# INFLUENCE OF PRINCIPALS' CHARACTERISTICS ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA CENTRAL, KAKAMEGA COUNTY, KENYA

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# DECLARATION

This research project is my original work and has not been presented for award of

a degree in any university

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## DEDICATION

I wish to dedicate this work to my dad Maurice Abungana, Mum Azibeta

Abungana, brothers Michael Mudeheri and Daniel Lubutse and sister Ruth

Aluvisia and special friend Cynthia Loko.

# ACKNOWLEDGEMENTS

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# ABBREVIATIONS AND ACRONYMS

KEMI            Kenya Educational management institute

KEPHA           Kenya Primary School Head teachers Association

KSSHA           Kenya Secondary Schools Heads Association

MOEST           Ministry of Education Science and Technology

NACOSTI         National Council of Science, Technology and Innovation

SPSS            Statistical Package for Social Sciences

TSC             Teachers Service Commission

UNESCO          United Nations Educational Scientific and Cultural

                Organization

ANOVA           Analysis of variance

# ABSTRACT

The purpose of the study was to investigate the influence of principals' characteristics on student discipline in public secondary schools in Kakamega central, Kakamega County, Kenya. The objectives of the study were: to establish the extent to which principals' academic qualification, administrative experience, gender and marital status influence student discipline in Kakamega central, Kakamega county, Kenya. Descriptive survey design was used to carry out the study.The target population of the teachers was 500. The study was based on functional leadership theory developed by Hackman and Walton (1986). The target population was all 25 public secondary schools in Kakamega central, Kakamega County, Kenya. The sample consisted of 120 respondents 20 principls and 100 teachers. Purposive sampling was used to sample the schools while simple random sampling was used to sample the teachers in the schools. The data was collected by use of two sets of questionnaires:principals and teachers which were analysed using descriptive statistics and inferential statistics like analysis of variance(ANOVA) and student t-test. ANOVA was done to analyse the first, second and fourth research question while Pearson correlation coefficient was used to analyse the third research questions.A positive correlation of a coefficient of 0.204 and respectively were found. The findings indicated that a majority of principals said that academic qualification influenced students' discipline in public secondary schools. Administrative experience also influenced students' discipline by 83.3% of the principals saying that it influenced students' discipline. Principals' gender may have influenced students' discipline with 47.4% of the principals saying that gender influenced student discipline with a correlation coefficient of 0.204 which is a positive correlation. Principals' marital status influenced students' discipline with majority of the principals saying that marital status influenced students' discipline by 38.9% by a high rate and a positive correlation with a coefficient of 0.45. The following were the conclusions of the study. Principals' academic qualification influenced students' discipline, principals' administrative experience influenced student discipline since those with administrative experience had less issues of discipline cases. Principals' gender influenced student discipline with male principals known to follow the rules and lastly marital status influenced students discipline because married couples tend to be more understanding. Recommendations such as appointments of principals should be made based on principals' academic qualification, all principals should have administrative experience specifically as class teacher, H.O.D and Deputy inoder to handle matters of discipline effectively. Principals' gender should be one of the priorities especially when appointing principals inorder to foster equality and encourage students and lastly principals marital status should be taken into consideration especially during appointment.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Background of the study

Education is a human right and should be accorded to all human beings solely by reason of being human (UNDP, 2005). The relationship between education and development is well established in a way that education is a key of development (Action Aid, 2003). Documentation has been done in a way that schooling improves productivity health and reduces negative features such as child labour, poverty as well as bringing about empowerment.

According to Mbiti (2007), discipline is a slow bit-by-bit consuming talk of helping children to see the sense. The success of the student's completion of education is judged through the degree of effectiveness of the principal's visionary characteristics hence they recognize that people in the school organizations are of great resource (Riley & Mulford, 2007)

Appointments of principals if they are not based on qualification and training, efficient management of schools can be adversely affected. In Finland the Principal qualification requirement in basic education and upper secondary education are a higher university degree and teacher qualifications on the respective education level together with a certificate in education administration while according to the United States Bureau of Labor Statistics the principal has to have a bachelor's degree in education and a minimum of a master's degree in

education administration together with teaching experience, internship, teaching license and principal license this has adversely improved on the discipline of students and the standards of education as a whole although in many instances schools are being managed by principals who are unqualified but became principals because of political patronage, religious affiliation, tribalism and bribery this has led to increase in student discipline since most of the principals are incompetent.

In South Korea, in-service training takes place over at least 180 hours (30 days) in a year teacher performance is assessed on 100-point scale hence they earn a certificate after completion which can help them be promoted. Ideally their are two types of in-service education, one is the general in-service which aim by developing teachers professional knowledge and skills. The teachers pay for it themselves and is open to teachers who wish to participate while the other in-service education is qualification training which is majorly paid by the government and is required to help one to acquire a higher level of qualification or higher teacher status. The training enables the teachers develop skills on how to manage and handle discipline. Qualification training is required for promotion to educational administrative positions such as vice-principal and principal and their effectiveness to handle discipline (UNESCO, 2005).

In South Africa, The Education Labour Relations Council National, (2003) one has to have done a Bachelor of Education with a Bachelors of Education Honors

and a minimum of a Master of Education to become a Principal since through the course the principal is able to learn different ways of solving disciplinary issues this reduces on the cases of indiscipline enabling students concentrate on their studies.

Principals' experience is crucial because one is able to do for instance as a counsellor he is able to advise the students accordingly this reduces on the cases of discipline in school. All those charged with the responsibility of managing schools should have enough experience this enables the teachers to avoid making irrational decisions which may adversely affect the students' discipline. (Inoti, 2005). In South Korea for example, for one to be a principal he must have a grade I certificate and ten to fifteen years of teaching experience and undergone at least two in-service training this gives the teacher the ways and means of handling various cases of discipline hence it has tremendously reduced the cases of indiscipline in the schools this has improved on the education standards of the country ( UNESCO, 2005).

Republic of Kenya (2002) cites the lack of managerial skills in planning, budgeting, management as some of the skills lacking in many principals who leave the responsibility of resource management at the decisions of the bursars who could easily mismanage school finances leading to lack of essential services hence causing indiscipline. Study emphasizes on the principals appointment on the basis of competence and training in school administration and management

since it is important for the principal to follow the governments requirement and criteria that those being appointed to headship must have attended the Kenya Educational Management Institute (KEMI) course in Education Management and deputized head of institution for a period not less than three years (Republic of Kenya, 2003). The issue of deputizing gives the principals the necessary experience to handle complex situations that may arise in schools. . In addition, the Kenya Secondary Schools Heads Association (KSSHA) and the Kenya Primary Schools Head teachers Association (KEPHA) Several courses have been organized in key areas such as finance, guidance and counselling, HIV and AIDS, Life Skills and contemporary issues in education in order to enable head teachers acquire basic management knowledge and skills. These courses acquired require to be enhanced to include financial regulations and disciplinary measures.

Administrative experiences, according to Olembo (1992) offers superior knowledge, skills and attitudes that would enable them discharge their instructional duties effectively. Beach and Judy (2000) referred to the skills needed by the supervisor as skill-mix of technical skills, managerial skills and human relation. Okumbe (1998) agrees with Beach and Judy (2000) and identifies three basic supervisory skills that a supervisor should be trained in and develop for their administrative experience. These include Technical, Interpersonal and conceptual. Technical skills enable a supervisor to attain good knowledge of every operation or process under control to eliminate faults, wastage or dangerous practices that may lead to disciplinary cases. This practical and theoretical

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knowledge helps the principal to command respect from his or her subordinates. Human relations skills refer to ones ability to understand the teachers and students and to interact effectively with them. This skill helps the school principal to act both officially and humanely. Conceptual skills enable the principal to acquire, analyze and interpret information in a logical manner for effective decision making to avoid disciplinary issues. It refers to the capability to act in accordance with the laid down objectives (Okumbe, 1998).

According to a study done by Nadler and Stockdale (2012) in the U.S.A when a man is married, he is considered to be socially and emotionally supported and he is seen as having less family or role conflict with work roles whereas a woman is considered to have more social responsibility and able to relax there by contributing to greater work. Cases of indiscipline have reduced greatly due to their management of issues hence he is seen as a role model and a counsellor this enables students seek for guidance instead of making rational decision since they know there problems will be effectively handled that is why in the U.S.A for one to be a principal he must be married.

According to the South African Educational Labour Relations, (2003) for one to become a principal he must have a minimum of ten years' experience in his teaching Profession. A study by Nyaega (2003) in Enkerenyo division experienced various types of indiscipline cases from young principals as compared to experienced principals. Chrisholm (2001) asserts that South African

married principals reported that their partners or spouses were a great support through giving encouragement, advice and accompanying them to schools or functions related and that their partners regularly assisted them out around the school by running errands or assisting with issues hence they viewed their marital status as an advantage to their career  and especially those who had children were more compassionate and fair towards learners this enabled them reduce cases of indiscipline in schools through creating a strong bond between the principal and the students since the principal understands them best.

The Principals' marital status is also essential in Kenya since a principal who is single and the other who is married handle issues differently since one who is married would tend to concentrate on the job effectively and knows to handle issues on a broader perspective and also they command high respect from the staff and school community unlike the separated, divorced and single principals as compared to on who is single who would take things for granted.

A careful consideration of the statistics of gender in Nigeria reveals that contribution of women in the improvisation of instructional materials for effective teaching is low and that female principals have been found to be more democratic and participate in leadership more effectively than the male who are more autocratic hence schools headed by females have low indiscipline cases as compared to the ones headed by male (Asiabaka, 2008)

The principals' gender is also essential in Kenya since the success of female managers depends on their willingness to help fellow women and their tendency to be over-demanding at certain times hence perhaps it is the over demanding trait that breeds the authoritarian leadership tendency which student dismiss as high handedness moreover safety with orderliness as well as less tangible qualities such as supportive with responsive attitude towards the children and teachers that they are part of the society (Goldring, 2007).

A task force undertaken by the Ministry of Education Science and Technology MOEST (2001) revealed that secondary schools strikes in Kenya were not a new phenomenon. The strikes dated back to 20th century when the first case was reported in Maseno school. The trend continued and the strikes have been changing in nature and characteristics as the number of schools involved also increases. In Kiambu county two students died and eight were injured as the season of school arson worsened across the country at Stephjoy Boys (Daily Nation, August 3$^{rd}$ 2015). In Kakamega Central, there have been cases of student unrest from five schools out of the twenty five schools and most of the cases have been due to appointing principals not based on merit and lack of experience.

**1.2 Statement of the problem**

There were major cases of indiscipline cases recorded in Kakamega central sub county between 2009-2014. The County Director Education of Kakamega County released a report in the month of February 2015 indicating that student unrests in

2014 escalated in Kakamega Central where five schools out of twenty five schools went on strike due to indiscipline cases in public secondary schools due to the principal characteristics within a period of one year. This prompted the government to transfer some principals and others to be redeployed. It also made sure that students, democratic right are considered by them sitting in the board of management and also being able to choose their leaders freely without interference. Despite the government's effort to unearth causes of students' unrest and contain them, that very nature has been changing to the worse.

**1.3 Purpose of the study**

The study sought to investigate the influence of principals' characteristics on students' discipline in secondary schools in Kakamega Central in Kakamega County, Kenya.

**1.4 Objectives of the study**

The study aimed at fulfilling the following objectives:

(a) To establish the extent to which Principals' academic qualifications influence students' discipline in public secondary schools in Kakamega Central, Kakamega County.

(b) To determine the extent to which principals' administrative experience influence students' discipline in public secondary schools in Kakamega Central, Kakamega County.

(c) To determine the extent to which principals' gender affect students' discipline in public secondary schools in Kakamega Central, Kakamega County.

(d) To establish the extent to which Principals' marital status affect students' discipline in public secondary schools in Kakamega Central, Kakamega County.

## 1.5 Research questions

The study aimed at answering the following questions:

(a) To what extent do Principals' academic qualifications influence students' discipline in public secondary schools?

(b) To what extent do Principals' administrative experiences influence students' discipline in public secondary schools?

(c) How does Principals' gender affect students' discipline in public secondary schools?

(d) How does Principals' marital status affect students' discipline in public secondary schools?

## 1.6 Significance of the study

The study findings on principals' characteristics on students' discipline may be significant in the following ways: It is expected that the findings may enable educational policy makers to formulate policies on hiring of qualified and

effective principals to promote student discipline. The findings of the study may enable the Ministry of Education in conjunction with the county government of Kakamega to improve on their data analysis of principals' gender and how well they can effectively improve on the discipline of the students.

## 1.7 Limitation of the study

Some schools were located in the interior where sometimes roads become impassable especially being a rainy season this led to the researcher using a motorcycle for accessibility since vehicle could not pass through some schools and the findings could be biased since they don't portray the true findings which would be minimized by including related research and ensuring that the respondent's identity would not be disclosed for fear of being criticized. .

## 1.8 Delimitation of the study

The study concentrated on principals' characteristics influencing student discipline which was based on academic qualifications, family type, experience and principals training and management. The study was restricted to Kakamega Central in Kakamega County. The information was only collected from secondary school Principals and teachers from Kakamega Central, Kakamega County so the information could not be generalized.

## 1.9 Assumptions of the study

The study was based on the following assumptions:

(a) The respondents gave accurate information

(b) The principals' characteristics influenced discipline of students in public secondary schools.

(c) The principals and teachers cooperated effectively by voluntarily giving the information without any fear.

## 1.10    Definition of significant terms

**Academic qualification** refers to the certificates a teacher has achieved in order to teach, manage a school

**Discipline** refers to conforming to the rules set out by the authorities who are the Teachers Service Commission, The Board of Management and The Teachers.

**Experience** refers to the duration that a teacher has served students in a school through teaching and guiding them

**Indiscipline** refers to defying the laid down rules and characteristics by students in a school

**Marital Status** refers to whether the principal is single, married or divorced

**Principal** refers to a teacher appointed by the Teachers Service Commission as the administrative head of a secondary school

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

**Principals' personal characteristics** refer to Principal academic qualification, administrative experience, gender and marital status.

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

## 1.11  Organization of the study

The study was organized into five chapters. Chapter one, it comprises the introduction which consisted of the: background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumption of the study, definition of significant terms and the organization of the study.

Chapter two focuses on review of literature under the following subheadings: Principals academic qualification on students discipline in secondary schools, Principals' marital status on students' discipline in secondary schools, Principals' administration experience and training on school administration and management on student discipline in secondary schools and conceptual framework. Chapter three deals with research methodology, under this the research design, target population, instrument validity; instrument reliability and data analysis procedures were examined.

Chapter four consists of data analysis and discussions of findings while chapter five provides summary, conclusions and recommendations.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 Introduction**

This chapter comprised of the literature review organized under the following sub headings; purpose of discipline in the school, principals' academic qualification, principals' marital status, principals' administrative experience and training on school administration and management, principals' gender and student' discipline in the school, summary of literature review and theoretical framework. The section ended with a conceptual framework of the study.

**2.2 Concept of discipline**

Discipline refers to conforming to the rules set out by the school authorities who are the Principals, the board of management and the teachers in general. Sushila, (2004) points out that through discipline, a school develops a secure happy learning atmosphere and at the same time ensure students are well behaved. Mabeba and Prinsloo (2000) concur and state that discipline can qualify as an integral part of effective educational effort in which the educators and parents help children who are effectively supported and guided towards a degree of self-actualization and a responsible, joyful adulthood.

Discipline and management are key to effective teaching and learning (Blandford, 1998). Blandford further states that educators are responsible for the role they

have played educationally on the learners. Educators need to contemplate effectively the process of education in order to be able to function in an effective way. Schools should provide a stable caring and sound environment for all learners, irrespective of whether a learners' family is supportive of or indifferent to the school. Students' discipline depends entirely on whether the principals' discipline management approach is more inclusive or exclusive of teachers' and parents' involvement. Globally principals are faced with the task of accounting for students' discipline by maintaining order through acceptable students' behavior which may require changing school management approaches (Mbiti, 2007).

## 2.3 Principals' academic qualification and students' discipline

A qualified principal has to develop strategies through the use of school curriculum, staff personnel, students' personnel and school management of facilities (Okumbe, 1999). A qualified principal becomes a role model to the student since he is competent and demonstrates high standards in terms of decision making thus the level of discipline in the school is maintained effectively hence the performance of both the teachers and the students are high (Leithwood & Jantzi, 2004). Principals' qualification, school culture, structure, policies and community have a great influence in school variables that impact on school learning outcomes (Leithwood, Leonard & Sharath, 1998). Qualified principals have an impact in schools and their participation has a positive contribution to

learning outcomes for example weekly planning, meetings, frequent problem solving sessions, staff development and team teaching across departments (Hallinger & Heck, 1998) this reduces on student indiscipline since most of their problems are dealt with and are always busy.

According to Kamotho (2008) explains that TSC has developed a policy guideline on the identification, appointment and training of principals in an attempt to improve and upgrade the management of learning institutions. The policy seeks to streamline and rationalize the process of appointing principals by setting criteria standards and clear guidelines in identifying and picking the institutional managers this is to wade off unnecessary interference and influence by interested parties that has in the past denied schools the best managers.

Education enhances proficiency, operational and conceptualization skills of an individual (Sisungo et al, 2011). The academic qualification of principals is major for effective curriculum implementation. This is also in extension in management of facilities and control of decisions by the principals that influences students' discipline (Ministry of Education, 2007).

**2.4 Influence of Principals' administrative experience on students' discipline**

Principals need to be educational mentors with vision, instructional and curriculum leaders assessment experts, public relations community builders, experts, facility managers and special programme administrators (DeVita, 2005) this will enhances discipline and focus towards the objectives to be attained in the

school. Principals' administrative experience and training on school administration and management play a vital role in determining their attitudes and approaches as well as problem solving techniques in their schools (Ouru, 2008). The years that the principal has been in leadership position could influence his decision making and may increase awareness in effective and efficient management of school resources. Work experience could improve decision-making, effectiveness and efficiency (Okoth, 2008). Secondary school Principals require knowledge and experience in managerial skills (Sisungo, Buhere & Sany, 2011).

According to Khewu (2012), administrative experience of school managers determines the exposure to learner disciplinary issues and their familiarity with different disciplinary ways of dealing with issues. Mbiti (2007) observes that in-service training is vital for principals' development programs in order to enhance human potential in order to achieve higher standards of attainment, excellence or success. In-service training is designed to enhance, add or improve immediate job oriented skills and knowledge.

According to Inoti (2005) his study emphasizes on principals' appointment on the basis of competence and training school administration and management and it was revealed that newly recruited principals' needed massive support in terms of induction and in-service training courses. Principals' development of skills and competence through in-service training to undertake the desired duties and raising

their confidence about their capacity to deal with students' issues and investing in their capacities is an important step in involving the social curriculum (Commonwealth Secretariat, 2005).

## 2.5 Principals' gender and students' discipline

Shakeshaft concurs with (Fauth, 1984) that female principals socialize more with teachers and students than their fellow counter parts through spending more time in the classroom about the academic content of the school than do males and also spending more time outside of school hours with teachers enabling them understand the problems of students and teachers effectively hence ensuring discipline is maintained.

Shakeshaft also concurs with (Neuse, 1978) who documents that women are less committed to the formal hierarchy way and are more willing to submerge there displays of personal power in an effort to get others to participate in decision making. These cooperative skills enable them avoid making dictatorial decision and creating a more relaxed atmosphere for learning. Eagly and Johnson (1990) in their meta-analysis on gender and leadership styles found out that women used a more democratic efficient or participatory style and men adopted a more autocratic since they mostly concentrated on powers and rarely involved staff members in decision making and mostly followed hard and fast rules this sometimes led to students revolting and causing strikes.

Educated women may enter the labour market as principals this enables them to cope with stress both from her home, work place and social environment of student discipline (Ministry of Education, 2007). Women principals practice high structure, low consideration leadership style and that they are rather domineering and lack proper supervisory skills however women do come across various challenges like cultural attitude and family obligations which affect their administration. Gender stereotyping makes the female principals have difficulty to cultivate a warm and friendly relationship since she is looked down upon by male teachers making her is very authoritative in order to retrieve her self-esteem moreover in the sphere of gender, teaching and learning materials have been made gender sensitive while a gender desk has been established to coordinate mainstreaming gender activities in education (Ministry of Education, 2010).

## 2.6 Marital status of school Principals and students' discipline

Married principals were in most cases brought up by their children with high self-regard leading to good interpersonal relationship which would be exhibited even to students in school which the discipline was well maintained (Kaplan, 1991). Most single principals who are parents were said to suffer from depression making them behave in a dictatorial way and were unable to adequately care for their children who in turn affect their children and students' self-esteem leading to indiscipline problems (Hamner & Turner 1985).

Zimmerman and Easterlin (2006) used ten waves of the German socio economic panel to consider the influence of marriage and found that marital dissolution whether through divorce or being widowed had a consistently negative effect on life satisfaction which could lead to indiscipline cases. Divorced parents and single parents tend to make irrational decisions which sometimes lead to indiscipline issues since most of them tend to make rational decisions.

**2.7 Summary of the literature review**

Wachira (1996), looked at the academic qualification and administrative experience of the principals as too short to satisfy the requirement for complex work of principals and that they need to have attained at least a masters which is not so since some principals were not appointed by merit which has actually influenced the discipline of the students. Muthini (2004) found out that some principals felt their experience was the most critical aspect of leadership and in management of discipline but investigations on administrative experience has not been done in Kakamega County

A study by Rossenblast and Somech (1997) found out that competent head teachers had a direct effect on students' academic performance and discipline and that there was stereotyping of women that they are only routed to certain, specific types of work and roles which have been a fact of a job life. It is thus vital to find out if the gender of head teachers influences learning.

A study by Chrisholm (2001) asserted that married principals reported that their wives were of great help and support giving encouragement and advice but this still does not clearly show how it has influenced discipline. All these findings did not show how principals' characteristics influences discipline and that is why there is a  Knowledge gap on various ways principals can control discipline in their schools for instance it does not mean that when you have high qualifications then your school will not have discipline problems.

## 2.8 Theoretical framework

The study was based on Functional leadership theory. The Functional leadership theory conceived leadership not as conferred to one person but rather as set of behaviors that help a group to achieve their goal. The theory was developed by Hackman and Walton (1986) and stipulates that leadership function meets necessary needs in three distinct areas; task, team and individual. According to Hackman and Walton (1986) the key assertion in the functional approach to leadership is how the leaders' main job is to do and get done whatever is not adequately done for group needs. If a leader manages  to ensure that all functions are adequately and effectively taken care of then the leader has done his or her job well (Gewirtz & Ball, 2000). The functional theory assumption is that leaders may change their behavior in order to meet different circumstances and widen their behavioral change at will. The principals' qualification should enable him or her effectively perform his task as required and his managerial experience should

enable him handle discipline issues in a more effective way and ensure that the students' needs are addressed in a satisfactory manner. The gender of the principal may more influence the student as their role model and enable them to focus on academics since they would want to emulate them and as an individual the principals' marital status may adversely affect his way of handling discipline issue. One of the weaknesses of the theory is that this task can only be performed by the team and not an individual meaning all individuals have to work together for good results. The other is that the team can only receive good performance if all the individuals are effectively and fully developed for instance the principal receiving good training and experience and students being well equipped.

**2.9 Conceptual framework**

**Figure 2.1: Interrelationship between Principals' characteristics and students' discipline**
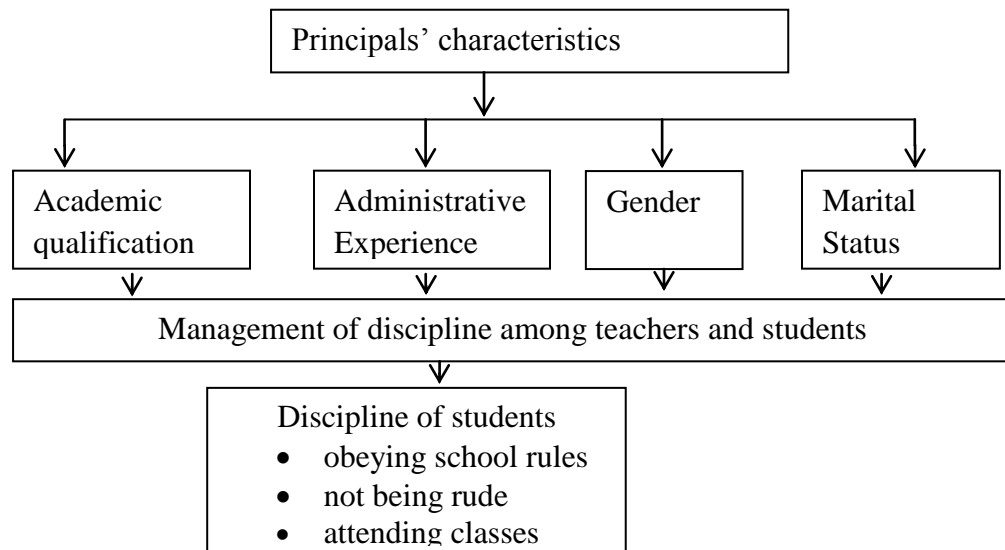
The academic qualification of a principal is very vital in the management of discipline since principals with a higher academic qualification for instance master's in education may have vast management skills and act as role model to their students this ensures that they attend classes and obey school rules.

The administrative experience of a principal is vital in the management of discipline since the principal has vast knowledge of handling disciplinary issues and would not make rational decisions this enables students to maintain discipline by not being rude since their problems are being dealt with effectively.

The gender of the principal may determine the management of discipline since female are known to be more democratic and involve the students in decision of discipline this enables the student to feel more free approaching their principal in case there is a problem hence they obey school rules unlike male who are known to be autocratic.

The marital status of a principal may determine the management of discipline of students in a school for example single principals tend to dedicate their time on managing the school this makes them ensure that students attend classes and they obey school rules effectively. Married principals tend to also be well vast with managing schools through giving parental advice this enables students not to be rude and attend classes.

The conceptual framework of this study is drawn from the assumption that there is a relationship between principals' characteristics, his academic qualification, administrative experience, gender and marital status which would determine his or her ability to provide effective leadership and discipline.

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Introduction

This chapter describes the research methodology used to carry out the study. It covers the following areas; introduction, research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques and ethical considerations.

### 3.2 Research design

Research design refers to the arrangement of conditions for collecting and analyzing data (Kothari, 2008). Descriptive research was used since it allowed the researcher to describe the characteristics of a particular individual or group (Kothari, 2008). The survey research was used based on the fact that in the study the researcher was interested in the state of affairs already existing in the field with the principals' characteristics approaches as an independent variable and students' discipline as dependent variable and no variable was manipulated.

### 3.3 Target population

Borg and Gall (2003) defines population as all members of a real or hypothetical set of subjects or people or events for which a researcher wishes to generalize the results of the study. The study targeted all the schools in Kakamega central where

there were 25 secondary schools which consisted of a total of 500 teachers who formed the target population.

## 3.4 Sample size and sampling procedure

A sample is a small proportion selected for observation and analysis (Best & Kahn, 2004). A sample must be a representative of the population from which it is drawn. Two schools were used for piloting and 20 schools for the actual research. According to Mugenda and Mugenda (2003), a representative sample is one that represents at least 10 percent to 30 percent of the population of interest. This study sampled 20 secondary schools, thus 20 head teachers and 100 teachers who participated representing 28% of the population of interest.

## 3.5 Research instruments

A questionnaire was used as the only instrument to collect data. The tool was chosen because of its confidentiality especially in some sensitive questions. It also saves time. The researcher used two sets of questionnaires. The first one is for the teachers (appendix B). It sought to establish the teacher's opinion on the relationship between the principal's leadership behavior and students' discipline. The second questionnaire is for the principals (appendix C) and consisted of data on the academic qualification, administrative experience, gender and marital status.

### 3.5.1 Validity of the instruments

Validity of instruments refers to the quality of the research gathering instrument or procedure that enables it measure what is supposed to measure (Sounders, Lewis & Thornhill, 2007). Validity of the questionnaire was established by colleagues and a panel of experts from the Department of Education Administration and Planning. The research instrument was availed to the experts and colleagues for review who established its content validity and construct validity to ensure that the items are adequately representative of the subject area to be studied.

### 3.5.2 Reliability of the instrument

Reliability is the degree to which a research instrument yields consistent results after repeated tests. The test-retest technique was used to determine the reliability of the research instruments. The test-retest is the technique of applying the same test twice to the same group (Mugenda & Mugenda 2003). If the results of the two tests are highly inconsistent then reliability is low. The questionnaire was administered twice in two week interval to test their reliability and yielded the coefficient reliability of 0.78. The reliability was calculated by relating the scores from the two tests using Pearson product moment correlation coefficient (r).

$$r = \frac{\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\frac{\Sigma X^2 (\Sigma X^2)}{N} - \frac{(\Sigma Y - (\Sigma Y)^2)}{N}}}$$

r=the correlation coefficient

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

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

$\Sigma X^2$=the sum of squared scores in the X distribution

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

$\Sigma XY$=the sum of the product of paired X and Y scores

N=the number at paired X and Y score

where the value of (r) was equal to +1.00 the two sets were in perfect agreement and -1.00 when they are in perfect disagreement although a correlation co-efficient (r) of about 0.75 was considered to be high enough to judge the reliability of the instrument but if it was less than 0.75 the instrument was to be revised to enhance its reliability.

## 3.6 Data collection procedures

A research permit was sought from the National Commission of Science, Technology and Innovation (NACOSTI). Copies of the relevant authority were then presented to the relevant authority. The County Director of Education Kakamega County issued a clearance letter to visit the schools under study. The researcher then visited the schools to administer the questionnaires to the principals, deputy principals, and the class teachers. The questionnaires were

administered through drop and pick hence confidentiality was assured to all respondents.

## 3.7 Data analysis techniques

Data analysis entailed making sense of massive amount of data, reduces the volume of information and identifies significant patterns and constructing a framework for communicating the evidence of what the data revealed (Best & Kahn, 2004). Descriptive statistics was used to summarize quantitative data collected from the questionnaire. Data was processed using the Statistical Package for Social Science (SPSS) computer software version 20.0. Frequency distributions, percentages, mean scores and standard deviations was computed and entered into a table. Qualitative data was processed by first categorizing and discussing responses for each item according to themes (thematic analysis) before editing and coding and reporting through descriptive narrative of the views, experiences and opinions of respondents.

## 3.8 Ethical considerations

While researchers aimed at producing new knowledge, they ensured their respondents were protected from harm that may arise as a result of the researchers' activities. In this regard the following ethical principles were adopted by the researcher to ensure adherence to ethical and legal standards. A research permit and authorization to conduct research in schools was acquired, informed consent where teachers and the principal were made aware of the purpose of the

research, anonymity of the respondents in order to ensure that the teachers and principal were protected against harm by not requiring them not to write their names.

# CHAPTER FOUR

## DATA ANALYSIS, PRESENTATION AND INTERPRETATION

### 4.1 Introduction

This chapter presents an analysis of the research findings on the influence of principals' characteristics on students' discipline in public secondary schools in Kakamega central sub county, Kakamega County, Kenya. Presented are the findings from the field. The findings are based on the objectives set; how principals' academic qualification influence students' discipline in public secondary schools, how principals' administrative experience influence students' discipline in public secondary schools, how principals' gender affect students' discipline in public secondary schools and how principals' marital status affect students' discipline in public secondary schools. Data is analysed by use of Statistical Package for Social Sciences (SPSS) computer programme.

### 4.2 Questionnaire return rate

Questionnaire return is the proportion of the questionnaires returned after they have been issued to the respondent. Of the 100 teachers, 95 (95%) of the teachers responded and returned the questionnaire. Of the 20 questionnaires administered to principals, 18 questionnaires were responded and returned. The questionnaire return rate was above 80% and hence deemed as adequate for data collection. Mugenda and Mugenda, (2003) states that a questionnaire returns rate of above 70% and over is considered excellent. The instruments' return rate in this study

was excellent and therefore suitable for analysis. Table 4.1 shows the questionnaires issued and questionnaires received per school.

**Table 4.1:**

**Distribution of questionnaires in secondary schools**

| questionnaires | issued | returned | Return percentage |
|---|---|---|---|
| Principals | 20 | 18 | 90% |
| Teachers | 100 | 95 | 95% |
| **Totals** | **120** | **113** | **94%** |

Table 4.1 shows that there was a 94 percent return rate and this were because of the manner in which the researcher administered the questionnaires through drop and pick.

## 4.3 Demographic data of Principals and Teachers

The demographic information of teachers was based on gender, age, highest professional qualification, marital status, teaching experience and position. This was done to establish and understand the general characteristics of the respondents in the study.

### 4.3.1 Demographic information of Principals and Teachers

The gender of both principals and teachers was categorized into either male or female and they were required to tick on their respective gender in order to find

out whether gender influences student discipline. The data was presented in table 4.2.

**Table 4.2:**

**Distribution of Principals and teachers by gender**

| Gender | Principals | | Teachers | |
|---|---|---|---|---|
| | (f) | (%) | (f) | (%) |
| Male | 10 | 55.6 | 35 | 36.8 |
| Female | 8 | 44.4 | 60 | 63.2 |
| **Total** | **18** | **100** | **95** | **100** |

The data in table 4.2 indicates that there were more male principals than female as indicated by 55.6 percent. The data also shows that there were more female teachers as indicated by 63.2 percent than the male 36.8 percent respectively. This could be attributed to the fact that there are more female teachers in the teaching profession. One gender dominating in a given school can affect students in one way or another for instance favouring others or not listening to their problems especially when it comes to matters of school funds, management of resources, discipline, staff recruitment and appointment, students' admissions, planning and supervising projects, coordination and delegation of duties, and guidance and counselling that would call for a male or both (Dobbin & Jung, 2007). This means that boys do not have enough male teachers that key can look up to as role

models. It is imperative to have both genders of teachers well-presented so that students can benefit from their strengths.

### 4.3.2 Distribution of the Principals and teachers by age

The age of both principals and teachers is an important factor in school administration as it influences the authority an experiences of the head teacher. (Mbiti, 2007). The respondents gave their age as shown in Table 4.3

**Table 4.3:**

**Distribution of Principals by age**

| Age Group | Frequency | Percent |
|---|---|---|
| 41-45years | 3 | 16.7 |
| 46-50years | 6 | 33.3 |
| 50 and above years | 9 | 50.0 |
| **Total** | **18** | **100.0** |

The result in table 4.3 indicates that half of the principals (50%) were in the age group of 50 and above years. The data indicated that age is an important factor for one to be a Principal.

**Table 4.4:**

**Distribution of teachers by age**

| Age Group | Frequency | Percent |
|---|---|---|
| 26-30 | 31 | 32.6 |
| 31-35 | 12 | 12.6 |
| 36-40 | 12 | 12.6 |
| 41-45 | 17 | 17.9 |
| 46-50 | 11 | 11.6 |
| 50 AND ABOVE | 12 | 12.6 |
| **Total** | **95** | **100.0** |

The data in table 4.4 indicated that 32.6% of teachers were in the age group of 26-30 years. This showed that most teachers were still young and energetic.

## 4.3.3: Distribution of principals and teachers by highest professional qualification

The study sought to explore the highest professional qualifications of both principals and teachers. Figure 4.1 indicates principals' highest professional qualifications. Qualification and experience enhance the headteachers expert power, credibility, confidence and decisiveness in managerial practice (Okumbe, 1999). Teacher education is largely a matter of developing teachers' capacities for situational understanding as a basis of wise judgement and intelligent decisions in completely ambiguous and dynamic educational situations (Lam & Fung, 2001).

This is relevant while administering students' discipline. Secondary schools head teachers require knowledge and experience in managerial skills especially handling discipline issues (Buhere & Sany, 2011).
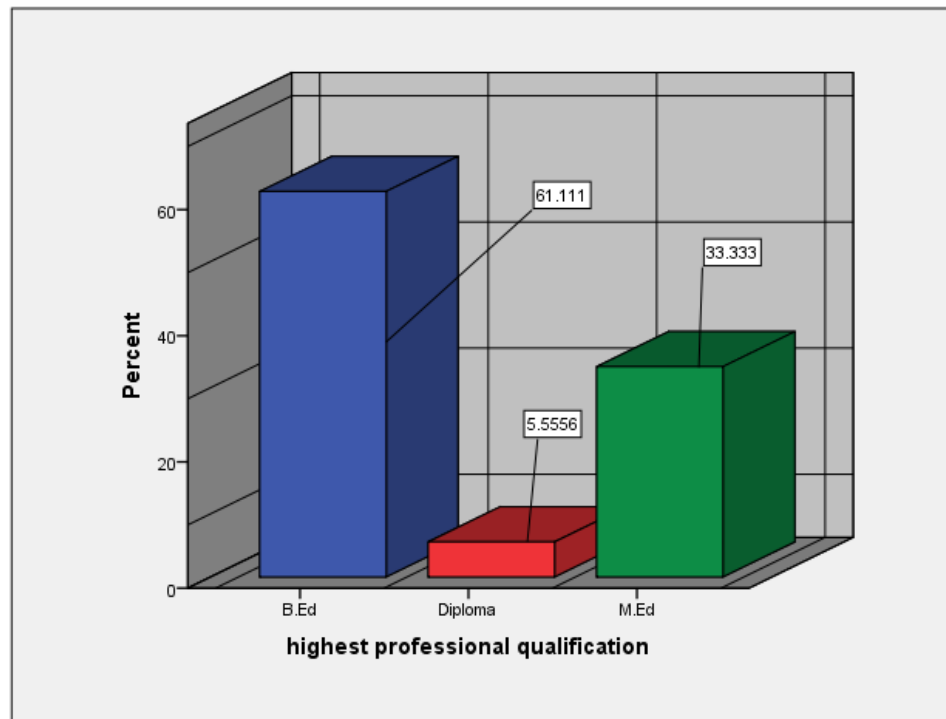


**Figure 4.1:**

**Distribution of principals' by professional qualifications**

The findings in figure 4.1 indicate that 94.4 percent of Principals had B.Ed degree and above. This reveals that the majority of principals were aware of the importance of high professional qualifications as they are key to curriculum implementers in school. Their qualification could affect discipline.
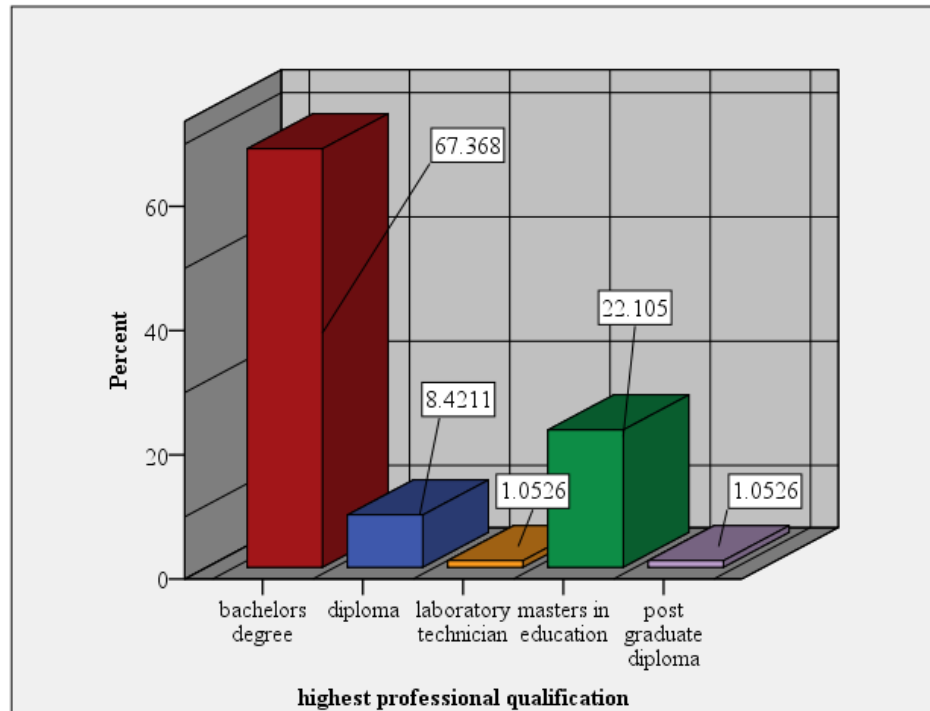
**Figure 4.2**

**Distribution of teachers' by professional qualification**

The results in figure 4.2 revealed that 90.5 percent of the teachers had a bachelors degree and above as their highest professional qualification. This showed that most teachers had known the importance of having higher qualification that is adequate for training students.

**4.3.4 Distribution of principals and teachers marital status**

The study sought to explore principals and teachers marital status. Table 4.5 indicates the marital status. Married principals tend to have family responsibilities which may affect how they run the schools and which can further influence discipline.

**Table 4.5:**

**Distribution of principals and teachers by marital status**

| Categories | Marital Status | | | | | |
|---|---|---|---|---|---|---|
| | Married | | Single | | Total | |
| | F | % | F | % | F | % |
| Principals | 14 | 77.8 | 4 | 22.2 | 18 | 100 |
| Teachers | 73 | 76 | 22 | 23.9 | 96 | 100 |

The findings in table 4.5 reveal that 77.8 percent of the principals and 76 percent of teachers are married and staying with their spouses.

**4.3.5: Distribution of Principals and teachers by experience**

The study sought to establish the influence of administrative experience of both principals and teachers on student discipline. Head teachers with many years of experience in handling students have better understanding of their students and roles as head teachers (Ouro, 2008). Schools with long serving and experienced head teachers have less disciplined problems (Mutisya, 2000). The study reported that long serving head teachers have time to interact and understand the needs and are able to initiate changes for teacher growth for students' discipline (Vanderhaar, Marioz & Rodosiey, 2006).

**Table 4.6:**

**Distribution of principals by experience**

| Teaching experience | Frequency | Percent |
|---|---|---|
| 16-20years | 4 | 22.2 |
| 20-25years | 3 | 16.7 |
| 25years and above | 11 | 61.1 |
| **Total** | **18** | **100.0** |

The respondents were asked to indicate the number of years of service in the current school and the findings are presented in table 4.6. According to the findings, highest proportions of principals 61.1 percent were of 25years and above. This shows that majority of principals had been as principals for a long time and were more experienced.

**Table 4.7:**

**Distribution of teachers by experience**

| Year of experience | Frequency | Percent |
|---|---|---|
| 0-7years | 30 | 31.6 |
| 8-15years | 28 | 29.5 |
| 16-23years | 15 | 15.8 |
| 24-30years | 20 | 21.1 |
| Missing system | 2 | 2.1 |
| **Total** | **95** | **100** |

The findings in table 4.7 indicate that most of the teachers were between 0.5years and 5-10 years respectively at 46.3 percent.

**4.3.6: Distribution of principals by type of school.**

The study sought to examine the type of schools. Table 4.8 indicates the distribution of principals by type of school. The school type is conceived as the gender of the students in the school whereby a school can be a boys' school, girls' school or mixed, both boys' and girls'. The school type of the respondents is the concern of the study. It was critical that the type of the respondents' schools would be known since this would help in understanding the underlying

explanation behind the gender distribution of the school administrators considered in this study.

**Table 4.8:**

**Distribution of principals by type of school**

| Type school | Frequency | Percent |
|---|---|---|
| Girls day | 1 | 5.6 |
| Girls boarding | 3 | 16.7 |
| Boys boarding | 4 | 22.2 |
| Mixed day | 7 | 38.9 |
| Mixed day/Boarding | 3 | 16.7 |
| **Total** | **18** | **100.0** |

From the findings 38.9 percent of principals were from mixed day school. The study sought to examine the type of school the principals came from.

The study sought to find the distribution of discipline by school type. This is shown in table 4.9

**Table 4.9**

**Distribution of school discipline by school type**

| Type of school | Disciplined schools | | Indiscipline schools | |
|---|---|---|---|---|
| | f | % | f | % |
| Girls day | 1 | 5.6 | 0 | 0 |
| Girls boarding | 1 | 5.6 | 2 | 11.1 |
| Boys boarding | 1 | 5.6 | 3 | 16.7 |
| Mixed day | 3 | 16.7 | 4 | 22 |
| Mixed day⁄boarding | 2 | 11.1 | 1 | 5.6 |
| **T0TAL** | **8** | **44.6** | **10** | **55.4** |

According to table 4.9 55.4% of the schools recorded a high level of indiscipline in their schools.

**4.4 Discipline and methods of handling discipline**

The study sought to investigate the kind of discipline problems in the schools in the study. Teachers were asked respond to the item. Table 4.10 tabulates the findings.

**Table 4.10:**

**Discipline problems in the school**

| Challenge | Yes | | No | | Total |
|---|---|---|---|---|---|
| | **f** | **%** | **f** | **%** | |
| Bullying | 28 | 29.5 | 65 | 68.7 | 93 |
| Stealing of school property | 36 | 37.9 | 57 | 60 | 93 |
| Stealing of student property | 5 | 5.3 | 88 | 92.6 | 93 |
| Student demonstration | 8 | 8.4 | 86 | 90.5 | 94 |
| Arson | 80 | 84.2 | 15 | 15.8 | 95 |
| Resistance to official directions | 60 | 63.2 | 33 | 34.7 | 93 |
| Insubordination | 14 | 14.7 | 78 | 82.1 | 92 |
| **TOTAL** | **231** | | **422** | | **653** |

The findings show that 84.2 percent of teachers reported that their school faced indiscipline problems of arson. The study further sought from the principals the frequency at which they held meetings with teachers, students and prefects to discuss on school discipline. Data is tabulated in Table 4.11

**Table 4.11:**

**Principals' response of teachers on discipline**

| Time | Frequency | Percent |
|------|-----------|---------|
| weekly | 13 | 72.2 |
| Once a fortnight | 1 | 5.6 |
| monthly | 1 | 5.6 |
| termly | 3 | 16.7 |
| **Total** | **18** | **100.0** |

The data in table 4.10 shows that majority of principals held meetings with their teachers weekly with a 72 percent. Table 4.12 shows frequency at which principals met with students to discuss school discipline.

**Table 4.12:**

**Principals' responses of students on discipline**

| Time | Frequency | Percent |
|------|-----------|---------|
| Weekly | 10 | 55.6 |
| Once a fortnight | 5 | 27.8 |
| Monthly | 3 | 16.7 |
| **Total** | **18** | **100.0** |

Table 4.12 shows that principals held more meetings with students on a weekly basis on at 55.6 percent. Table 4.13 shows the principals' response on meetings to prefects on school discipline.

**Table 4.13:**

**Principals' response on meetings of prefects on school discipline**

| Time | Frequency | Percent |
|------|-----------|---------|
| Weekly | 10 | 55.6 |
| Once a fortnight | 6 | 33.3 |
| Monthly | 2 | 11.1 |
| **Total** | **18** | **100.0** |

Table 4.13 shows that 55.6 percent of the meetings held by the principal on a weekly basis. The meetings have in one way helped influence students' discipline since most of their issues are discussed and solutions developed making them feel satisfied.

**Table 4.14**

**Distribution of principals by in-service courses Attended**

| Attendance of in-service course | Frequency | Percent |
|---|---|---|
| yes | 17 | 94.4 |
| NO | 1 | 5.6 |
| **Total** | **18** | **100.0** |

The study from table 4.14 shows that 94.4 percent of the principals had attended an in-service course while 5.6 percent did not attend.

## 4.4 Influence of principals' academic qualification on student discipline in public secondary schools

The principals' was expected to coordinate individual efforts to ensure success of the school. The researcher sought to establish the extent to which academic qualifications influences students' discipline in public secondary schools. The principals and teachers were asked to establish the extent to which qualification influences students' discipline. Data is shown in Table 4.15

**Table 4.15:**

**Distribution of principals by qualification on students' discipline**

| Level of education | challenge | Very serious | | Not serious | | Not applicable | |
|---|---|---|---|---|---|---|---|
| | | **f** | **%** | **f** | **%** | **f** | **%** |
| Diploma | Violent strikes | 0 | 0 | 1 | 16.7 | 0 | |
| | Drug Abuse | 0 | 0 | 1 | 16.7 | 0 | |
| | Theft of school and student property | 0 | 0 | 1 | 16.7 | 0 | |
| | Disrespect to authority | 0 | 0 | 1 | 16.7 | 0 | |
| | Sneaking | 0 | 0 | 1 | 16.7 | 0 | |
| | Truancy | 0 | 0 | 1 | 16.7 | 0 | |
| Bachelors | Violent strikes | 0 | 0 | 3 | 5.45 | 7 | 7.3 |
| | Drug Abuse | 2 | 0 | 9 | 16.4 | 0 | |
| | Theft of school and student property | 7 | 7.3 | 4 | 7.3 | 0 | |
| | Disrespect to authority | 3 | 5.45 | 8 | 14.5 | 0 | |
| | Sneaking | 3 | 5.45 | 8 | 14.5 | 0 | |
| | Truancy | 3 | 5.45 | 2 | 3.6 | 6 | 10.9 |
| Masters in education | Violent strikes | 0 | 0 | 1 | 2.9 | 5 | |
| | Drug Abuse | 0 | 0 | 4 | 11.4 | 1 | 2.9 |
| | Theft of school and student property | 2 | 5.7 | 4 | 11.4 | 0 | |
| | Disrespect to authority | 0 | 0 | 6 | 17.1 | 0 | |
| | Sneaking | 2 | 5.7 | 4 | 11.4 | 0 | |
| | Truancy | 1 | 2.9 | 3 | 8.6 | 2 | 5.7 |

According to table 4.15 principals with the masters qualification and diploma did not have serious discipline problems while those with degrees experienced major indiscipline problems

The principal is expected to centrally coordinate individual efforts to ensure success of the school. It is imperative that the principal is trained in the human resource management so that he can manage discipline issues more effectively. The researcher examined the respondents' responses on the influence of principals' academic qualification on student discipline in public secondary schools. The principals and teachers were asked to indicate the extent at which their qualification influences their student discipline.

Data of academic qualification on student discipline was presented to show how it influenced discipline which was presented in figure 4.3
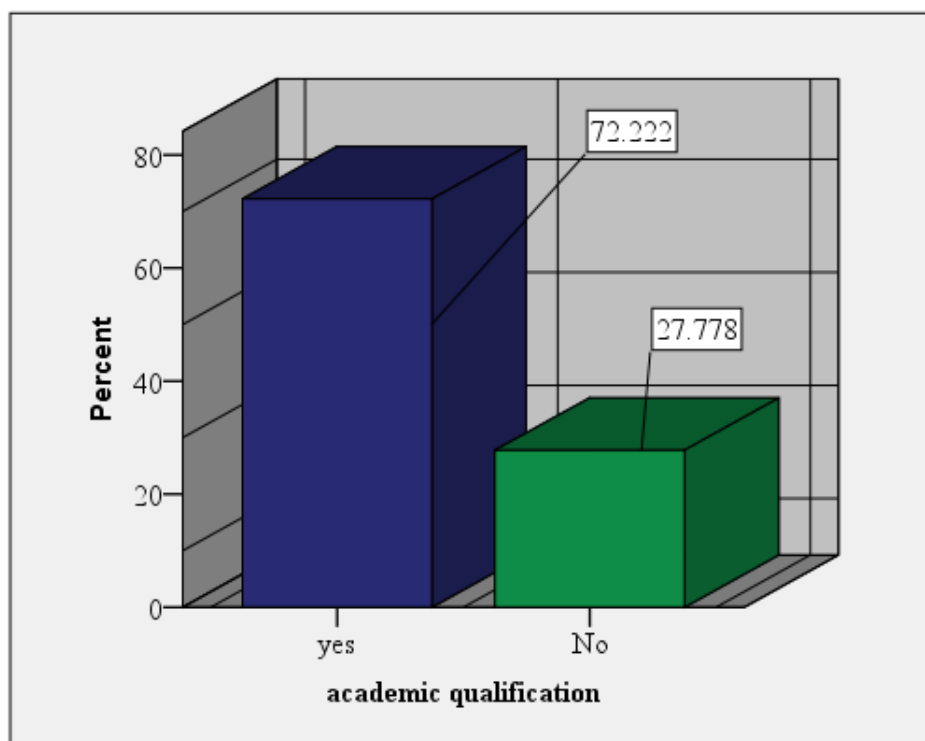
**Figure 4.3**

**Distribution of academic qualification on student discipline**

The data revealed that 72.2% of principals said that academic qualification influenced student discipline in public secondary schools through the knowledge they attained and tactics they have learned to handle students' discipline. The data implies that principals with high academic qualification had an influence on student discipline.

To establish the extent of which academic qualification influences discipline in public secondary schools in Kakamega Central sub county, statistical analysis were done using ANOVA. This is presented in tables 4.16

**Table 4.16:**

**Distribution of schools on student discipline**

| Qualification | | | | Frequency | |
|---|---|---|---|---|---|
| | **F** | **%** | **Yes** | **No** | |
| Masters | 6 | 33.3 | 73.3% | | |
| Bachelors | 11 | 61.1 | 23.3% | 76.7% | |
| Diploma | 1 | 5.6 | | 73.3% | |
| **Total** | **18** | **100** | | | |

According to table 4.16 above the number of respondents were 18 principals. 6 principals had masters, 11 had a bachelors and 1 had a diploma as their highest academic qualification. Ten items were used to identify whether students in schools are disciplined or not. These items were; Bullying, theft (stealing of each others property, stealing of school property, theft of school and student property), demonstrations (student demonstration, violent strike demonstration), arson, defiance (resistance to official direction, disrespect to authority, insubordination, drug abuse, sneaking and truancy.

To test the influence on academic qualification on students' discipline ANOVA was used. The analysis was summarised in Table 4.17

**Table 4.17**

**Distribution of the Influence of academic qualification on students' discipline ANOVA**

|  |  | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
|  | Between Groups | .050 | 2 | .025 | .172 | .842 |
| Bullying | Within Groups | 13.256 | 92 | .144 |  |  |
|  | Total | 13.305 | 94 |  |  |  |
|  | Between Groups | .251 | 2 | .125 | .542 | .583 |
| Stealing School property | Within Groups | 21.286 | 92 | .231 |  |  |
|  | Total | 21.537 | 94 |  |  |  |
|  | Between Groups | .353 | 2 | .177 | 1.324 | .271 |
| Stealing student property | Within Groups | 12.278 | 92 | .133 |  |  |
|  | Total | 12.632 | 94 |  |  |  |
|  | Between Groups | .119 | 2 | .059 | .758 | .472 |
| Demonstration | Within Groups | 7.208 | 92 | .078 |  |  |
|  | Total | 7.326 | 94 |  |  |  |
|  | Between Groups | .029 | 2 | .015 | .286 | .752 |
| Arson | Within Groups | 4.708 | 92 | .051 |  |  |
|  | Total | 4.737 | 94 |  |  |  |
|  | Between Groups | .715 | 2 | .358 | 1.462 | .237 |
| Insurbordination | Within Groups | 22.506 | 92 | .245 |  |  |

|  |  |  |  |  |  |  |
|---|---|---|---|---|---|---|
|  | Total | 23.221 | 94 |  |  |  |
|  | Between Groups | 3.847 | 2 | 1.923 | 1.951 | .148 |
| Drugabuse | Within Groups | 90.680 | 92 | .986 |  |  |
|  | Total | 94.526 | 94 |  |  |  |
|  | Between Groups | 2.545 | 2 | 1.273 | 1.057 | .352 |
| Disrespect | Within Groups | 110.760 | 92 | 1.204 |  |  |
|  | Total | 113.305 | 94 |  |  |  |
|  | Between Groups | 2.240 | 2 | 1.120 | .886 | .416 |
| Sneaking | Within Groups | 116.286 | 92 | 1.264 |  |  |
|  | Total | 118.526 | 94 |  |  |  |
|  | Between Groups | 4.751 | 2 | 2.375 | 1.684 | .191 |
| Truancy | Within Groups | 126.948 | 90 | 1.411 |  |  |
|  | Total | 131.699 | 92 |  |  |  |

Table 4.17 shows that there was a statistically significant difference between groups as determined by one-way ANOVA ($F(2,92) = 1.951$, p=.148), ($F(2,92) = 1.684$, p=.191) for drug abuse and truancy respectively. The most insignificant difference registered was for bullying as ANOVA result show ($F(2,92) =.172$ p=.842). Out of the ten factors used to investigate discipline in schools seven of them show that there was a strong significance implying that academic qualification has some influence on students' discipline in schools.

**4.5: Influence of principals' administrative experience on students' discipline in public secondary schools**

Management requires an experienced principal. The researcher considered the view that in experienced tend to encourage indiscipline in their schools since they tend to make rational decisions by relying on punishment and taking a hard stance when faced with difficult situations. One of the research objectives in the study was to establish the influence of principals' administrative experience on student discipline. The principals were asked to indicate the number of years that they had been teachers before being appointed to substantive positions of deputy principal and principal. The purpose of this question was to have an overview of the preparedness to take positions of high responsibilities. The findings are shown in figure 4.4.
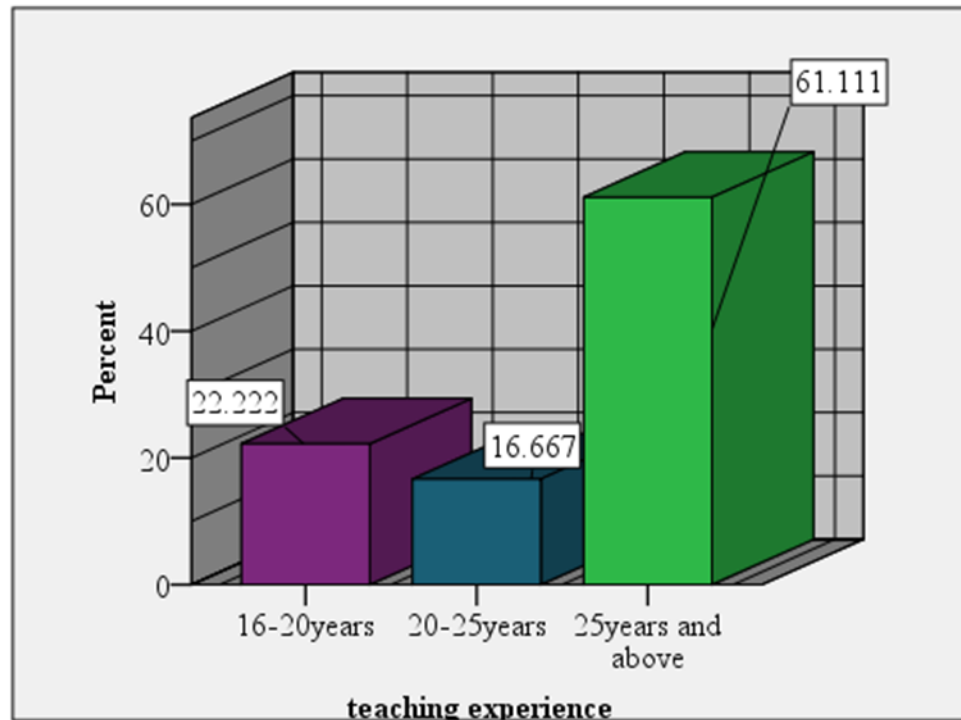
**Figure 4.4:**

**Principals' experience before appointment to administrative position**

The findings show that most teachers took a while as teachers before being promoted to administrative positions of deputy principal and principal for instance most of them were of 25years and above hence this years enabled them learn the ways of being an effective administrator since it might have led to knowledge and conceptual obsolesce thus requiring little application of knowledge through attendance of in-service courses.

### 4.4.1 Principals' Administrative experience

Principals were asked to state the number of years that they had been in the position of headship. This was to enable the researcher form a basis of handling student discipline. The responses are shown in Table 4.19

**Table 4.19:**

**Principals' administrative experience**

| Response | Principal | | Deputy | | H.O.D | | Class teacher | |
|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % |
| 1-4 years | 2 | 11.1 | 12 | 66.7 | 13 | 72.2 | 8 | 44.5 |
| 5-9 years | 8 | 44.4 | 6 | 33.3 | 4 | 22.2 | 3 | 16.6 |
| 10-14 years | 3 | 16.7 | | | 1 | 5.6 | 6 | 33.3 |
| Over 15 years | 5 | 27.8 | | | | | 1 | 5.6 |
| **Total** | **18** | **100.** | **18** | **100.0** | **18** | **100.0** | **18** | **100.0** |

From table 4.19 the findings show that the experience of the respondents as principal is high with those of 5-9 years at 44.4% while 66.7% had experienced of deputy between 1-4 years and 72.2% as H.O.D. respectively.44.5% had served as class teachers at 1-4years.

Principals' were asked whether administrative experience influences discipline or not and figure 4.5 below portrays their answers.
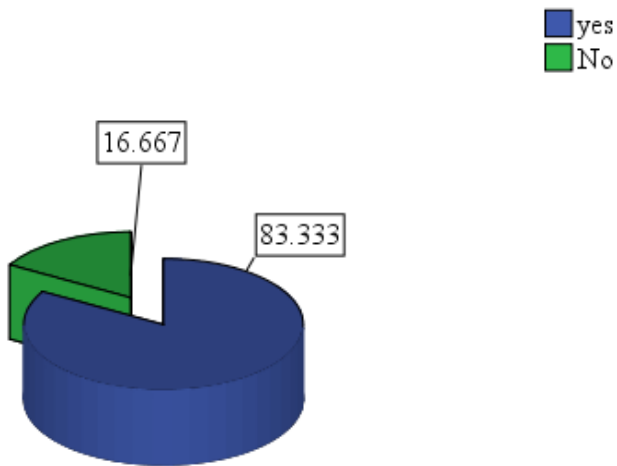


**Figure 4.5:**

**Influence of administrative experience on student discipline**

From the findings in figure 4.5 it shows that 83.3% of the principals said that principals with high administrative experience were able to handle discipline. From the above findings it can be concluded that principals' experience influenced students' discipline. Figure 4.6 shows whether principals have attended and in-service course or not.
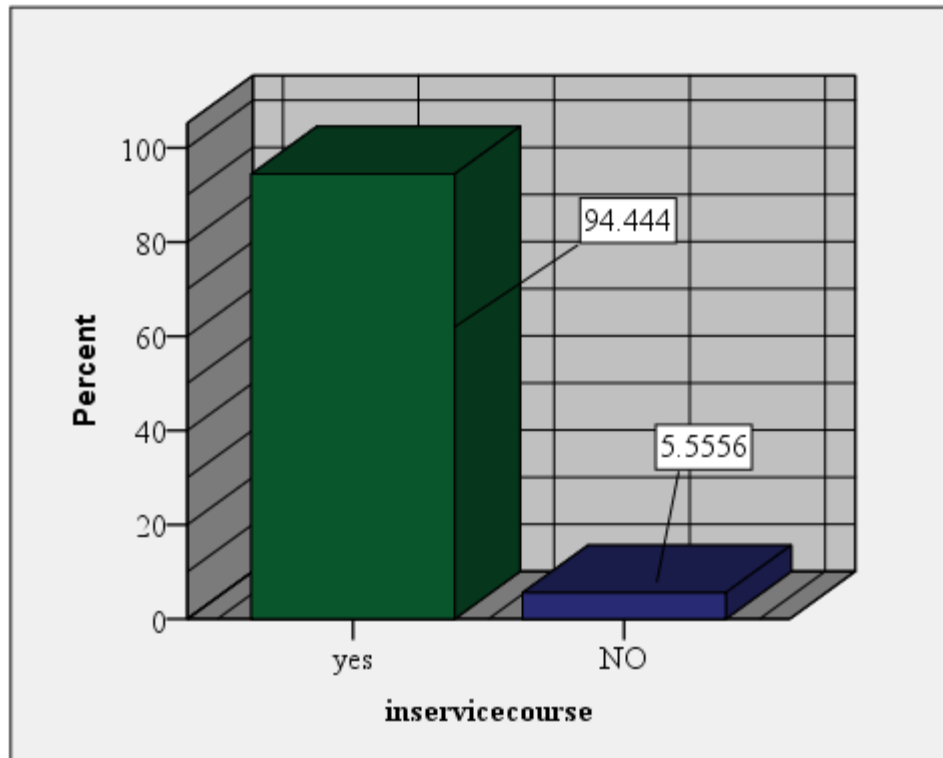
**Figure 4.6:**

**Principals' attendance on in-service course**

The findings from figure 4.6 show that 94.4% of the principals have attended in-service course. The findings agree with Kamwati (2004) who revealed that newly recruited principals need massive support in terms of induction and in-service training course.

To test the influence of administrative experience on students' discipline ANOVA was used and this has been shown on table 4.20.

**Table 4.20**

**Distribution of administrative experience on students' discipline**

ANOVA

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Bullying | Between Groups | .564 | 5 | .113 | .788 | .561 |
| | Within Groups | 12.741 | 89 | .143 | | |
| | Total | 13.305 | 94 | | | |
| Stealing school property | Between Groups | 1.131 | 5 | .226 | .986 | .431 |
| | Within Groups | 20.406 | 89 | .229 | | |
| | Total | 21.537 | 94 | | | |
| Stealing student property | Between Groups | 2.167 | 5 | .433 | 3.686 | .004 |
| | Within Groups | 10.464 | 89 | .118 | | |
| | Total | 12.632 | 94 | | | |
| Demonstration | Between Groups | .282 | 5 | .056 | .712 | .616 |
| | Within Groups | 7.045 | 89 | .079 | | |
| | Total | 7.326 | 94 | | | |
| Arson | Between Groups | .249 | 5 | .050 | .990 | .429 |
| | Within Groups | 4.487 | 89 | .050 | | |
| | Total | 4.737 | 94 | | | |
| Insurbordination | Between Groups | 2.291 | 5 | .458 | 1.948 | .094 |
| | Within Groups | 20.931 | 89 | .235 | | |
| | Total | 23.221 | 94 | | | |
| Drug abuse | Between Groups | 5.000 | 5 | 1.000 | .994 | .426 |
| | Within Groups | 89.526 | 89 | 1.006 | | |
| | Total | 94.526 | 94 | | | |
| Disrespect | Between Groups | 5.130 | 5 | 1.026 | .844 | .522 |
| | Within Groups | 108.176 | 89 | 1.215 | | |
| | Total | 113.305 | 94 | | | |
| Sneaking | Between Groups | 3.621 | 5 | .724 | .561 | .730 |
| | Within Groups | 114.905 | 89 | 1.291 | | |
| | Total | 118.526 | 94 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Truancy | Between Groups | 1.864 | 5 | .373 | .250 | .939 |
| | Within Groups | 129.835 | 87 | 1.492 | | |
| | Total | 131.699 | 92 | | | |

There was a statistically significant difference between groups as determined by one-way ANOVA (F(5,89) =3.686, p=.004), (F(5,89) =1.948 p=.04) for stealing student property and insubordination respectively. There was no significant difference between groups for truancy as results show (F(5,89) =1.42 p=.939).This shows that administrative experience has some influence on students' discipline in pubic secondary schools in Kakamega central sub county.

**4.6: Influence of Principals gender on students' discipline**

The researcher was interested in determining whether principals' gender influenced students discipline in public secondary schools. The principals were asked whether their gender influenced discipline in school and they responded as shown in figure 4.7
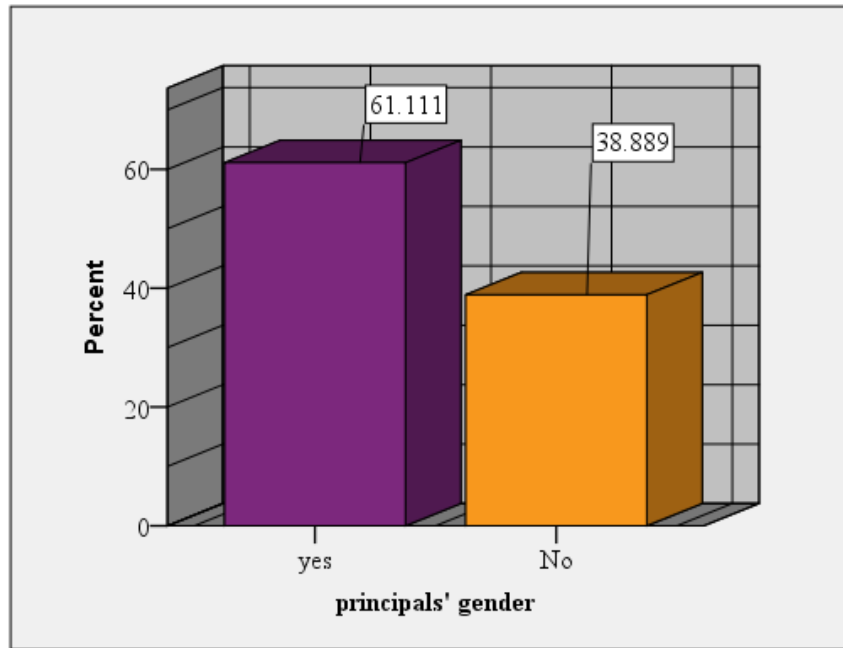
**Figure 4.7:**

**Principals' responses on influence of gender on student discipline**

Figure 4.7 show that the majority of 61.1% principals agreed that gender influenced discipline in the school. 68.2% of the principals said that female principals were not able to handle mixed schools while male principals were able to handle female students just like male students.

The researcher sought to establish the extent to which principals' gender influenced discipline in the school. Teachers' responses are tabulated in Table 4.21

**Table 4.21**

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

| Rate | Frequency | Percent |
|------|-----------|---------|
| very high | 45 | 47.4 |
| High | 27 | 28.4 |
| Average | 13 | 13.7 |
| Not at all | 10 | 10.5 |
| **Total** | **95** | **100.0** |

Table 4.21 shows that 47.4% of principals indicated that their gender influenced discipline in the school were very high .

The principals were asked to explain how gender has assisted them in instilling discipline in schools and 50% of them did say that most females are more compassionate and understanding and this has influenced discipline as compared to the males.

In order to establish the extent to which gender influences discipline in public secondary schools analysis was performed using Pearson correlation coefficient. The data is presented in the table. In performing the correlations the researcher used student discipline which included: Bullying, arson, resistance to official direction, insubordination, violent strikes and demonstrations, drug abuse, theft of school and student property, disrespect to authority, sneaking and truancy. The data is presented in table 4.22

**Table 4.22**

**Pearson correlation of gender and student discipline**

|  |  | Gender | Student discipline |
|---|---|---|---|
| Pearson | Gender | 1.000 | 0.204 |
| Si 2-tailed | Student discipline | 0.204 | 1.000 |
| N |  | 95 | 87 |

The data shows that there was a positive correlation with a coefficient of 0.204 between principals' gender and students' discipline. The findings agree with the previous tables that gender influenced student discipline.

## 4.7 Influence of principals marital status on students discipline in public secondary schools

Management requires on to be more focussed towards the goals and vision of education. Marital status has sometimes influenced discipline in schools for instance principals who are married tend to act in a more understanding manner as parents thus reducing indiscipline cases although sometimes those who are single tend to dedicate most of their time in school thus achieving their goals effectively. The study sought to establish the influence of principals' marital status on student discipline in public secondary schools. Figure 4.8 shows whether a principal is married or single.
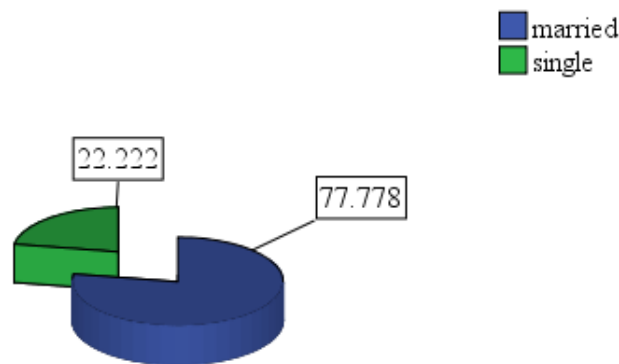


**Figure 4.8**

**Principals' marital status**

According to figure 4.10 77.8% of principals are married.

The study also sought to find out whether principals' marital status influenced students discipline. Figure 4.8 shows how the principals answered regarding whether marital status influenced student discipline.
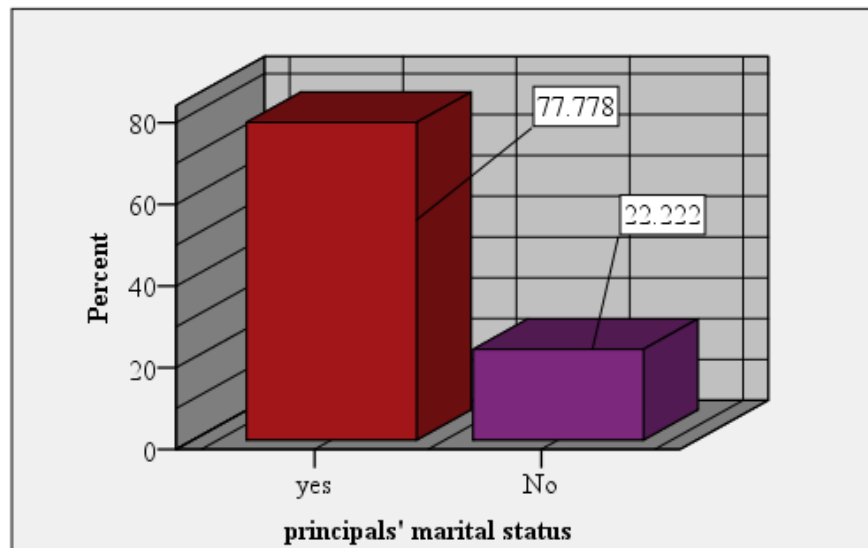


**Figure 4.9:**

**Influence of principals' marital status on student discipline**

Figure 4.9 shows that 77.8% of principals agreed that marital status influenced discipline. The teachers were asked to what extent principals' marital status influenced students discipline in public schools and the findings are presented in Table 4.23

**Table 4.23:**

**Teachers response on principals marital status**

| Rate | Frequency | Percent |
|------|-----------|---------|
| very high | 29 | 30.5 |
| High | 37 | 38.9 |
| Average | 19 | 20.0 |
| not at all | 10 | 10.5 |
| **Total** | **95** | **100.0** |

The findings in table 4.23 portray that 38.9% of teachers said that principals' marital status influences discipline are very high while 30.5% said it influenced a very high rate.

In order to establish the extent to which principals' marital status influenced discipline Pearson correlation coefficient was used to analyse the data. In performing the correlation the researcher used student discipline which in cooperates: Bullying, arson, resistance to official direction, insubordination, violent strikes demonstrations, drug abuse, theft of school and student property, disrespect to authority, sneaking and truancy. The data is presented in table 4.24

**Table 4.24**

**Pearson correlation of marital status on students' discipline**

*ANOVA*

| | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Violent strikes demonstrations | Between Groups | .010 | 1 | .010 | .043 | .838 |
| | Within Groups | 3.519 | 15 | .235 | | |
| | Total | 3.529 | 16 | | | |
| Drug abuse | Between Groups | .255 | 1 | .255 | .383 | .546 |
| | Within Groups | 9.981 | 15 | .665 | | |
| | Total | 10.235 | 16 | | | |
| Theft of school and student property | Between Groups | 2.893 | 1 | 2.893 | 3.402 | .084 |
| | Within Groups | 13.607 | 16 | .850 | | |
| | Total | 16.500 | 17 | | | |
| Disrespect to authority | Between Groups | 1.587 | 1 | 1.587 | 1.975 | .179 |
| | Within Groups | 12.857 | 16 | .804 | | |
| | Total | 14.444 | 17 | | | |
| Sneaking | Between Groups | 1.147 | 1 | 1.147 | 1.472 | .243 |
| | Within Groups | 12.464 | 16 | .779 | | |
| | Total | 13.611 | 17 | | | |
| Truancy | Between Groups | .571 | 1 | .571 | .269 | .611 |
| | Within Groups | 33.929 | 16 | 2.121 | | |
| | Total | 34.500 | 17 | | | |

Table 4.17 shows that there was a statistically significant difference between groups as determined by one-way ANOVA (F(1,16) = 3.402, p=.084), (F(1,16) = 1.975, p=.179) for theft of school and student property and Disrespect to authorityd respectively. The most insignificant difference registered was for

bullying as ANOVA result show ($F(1,15) = .043$ $p = .838$). Out of the six factors used to investigate discipline in schools three of them show that there was a strong significance implying that academic qualification has some influence on students' discipline in schools. The findings show that principals' marital status may have influenced students' discipline and this conquers with the figures and table 4.24 above.

# CHAPTER FIVE

## SUMMARY CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction

This chapter gives a summary, conclusion and recommendations drawn from the findings. The purpose of the study so was to establish whether principals' characteristics influence student discipline in public secondary schools. Kakamega central Kakamega County.

### 5.2 Summary of the study

The study sought to investigate the influence of principals' characteristics on students' discipline in public secondary schools in Kakamega central, Kakamega County, Kenya. Four research objectives were developed which included to establish the extent to which principals' academic qualification influence student discipline, to determine the extent to which principals' administrative experience influence students' discipline, to determine the extent to which principals' gender affect students' discipline and to establish the extent to which principals' martal status influence students' discipline in Kakamega central subcounty, Kakamega county, Kenya from which four research questions were formulated to guide the study. Related literature to principals' characteristics was reviewed. A theoretical and conceptual framework was provided.

The study used descriptive survey design. The sample was collected through purposive sampling for the schools. Respondents included the principals and the

teachers of which questionnaires was used to collect data which were validated and tested. 20 principals from public secondary schools and a sample of 100 teachers participated in the study. 120 questionnaires were administered and 113 were received back. The average response rate was above 80% and was deemed appropriate and adequate for data collection.

Quantitative data were analysed from the respondents using frequencies, percentages, charts, tables and graphs. ANOVA was used to determine the influence of academic qualification and administrative experience on student discipline and marital status, Pearson correlation coefficient was used to establish the extent of gender on students. Qualitative data was organized into themes that came out in the research questions and was analysed using descriptive narratives. The following were the findings of the study.

## 5.3 Discussion of the findings

The first objective sought to establish the extent to which principals' academic qualification influences student discipline in public secondary schools. 72.2% of the principals who are the majority said that principals' academic qualification influenced student discipline for instance 73.3% of principals with masters degree had few indiscipline problems as compared to 23.3% with degree and diploma this is because principals' with high academic qualification acted as role models to the students and the students tend to listen to them more effectively and pay attention thus avoid discipline problems. This was also supported by a majority of the teachers who said principals' academic qualification was very vital as far as

discipline in school was concerned. 77% of the principals said that principals' academic qualification influenced student discipline of which the teachers supported with73.7%. this shows indeed it influences discipline.

The second objective sought to determine the extent to which principals' administrative experience influence students' discipline in Kakamega central, Kakamega County, Kenya. The study revealed that majority of principals who had administrative experience for more than 25 years had less disciplined problems thus one had to have at least been a class teacher, H.O.D and deputy principals this gave him or her experience to tackle issues effectively.

The third objective sought to determine the extent to which principals' gender influenced student discipline in public secondary schools in Kakamega central, Kakamega county, Kenya. 61.1% of principals and teachers indicated that 47.4% of principals' gender influenced student discipline at a very high extent and that there was a positive correlation with a coefficient of 0.204. The findings reveal that principals' gender influenced students' discipline in public secondary schools in Kakamega central, Kakamega County, Kenya.

The fourth objective sought to establish the extent to which principals' marital status influenced students' discipline. Majority of principals indicated that marital status influences student discipline and the teachers said that 38.5% influenced marital status at a high level. Pearson correlation indicated that there was a positive correlation with a coefficient of 0.45 between principals' marital status

and students' discipline and this showed that marital status influenced student discipline in public secondary school in Kakamega central, Kakamega County.

## 5.4 Conclusions

Based on the findings, it is concluded that principals' academic qualification may have influenced student discipline in public secondary schools. For instance principals with a masters degree were able to handle discipline as compared to those with degrees and diplomas respectively who had low qualifications through their knowledge and skills they have obtained.

The researcher also concluded that principals' administrative experience influenced student discipline in public secondary schools. This was made on the basis that most principals who had been class teachers, H.O.D and deputy principal new how to handle discipline issues because of their experience thus reducing discipline problems. This showed that management required experienced principals. Inexperienced principals have at times relied heavily on punishment through rational decision making and taking hard stance creating student discipline problems.

The researcher further indicated principals' gender influenced student discipline. The principals in their varied opinions said that male principals tend to take serious actions on student who are indiscipline while female principals tend to understand the students and relate with them well. They also said that male principals tend to follow the school rules to the latter as compared to the female

principals who can compromise. It was found out those male principals new how to handle discipline especially in mixed schools that is why they were more male principals in mixed schools and the female principals knew how to handle the female students and their issues.

The researcher concluded that principals' marital status influenced students' discipline. Majority of married principals knew how to tackle discipline issues because of their experience with the family and that married principals were majorly assisted in terms of solving issues by their couples thus did not make rational decisions that would influence discipline negatively. Single principals also dedicated most of their time in school and this sometimes proved negatively since they sometimes over pushed the students to do some things. The respondents were of the opinion that marital status influenced student discipline.

## 5.5 Recommendations

Based on the findings, the following recommendations were made:

i.  All principals should have administrative experience for not less than 5 years specifically on matters of discipline.

ii.  Principals' gender should be one of the priorities especially when appointing principals in particular schools for instance male principals to head boy's school and female principals to head girls school.

iii.    Principals marital status should be taken into consideration especially during appointment in order to enable handle issues on a broader perspective.

## 5.6 Suggestion for further research

i.    A study on the influence of principals' management practices on student discipline should be done in order to know whether management practices have influenced discipline.

ii.    A study on influence of principals' attitude on students' discipline should be conducted in order to know how various discipline issues have been contributed through the principals' attitude.

iii.    A study on the influence of principals' absenteeism on students' discipline should be conducted in order to know how lack of leadership can influence discipline.

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# APPENDICES

## APPENDIX A

## LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and Planning

P.O. Box 30197

Nairobi

Date……………………….

To The Principal,

…………………………….

Secondary school.

Dear Sir/Madam,

RE: **PARTICIPATION IN RESEARCH**

I am a post graduate student at the school of Education, University of Nairobi. I am currently working on a research proposal on Influence of Principals' characteristics on students' discipline in public secondary schools in Kakamega Central, Kakamega County, Kenya. The purpose of the study is purely academic. I request that you allow me to gather data from your school because it has been selected randomly. The identity of respondents will be confidential.

Thank you in advance

Yours faithfully


Hillary Shikokoti

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# APPENDIX B

## QUESTIONNAIRE FOR TEACHERS

This study seeks to investigate the influence of principals' characteristics on students' discipline in public secondary schools in Kakamega Central, Kakamega County, Kenya. I kindly request you to spare your time to inform this study by answering the following questions. To ensure confidentiality do not write your name in the questionnaire.

## SECTION A

### Demographic data

1. What is your gender? Male (  )    Female (  )

2. What is your age bracket? 26-30 (   ) 31-35 (   ) 36-40 (   ) 41-45 (   ) 46-50 (   ) 50 and above (   )

3. What is your highest professional qualification? Bachelors Degree (    ) Masters in Education (   ) others (specify)……….

4. What is your marital status? Married ( ) Single ( )   Divorced ( )

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

6. What post do you hold in your school? Deputy principal (   ) H.O.D (   ) Class Teacher (   )

### Section B: Principals' characteristics and students' discipline

7. Please indicate whether your school has been experiencing the following discipline challenges in the last three years

| | Challenge | Yes | NO |
|---|---|---|---|
| i | Bullying | | |
| ii | Stealing of school property | | |
| iii | Stealing of student property | | |
| iv | Student Demonstrations | | |
| v | Arson | | |
| vi | Resistance to official directions | | |
| vii | Insubordination | | |

8. Please indicate the extent of seriousness of the following discipline challenges.

| | Challenge | Very serious | Serious | Fairly serious | Not serious | Not applicable |
|---|---|---|---|---|---|---|
| i | Violent strikes demonstrations | | | | | |
| ii | Drug abuse | | | | | |
| iii | Theft of school and student property | | | | | |
| iv | Disrespect to authority | | | | | |
| v | Sneaking | | | | | |
| | Truancy | | | | | |

8. How can you describe the relationship of the principal with students?

Warm (  )  Fair (  ) Poor (  ) Not Sure (  )

**SECTION B. Peer Counselling and students' discipline**

9. Does the existence of peer counselling affect student discipline in your school Yes (  )      NO (  )

10. Which of the following areas does it focus? Please tick where appropriate.

Academic counselling    (  )

Self-control            (  )

Group management       (  )

Focus of peer          (  )

Thank you for your cooperation.

# APPEENDIX C

## PRINCIPALS QUESTIONNAIRE

This study seeks to investigate the influence of principals' characteristics on students' discipline in public secondary schools in Kakamega Central, Kakamega County, Kenya. I request you to kindly spare your time to inform this study by answering the following questions. To ensure confidentiality do not write your name in the questionnaire.

**Demographic data**

1. What is your gender? Male (  )    Female (  )

2. What is your marital status? Married (  )  Single (  )  Divorced (  )

3. What is your highest academic qualification? Diploma (   ) B.Ed. (   )
   M.Ed. (   ) Others (Specify)…………….

4. What is your teaching experience? Below 1year (   ) 1-5years (   ) 6-10years (  ) 11-15years (  ) 16-20years (  ) 20-25years (   ) >25 years (  )

   Indicate the type of school

   Girls day (  )   Girls Boarding (   ) Boys day (  )   Boys Boarding (   )
   Mixed day (  )   Mixed day/Boarding (  )

5. What is your age? 25-30years (   ) 31-35years (   ) 36-40years (   )
   40-45years (   ) 46-50years (   ) above 50years (   )

6. Have you attended an in-service course during your course of service as principal? Yes (   )   No (   )

7.  Does the principals' gender influence student discipline? Yes … No….

    Explain your answer………………………………………

8.  Prior to your appointment as principal how many years had you served as;

| Years Served as | 1-4 | 5-9 | 10-14 | Over 15 years |
|---|---|---|---|---|
| Principal | | | | |
| Deputy Principal | | | | |
| H.O.D | | | | |
| Classroom teacher | | | | |

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

    Bullying (   ) Insubordination (   ) Sneaking (    ) Resistance to official directions (   ) Arson (    ) Stealing of student and school property(   ) Student demonstration (   ) Others (Specify)…………………………….

9.  Please indicate the extent of seriousness of the following discipline challenges.

| Challenge | Very serious | Serious | Fairly serious | Not serious | Not applicable |
|---|---|---|---|---|---|
| Violent strikes demonstrations | | | | | |
| Drug abuse | | | | | |
| Theft of school and student property | | | | | |
| Disrespect to authority | | | | | |
| Sneaking | | | | | |
| Truancy | | | | | |

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

|  | Weekly | Once a fortnight | Monthly | Termly |
|---|---|---|---|---|
| Teachers | (   ) | (   ) | (   ) | (   ) |
| Students | (   ) | (   ) | (   ) | (   ) |
| Prefects | (   ) | (   ) | (   ) | (   ) |

# APPENDIX D

# AUTHORIZATION LETTER

## 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. **NACOSTI/P/16/65641/10482**

Date:

**20th April, 2016**

Hillary Shikokoti Abungana
University of Nairobi
P.O. Box 30197-00100
**NAIROBI.**

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of principals' characteristics on students discipline in public secondary schools in Kakamega Central, Kakamega County,"* I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **19th April, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kakamega 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.

**BONIFACE WANYAMA**
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kakamega County.

The County Director of Education
Kakamega County.

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

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# APPENDIX E

# RESEARCH PERMIT



**THIS IS TO CERTIFY THAT:**
**MR. HILLARY SHIKOKOTI ABUNGANA**
of UNIVERSITY OF NAIROBI, 0-50100
kakamega,has been permitted to
conduct research in *Kakamega County*

on the topic: *INFLUENCE OF*
*PRINCIPALS CHARACTERISTICS ON*
*STUDENTS DISCIPLINE IN PUBLIC*
*SECONDARY SCHOOLS IN KAKAMEGA*
*CENTRAL, KAKAMEGA COUNTY*

for the period ending:
19th April,2017

Permit No : NACOSTI/P/16/65641/10482
Date Of Issue : 20th April,2016
Fee Recieved :Ksh 1000

...........................
**Applicant's**
**Signature**

...........................
**Director General**
**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**

**NACOSTI**

**National Commission for Science,**
**Technology and Innovation**

**RESEARCH CLEARANCE**
**PERMIT**

Serial No. A 8741

**CONDITIONS: see back page**

# APPENDIX F

## Study Location of Kakamega Central Map