair as he works with others to achieve the organizational goals, this will have influence on occurrence of school strikes in schools.

2.3 Influence of Leadership Styles on Students' Discipline

Leadership refers to people's ability using minimum coercion to influence and motivate others to perform at a high level of commitment (Bass, 1985; 1999 & Burns, 1978) argued that people are motivated by instrumental motivation and by such factors as the need for self-realization, belonging, reward such as verbal praise, persuasion and even by observing and following the leader's example. Myron (2009) observes that leadership styles influence how the organizational human, physical and financial resources are utilized. He further asserts that leadership style affects how people relate in the organization as it influences the

type of communication that develops between the leadership and the staff. Similarly, Ashipi (2005) noted that the teaching learning process is largely influenced by the leadership style of the school head. Stewart (2006) supports these arguments by observing that the improvement in academic standards in a school set up is a function of leadership style adopted by the head teacher. He points out that leadership is unique to a particular person to another. He further notes that adaptation of leadership styles adopted by different leaders is also unique and the way leaders lead their teachers are a reflection of themselves.

Myron (2009) identifies four leadership styles namely dictatorial, authoritative, consultative and participative while Mbiti (2009) classifies leadership styles as coercive, democratic, Leisser faire and charismatic. Okumbe (1999) categorizes leadership styles as democratic, autocratic and Laissez faire. D'Souza (2006) categorizes leadership styles into two that is authoritarian and democratic. In general it can be noted from the authorities cited above that leadership style can be classified into four main categories as follows Authoritarian /Dictatorial /Autocratic /Coercive /Directive, Democratic/Participative/ Directional, Laissez faire/free reign/ non leadership/most passive, Charismatic /Transformational.

2.4 Authoritarian Leadership Style and influence on Students' Discipline

Myron (2009) defines authoritarian leadership as where the leader makes all decisions concerning what, when, where and how things are done and who will do them, and people failing to carry out the instructions given are usually severely

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disciplined. D'Souza (2006) points out that authoritarian style of leadership manifests with the characteristic such as generally strong willed, commandeering and to some extent very aggressive, and the Leader's way of doing things does not allow for options, suggestions and views of teachers under him. The leader looks down upon his subordinates more as functionary rather than persons; and hence the teachers are required to follow the directions without questioning. Authoritarian leaders do not encourage equal relationships, that is, they do not allow themselves to get close to employees, and neither do they like seeing employees close to each other. These leaders have business like and task oriented attitudes that they value work more than the teachers that do the work. The leaders blame poor results on inability of others to carry out instructions correctly.

Myron (2009) points out that, as a general rule, the more authoritative the leader is, and the less he is willing to use the creative ideas of his staff. The leader "use people's muscles instead of their minds". Myron notes that the more authoritative leadership style used by the leader, the more he separates himself from his staff hence decrease staff morale. The more authoritative style, the more communication tends to be monologue that is one way communication- from the top-down communication. This limits communication between the leader and the subordinate. Similarly, Kapena (2010) concurs that the authoritative leader's biggest weakness is his failure to recognize the skills and abilities of his staff, by doing this the leader denies the teachers an opportunity to use their skills in planning and decision making, this denial demotivates the staff. On the other

hand, the leader has greatest strength in his ability to take action when needed. This promotes the teachers motivation when they achieve the intended goals.

When authoritative style of leadership prevails, there are incidences of tension, anxiety, frustrations, arguments and outbreaks of aggression that may result in fighting. Kapena (2010) agrees with this when he warns against shouting and yelling at teachers in the name of giving instructions, he argues that many members of teachers work with varying attitude, depending on the leadership they experience. Some many have negative or positive attitude towards specific goals and purposes. Laferla (2010) supports this when he observes that, the head teachers, basic concerned is to arouse a tendency in teachers to act in away he want in order to accomplish educational goals. Head teachers who display dominative traits amongst their teachers have no considerations of individual feelings. A scenario that makes the teachers very discouraged, because they are not given room for them to be heard, or to express their ideas and opinions.

In a secondary school context, this situation is unhealthy since the teachers take care of children with different needs which sometimes call for immediate attention to avert a problem. It should be provided out that improvement in academic standards in a school requires high level interaction between the head teacher, the teachers and the learners. For this to happen, the leader should put in place effective measures that can improve the teacher's morale. Laferla (2010) agrees with this assertion when, he supports the argument by saying that

authoritarian leaders focus on work and achievements to boost their egos. He further notes that these leaders are primarily interested in their own goals and ambitions with little or no concern of the well-being of their staff. In addition, the leaders tend to place low priority on matter of heart, either because they perceive warm caring relationships as irrelevant to their personal needs, or because they regard intimacy as a sign of weakness that can easily be exploited.

2.5 Democratic Leadership Style and influence on Students' Discipline

Okumbe (l999) says that democratic leadership is where the leader makes decisions through consultative forums. D'Souza (2006) notes that democratic leadership style is generally concerned with maintaining group effectiveness as with completing the task. He emphasis that this style of leadership encourage members in their groups to express their ideas and feelings freely because they belief such climate leads to greater creativity and commitments. He further notes that democratic leaders rarely set policies without explaining the reasons and proposing these reasons to their staff. Both Okumbe and D'souza agrees that the responsibility of getting a job done depends as much on the group as upon themselves. Democratic leaders allow the group members a good deal of freedom in their work once they have shown the ability to do it. They keep on looking for better ways of doing things and are open to change when convinced that such changes are essential for institutional improvement. They further remark that head teachers play a major role in promoting teachers development and school improvement.

Starrat (2001) points out that democratic style of leadership bring staff together, it enhances unity as individuals share binds of affection and sentiment which motivates teachers and as a result they are able to come together as a united team. He further observes that this leadership style has the ability to forego, at least on some occasions self-interest on behalf of a particular other or on behalf of a more general common good.

Okumbe (1999) asserts that, where democratic leadership style prevails, there is enhanced affection and positive sentiments among the teachers members there is also more trust amongst the teachers members themselves because they share a common belief. Mbiti (2009) observe that group motivation depends on the type of leadership, work environment which influences individual motivation; and on the empowerment that the group members have been given by the leader. This therefore explains why power sharing is a positive element in democratic leadership because organization benefits greatly from the different power inherent in the teachers members. Laferla (2010) concurs with Okumbe when he says that democratic leaders understand the importance of subordinates esteem. He suggest they view coaching as an essential part of their leadership, they therefore empower their staff to improve their competencies.

Mbiti (2009) highlights various reasons that affect the school discipline, among them he cites teachers' motivation, and the leadership style exercised by the headteachers. Similarly, Ngumi (2003) supports this argument by saying that

teachers teaching in public schools in Kenya are dissatisfied with their job; he cites low salary as the major factor for this dissatisfaction.

2.6 Laissez Faire Leadership Style and influence on Students' Discipline

According to Mbiti (2009) laissez faire leadership style is where there are very few rules if any in the organization. He further notes that this leadership style has the following characteristics; the leader is very tolerant as the subordinates are free to do what they want. He further notes that this style of leadership has no defined code of regulations governing work, has no hierarchy of authority and has no way of determining whether someone is right or wrong when carrying out a given activity and there is no specific leader in the organization because everyone can frontier to do something for the organization whenever he feels to do so.

Antonakis (2003) notes that laissez faire type of leadership represents the absence of transaction of all sorts with respect to leadership in which the leaders making decisions abdicates responsibility, and do not use his authority. Stewart (2006) and Bass (1999) notes that laissez faire style of leadership is virtually an avoidance of taking any action.

Avoli (1999) and Antonakis (2003) in their studies both observe that leissez faire leadership style correlates negatively with work effectiveness because the leader totally avoids his responsibilities. They further note that in a school where the headteacher embraces Laisses faire leadership style, the teachers and learners are given high degree of independence. Okumbe (1999) supports this when he

suggests that the teachers are motivated because of the independence given to them by their leader since they are free to decide and act according to their wish. This is especially so for those with intrinsic motivation. He warns that this kind of motivation is to the detriment of achievement of institutional goals.

Okumbe (1999) supports this observation when he recommends that the leader should reward and recognize teachers' achievement, develop teachers through capacity building and promotes teachers on merit. In view of this, a leader who embraces laissez faire style of leadership does not bother to take care of the needs of his teachers since he totally avoids discharging his responsibility, the teachers is grossly demotivated. Supports by highlighting that when morale is low, the work is of poor quality and problems of high labour turnover and absenteeism arise. Mbiti (2009) in his study of Laissez faire leadership style found out that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates. This type of leadership style is unhealthy of a school set up where a lot of coordinated supervision and care of the students is required.

2.7 Transformational Leadership Style and influence on Students' Discipline

Okumbe (1999) notes that transformational leadership style manifests the following characteristics or traits. The leader inspires teachers beyond their own self-interest. The leader has an extra ordinary effect on the followers. These

leaders want to achieve a strong personal commitment to their goal they are assertive, have self-confident and are normally perceived as unconventional.

Farrell (2003) describes transformative leadership as the type that brings out the leader in everyone. Farrel describes all individuals in a system where this style of leadership is practiced as the crew and not passengers. According to Farrel this style is characterized by motivating the members, engaging people in learning and dialogue, and helps bridge the commitment gap. Transformational style of leadership if strictly followed it can enhance moral values that would help teachers to make decision and judgment within the social system such as the school. Ylimaki (2006) supports the other scholars by saying that leaders who embrace transformational leadership style are able to motivate their teachers to higher levels of efforts this is especially in educational institutions. Bass (2000) argues that in transformational leadership, vision and organizational learning processes are the key to school improvement since the leader is able to guide the teachers in the direction of where the school is expected to be in future.

Silins (2002) in his study of Australian schools found out that transformational leadership style contributes to the development of schools as learning organization. They further affirm that higher performing schools that engage in organizational learning enables their teachers to learn collaboratively and continuously and staff is able to put this learning into use in response to social needs and the demands of their environment. Kurland, Pevetz and Lazarowitz

(2010) identified four organizational learning mechanisms namely teachers improvement, evaluation of learners, teachers in-service professional training and effective information management in elementary schools which the leader who embrace transformational leadership must put in place for effective learning process. The four mechanisms contribute significantly to motivation of teachers which makes them endeavour to produce good results.

Lam (2004) concurs with the above writers, he says that teacher's improvement mechanisms enable the staff at all levels to establish mutual goals and take part in decision making. Newmann (2000); Voulalas and Sharpe (2005) observed that people learn while feeling truly responsible for their actions, having the ability to make decisions to influence environmental circumstances in their favours. Kurland Pevetz and Lazarowitz (2010) in their study on leadership style and organizational learning found out that there is a positive relationship between transformational leadership style and the school vision which is a key factor in curbing school strikes.

2.8 Summary of Literature Review

The literature review showed that previous studies have been done but did not focus on students' leadership. Mbiti (2009) in his study of Laissez faire leadership style found out that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates. This type of

leadership style is unhealthy of a school set up where a lot of coordinated supervision and care of the students is required. The sample sizes of this study were small. This is the gap that this study fills.

2.9 Theoretical Framework

This study was guided by contingency theory of effectiveness by Fred Fielder in the 1960s. The main idea of this early theory is that leadership effectiveness (in terms of group performance) depends on the interaction of two factors: the leader's task or relations motivations and aspects of the situation. The leader's task or relations motivation is measured through the Least Preferred Coworker scale (LPC). This scale asks leaders to recall a coworker (previously or currently) they work with least well and to characterize this individual with ratings on a series of 8-point bipolar adjectives (for example distant– cold). High LPC scores reflect more positive descriptions of the least preferred coworker, whereas low LPC scores evidence more negative perceptions. Fielder argued that an individual with a high LPC score is motivated to maintain harmonious interpersonal relationships, whereas an individual with a low LPC score is motivated to focus on task accomplishment.

The interpretation of exactly what high and low LPC scores mean has been the subject of much controversy and debate. For example, Robert Rice suggested that scores on the LPC represent values and attitudes, whereas other scholars have drawn linkages between high and low LPCs and task versus relations leadership

behaviors. Fielder contended that task and relations motivations are stable traits that are not easily amenable to change. Therefore, attempts to encourage a high or low LPC leader to adapt to changing situations would be difficult, if not altogether futile. To optimize the possibility of an effective group outcome, this model advocates matching a high or low LPC leader to the right type of situation. The model purports that task or relations motivations are contingent on whether the leader can control and predict the group's outcome (i.e., situational favorability). Situational favorability depends on three assessments: (1) whether the leader perceives cooperative relations with subordinates (leader-member relations), (2) whether the task is highly structured with standardized procedures and measures of adequate performance (task structure), and (3) whether the leader's level of authority is punishing or rewarding group members (position power). The combination of leader-member relations, task structure, and position power creates eight different situational types, known as octants 1–8 that have been more broadly categorized as favorable situations, intermediate situations, and unfavorable situations. Each different situational type is most effectively handled by either a high or low LPC leader. Specifically, high LPC leaders are most effective in influencing group performance in intermediate situations, and low LPC leaders are most effective in favorable or unfavorable situations.

Fielder's contingency model has been used in training programs and has received a lion's share of research attention. A large number of studies and three meta-analyses more or less support the model's postulations. However, almost half a

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century after its introduction, further clarifications and future studies may be warranted to iron out both theoretical and methodological issues associated with the model. Nevertheless, many scholars consider the work by Fielder and his colleagues a classic contribution that inspired consideration of person and situational aspects in leadership.

Bass (1990) House (1977) focused on performance of group members, but also wants the subordinate to fulfill their potential. According to this theory, there is a link between transformational leadership style and school strikes in schools, which is achieved through the leadership components such as leaders' charisma, individualized consideration and intellectual stimulation in order to transform subordinates motivation and improve unit performance beyond initial expectation. The researcher applied this theory in carrying out the researcher as the study was investigating influence of leadership styles on school strikes in public secondary schools.

2.10 Conceptual Framework

A conceptual framework is a graphical or diagrammatical representation of the relationship between variables in the study whose purpose is to assist the reader see the proposed relationship. It is a graphical or visual representation that is used to describe the phenomenon under study (Mugenda and Mugenda, 2003).

Figure 2.1 presents a conceptual framework between leadership styles and their influence on Students' Discipline in Schools.

Figure 2.1: Leadership Styles and their influence on Students' Discipline in Schools

```
┌─────────────────────────────────┐
│ Authoritarian leadership style  │
│   • Task oriented               │
│   • Commanding                  │
│   • Threats and punishment      │
│   • Focus on achievement        │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ Democratic leadership style     │
│   • Consultations               │
│   • Participation               │
│   • Effectiveness               │
│   • Freedom                     │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ Laissez faire leadership style  │
│   • Subordinate centered        │
│   • There are  few rules        │
│   • Subordinate freedom         │
│   • No code of regulations      │
└─────────────────────────────────┘

┌─────────────────────────────────┐
│ Transformational    leadership  │
│ style                           │
│   • Unchallenged command        │
│   • Inspiration                 │
│   • High confidence             │
└─────────────────────────────────┘
```

┌──────────────────┐   ┌──────────────────┐
│ • School   │   →   │ **Students'**   │
│   management and │   │ **discipline**   │
│   administration │   │ Indicators   │
│   │   │ • KCSE   │
│   │   │   performance   │
│   │   │ • Student dressing│
└──────────────────┘   └──────────────────┘

The independent variables that affect the occurrence of students' discipline in public secondary schools were the various types of leadership styles used by the leader. These independent variables are Authoritarian/Dictatorship leadership style, democratic/Directional participative leadership style; Laissez faire/free reign leadership style, Transformational/ Charismatic leadership style. The dependent variable was students' discipline in the schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodological approach the researcher intends to use. It therefore focused on study design target population, sampling procedures, research instruments' validity and reliability, data collection procedures, data analysis and presentation.

3.2 Research Design

The researcher used descriptive survey design. Descriptive survey designs are used in preliminary and exploratory studies to allow researcher to gather information, summarize, present and interpretation in order to give clarifications (Orodho, 2002). This choice has been made because it involves a field survey whose aims was to look at the influence of head teachers leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County.

3.3 Target Population

The target population was the 17 Public secondary schools in Mogotio Sub-County with a total population of 357 respondents, who will be 17 head teachers and 340 teachers. One of the characteristics of these public secondary schools is that they have a head teacher who is in charge of the leadership of the school.

3.4 Sample Size and Sampling Procedure

According to Mugenda and Mugenda (2003) purposeful sampling is essential where pertinent information is required from a given group of sample subjects. The researcher selected the respondents who had the expected information with respect to the objectives of the study. Due to the nature of this study, the researcher conducted a census study which focused on all the 17 public secondary schools in Mogotio Sub-County, which was a 100 percent of the total sample size. This was because different leadership styles are likely to emerge. According to Paton (2002) 30 percent of the 340 teachers were sampled to get 102 teachers. This gave a total sample size of 119 respondents.

3.5 Research Instruments

The study collected data using questionnaires and interview schedule. There was a questionnaire for teachers and interview schedule for the head teachers in public secondary schools. Questionnaires contained unstructured open ended and semi-structured questions. The open ended questionnaire was used to assess the various leadership styles used by head teachers and its influence on discipline, while the semi structured questions were used to assess the influence of head teacher's leadership styles on school discipline in public secondary schools in Mogotio Sub-County.

Section A dealt with a general overview of the influence of head teacher's leadership styles on students' discipline of the respondents. Section B dealt with

the objectives of the study; influence of transformational leadership style, democratic leadership style, Laissez faire leadership and authoritarian leadership on students' discipline in public secondary schools. Questionnaire questions were constructed as per the objectives to get the teachers view on its influence on students' discipline occurrence.

Interview schedule contained unstructured open ended and semi-structured questions. These questions covered the four objectives of the study. Interviews are advantageous since they offer in-depth information of the matter since the researcher can ask more questions than the formulated (Jwan, 2010).

3.5.1 Validity of Research Instruments

A questionnaire is said to be valid when it actually measures what it claims to measure (Orodho, 2002). In order to ensure content validity of the research instruments, a pilot study was carried out before the study. This was done in three schools which were selected randomly from the high performing, average and low performing schools. For the purpose of this study the content validity was done through piloting of research instruments which involved 10 percent of the 17 targeted schools (Mugenda & Mugenda, 2003). Two head teachers and five teachers were picked randomly from the neighbouring schools so as to test the validity of the questionnaires to be used; this number was got from the sample and excluded the sample size.

To ensure content validity of the questionnaires to be used in the study, the researcher discussed the items in the instrument with the supervisors, lecturers from the department and colleagues. Advice given by these experts helped the researcher determine the validity of the research instruments. The advice included suggestions, clarifications and other inputs. These suggestions were used in making necessary changes.

3.5.2 Reliability of Research Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). Kothari (2004) recommended a test – retest method to be used by administering the same instruments twice on the same sample group of the subject at different times to test reliability of the instruments. The researcher determined the reliability by first administering the instrument to three schools in the neighbouring County that was not involved in the study. The researcher administered the same instrument on the same sample group of the subject for a second.

Pearson's Product Moment's Correlation Coefficient (r) was used to determine the reliability coefficient stability of the data collection instrument. A reliability of at least 0.5 was considered high enough for the instrument to be used for the study (Jwan, 2010). Pearson's Product Moment's Correlation Coefficient is one of the best-known measures of association.

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$$r_{xy} = \frac{N\sum xy\,(\sum x)(\sum Y)}{\sqrt{N\sum X^2 - (XY)^2(N\sum Y^2 - \sum XY^2)}}$$

Where   r   =   Pearson r

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

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

$\sum X^{2-}$ =sum of squared scores in x distribution

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

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

 N=the number of point x and y scores   Kerlinger (1978).

A coefficient of 0.7 for questionnaires and 0.8 for interview schedules was considered high enough for the instruments to be deemed reliable (Neuman, 2000).

3.6 Data Collection Procedure

The first step was to get permit from the National Commission for Sciences, Technology and Innovation. The researcher got permission from the District Education Officer of Mogotio Sub-County to undertake research in the district then request permission from the head teachers so as to undertake the study in their schools. Once permission was granted, the selected schools were visited and the questionnaire was administered to the respondents by the researcher personally.

The researcher then gave the respondents' time to fill before collecting them after filling. The researcher was able to collect questionnaires from all the respondents. The data collected from the head teachers and teachers were analyzed using Statistical Packages for Social Sciences (SPSS).

3.7 Data Analysis Techniques

The data was sorted, edited, coded, cleaned and processed. Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages that were presented using charts and graphs. Qualitative data was analyzed thematically. The analysis was used to analyze the information from the interview schedule. The content was presented in frequency tables and figures.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents the findings and discussions of the study. The data presented includes assessment of extent to which democratic leadership style, Laissez faire leadership style, authoritarian leadership style and transformational leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

4.2 Response Rate

The researcher conducted a census study which focused on all the 17 public secondary schools in Mogotio Sub-County, which was a 100 percent of the total sample size. This was because different leadership styles are likely to emerge.

Table 4.1: Response rate

Respondents	Issued	Returned	%
Interviews	17	17	100
Questionnaires	102	95	93
Total	**119**		**94**

According to Paton (2002) 30 percent of the teachers were sampled to get 102 teachers. This gave a total sample size of 119 respondents. There was a questionnaire for teachers and interview schedule for the head teachers in public

secondary schools. Out of the 102 questionnaires administered, 95 were filled and returned. This represents 93 percent response rate, which is considered very good to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. A 50 percent response rate is adequate, 60 percent good and above 70 percent rated very good. This implies that the response rate in this case of 93 percent is very good (Mugenda & Mugenda, 1999).

4.3 Background Information of the Respondents

The researcher sought to establish the teachers' gender, age, marital status, level of education and their length of service as a teacher in Mogotio Sub-County, Baringo County, Kenya so as to lay a background on which their responses may be based.

The researcher sought to study the gender of the teachers. This information is summarized in Table 4.2.

Table 4.2 Gender of the teachers

Gender	Frequency	%
Male	57	60
Female	38	40
Total	**95**	**100**

The data on Table 4.2 shows that the majority (60%) of the teachers were male. This might indicate that gender disparity is not observed in employment of teachers. This might also influence students discipline in the public secondary schools in Mogotio Sub-County.

The researcher studied the age of the teachers. The findings are indicated in Table 4.3.

Table 4.3 Age of the teachers

Ages	Frequency	%
Below 30 years	12	13
30 – 35 years	40	42
36 – 40 years	29	30
Above 40 years	14	15
Total	**95**	**100**

The data on Table 4.3 shows that the highest proportion (42%) of the teachers was of the age bracket 30 - 35 years. This implies that the study sampled mature teachers who could understand the head teachers' leadership styles that influence students discipline in secondary schools in Mogotio Sub-County, Baringo County.

The researcher sought to study the marital status of the teachers. The findings are indicated in Table 4.4.

Table 4.4 Marital status of the teachers

Marital status	Frequency	%
Single	13	14
Married	59	61
Divorced	11	12
Widowed	12	13
Total	**95**	**100**

The data on Table 4.4 shows that the majority (61%) were married. This implies that most of the teachers were married and therefore most probably had children in secondary schools. This makes them to understand the influence of head teachers' leadership styles on students' discipline.

The researcher studied the level of education of the teachers. The findings are presented in Table 4.5.

Table 4.5 Level of education of the teachers

Level of education	Frequency	%
Primary	0	0
Secondary	0	0
College	17	18
University	78	82
Total	**95**	**100**

The data on Table 4.5 shows that the majority (82%) had university as there highest education level. This implies that the teachers might be qualified to handle their teacher position and therefore form the right respondents for head teachers' leadership styles influencing students discipline in Mogotio Sub-County in Baringo County.

Teachers were asked about their teaching experience in years. The findings are indicated in Table 4.6.

Table 4.6 Years worked as teachers

Years as a teacher	Frequency	%
Less than 5 year	27	28
5 – 7 years	36	38
8 – 10 years	13	14
10 – 13 years	17	18
More than 14 years	2	2
Total	**95**	**100**

The data on Table 4.6 shows that the highest proportion (38%) of the teachers had worked for between 5 – 10 years at the time of study. This implies that the sampled teachers had enough experience to respond to questions on the influence of head teachers' leadership styles on discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya.

In order to achieve the main aim of the study the researcher sought to establish if authoritarian leadership style influences students' discipline.

4.4 Influence of Authoritarian Leadership Style and Students' Discipline

The study investigated if the head teacher meet teachers occasionally to discuss students discipline, if head teacher occasionally involve teachers in formulating school policies relating to discipline, if head teacher strongly believes in punishment, if head teachers value high level productivity than teachers who do the work and if head teacher does not consider teachers' opinions and views in disciplinary actions.

The researcher studied if the head teachers meet teachers occasionally to discuss students' discipline. The findings are presented in the Table 4.7.

Table 4.7 Head teachers meet teachers occasionally to discuss students discipline

Response	Frequency	%
Strongly agree	65	68
Agree	21	22
Neutral	0	0
Disagree	5	5
Strongly disagree	4	4
Total	**95**	**100**

Table 4.7 displays that majority (68%) of the teachers strongly agreed that head teachers meet with their teachers occasionally to discuss school discipline. This implies that the students discipline is given priority and hence head teachers are serious to solve the students discipline issues. Myron (2009) supports these findings by defining authoritarian leadership as where the leader makes all decisions concerning what, when, where and how things are done and who will do them and those who fail to carry out the instructions given are severely punished.

The teachers were asked if head teachers occasionally involve teachers in formulating school policies relating to students' discipline. It was found out as shown in Figure 4.1.

Figure 4.1 Head teacher occasionally involve teachers in formulating school policies relating to students' discipline
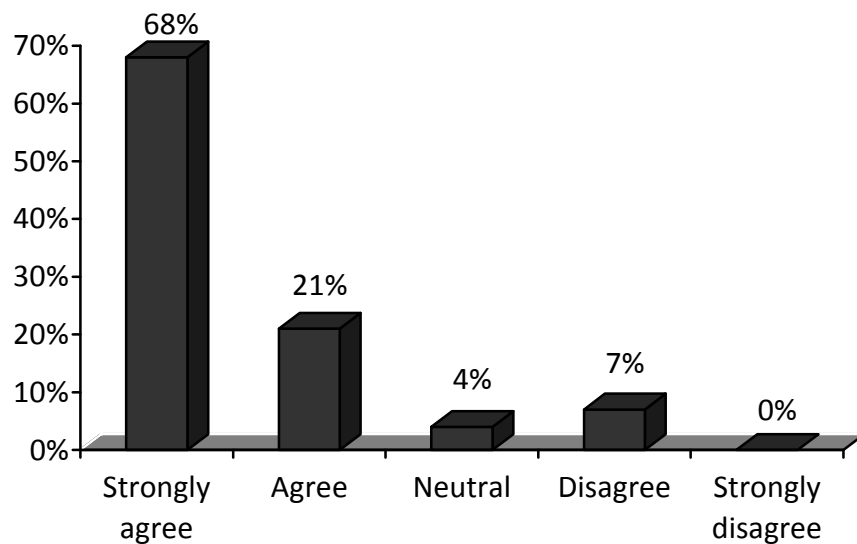
The data on Figure 4.1 shows that the majority 65 (68%) of the teacher

respondents disagreed that head teacher occasionally involve teachers in formulating school policies relating to students' discipline. This finding is reflected by Kapena (2010) who supports this argument by stating that the authoritative leader's biggest weakness is failure to recognize the skills and abilities of the staff, he caution that by doing this the leader denies the teachers an opportunity to use their skills in planning and decision making, this denial demotivates the staff. On the other hand, the leader has greatest strength in the ability to take action when needed. This promotes the teachers motivation when they achieve the intended goals.

The teachers were asked if head teacher strongly believes in punishment. It was found out as shown in Table 4.8.

Table 4.8 Head teacher strongly believes in punishment

Response	Frequency	%
Strongly agree	55	58
Agree	21	22
Neutral	0	0
Disagree	15	5
Strongly disagree	4	4
Total	**95**	**100**

The data on Table 4.8 shows that slightly over a half (58%) of the teachers strongly agreed that head teacher strongly believes in punishment. According to Fraser and Wallberg (1981) head teachers who display dominative traits amongst their teachers have consideration of individual feelings; this scenario makes the teachers discouraged because they are not given room for them to be heard or to express their ideas and opinions

The teachers were asked if the head teachers valued high level productivity than teachers who do the work. It was found out as shown in Table 4.9.

Table 4.9 Head teachers value high level productivity than teachers who do the work

Response	Frequency	%
Strongly agree	45	48
Agree	23	24
Neutral	4	4
Disagree	16	17
Strongly disagree	7	7
Total	**95**	**100**

The data on Table 4.9 shows that the highest proportion (48%) of the teachers strongly agreed that head teachers value high level productivity than teachers who do the work. Ekepe (1962) argues that when Authoritative style of leadership

prevails, there are incidences of tension, anxiety, frustrations, arguments and outbreaks of aggression that may result in fighting.

The teachers were asked if head teachers do not consider teachers' opinions and views in disciplinary actions. It was found out as shown in Table 4.10.

Table 4.10 Head teacher does not consider teachers' opinions and views in disciplinary actions

Response	Frequency	%
Strongly agree	45	48
Agree	20	21
Neutral	0	0
Disagree	19	20
Strongly disagree	11	11
Total	**95**	**100**

The data on Table 4.10 shows that the highest proportion (48%) of the teachers strongly agreed that head teachers do not consider teachers' opinions and views in disciplinary actions.

4.5 Democratic Leadership style and Students' Discipline

The researcher examined how democratic leadership influence on school discipline. The study investigate if head teacher meet with teachers and students

frequently, if head teacher involve teachers frequently in formulating school disciplinary policies, if head teacher reward teacher after consultation, if head teachers consult before making decisions and if head teacher takes teachers views when formulation school policies.

The teachers were asked if head teacher met teachers and students frequently. The responses were as shown in Figure 4.2.

Figure 4.2 Head teacher meet with teachers and students frequently
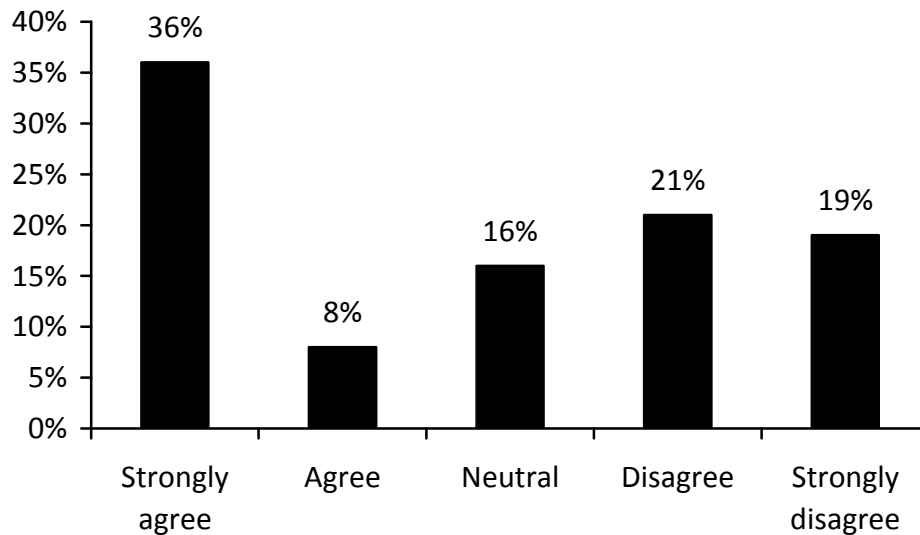
The data on Figure 4.2 shows that the highest proportion 34 (36%) of the teachers strongly agreed that head teacher meet with teachers and students frequently. This might be enhancing discipline in the school. These findings agree with Okumbe (l999) who said that democratic leadership is where the leader makes decisions through consultative forums. D'Souza (2006) notes that democratic leadership

style is generally concerned with maintaining group effectiveness as with completing the task. He emphasis that this style of leadership encourage members in their groups to express their ideas and feelings freely because they belief such climate leads to greater creativity and commitments.

The teachers were asked if head teacher involve teachers frequently in formulating school disciplinary policies. The results are presented in Table 4.11.

Table 4.11 Head teacher involve teachers frequently in formulating school disciplinary policies

Response	Frequency	%
Strongly agree	49	52
Agree	20	21
Neutral	0	0
Disagree	18	19
Strongly disagree	8	8
Total	**95**	**100**

The data on Table 4.11 shows that slightly over a half (52%) of the teachers strongly agreed that head teacher involve teachers frequently in formulating school disciplinary policies. Both Okumbe and D'souza (1999) agree that the responsibility of getting a job done depends as much on the group as upon

45

themselves. Fullan, (1987) & Lyons, (1989) concur with Okumbe by saying that democratic leaders allow the group members a good deal of freedom in their work once they have shown the ability to do it. They keep on looking for better ways of doing things and are open to change when convinced that such changes are essential for institutional improvement. They further remark that head teachers play a major role in promoting teachers development and school improvement.

The teachers were asked if the head teacher reward teacher after consultation. The findings are presented in Table 4.12.

Table 4.12 Head teacher reward teacher after consultation

Response	Frequency	%
Strongly agree	13	13
Agree	34	36
Neutral	13	13
Disagree	24	25
Strongly disagree	11	13
Total	**95**	**100**

The data on Table 4.12 shows that the highest proportion (36%) of the teachers agreed that the head teacher reward teacher after consultation. Starrat (2001) points out that democratic style of leadership brings staff together, it enhances

unity as individuals share binds of affection and sentiment which motivates teachers and as a result they are able to come together as a united team. This leadership style has the ability to forego, at least on some occasions self interest on behalf of a particular other or on behalf of a more general common good. Bass and Stogdill (1990) argue that having a common goal in society system is very crucial as it makes all the members co-operate and feel as part and parcel of the organization.

The teachers were asked if the head teachers consult before making decisions. It was found out as shown in Figure 4.3.

Figure 4.3 Head teachers consult before making decisions
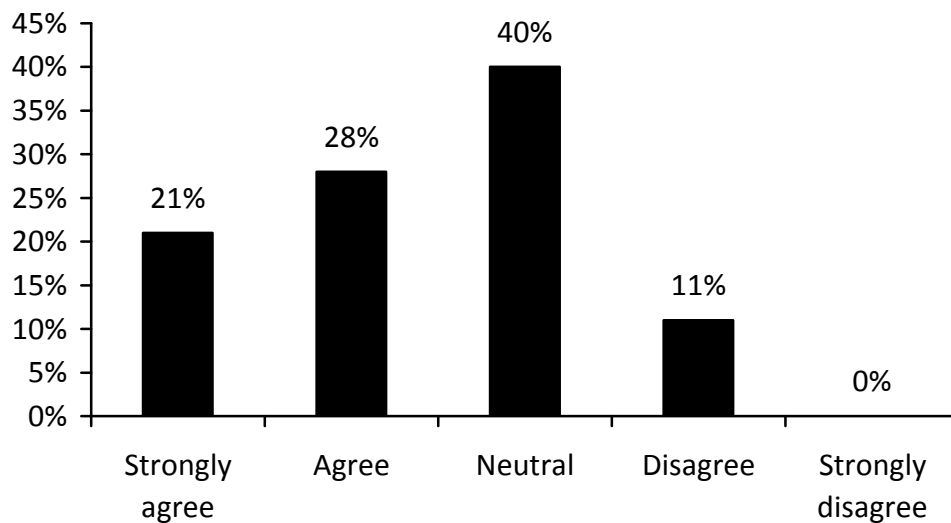
The data on Figure 4.3 shows that the highest proportion 38 (40%) of the teachers were neutral that head teachers consult before making decisions. This is what

ought to be done. This therefore might mean that head teachers consultation before making decisions positively influences school discipline. Okumbe (1999) asserts that, where democratic leadership style prevails, there is enhanced affection and positive sentiments among the teachers there is also more trust amongst the teachers members themselves because they share a common belief.

The teachers were asked if head teacher takes their views when formulation school policies. It was found out as shown in Table 4.13.

Table 4.13 Head teacher takes teachers views when formulating school policies

Response	Frequency	%
Strongly agree	45	48
Agree	20	21
Neutral	0	0
Disagree	19	20
Strongly disagree	11	11
Total	**95**	**100**

The data on Table 4.13 shows that the highest proportion (48%) of the teachers strongly agreed that head teacher takes teachers views when formulation school policies. Ottos (1996) observe that group motivation depends on the type of leadership, work environment which influences individual motivation; and on the

empowerment that the group members have been given by the leader. This therefore explains why power sharing is a positive element in democratic leadership because organization benefits greatly from the different power inherent in the teachers members. He further observes that when people are empowered either through recognition praise and even monetary, their commitment and productivity improves, this is in addition to recognizing individual human needs, also different social needs are likely to be addressed. This automatically boosts the morale of the teachers in the organization.

4.6 Extent to which Laissez Faire Leadership style influences Students' Discipline

The researcher assessed the extent to which Laissez faire leadership style influence school discipline. The study investigated if the head teacher provides set of rules to govern discipline, if the head teacher allows teachers to set goals without involvement of head teachers, if head teachers embrace hierarchy of authority in school, if the head teachers give teachers freedom to perform their tasks and if the teachers feel overloaded when allocated extra work.

The teachers were asked if head teacher provides set of rules to govern discipline. It was found out as shown in Figure 4.4.

Figure 4.4 Head teacher provide set of rules to govern discipline
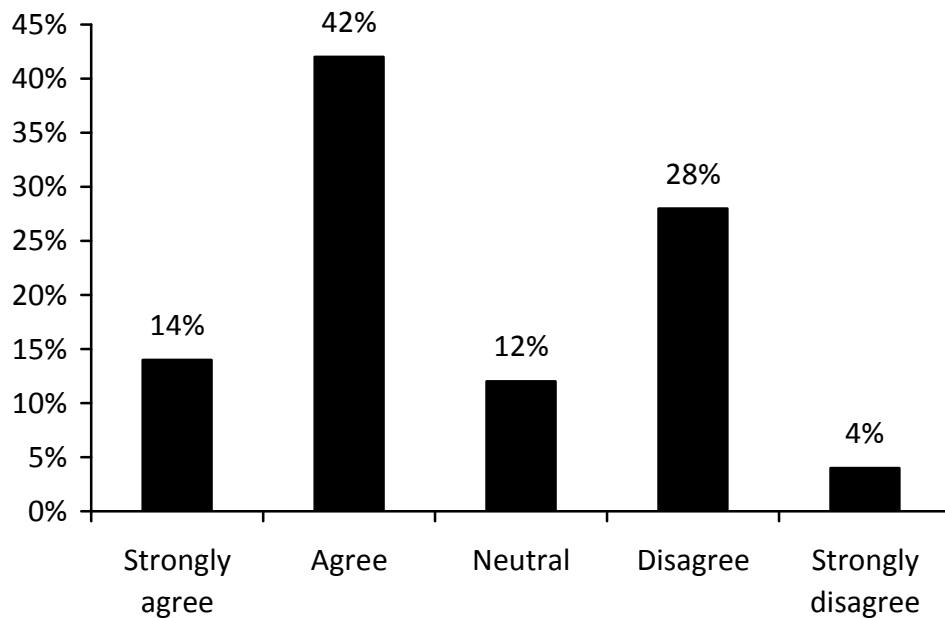
The data on Figure 4.4 shows that the highest proportion 40 (42%) of the teachers agreed that the head teacher provides set of rules to govern discipline. This might be influencing school discipline positively. The study then investigated from the teachers if the head teacher allows teachers to set goals without involvement of head teachers. The findings are presented in Figure 4.5.

Figure 4.5 Head teacher allows teachers to set goals without involvement of head teachers
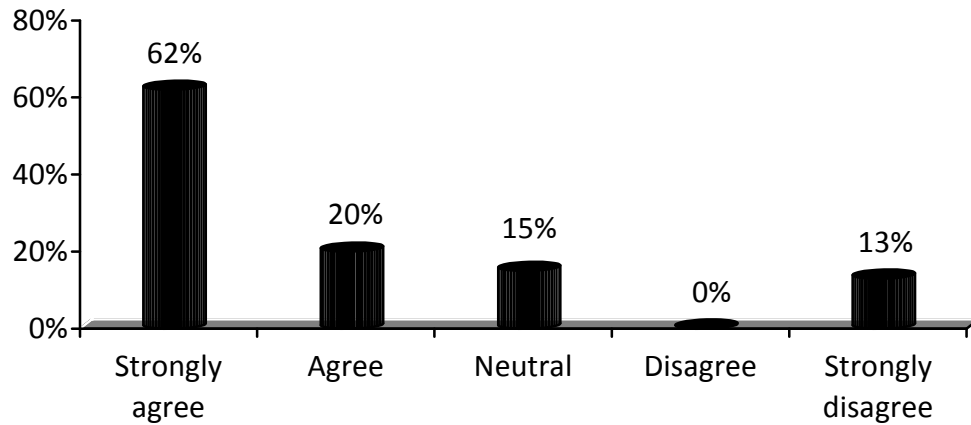
The data on Figure 4.5 shows that the majority 59 (62%) of the teachers strongly agreed that the head teacher allows teachers to set goals without involvement of head teachers. The few who disagreed might be influencing the schools discipline in the district negatively. The head teachers should be encouraged to involve teachers in decision making especially the one concerning discipline.

The teachers were asked if head teacher embrace hierarchy of authority in school. It was found out as shown in Table 4.14.

Table 4.14 Head teacher does not embrace hierarchy of authority in school

Response	Frequency	%
Strongly agree	15	16
Agree	5	5
Neutral	5	5
Disagree	15	16
Strongly disagree	55	58
Total	**95**	**100**

The data on Table 4.14 shows that slightly over a half (58%) of the teachers strongly disagreed that head teacher embrace hierarchy of authority in school. This must be influencing the school discipline negatively. Appleby (1969) supports by highlighting that when morale is low, the work is of poor quality and problems of high labour turnover and absenteeism arise. Mac Donald (2007) in his study of Laissez faire leadership style found out that this style is associated with the highest rates of truancy and delinquency and with the lowest modification in performance which leads to unproductive attitudes and disempowerment of subordinates.

The teachers were asked if the head teachers give teachers freedom to perform their tasks. The findings are presented in Figure 4.6.

Figure 4.6 Head teachers gives teachers freedom to perform their tasks
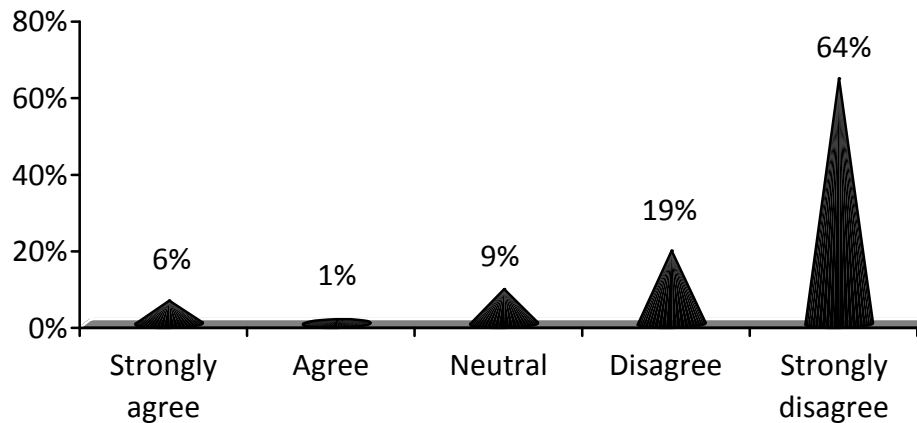
The data on Figure 4.6 shows that the majority 61 (64%) of the teachers strongly agreed that head teachers give teachers freedom to perform their tasks. According to Mbiti (2009) laissez faire leadership style is where there are very few rules if any in the organization. Okumbe (1999) observes that in Laissez faire leadership style, the leader tends to avoid power and authority and depends largely on the teachers to establish goal and the need to achieve progress and successes. Stewart (2006) and Bass (1999) note that laissez faire style of leadership is virtually an avoidance of taking any action.

The teachers were asked if they felt overloaded when allocated extra work after a hard day's work. It was found out as shown in Table 4.15.

Table 4.15 Teachers feel overloaded when allocated extra work after a hard day's work

Response	Frequency	%
Strongly disagree	15	16
Disagree	5	5
Neutral	5	5
Agree	15	16
Strongly agree	55	58
Total	**95**	**100**

The data on Table 4.15 shows that slightly over a half (58%) of the teachers strongly agreed that teachers feel overloaded when allocated extra work after a hard day's work. Appleby (1966) indicated that Laissez faire leadership is not the best leadership style to use in schools organization because complete delegation without follow up mechanism creates frustrations and anxiety amongst the teachers and the learners.

**4.7 Influence of Transformational Leadership Style on Students' Discipline**

For the researcher to investigate the influence of transformational leadership style on students' discipline, the researcher sought to know if the head teachers meet with the teachers on daily basis to discuss school matters, if the head teachers' reward prefects both verbal praise and written appreciation, if head teachers

highly inspires teachers and prefects in the course of interacting with them and if head teachers have high confidence, and trust in his teachers and prefects.

The teachers were asked if the head teachers meet with them on daily basis to discuss school matters. The findings were as shown in Figure 4.7.

Figure 4.7 Head teachers meet with the teachers on daily basis to discuss school discipline
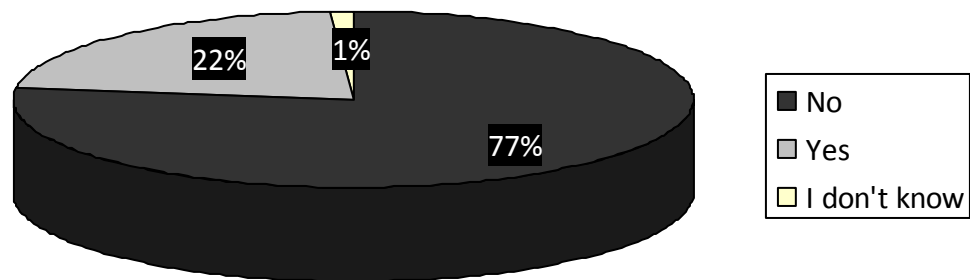
The data on Figure 4.7 shows that the majority 73 (77%) of the teachers disagreed that the head teachers meet with the teachers on daily basis to discuss school discipline. This must be negatively influencing the discipline of the school. The head teachers need to increase their meetings with the teachers concerning school discipline. According to Mbiti (2009) transformational style of leadership is where a leader commands unchallengeable following and based on people's faith

and devotion to the leader who has demonstrated unusual ability to lead them through eloquent speeches and deeds of the heroism for the welfare of the group.

The teachers were asked their level of agreement on head teachers' rewarding prefects both verbal praise and written appreciation. The findings are presented in Figure 4.8.

Figure 4.8 Head teachers' rewards prefects both verbal praise and written appreciation
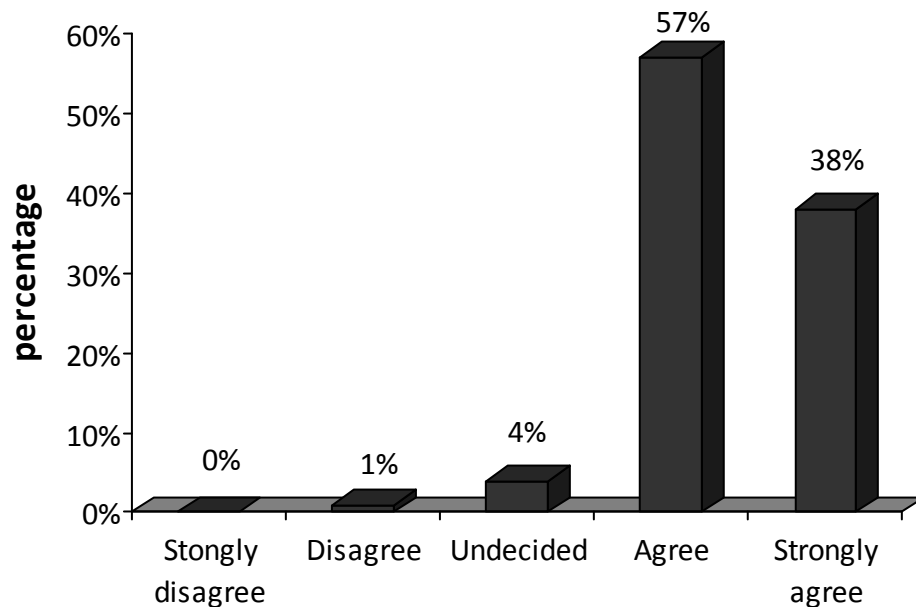

The data on Table 4.8 shows that slightly over a half 54 (57%) of the teachers agreed that head teachers' reward prefects both verbal praise and written appreciation. Okumbe (1999) notes that transformational leadership style manifests the following characteristics or traits. The leader inspires teachers beyond their own self-interest. The leader has an extra ordinary effect on the

followers. The leader has magnetic personality which captures his followers through belief in his mystical, magical, divine or simply extra ordinary powers; people have high confidence dominance and strong convictions in the leader's beliefs. These leaders want to achieve a strong personal commitment to their goal they are assertive, have self-confident and are normally perceived as unconventional.

The teachers were asked if the head teachers highly inspire teachers and prefects in the course of interacting with them. The findings are presented in Figure 4.9.

Figure 4.9 Head teachers highly inspires teachers and prefects in the course of interacting with them
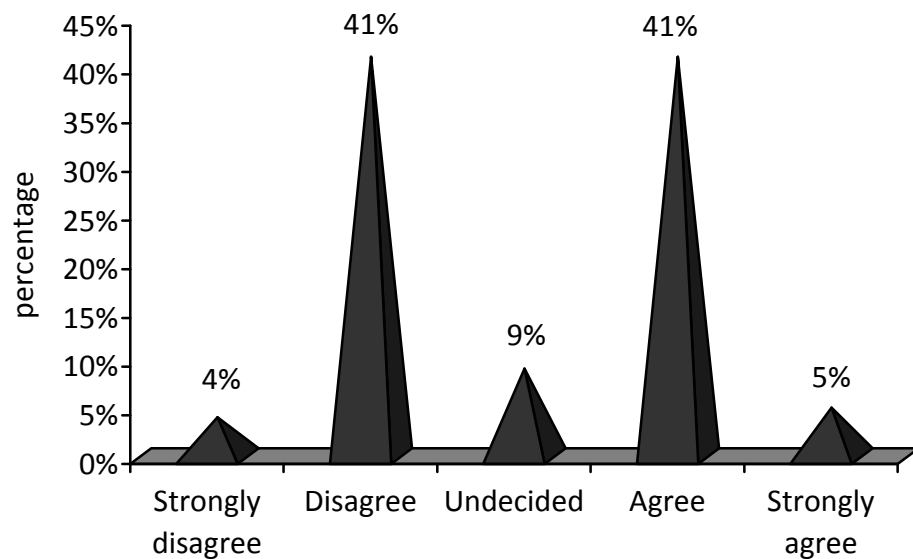
The data on Figure 4.9 shows that the highest proportion 39 (46%) of the teachers agreed that the head teachers highly inspires teachers and prefects in the course of

interacting with them. The rest remained undecided. Farrell (2003) describes transformative leadership as the type that brings out the leader in everyone. Farrel describes all individuals in a system where this style of leadership is practiced as the crew and not passengers.

The teachers were asked their level of agreement on head teachers having high confidence, and trust in his teachers and prefects. The results are shown in the Figure 4.10.

Figure 4.10 Head teachers have high confidence, and trust in his teachers and prefects
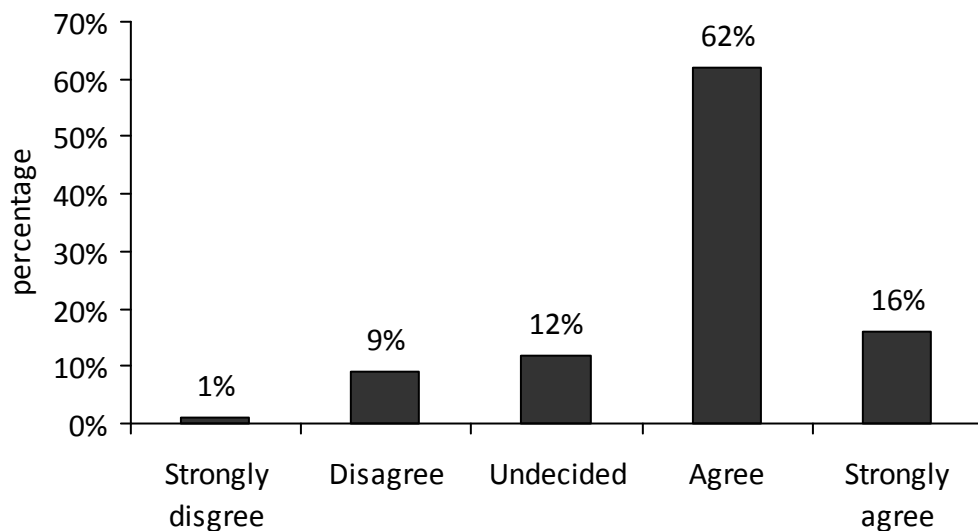
The data on Table 4.10 shows that the majority 74 (62%) of the teachers strongly agreed that the head teachers have high confidence, and trust in his teachers and prefects. Ylimaki (2006) supports the other scholars by saying that leaders who

embrace transformational leadership style are able to motivate their teachers to higher levels of efforts this is especially in educational institutions. Bass (2000) argues that in transformational leadership, vision and organizational learning processes are the key to school improvement since the leader is able to guide the teachers in the direction of where the school is expected to be in future.

The teachers were asked if the teachers are motivated because they are compensated for extra responsibilities given. The results are shown in Figure 4.11.

Figure 4.11 Teachers are motivated because they are compensated for extra responsibilities given
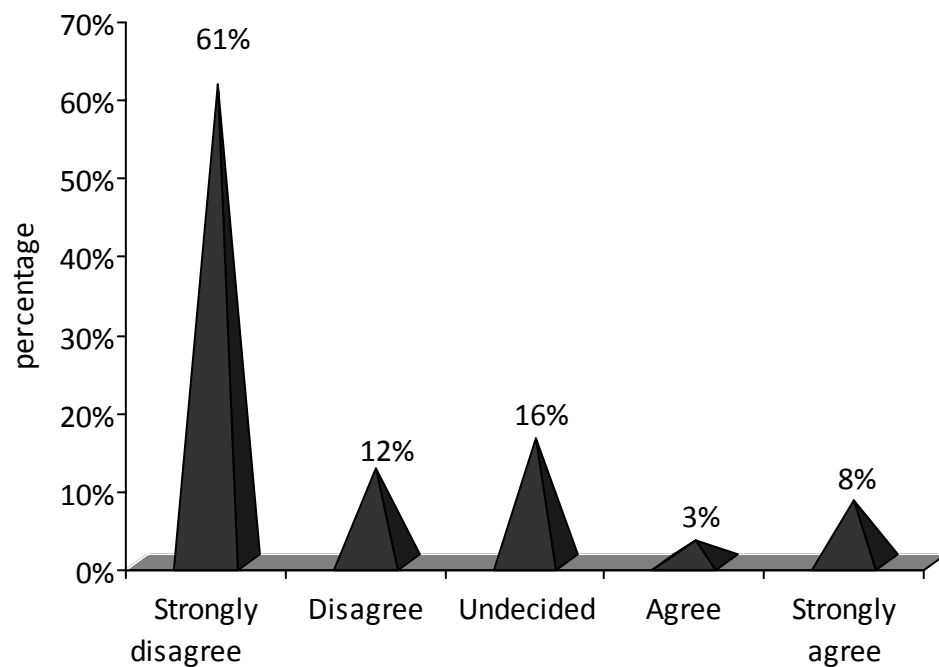
The data on Figure 4.11 shows that the majority 64 (61%) of the teachers

strongly disagreed that teachers are motivated because they are compensated for extra responsibilities given. According to Farrel this style is characterized by motivating the members, engaging people in learning and dialogue, and helps bridge the commitment gap. Transformational style of leadership if strictly followed it can enhance moral values that would help teachers to make decision and judgment within the social system such as the school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study in a summary and makes conclusions based on the results. The recommendations from the findings and areas for further research are also presented.

5.2 Summary of the Study

The study investigated the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya. The specific objectives were to establish the influence of democratic leadership style, Laissez faire leadership, authoritarian leadership style and transformational leadership style on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya. The study employed descriptive survey design. The study sampled 30% of the teachers to involve 102 teachers and 17 head teachers. This gave a total sample size of 119 respondents from the 17 public secondary schools. Questionnaire for teachers and interview schedule for the head teachers in public secondary schools were used for data collection. Reliability analysis was done through test-retest method. Pearson's product moment's correlation gave a reliability of 0.7 for questionnaires and 0.8 for interview schedule which was considered reliable. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary

data was collected and analyzed using quantitative and qualitative techniques, quantitative data was analyzed using descriptive statistics and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was coded and entered using Statistical Package for Social Sciences (SPSS). This assisted in determining the level of influence the independent variables had on the dependent variable. The findings are summarized per objective as follows:

Influence of authoritarian style of leadership on students discipline: majority 86 (90%) of the teachers indicated that head teachers meet with their teachers occasionally to discuss students' discipline. Majority 85 (89%) of the teacher disagreed that head teacher occasionally involve teachers in formulating school policies relating to students' discipline while a few 7 (7%) agreed to the statement. Majority 76 (80%) of the teachers agreed that head teacher strongly believes in punishment while a few 19 (9%) disagreed. Majority of the teachers 68 (72%) agreed that head teachers value high level productivity than teachers who do the work. This therefore implies that authoritarian leadership is practiced by the head teachers and this influences students' discipline negatively.

Effect of democratic style of leadership on discipline: highest proportion 40 (42%) of the teachers agreed that head teacher meet with teachers and students frequently while a few 38 (40%) agreed to the statement. Majority of the teachers 69 (73%) agreed that head teacher involve teachers frequently in formulating

students' disciplinary policies. Majority of the teachers 47 (49%) disagreed that the head teacher reward teacher after consultation while a few 35 (38%) agreed. Majority 46 (49%) of the teachers agreed that head teachers consult before making decisions. This is what ought to be done. This therefore might mean that head teachers consultation before making decisions positively influences students' discipline. Majority 65 (69%) of the teachers agreed that head teacher takes teachers views when formulation school policies. This therefore implies that democratic leadership is not practiced by the head teachers and this influences students' discipline negatively.

Free reign (Laissez faire) style of leaderships effect on discipline: majority 53 (56%) of the teachers agreed that the head teacher provides set of rules to govern discipline while (32%) disagreed to the statement. Majority 78 (82%) of the teachers agreed that the head teacher allows teachers to set goals without involvement of head teachers while a few 12 (13%) disagreed to the statement. Majority 70 (74%) of the teachers disagreed that head teacher embrace hierarchy of authority in school while a few 20 (21%) disagreed to the statement. Majority 79 (83%) of the teachers disagreed that head teachers give teachers freedom to perform their tasks. Majority 70 (74%) of the teachers agreed that teachers feel overloaded when allocated extra work after a hard day's work while a few 20 (21%) disagreed to the statement. This therefore implies that free reign leadership is not practiced by the head teachers and this influences students' discipline negatively.

Transformational leadership style and effect on discipline: majority of the teachers 73 (77%) disagreed that the head teachers meet with the teachers on daily basis to discuss students' discipline as opposed to 21 (22%) who disagreed. Majority 90 (95%) of the teachers agreed that head teachers' reward prefects both verbal praise and written appreciation. Majority 44 (46%) of the teachers agreed that the head teachers highly inspires teachers and prefects in the course of interacting with them while a close 43 (45%) disagreed. Majority 74 (78%) of the teachers agreed that the head teachers have high confidence, and trust in his teachers and prefects. Majority 69 (73%) of the teachers disagreed that teachers are motivated because they are compensated for extra responsibilities given. This therefore implies that Transformational leadership is partially practiced by the head teachers and this influences students' discipline negatively.

5.3 Conclusions

The following conclusions were drawn from the research questions and the findings of the study; authoritarian style of leadership is practiced since from the findings most of the head teachers do not consider teachers most of the times when formulating school policies and decision making when need arise. In conclusion, authoritative leadership is not the preferred leadership style in majority of secondary school as evidenced by the teachers when they indicated that it demotivates them.

Democratic style of leadership is partially practiced since the study indicates that most of the head teachers involve teachers in formulation of school policies frequently. The motivation of public secondary teachers is high. It was indicated that teacher's opinions and views are not considered in decision making. The few teachers who were involved reported that they were highly motivated. A few of the teachers did not like the idea of the head teacher frequent consultation before rewarding. They said that it makes the teachers get impatient since decisions are not implemented immediately. This must be negatively influencing the students' discipline.

It can be concluded that free reign (Laissez faire) style of leadership is not favoured in most of the secondary schools since the study revealed that an overwhelming number of teachers disagreed that there should be no set of rules governing conduct of teachers. This is a support for free reign kind of leadership. The implementation of such leadership style discourages teachers. A few teachers agreed that there should be no hierarchy of authority in school. This enhances motivation of the teachers and hence wants to be left free to perform their duties. Majority agreed that school goals are set by teachers without the involvement of the head teacher. In this case teachers feel motivated by the realization that they are part and parcel of the school system.

In conclusion, transformational (charismatic) leadership style is practiced since majority of the teachers agreed that they are highly inspired by their head teachers

in the performance of their work. This shows that transformational kind of leadership is being practiced and therefore teachers are motivated. This is since the transformational leadership style allows for high level of inspiration. Majority of the teachers agreed that they have high belief, confidence and conviction in their head teachers. The majority of the head teacher's respondents agreed that there is consideration of teachers' opinions and views in decision making. Many of the teachers seem to be supporting transformational leadership style. This might be a feeling that it inspires them to perform better thus enhancing their motivation level. Transformational leadership style is therefore among the leadership styles practiced in secondary schools in Mogotio Sub-County.

5.4 Recommendations

The researcher makes the following recommendation;

i.   The head teachers should attend seminars and workshops that teach the dangers of authoritarian style of leadership. This is because the study depicted majority of the schools are practicing this leadership style.

ii. The Sub-County Director should arrange for workshops for both pre-school teachers and head teachers to be sensitized of the benefits of democratic style of leadership. The few schools that seem to practice the style can be encouraged to teach others.

iii. The Head teachers in the district should arrange for school exchange programs to learn the dangers of free reign (lassez faire) leadership style.

iv. The government should seminars for government education officers to make them understand the benefits of exercising transformational leadership style.

5.5 Recommendations for Further Research

The recommendations for further studies include the following:

i. Further study should be done on the influence of leadership styles on the academic performance since this study only focused on the discipline of the students.

ii. Research should be done on the influence of leadership style on the school performance.

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APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

<div align="right">

Kipkoech Kibiwot,

P.O Box 8,

Mogotio.

29th May, 2014

</div>

Head teacher

_____ secondary school

Dear Sir/Madam,

RE: DATA COLLECTION

I the undersigned kindly request you to grant me permission to conduct research in your school. I am a student at the University of Nairobi in the Department of Educational Administration and Planning. I am carrying out a research on ***"influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya."*** The information obtained from the schools in your jurisdiction will be used exclusively for academic purposes and identity will be confidential.

Thanking you in advance, I look forward for your cooperation.

Yours faithfully

Kipkoech Kibiwot

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to find out the influence of head teachers' leadership styles on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: Background information

1. What is your gender?   Male ☐   Female ☐

2. What is your age?   Below 30 years ☐ 30-35 years ☐

    36-40 years ☐   Over 40 years ☐

3. What is your marital status?   Single ☐   Married ☐

    Divorced ☐   Widowed ☐

4. What is your highest level of education?

    Primary level ☐   Secondary level ☐

    College level ☐   University level ☐

5. How many years have you worked as a teacher?

    Less than 5 years ☐   8-10 years ☐

    5-7 years ☐   Over 14 years ☐

    10-13 years ☐

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Section B: Authoritarian Leadership Style influence on Students Discipline

Below are statements related to factors in authoritarian leadership style influencing students discipline, tick appropriately: Key 1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree and 5 Strongly Disagree

	Statement	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly Disagree 5
1	Head teacher meet teachers occasionally to discuss school discipline					
2	Head teacher occasionally involve teachers in formulating school policies relating to discipline					
3	Head teacher strongly believes in punishment					
4	Head teachers value high level productivity than teachers who do the work					
5	Head teacher does not consider teachers' opinions and views in disciplinary actions					

Section C: Democratic Leadership Style influence on Students Discipline

Below are statements related to democratic leadership style influence students discipline, tick appropriately: Key 1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree and 5 Strongly Disagree

	Statement	Strongly Agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
1	Head teacher meet with teachers and students frequently					
2	Head teacher involve teachers frequently in formulating school disciplinary policies					
3	Head teacher reward teacher after consultation.					
4	Head teachers consults before making decisions					
5	Head teacher takes teachers views when formulation school policies.					

Section D: Laissez Faire Leadership Style influence on Students Discipline

Below are statements related to Laissez faire leadership style influence on students discipline, tick appropriately. Key 1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree and 5 Strongly Disagree.

	Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
1.	Head teacher does not provide set of rules to govern discipline					
2.	Head teacher allows teachers to set goals without involvement of head teachers					
3.	Head teacher does not embrace hierarchy of authority in school					
4.	Head teachers gives teachers freedom to perform their tasks					
5.	Teachers feel overloaded when allocated extra work after a hard day's work					

Section E: Transformational Leadership Style influence on Students Discipline

Below are statements related to transformational leadership style influence students discipline, tick appropriately: Key 1 – Strongly agree 2 – Agree 3 – Neutral 4 – Disagree and 5 Strongly Disagree

	Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly agree 5
1.	Head teachers meet with the teachers on daily basis to discuss school matters					
2.	Head teachers' rewards prefects both verbal praise and written appreciation.					
3.	Head teachers highly inspires teachers and prefects in the course of interacting with them					
4.	Head teachers have high confidence, and trust in his teachers and prefects.					
5.	Teachers are motivated because they are compensated for extra responsibilities given					

APPENDIX III

INTERVIEW SCHEDULE FOR HEAD TEACHERS

1. How has leadership influenced discipline in your school?

   a) How does Authoritarian leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya?

   b) What is the influence of democratic leadership style on students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya?

   c) To what extent does Laissez faire leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya?

   d) How does transformational leadership style influence students' discipline in public secondary schools in Mogotio Sub-County, Baringo County, Kenya?

APPENDIX IV

Research authorization

**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

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

Ref: No.

Date:
30th June, 2014

NACOSTI/P/14/5005/2365

Kibiwot Kipkoech
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of head teachers' leadership styles on discipline in public secondary schools in Mogotio District, Baringo County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Baringo County** for a period ending **4th August, 2014.**

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

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

DR. M. K. RUGUTT, PhD, HSC.
Ag. SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Baringo County.

National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified

APPENDIX V

Research clearance permit

THIS IS TO CERTIFY THAT:
MR. KIBIWOT KIPKOECH
of UNIVERSITY OF NAIROBI, 8-20105
MOGOTIO,has been permitted to
conduct research in *Baringo County*

on the topic: *INFLUENCE OF HEAD
TEACHERS' LEADERSHIP STYLES ON
DISCIPLINE IN PUBLIC SECONDARY
SCHOOLS IN MOGOTIO DISTRICT,
BARINGO COUNTY, KENYA*

for the period ending:
4th August,2014

Permit No : NACOSTI/P/14/5005/2365
Date Of Issue : 30th June,2014
Fee Recieved :Ksh 1,000

....
Applicant's
Signature

....
Secretary
National Commission for Science,
Technology & Innovation

CONDITIONS

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

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 2088

CONDITIONS: see back page

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