

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON STUDENTS'
DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN KIKUYU SUB
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This work is dedicated to my mother Beatrice Sarah Waswa, my father Joseph Owiti Akelo, brothers Evance, Stanley and Alfred and sisters Maximilliah and Beldine Owiti.

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LIST OF ABBREVIATIONS AND ACRONYMS

C.E.O	County Education Officer
MoE	Ministry of Education
T.T.C	Teacher Training College
BoM	Board of Management
SCQASO	Sub County Quality Assurance and Standards Officer
SPSS	Statistical Package for Social Science
KEMI	Kenya education Management Institute

ABSTRACT

The purpose of this study was to investigate the influence of principals' leadership styles on students' discipline in public secondary schools in Kikuyu Sub County, Kenya. The specific objectives were to establish the influence of democratic leadership style, transactional leadership, authoritarian leadership style and transformational leadership style on students' discipline in public secondary schools in Kikuyu Sub-County, Kenya. The research applied descriptive research design employing stratified random sampling technique. The study sampled 230 teachers and 28 principals. Questionnaires were used for data collection due to the ability to collect information from a large population within a short period of time with relative ease. Reliability was determined through test-retest method and calculated using Pearson's correlation coefficient resulting in coefficient value of 0.8 for teachers' questionnaire and 0.9 for principals' questionnaire. Validity was ensured through discussion with the experts (supervisors) and using questions framed in less ambiguous way. Data was analysed using descriptive statistics assisted by SPSS and presented in tables and graphs. The findings showed the existence of a positive relationship between the principal's leadership style and students' discipline. The study also found out that authoritarian style of leadership is practiced and this has both positive and negative influence on discipline. Democratic style of leadership is partially practiced where most principals chose when to and when not to involve members in decision making. The use of democratic leadership had a positive impact on students discipline, hence needs to be strengthened. Various aspects of transformational leadership style such as charisma, idealised influence, inspirational motivation and individual consideration were being practised, and these had a positive bearing on the discipline of the students, especially the application of guidance and counseling. The study also found out that the principals applied transactional leadership styles in the schools where punishments and rewards were being used to reinforce discipline. This style was also found to influence the discipline of students positively especially where the students were encouraged to follow and adhere to school rules and regulations. The researcher recommends that: Board of management of schools should hold regular meetings with students to listen to their grievances; MoE should organize seminars and workshops to: create awareness to teachers on transformational leadership style that stresses guidance and counseling of students; train principals on the need to emphasize transactional leadership that stresses observance of school rules and regulations; Sub County Directors of Education should organize workshops for teachers that emphasize the need for school managers to act on the needs and aspirations of the students to avert irresponsible behavior; and teacher training institutions and management training institutions like KEMI should modify their curriculum to include leadership aspects that nurture desirable behavior but shun those that glorify undesirable behavior. The researcher suggests a further study to be done on: the influence of leadership styles on the academic performance; the influence of leadership style on the school culture and climate; school-based factors that may influence students' discipline other than principal's leadership styles; and the influence of BOM characteristics on students discipline in secondary schools.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

School discipline has overtime been an issue of great concern for teachers, but of recent it has become a huge concern among policy makers and the public in general. This has been due to the outbreak of aggressiveness among students, violence against teachers as well as vandalism by students in schools (Lutwa, 2014). Many national and international studies about the issue of students' discipline have been conducted. For instance, Lutwa (2014) reveals that if discipline is not taken into consideration, the school environment will be dangerous and educational process may be disrupted. This may affect educational attainment of the learners as well as result to disruptive behaviours which can affect the learner's safety, readiness to learn, as well as future behaviours.

Discipline according to Okumbe (1998) is the action by management to enforce organisational standards. Pandya (2011) views discipline as the submission of one's impulses and powers to a regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste. In a school situation discipline usually means order and system in doing things, regularity and obedience to commands. It is thus self-control attained through mental and moral training of high order, formation of good habits and obedience to socially approved standard of behaviour, thought and action. Therefore, a school is said to have good discipline if its students are obedient to the school norms and this can be judged within classrooms,

dormitories or play-grounds or on the street, in the market, in the home as well as the behaviour of the individuals when they start playing the role of productive citizens (Pandya, 2011).

Educational organizations have various standards and codes of behaviour to which members must adhere to in order to successfully achieve the objectives of the organization. Educational managers thus must apply appropriate disciplinary action to maintain the organizational standards necessary for optimum achievement of goals. This is dependent on the leadership styles being employed by educational managers and other factors. The same idea is held by Mbiti, (2009) who asserts that the head teacher is charged with the responsibility of supervising and harmonizing the roles of the school staff and is thus, the leader of the school and his/her leadership styles determines the extent to which the school meets its educational objectives.

The principal's administrative behaviour has a lot of impact on the students' discipline whose effect spills over to the overall performance of the school (Kibaka, 2005). This is because leadership focuses on specific purposes and seeks to meet the needs of the member/ group by performing the desired functions and involves creating change, not maintaining the status quo (D'Souza, 2006). Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates (Kibiwott, 2014).

The problem of discipline in schools throughout the world has been a matter of great concern for schools' management and to a smaller extent to the learners themselves, parents and the general public (Lutwa, 2014). In the United States of

America, for example, Gottfredson, Denise and Gary (1989) calculated that in six middle schools in Charles town, South Carolina, students lost 7932 instructional hours because of school suspensions in a single academic year due to misconduct in schools (King'ori, 2012). In Srilanka a study by Weeramunda (2008) on discipline in schools concluded that violence and students' misbehaviour was on the increase with the level rising from 51% in 1996 to 69% in 2004. In Botswana indiscipline in schools manifest in bullying, vandalism, alcohol and substance abuse, truancy and unwillingness to do homework (Garagae, 2007).

In Uganda research shows that with increase in the school enrolment, students' discipline problems are bound to accentuate and cause more burdens on teachers and school administrators. Students' indiscipline has plagued schools leading to a series of unrests with the students resorting to unconstitutional measures in channelling their grievances and usually schools have been blamed for the awkward and uncivilized behaviour demonstrated by their students (Lutwa, 2014).

In Kenya, discipline in schools is equally a problem. The problems are manifested in form of drug and substance abuse, bullying, school riots, truancy and exam cheating (King'ori, 2012). For example, research by the United Methodist church of Kenya (2009) indicated that drug and substance abuse in Kenyan schools is increasing at an alarming rate with 60% of the youths getting exposed to drug and substance abuse while in high school. Bullying which manifests itself in form of violence and aggression in schools is prohibited but it still remains widespread in many secondary schools, for example, a form two student died following a fight with another at Kimuri High school in Kinangop.

The student was allegedly beaten by a form four student who later strangled him leading to his death over a hat (The star, 4th Nov 2015). In Consolata School, Nairobi, a boy died after being pushed on stairs by a colleague while arguing over a book (The Standard, 12th July 2015)

In addition, 45 high school students from Kirinyaga were on Wednesday 5th August, 2015 arrested for smoking bhang, drinking and having sex in a moving bus (Daily Nation, 7th August 2015). On the other hand, two students died in a dormitory fire at Stephjoy boys' high school and eight others were injured. The fire was allegedly caused by students (Daily Nation, 3rd August 2015). Also three students of Karima Boys High School in Nyeri were on June 15, 2015 charged in an Othaya court with attempted arson on one of the school's dormitories. The form two boys allegedly wanted to set on fire a form four dormitory in an apparent bid to demand an early mid-term break (Nation correspondent, 2015).

Studies carried out to investigate causes of students' indiscipline in Kenyan Secondary schools pointed that school leadership is a major cause. The management inspection report by the MoE (2003) for Kikuyu division attributed the many related crises in schools to poor leadership (King'ori, 2012). The situation has been a major concern to parents, education officials, school governing boards and the general school community. This thus elicited the need to examine how administrators of schools strive to maintain discipline in schools.

Emerging disciplinary issues and unrest among students in Kikuyu Sub-county recently are a great concern. For example, six girls from Stephjoy Girls secondary school sneaked out of school for several days in July 2015 and

resurfaced at one of the local radio stations where they claimed students were being ill-treated by teachers and the management. A few days later, a dormitory at the school was set on fire, leading to closure. On Sunday, 2015 another dormitory at Stephjoy Boys' school was allegedly set on fire by students leading to death of two students and eight others being hospitalised (Daily Nation, 2015). In a separate incident four girls were reported to have sneaked out of school for close to one week from Mary Leakey Girls' school early 2016 (SCQASO-Kikuyu).

1.2 Statement of the problem

Ideally, students should show obedience to school norms, rules and regulations and show good habits. However, students' indiscipline is still witnessed among secondary schools in Kikuyu sub-county in spite of the governments' effort to curb indiscipline in schools through instituting various measures such as establishment of guidance and counselling departments in schools, introduction of peer counselling in schools, involvement of students in school administration through democratic election of students leaders, and the ministry of education organising head teachers and deputy head teachers workshops (Kuria, 2012). The mostly reported discipline cases in Kikuyu sub-county in 2015 and 2016 include: drug and substance abuse (61 cases), sneaking out of school (68 cases), theft of school textbooks (104cases), destruction and burning of school property (3 cases) (information available in Kikuyu SCQASO office). This continued unrest by students is an indication of the persistence of the vice, which arouses the question of how well do our secondary schools, and more-so school managers, handle the issue of discipline and hence the need to investigate it.

Some of the recently reported gross cases include six girls from Stephjoy Girls secondary school sneaked out of school for several days in July 2015 and a few days later a dormitory at the school was set on fire, leading to closure. On Sunday 2nd August another dormitory at Stephjoy Boys' school was allegedly set on fire by students. In a separate incident four girls were reported to have sneaked out of school for close to one week from Mary Leakey Girls' school early 2016 (SCQASO- Kikuyu). Studies carried out to investigate causes of students' indiscipline problems in Kenyan secondary schools points that the school leadership is a major cause. The management inspection report by the Ministry of Education (2003), Kikuyu division attributed the many related crises to poor leadership (Kuria, 2012). This study thus sought to determine the extent to which the principal's leadership styles influence students' discipline in Kikuyu Sub County.

1.3 Purpose of the study

The purpose of this study was to determine the influence of principals' leadership styles on the discipline of students in public secondary schools in Kikuyu sub county, Kenya.

1.4 Objectives of the study

The study sought to achieve the following objectives:-

- i. To examine the influence of principals' democratic leadership style on students' discipline in public secondary schools in Kikuyu Sub County.
- ii. To determine the influence of principals' transactional leadership style on students' discipline in public secondary schools in Kikuyu Sub County.

- iii. To establish the influence of principals' transformational leadership style on students' discipline in public secondary schools in Kikuyu Sub County.
- iv. To determine the influence of principals' authoritarian leadership style on students' discipline in public secondary schools in Kikuyu Sub County.

1.5 Research questions

The study attempted to offer answers to the following questions based on the objectives of study:

- i. What is the influence of the principals' democratic leadership style on students' discipline in public secondary schools in Kikuyu sub-county?
- ii. What is the influence of principals' transactional leadership style on students' discipline in public secondary schools in Kikuyu sub-county?
- iii. What is the influence of the principals' transformational leadership style on students' discipline in public secondary schools in Kikuyu sub-county?
- iv. What is the influence of the principals' authoritarian leadership style on students' discipline in public secondary schools in Kikuyu sub-county?

1.6 Significance of the study

The findings of this study may provide school heads with data on the role of their leadership styles on the discipline of students and ultimately employ the best styles of leadership that encourage desirable behaviour. They may also use the findings to improve on their leadership as well as students' discipline. Training management specialists within Kiambu County may be able to use the data to

plan for and offer training to head-teachers on the desirable leadership styles that uphold desirable behaviour in secondary schools.

1.7 Limitations of the study

The study was confined to Kikuyu Sub County making the findings to be only specific to the area with little room for generalization. Attempts were made to ensure homogeneity in the sample to enhance effectiveness. Decision by the respondents on whether to participate or not in the study due to fear of victimization limited the research to an obtained sample other than the intended. The researcher endeavoured to assure the respondents of confidentiality. The head teachers and teachers have a busy schedule. This inhibited the study. The researcher redressed this by making early appointments with the respondents to avoid disappointments. In some cases respondents deliberately refused to participate in the study. The researcher was forced to lure them with airtime. This increased the cost of research.

1.8 Delimitations of the study

The study was delimited to public secondary schools in Kikuyu Sub County. It further delimited itself to the influence of principals' leadership styles on students' discipline. The respondents were principals and teachers of public secondary schools in Kikuyu Sub County.

1.9 Basic assumptions of the study

The study was guided by the following assumptions:-

- i. That there is a significant relationship between the leadership styles used by principals and the discipline of students in public secondary schools in Kikuyu sub-county.
- ii. That there exists no public secondary school in Kikuyu Sub-county where leadership is not exercised.

1.10 Definition of significant terms

The following are the definition of terms:

Discipline refers to acceptable pattern of behaviour

Leadership style refers to a way of providing direction to as well as motivating people to accomplish goals of an institution.

Autocratic leadership refers to where the leader believes in direct supervision to be key in maintaining a successful environment and followership.

Democratic leadership refers to the leadership style that allows the members of an organization participate in decision making.

Transactional leadership refers to a style of leadership which involves motivating followers through a system of rewards and punishments.

Transformational leadership refers to a style where a leader challenges and inspires their followers with a sense of purpose and excitement.

1.11 Organization of the Study

The study is organized into five chapters. The first one is the introduction. It highlights the background to the study, statement of the problem, the purpose of the study, research questions, research objectives, the basic assumptions of the study, significance of the study, limitations of the study and delimitations of the study. It also addresses operational definition of key terms and ends with the organisation of the study. The second chapter deals with the review of the related literature on the concept of discipline, concept of leadership style and its influence on discipline, democratic leadership style and its influence on discipline, transactional leadership style and its influence on discipline,, transformational leadership style and its influence on discipline, and authoritarian leadership style and its influence on discipline. It contains a summary of the literature review, theoretical framework and conceptual framework. The third chapter outlines the research methodology under: research design, target population, sample size and sampling procedure, research instruments' validity and reliability, data collection procedures, data analysis techniques and ethical considerations. The fourth chapter presents data analysis and interpretations while the fifth chapter presents the summary of the study, conclusions, recommendations and suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents a review of literature related to the study problem in terms of concept of discipline, concept of leadership and its influence on discipline, democratic leadership style and students' discipline, autocratic leadership style and students' discipline, transactional leadership style and students' discipline, transformational leadership style and students' discipline, summary of literature review and the theoretical and conceptual framework guiding the study.

2.2 Concept of discipline

Discipline is the action by management to enforce organisational standards (Okumbe, 1998). In this regard there are many standards or codes of behaviour that must be adhered to by teachers, students and non-teaching staff in educational organisations. Blandford (1998) defines discipline as the readiness to obey established rules, norms, standards or certain conditions that exist in schools to regulate students' conduct (King'ori, 2012). According to Pandya (2011), discipline consists in the submission of one's impulses and powers to a regulation which imposes form upon chaos and brings efficiency and economy where there would otherwise be ineffectiveness and waste. In a school situation discipline usually means order and system in doing things, regularity and obedience to commands. It is thus self-control attained through mental and moral training of high order, formation of good habits and obedience to socially approved standard of behaviour, thought and action.

Any act that is not in consonance with these set of behaviours would thus constitute indiscipline. Indiscipline thus can be taken to be any form of misbehaviours which the student(s) can display in such ways as: general disobedience to constituted authority, destruction of school property, poor attitude to learning, abuse of seniority, immoral behaviour, drug abuse, stealing, lateness, truancy, dirtiness, quarrelsomeness, use of abusive or foul languages, rudeness, gangsterism or cultism e.t.c. (Ali, Dada, Isiaka, & Salmon, 2014). Ali, et al (2014), view indiscipline to be the unwillingness by students to respect the constituted authority, observe and obey school rules and regulations and to maintain high standard of behaviours conducive to teaching learning process and essential to the smooth running of the school to achieve the educational objective with ease.

2.3 Concept of leadership and its influence on discipline

A leadership style is a leader's style of providing direction, implementing plans, and motivating people (Wikipedia, 2012). Armstrong (2004) defines leadership as influence, power and legitimate authority acquired by the leader to be able to effectively transform the organization through direction of human resources that are the most important organizational assets, leading to the achievement of desired goals. Therefore, the leadership style should be properly and carefully used to guide and motivate subordinates (Kibiwott, 2014).

According to Okumbe (1998) leadership is a process of encouraging and helping others to work enthusiastically towards objectives. It is a human factor that binds a group together and motivates it towards goals by transforming the group's potentials into reality. He defines leadership style as a particular behaviour

applied by a leader to motivate subordinates to achieve the objectives of the organization.

Myron (2009) observes that leadership styles influence how the organizational human, physical and financial resources are utilized and further clarifies that leadership style affects how people relate in the organization as it influences the type of communication that develops between the leadership and the staff. Mbiti (2009) highlights various reasons that affect the school discipline to include teachers' motivation, and the leadership style exercised by the head-teachers. Ashipi (2005) in King'ori (2012) indicates that the teaching learning process is largely influenced by the leadership style of the school head. This is supported by Stewart (2006) who observes that the improvement in academic standards in a school set up is a function of leadership style adopted by the head teacher. Mbogori (2012) observes that the leadership style of the head-teacher has a considerable influence on students discipline in schools although other factors may come into play to impact on discipline. This is supported by Kibet et al (2012). However, a study by Kibet (2010) in Koibatek revealed that there was no significant relationship between the head-teacher's leadership styles and student discipline in secondary schools.

2.4 Authoritarian leadership style and students' discipline

As a general rule, the more authoritative the leader is, the less he is willing to use the creative ideas of his staff and that the more authoritative leadership style used by the leader, the more he separates himself from his staff hence decreases staff morale. The leader "uses people's muscles instead of their minds" Myron (2009). When authoritative style of leadership prevails, there are incidences of tension,

anxiety, frustrations, arguments and outbreaks of aggression that may result in fighting. Kibiwott (2014) while quoting Kapena (2010) agrees with this when he warns against shouting and yelling at teachers in the name of giving instructions. He argues that many teachers work with varying attitudes, depending on the leadership they experience. Some may have negative or positive attitude towards specific goals and purposes.

Authoritarian leaders have no considerations for individual feelings, a scenario that makes the teachers very discouraged, because they are not given room for them to be heard, or to express their ideas and opinions (Kibiwott, 2014). In a secondary school context, in Kibiwott's (2014) view, this situation is unhealthy since the teachers take care of children with different needs which sometimes call for immediate attention to avert a problem, which if not acted on promptly may escalate to uncontrollable levels. This may accentuate cases of indiscipline.

2.5 Democratic leadership style and students' discipline

(D'Souza, 2006) writes that democratic leadership style is generally concerned with the maintenance of group effectiveness and completing tasks. This style of leadership encourages members in their groups to express their ideas and feelings freely because they believe such climate leads to greater creativity and commitment. Democratic leaders rarely set policies without explaining the reasons and proposing these reasons to their staff. D'Souza (2006) farther remarks that head teachers play a major role in promoting teachers' development and school improvement. This is supported by Okumbe (1998) who states that where democratic leadership style prevails, there is enhanced affection and

positive sentiments among the teachers and there is also more trust among the teachers themselves because they share a common belief.

Democratic leadership therefore is a source of good discipline. This is supported by Kimarua (2010) who points out that dialogue and involvement of students in decision making on matters that affect them makes the students to own the school policies, since the students are self-directed and always support the school administration. This gives a good picture of how democracy is the disciplinarian. However, on the part of Oyetubo & Olaiya (2009) in Ali et al (2014), the idea of democracy with its emphasis on the rights and freedom of the individual is among the causes of indiscipline acts in schools.

2.6 Transactional leadership style and students' discipline

Bass (2000) describes transactional leadership style as that that embraces “the carrot and stick”, where rewards are given for successful completion of set tasks and punishment for failure. The rewards and punishment are both psychological and physical. In a school setting a principal espousing this style would thus give rewards for good behaviour in terms of tokens, field trips and recognition or praise. Bad behaviour is punished through condemning or withdrawal of the physical rewards. He however notes that studies carried in Australia and China by Casmir, Walden, Bartan and Yang (2006) to determine how transactional leadership affects trust and performance levels in banks showed that the style did not predict performance/ trust in either population. But studies in China, India, Kenya and USA by Walumbwa, Lawler and Avolio (2007) established that individualistic individuals are more amenable to transactional leaders who reward

individuals for hard-work. This suggests that transactional leadership can be used to modify behaviour of students.

Transactional leaders focus on increasing the efficiency of established routines and procedures. They are more concerned with following existing rules than with making changes to the organization. A transactional leader establishes and standardizes practices that will help the organization reach maturity, goal-setting, efficiency of operation and increased productivity. Okumbe (1998) argues that on one hand, the transactional leader emphasizes the objectives of the organization and the role of the worker's position. He further states that the workers are strictly controlled through the application of rules and regulations stipulated by the organizational structure (task centered).

On the other hand, the transactional leader is worker-centered emphasizing the human dimension of the organization and is sensitive to the worker's individual needs. The leader thus varies emphasis as the situation demands. Therefore, transactional leadership style can be very essential in controlling indiscipline acts among students. This idea is supported by Ali et al (2014) when they explain that as a method to control indiscipline, a method they term, authoritarian methods can be aligned with the behaviourist philosophy which emphasizes shaping behaviour through the use of rewards and punishment.

2.7 Transformational leadership style and students' discipline

Transformational leaders inspire, empower and stimulate followers to exceed normal levels of performance. They focus on and care about followers and their personal needs and development. Kibiwott (2014) notes that transformational

principals inspire teachers and students beyond their own self-interest and thus can effectively enhance school discipline. While quoting Ylimaki (2006), Kibiwott (2014) states that, leaders who embrace transformational leadership style are able to motivate their teachers to higher levels of efforts, especially in educational institutions. Therefore, transformational style of leadership if strictly followed can enhance moral values that would help teachers to make decision and judgment within the social system such as the school.

Bass (2000) argues that in transformational leadership, vision and organizational learning processes are the key to school improvement since the leader is able to guide the teachers in the direction of where the school is expected to be in future. Kibiwott (2014) further writes that, Silins (2002) found out, in his study of Australian schools, that transformational leadership style contributes to the development of schools as learning organizations. Further, he affirms that higher performing schools that engage in organizational learning enables their teachers to learn collaboratively and continuously and staff is able to put this learning into use in response to social needs and the demands of their environment.

Kurland, Pevetz and Lazarowitz (2010) in their study on leadership style and organizational learning found out that there is a positive relationship between transformational leadership style and the school vision which is a key factor in curbing school strikes (Kibiwott, 2014). This view is supported by Kimarua, (2010) who points out that transformational leadership style, which involves guidance and counseling, helps to raise self-esteem of the students. As such, such students appreciate themselves and the problems they face in school and thus become problem solvers other than problem multipliers. However, he notes that

many principals do not understand or apply the transformational leadership styles in their schools.

2.8 Summary of literature review

Various studies that have been conducted have revealed a relationship between the variables under the study. For example Mbiti (2009) have cited that leadership styles exercised by the head-teachers affect the school discipline. This is supported by studies conducted by Kibet et al (2012), King'ori (2012), Mbogori (2012) and Kimarua (2010). However, a study by Kibet (2010) in Koibatek revealed that there was no significant relationship between the head-teacher's leadership styles and student discipline in secondary schools. This study therefore sought to re-examine the extent of this relationship in Kikuyu sub-county.

Kimarua (2010) gives a good picture of how democracy is the disciplinarian by showing that it makes the students to own the school policies, since they are self-directed and will therefore support the school administration always. However, on the part of Oyetubo & Olaiya (2009) in Ali et al (2014), the idea of democracy with its emphasis on the rights and freedom of the individual is among the causes of indiscipline acts in schools. This study thus sought to shed light on this with special reference to Kikuyu sub-county.

Kimarua (2010) points out that transformational leadership style helps to raise self-esteem of the students such that the students appreciate themselves and the problems they face in school and thus become problem solvers other than problem multipliers. He however notes that many principals do not understand or

apply the transformational leadership styles. This study therefore sought to find out the extent of the application of transformational leadership style in Kikuyu sub-county.

King'ori (2012) points out that transactional leadership can be used to modify behaviour of students through use of rewards for good behaviour. However no study has been carried out to determine the extent of the application of transactional leadership style in Kikuyu sub-county. This study thus sought to determine the extent of the application of transactional leadership style in and the extent of its influence on student's discipline in Kikuyu sub-county.

2.9 Theoretical framework

This study was guided by the Path-Goal Theory of leadership. The theory is based on specifying a leader's style or behaviour that befits the employee and work environment in order to achieve a goal (House, 1971 in Clerk, 2013). It is built on Vroom's (1964) expectancy theory in which an individual will act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Clerk, 2013). This implies that students can be encouraged to behave accordingly if they are made to believe that such behaviour will add value to their life, for example, pass in exams.

The theory can be thought of as a process in which leaders select specific behaviours that are best suited to the employees' needs and the working environment so that they may best guide the employees through their path in the attainment of the goals (Clerk, 2013). The theory emphasizes the following basic

steps: determine the employee and environmental characteristics, select a leadership style and focus on motivational factors that will help employees to succeed. This implies that for good discipline to be achieved in schools the leaders must provide direction through set goals and how to get there. This is why most schools have a vision to produce responsible and disciplined citizens. For this to be achieved, the principals must provide directions.

The path-goal theory stresses that effective leadership is a function of the interaction between leader behaviour and situational or contingency variables of subordinate characteristics and environmental factors. These contingency factors interact with leader behaviour to determine employee attitudes and behaviour. The employee attitudes and behaviour may be motivated or constrained (Okumbe, 1998). This has an implication that the principal can interact with the situational factors within the school environment to determine the attitude and behaviour of learners.

2.10 Conceptual framework

A conceptual framework is a graphical or diagrammatical representation of the relationship between variables in the study whose purpose is to assist the reader see the proposed relationship. It is a graphical or visual representation that is used to describe the phenomenon under study (Mugenda and Mugenda, 2003). According to Kombo & Tromp (2006) a conceptual framework is a set of broad ideas and principles obtained from relevant fields and used to structure a presentation.

The conceptual framework that guided this study is illustrated diagrammatically as shown:-

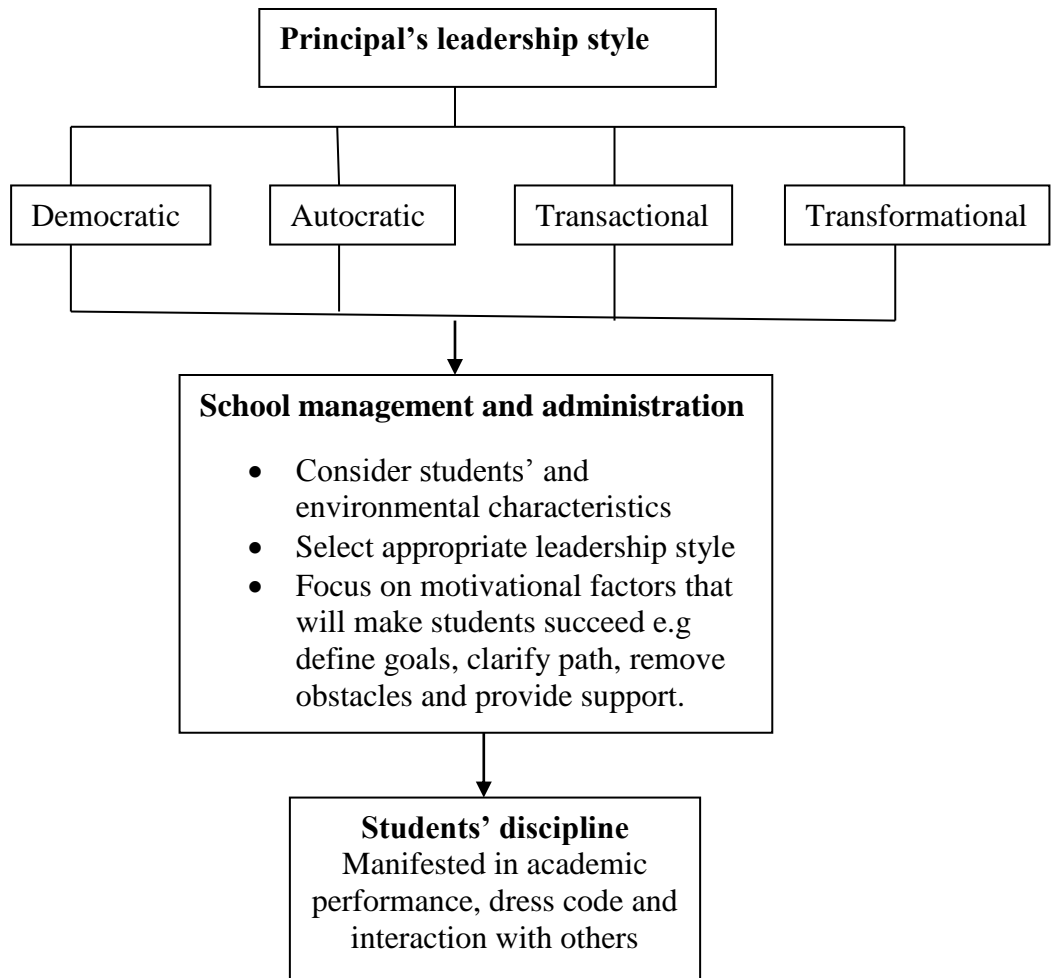


Figure 2. 1: A conceptual framework of principals' leadership styles and their influence on students' discipline.

The school management would be required to consider students' and environmental characteristics, select appropriate leadership style and focus on motivational factors that will make students to succeed, for example define goals, clarify path, remove obstacles and provide support. This will then determine students' discipline and behaviour.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the methodological approach the researcher used. It presents the study design, target population, sample size and sampling procedure, research instruments' validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research design

The researcher adopted the descriptive survey research design as a pertinent method of inquiry in this research project. This choice was informed by Best and Kahn (2006), who states that “in descriptive research project, in contrast to an experiment, the researcher does not manipulate the variable, decide who receives the treatment, or arrange for events to happen. In fact, the events that are observed and described would have happened even if there had been no observation or analysis. Descriptive research also involves events that have already taken place and may be related to a present condition. The design was appropriate in this study in that variables for the study namely leadership styles of the head-teachers and students' discipline had already occurred. The researcher thus merely analysed their nature of relationships and made inferences about variables without manipulation of independent variables and dependent variable.

3.3 Target population

The target population included principals and teachers from public secondary schools in Kikuyu sub-county. There are thirty-one (31) public secondary schools

with 616 teachers. Of these, 6 are boys' schools, 6 girls' and 19 mixed secondary schools. (Information is available in Kikuyu SCQASO's office).

3.4 Sample size and sampling procedure

The researcher employed stratified random sampling for the study. Kikuyu sub-county has a total of 31 public schools (6 boys', 6 girls' and 19 mixed), 31 principals and 585 teachers available for the study. The schools were stratified in terms of type as mixed, boys' or girls' schools out of which 28 schools, 28 principals and 230 teachers were selected yielding a total sample size of 258 respondents. This satisfies sample size as generated by the research division of the National Education Association of USA (Krejcie & Morgan, 1970) which gives the sample size for a population of 30 as 28 and 550 as 226. This accounts for 90.3% of the schools, 90.3% of the principals and 39.3% of the teachers. The sample size should be large enough to be representative of the population.

Cohen & Manion (2006) suggest that an anticipated minimum of thirty cases per variable should be used as a 'rule of thumb', i.e. one must be assured of having a minimum of thirty cases for each variable, but a larger sample is all to the good and should be obtained whenever possible. Thembinkosi (2005) while quoting Gay, as cited in Ngcongo (1986) states: "The minimum number of subjects acceptable as representative in descriptive research involving a large population is 10%, and for smaller ones 20%. The terms small and big are, of course, subject to many interpretations." Therefore the sample size selected can be deemed to satisfy the requirement for a sample.

3.5 Research instruments

The data was collected using questionnaires designed by the researcher. Questionnaires were chosen because they allow large amounts of information to be collected from a large population in a short period of time. There were questionnaires for teachers and principals. The questionnaire for teachers had three sections A, B and C. Section A gathered information on the background of teachers, section B gathered information on the characteristics of the principals while section C collected information on the leadership styles being employed by principals and their influence on students' discipline. The questionnaire for principals had three sections, A, B and C. Section A had items designed to give the background information of the principals, section B had items requiring principals to give the general information pertaining to discipline in their schools while section C had items seeking information on the application of various leadership styles by the principals and their influence on students' discipline.

3.6 Validity of research instruments

Validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure (Best & Kahn, 2006). It is the extent to which the instrument measures what it was supposed to measure (Orodho, 2012). To ensure content validity of the questionnaires used in the study, the researcher discussed the items in the instrument with the supervisors and also asked the right questions phrased in the least ambiguous way and ensured that all terms were clearly defined so that they had the same meaning to all respondents. Piloting of the questionnaires was also done where three head teachers and 23 teachers were

picked randomly from three (3) neighbouring schools so as to test the validity of the questionnaires used.

3.7 Reliability of research instruments

Reliability is a measure of the degree to which a research instrument yields consistent results after repeated trials (Mugenda & Mugenda, 2003). It is the degree of consistency that the instrument or procedure demonstrates (Best & Kahn, 2006). Garg & Kothari (2014) recommends a test – retest method to be used by administering the same instruments twice on the same sample group of the subject at different times to test reliability of the instruments. The researcher determined the reliability by first administering the instrument to two schools in the neighbouring sub county that were not involved in the study. The researcher then administered the same instrument on the same sample group of the subject for a second time.

The researcher then used the split-half method to calculate the reliability of the instruments. The method involves scoring two halves usually odd and even items of a test separately for category of the instruments and then calculating the Pearson product moment correlation coefficient for the two sets of scores.

Pearson’s Correlation Coefficient (r) is given as below:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2 \cdot n\sum y^2 - (\sum y)^2\}}}$$

Where:

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

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

$\sum x^2$ = sum of squared scores in x distribution

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

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

n=the number of point x and y scores

This gave r of 0.8 and 0.9 for the questionnaire for teachers and questionnaire for principals respectively. A correlation co-efficient of about 0.8 is high enough to judge the instruments as reliable for the study (Orodho, 2004).

3.8 Data collection procedure

The first step involved getting a permit from the National Commission for Sciences, Technology and Innovation, County Director of Education (Kiambu County) and the County Commissioner, Kiambu to undertake research in the Sub County. The researcher then sought permission from the head teachers of schools in Kikuyu Sub County so as to undertake the study in their schools. Once permission was granted, the selected schools were visited; the researcher made appointment with the principals and teachers and administered the questionnaires to the principals and teachers in person. The researcher then gave the principals and teachers a time period of one week to fill-in the questionnaires before collecting them thereafter.

3.9 Data analysis techniques

The data was sorted, edited, coded, cleaned and processed. The data was analysed using descriptive statistical techniques which include frequencies and percentages. Statistical Packages for Social Sciences (SPSS) was be used due to accuracy and speed of processing. Qualitative data was analysed thematically as per the objectives of the study. The hypotheses were tested using Chi-square at a significance level of 5% and 4 degrees of freedom. This gave a critical value (X^2)

of 34.49 and a significance figure of 9.488, implying the existence of a positive relationship. The data was presented using frequency tables and graphs.

3.10 Ethical considerations

Ethics according to Cohen & Manion (2007) is what is or what is not acceptable. This study was guided by the following ethical considerations. In cases where respondents feared being victimised, they were assured of anonymity and confidentiality where they were not expected to indicate their name or that of their school anywhere in the questionnaire. The researcher also acknowledged the sources of information used in this research work. In cases where it may have appeared that the research was going to conflict with aspects of school policy, management styles or individual personalities, the researcher consulted relevant parties. This was informed by Hitch'cock & Hughes, (1971) in Cohen & Manion, (2007).

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the discussion of findings of the study on the influence of principal's leadership styles on students' discipline in Kikuyu Sub County, Kenya. The data focuses on the response rate, background information of teachers and principals, principals' characteristics, leadership styles and students' discipline, democratic leadership style and students discipline, transactional leadership style and students discipline, transformational leadership style on students' discipline, authoritarian leadership style on students' discipline and general information on students' discipline.

4.2 Response rate

The researcher adopted the descriptive survey research design employing stratified random sampling to select 28 public schools, 28 principals and 230 teachers from a population of 31 public schools, 31 principals and 585 teachers available for the study; yielding a total sample size of 258 respondents. The schools were first stratified in terms of type as mixed, boys' or girls' schools then respondents randomly chosen. However, all the principals in the selected schools automatically formed the sample. This was informed by Krejcie & Morgan (1970) who give the sample size for a population of 30 as 28 and 550 as 226.

Out of the 258 questionnaires administered, 222 were filled and returned. This represents 86 percent response rate, which is considered very good to make conclusions for the study. This high response rate is attributed to the data

collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires. A 50 percent response rate is adequate, 60 percent is good and above 70 percent is rated very good (Mugenda & Mugenda, 2003). This implies that the response rate in this case of 86 percent was very good. This information is summarised in table 4.1.

Table 4. 1: Response rate

Respondents	Questionnaires issued	Questionnaires returned	Percentage (%)
Principals	28	25	89.3
Teachers	230	197	85.7
Total	258	222	86.0

4.3 Background information of teachers and principals

The researcher sought to establish the teachers' and principals' gender, age, level of education and their length of service as a teacher so as to lay a background on which their responses may be based. These are shown in table 4.2.

Table 4. 2: Background information of teachers and principals

Information	Teachers		Principals	
	Frequency	Percentage	Frequency	Percentage
Gender :				
Male	138	62	19	79
Female	84	48	6	21
Age (Years):				
Less than 30	34	15	0	0
30-40	73	33	0	0
Over 40	93	42	25	100
Educational level:				
PhD	20	9	4	16
Masters	87	39	12	48
Bachelor's	106	48	9	36
Diploma	9	4	0	0
Teaching experience (years):				
Less than 10	38	17	0	0
10-20	104	47	4	16
Over 20	80	36	21	84

The data in Table 4.2 shows that the majority of the teachers (62%) and principals (79%) were male. This might indicate that gender parity is not observed in employment of teachers. This might also influence students discipline in the public secondary schools in Kikuyu Sub County. The highest proportion (42%) of the teachers was of the age bracket over 40 years while none of the principals was younger than 40 years. This implies that the study sampled mature teachers who could understand the principals' leadership styles that influence students discipline in secondary schools in Kikuyu Sub County.

The table 4.2 further indicates that majority of the teachers (48%) at least had bachelor's degree and most of the principals (48%) had a master's degree. This implies that the teachers and principals are qualified to handle their position and therefore form the right respondents for study in Kikuyu Sub County. It is further indicated that the highest proportion of the teachers (47%) had worked for between 10 and 20 years at the time of study and 84% of the principals had a

work experience of over 20 years. This implies that the sampled teachers and principals had undoubted experience to respond to questions on the influence of principal's leadership styles on students' discipline in public secondary schools in Kikuyu Sub County.

4.4 Principal's characteristics

Teachers were asked to provide information about their principals. The teachers from the various schools perceived the principal's leadership approach in various ways. Their responses were summarized as shown in table 4.3.

Table 4. 3: Teachers' perception of leadership styles applied by principals in their schools

Principal's characteristics	Always		Often		Occasionally		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Treats all members as equal	29	13.1	103	46.4	33	14.9	45	20.3	10	4.5
Gets group approval on important matters before making decisions	33	14.9	17	7.7	117	52.7	33	14.9	22	9.9
Puts group suggestions into action	33	14.9	33	14.9	123	55.4	6	2.7	27	12.2
Looks out for individual welfare of group members	32	14.4	73	32.9	60	27.0	57	25.7	0	0.0
Asks members to strictly follow rules and regulations	154	69.4	19	8.6	34	15.3	6	2.7	9	4.1
Assigns group members particular tasks	89	40.1	70	31.5	42	18.9	10	4.5	11	5.0
Emphasizes meeting deadlines	100	45.0	60	27.0	35	15.8	11	5.0	16	7.2
Speaks in a manner not to be questioned	32	14.4	64	28.8	58	26.1	43	19.4	25	11.3
Gives advance notice of changes	29	13.1	47	21.2	98	44.1	29	13.1	19	8.6
Acts without consulting the group	24	10.8	37	16.7	94	42.3	44	19.8	23	10.4
Schedules the work to be done	56	25.2	108	48.6	30	13.5	22	9.9	6	2.7
Encourages use of uniform procedures	66	29.7	85	38.3	48	21.6	23	10.4	0	0.0
Encourages following hierarchy	61	27.5	80	36.0	31	14.0	44	19.8	6	2.7
Gives rewards for targets met	25	11.3	43	19.4	45	20.3	41	18.5	68	30.6
Promotes cooperation and harmony	53	23.9	51	23.0	62	27.9	46	20.7	10	4.5
Inspires and motivates teachers and students	35	15.8	42	18.9	92	41.4	31	14.0	22	9.9
Serves as a role model i.e. does what he/she says	63	28.4	41	18.4	46	20.7	35	15.8	37	16.7
Encourages teachers/students to be innovative and creative	52	23.4	80	36.0	56	25.2	23	10.4	11	5.0

Table 4.2 shows that, 61.3% teachers believed that their principal often and occasionally treated all members as equal while only a small proportion, 4.5% of the teachers, stated that principals never treat all members of staff as equal. They felt there were double standards. It was also found that majority of teachers (52.7%) find their principals occasionally trying as much as possible to get approval on important matters involving discipline from staff before making decisions, whereas 9.9% said the principals never seek for approval on important matters before making decisions. This means that although the teachers are involved in decision making, the principals can overrule them and their decision is final. They said that this sometimes led to principals arriving at unpopular decisions, raising tension among teachers and students.

The view was supported by Mcmanus (1989) in Kibet et al (2012) who asserted that the principal is the policy maker and the executor and by influence, the leader as an educational manager. Everything relies on him or her in the school in this regard and therefore the principal plays a critical role in determining how effective the school is by giving staff, students and parents the opportunity to participate in the implementation of policies. However, the extent to which the principal would bring the staff, students and parents on board depends on the attitude he/she holds towards them. If the principal believes that they are crucial partners he/she will devolve power and give them more space in the formulation and implementation of policies. However, if they elect to act alone or disregard advice from other stakeholders, there is a potential of stoking conflict.

On whether the principal puts group suggestion into action, majority of the teachers, 55.4 percent felt that the principal did this occasionally, while 14.9

percent of the teachers said the principals rarely and never put group suggestions into action. Further, 32.9 percent of the teachers felt that the principals often look out for individual welfare of group members and another 69.4% said the principals always asked members to strictly follow rules and regulations. A further 69.4% of the teachers said the principals always asked members to strictly follow rules and regulations. This is in tandem with Okumbe's (1998) assertion that students discipline can be controlled through application of rules and regulations stipulated by the organization's structure.

It is further revealed that 40.1% of teachers believed that principals always assign staff members particular tasks; 45% of teachers asserted that principals emphasize meeting deadlines while another 28.8% and 14.4% teachers asserted that principals often and always speak in a manner not to be questioned. This means they are never free to criticisms. Myron (2009) supports these findings by defining authoritarian leadership as where the leader makes all decisions concerning what, when, where and how things are done and who will do them and those who fail to carry out the instructions given are severely punished.

When asked whether the principal gives advance notices to changes, only 13.1% of the teachers said they always did. 44.1% felt the principals occasionally gave advance notices to changes and another 21.2% felt they often did so. However, 21.7% of the teachers reported that the principals rarely and never gave advance notices to changes. On whether the principal acts without consulting the group, majority (42.3%) said the principals occasionally acted without consulting the group while 19.8% said the principals rarely acted without consulting the group and, 10.4% said the principals never acted without consulting the group.

Table 4.2 indicates further that 25.2% and 48.6% teachers reported that principals always and often scheduled the work to be done. This prevents any incidences of chaos. This implies that most principals in public schools in Kikuyu Sub County schedule work to be done. On whether the principal encourages use of uniform procedures in dealing with issues, 29.7% and 38.3% of the teachers said the principal always and often encouraged staff to use uniform procedures in dealing with issues, 21.6% said the principals occasionally encouraged use of uniform procedures and 10.4% said the head teachers rarely encouraged use of uniform procedures.

The teachers were also asked to tell whether the principals encourage following hierarchy. 27.5% and 36.0% said the principals often and always encouraged following of hierarchy. On whether the principals provide rewards for targets met, 11.3% and 19.4% of the teachers said the principals always and often gave rewards for targets met while 30.6% of the teachers said the principals never gave rewards for targets met. This is an indication that principals reward students for good behavior. This is in line with Ali et al (2014) when they explain that as a method to control indiscipline, a method they authoritarian , can be aligned with the behaviorist philosophy to shape behavior through the use of rewards and punishment.

Majority of the teachers (23.9%) said that principals always promote cooperation and harmony among staff members while 4.5% felt the principals never do so. The teachers were also asked to indicate whether the principals inspired and motivated teachers and students. 18.9% and 15.8% of them reported the principals as often and always inspiring and motivating teachers and students,

41.4% said they occasionally did so, 14.0% said they rarely did so while 9.9% reported that they never did. When asked if the principal serves as a role model by doing as they say, 28.4% and 18.4% of the teachers said the principals always and often served as a role model, 20.7% said they occasionally did, 15.8% said they rarely did while 16.7% asserted that the principals never serve as role models.

Lastly, the teachers were asked to indicate whether the principal encouraged teachers and/or students to be innovative and creative. 23.4% and 36.0% of the teachers reported that they did so always and often and 25.2% said they occasionally did. On the other hand, 10.4% and 5.0% of the teachers felt that the principals rarely and never encourage teachers and students to be innovative and creative. From the foregoing it can be concluded that the principals used the various leadership characteristics alternately as situation demanded. However some leadership characteristics tend to be more dominant than others.

4.5 Leadership styles and students' discipline

Principals and teachers were asked to give their views about students' discipline in relation to various leadership styles employed by the principals. They were asked to show their extent of agreement in a Likert scale, whether principals leadership style influence students discipline, whether involvement of students in decision making improves their discipline, whether rewarding well behaved students upholds discipline whether students must be monitored very closely to behave accordingly and whether guiding and counseling students upholds high discipline standards. The views are provided in the following tables:

Table 4. 4: Influence of Principal's leadership style on students' discipline

Responses	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	18	72	92	46.8
Agree	5	20	58	29.3
Disagree	2	8	15	7.6
Strongly disagree	0	0	10	5
Not sure	0	0	22	11.3
Total	25	100	197	100

From table 4.4 it is evident that majority of the teachers at 46.8% and 72% of the principals strongly agreed that principal's leadership styles influence students' discipline. Only 7.6% teachers and 8% principals disagreed with this, thus affirming Mbogori's (2012) observation that the leadership style of the head-teacher has a considerable influence on students discipline in schools although other factors may come into play to impact on discipline; and Kibet's et al (2012) findings that the leadership styles employed by principals influence students' discipline. There is therefore need to strengthen school leadership.

On whether involvement of students in decision making by the principals improves the students' discipline, the teachers and principals gave their responses as indicated in the table 4.5:

Table 4. 5: Involvement of students in decision making improves their discipline

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	8	32	31	15.8
Agree	12	48	125	63.5
Disagree	2	8	12	6.3
Strongly disagree	3	12	2	0.9
Not sure	0	0	27	13.5
Total	25	100	197	100

From the table 4.5, majority of the principals (32%) and 15.8% of teachers strongly agreed and 48% principals and 63.5% teachers agreed that involving students in decision making improves their discipline while only 8% of principals and 6.3% of the teachers disagreed, indicating that majority of both principals and teachers agree that involvement of students in decision making improves their discipline. This affirms the view that democracy influences students' behavior positively as is supported by Kimarua (2010) who points out that dialogue and involvement of students in decision making on the matters that affect them makes the students to own the school policies.

As regards the view that rewarding well behaved students upholds discipline, the findings were as indicated in table 4.6:

Table 4. 6: Rewarding well behaved students upholds discipline

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	8	32	59	30.1
Agree	13	52	118	59.9
Disagree	3	12	3	1.4
Strongly disagree	1	4	0	0
Not sure	0	0	17	8.6
Total	25	100	197	100

The results indicate that majority of the principals at 52% and 59.9% teachers agree to this statement; and 32 percent of the principals and 30.1 percent of the teachers strongly agree that rewarding well behaved students upholds their discipline while 12% principals and only 1.4% teachers disagreed. This means that rewards in terms of recognition should be encouraged as a measure to help maintain good discipline in public secondary schools as is outlined by Ali et al (2014) who say that students behaviour can be shaped through the use of rewards and punishment.

On the view that students must be very closely monitored to behave as expected, the responses are summarised in table 4.7:

Table 4. 7: Students must be monitored very closely to behave accordingly

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	23	92	53	27
Agree	0	0	80	40.5
Disagree	2	8	35	17.6
Strongly disagree	0	0	20	9.9
Not sure	0	0	10	5
Total	25	100	197	100

From table 4.7, a good number of teachers (27%) and 92% of the principals strongly agreed that monitoring students very closely make them to behave in the expected manner. Only 8% of the principals and 27.5% of the teachers disagreed. This may be taken to imply that leaving students on their own is likely to make them deviate from the norm. This thus calls for administrators to keep close watch of the learners if they must show appropriate behavior.

As to whether guiding and counseling students upholds high discipline standards, the teachers and principals responded as indicated in table 4.8:

Table 4. 8: Guiding and counselling students upholds high discipline standards

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	9	36	57	28.8
Agree	16	64	104	52.7
Disagree	0	0	25	12.6
Strongly disagree	0	0	2	0.9
Not sure	0	0	10	5
Total	25	100	197	100

The majority of principals (64%) and 52.7% of teachers agreed that subjecting students to guidance and counseling ensures high discipline standards while only 12.6% of the teachers disagreed and 0.9% strongly disagreed. This is supported by Kimarua (2010) when he says that guidance and counseling, helps to raise self-esteem of the students and as such, the students appreciate themselves and the problems they face in school and thus become problem solvers other than problem multipliers.

These aspects were also tested using chi-square to ascertain the existence of a relationship between the principal's leadership style and students' discipline at 5% level of confidence and 4 degrees of freedom. This gave a critical value (X^2) of 34.49 and a significance figure of 9.488, implying the existence of a relationship. Therefore, where the principals guide and counsel students, monitor students very closely, reward well behaved students and involve students in decision making, good discipline and thus better learning environment prevails.

4.6 Democratic leadership style and students' discipline

The researcher examined the extent to which democratic leadership influences students' discipline. The study investigated if the principal involves students in formulating rules and regulations, if the principal organizes students' *barazas*, if the principal allows students to elect their leaders, if the principal notifies students of any changes in the school in advance and if the principal consults with the students on discipline issues.

The principals and teachers were asked if the principal involves students in formulating rules and regulations. Their responses were as shown in table 4.9.

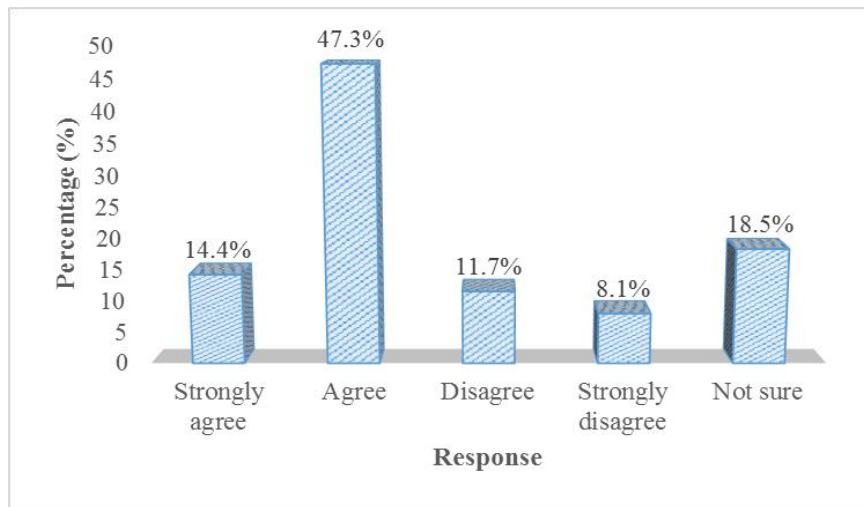
Table 4. 9: Principal involves students in formulating rules and regulations

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Always	6	24	9	4.5
often	13	52	72	36.5
Occasionally	5	20	44	22.1
Rarely	1	4	39	19.8
Never	0	0	34	17.1
Total	25	100	197	100

The data in table 4.9 shows that the highest proportion of principals (52%) and 36.5% of teachers said the principals often involved students in formulating rules and regulations while 19.8 % and 17.1% of teachers felt the principals rarely and never involved students in formulating rules and regulations respectively and 4% of principals said the principals rarely involved students in formulation of rules and regulations. This is an indication that that most principals involve students in rules' formulation. Democratic leaders rarely set policies without explaining the reasons and proposing these reasons to their staff (D'Souza, 2006).

The teachers were also asked to show if involvement of students in formulating rules and regulations had improved students' discipline. Their responses were as shown in figure 4.1.

Figure 4. 1: Involvement of students in formulating rules and regulations has improved their discipline



From the figure 4.1 it is apparent that most teachers, 28 (14.4%) and 93 (47.3%) strongly agree and agree respectively that involvement of students in formulating rules and regulations had improved the discipline of students. Only a small percentage, 23 (11.7%) disagreed. This affirms Okumbe's (1998) assertion that democratic leaders allow the group members a good deal of freedom in their work once they have shown the ability to do it. They keep on looking for better ways of doing things and are open to change when convinced that such changes are essential for institutional improvement. Where democratic leadership prevails, there is enhanced affection and positive sentiments and trust.

On the statement whether the principals organize for students' *barazas* for them to express issues pertaining to their welfare, the responses are summerised in table 4.10.

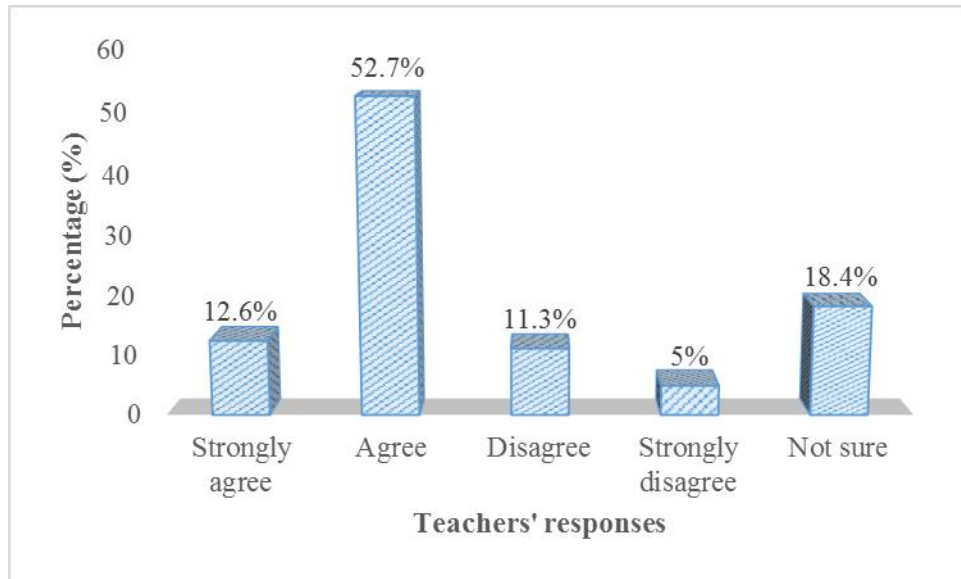
Table 4. 10: Principal organizes students' barazas for them to express issues pertaining to their welfare

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Always	0	0	13	6.8
Often	4	16	37	18.8
Occasionally	9	36	63	32
Rarely	10	40	56	28.4
Never	2	8	28	14
Total	25	100	197	100

Most of the principals (40%) said they rarely organize students' *barazas* where the students air their grievances while 16% and 36% reported they often and occasionally, respectively did so. However, 8% of said the principals never organized *barazas* for students. On the other hand, 6.8% and 18.8% teachers reported that the principals always and often, respectively organized students meetings for them to air out their grievances; 32% said the principals occasionally organized for the *barazas* while 28.4% teachers said the principals rarely organized students' *barazas* where they could express their concerns and 14% teachers said the principals never organized *barazas* for students. This indicates that 52% of the principals and 57.6% of the teachers assert that the principals organize students meetings where they express their concerns, while 48% of principals and 42.4% of teachers disagree. The thin margin between the responses indicates that this aspect of democratic leadership is exercised only sometimes (partially).

When asked whether organizing students meetings where they get an opportunity to express themselves has helped to improve the discipline of students, the teachers responded as summarized in figure 4.3:

Figure 4. 2: Organizing students' barazas helps improve their discipline



The figure 4.2 indicates that majority of the teachers, 129 (65.3%) agreed (strongly agreed and agreed) that organizing *barazas* for students to air out the grievances had a positive bearing on their behavior. Only 32 (16.3%) disagreed (disagreed and strongly disagreed) while 36 (18.4%) were not sure. D'Souza (2006) writes that democratic leadership style is generally concerned with the maintenance of group effectiveness and completing tasks and encourages members of their groups to express their ideas and feelings freely as this leads to greater creativity and commitment.

On the statement on whether the principal allows students to elect their leaders, the teachers and principals responded as shown in table 4.11.

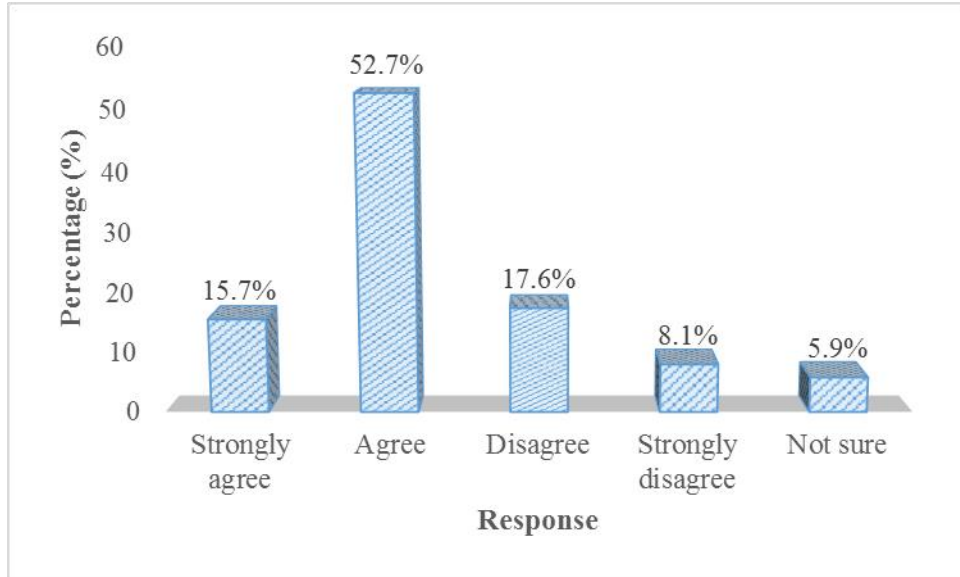
Table 4. 11: Principal allows students to elect their leaders

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Always	9	36	96	48.6
Often	13	52	82	41.4
Occasionally	2	8	17	8.6
Rarely	1	4	3	1.4
Never	0	0	0	0
Total	25	100	197	100

A large percentage of the principals at 52% and 36% said they often and always (respectively) allowed students to elect their leaders, 8% said they occasionally did so while 4% asserted the secondary school bosses rarely allowed students to elect their leaders. On the other hand, a whopping 48.6% and 41.1% teachers reported the principals often and always allowed students to elect their leaders while 8.6% said the principals rarely allow students to elect their leaders. This implies that majority of the principals in Kikuyu sub-county allow their students to elect their leaders.

When asked to show if allowing students to elect their leaders had improved discipline in the schools, the teachers responded as summarized in figure 4.3:

Figure 4. 3: Allowing students to elect their leaders helps improve their discipline



A large percentage of the teachers 104 (52.7%) agreed and 31 (15.7%) strongly agreed that allowing students to elect their leaders had helped improve their discipline as they tend to own the leaders and thus find it easy toeing the line. However 35 (17.6%) and 16 (8.1%) teachers disagreed and strongly disagreed with this saying that the students chose leaders who were most popular and thus would cover up on their misconduct. The majority thus confirm that students discipline improves when they are allowed to elect their leaders. Democracy is thus a disciplinarian. Kimarua (2010) points out that involvement of students in decision making on matters that affect them makes them to own the school policies.

The principals and teachers were also required to state whether the principals notify students of any changes in the school in advance. Their responses are summarized in table 4.12.

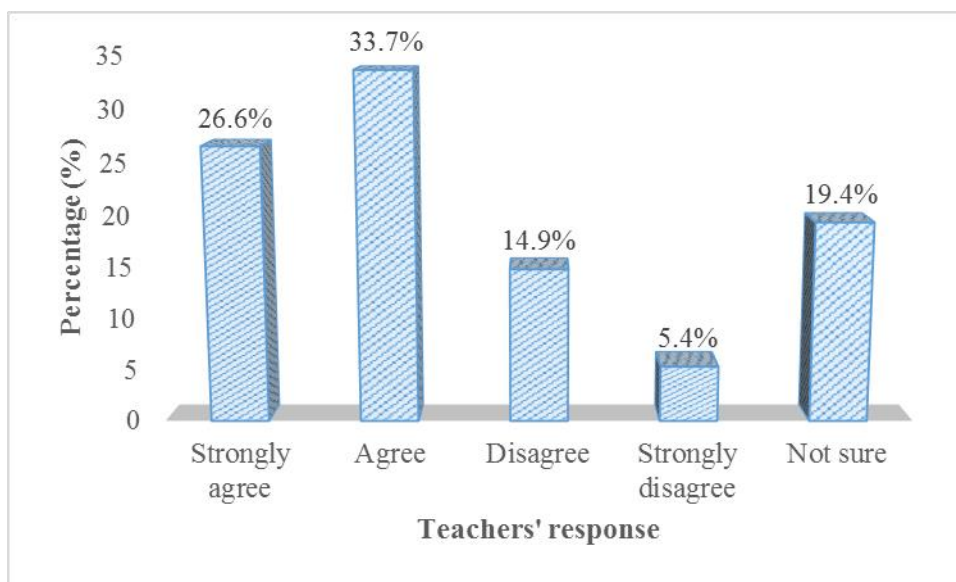
Table 4. 12: Principal notifies students in advance of any changes in the school

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Always	20	80	57	28.8
Often	4	16	59	30.2
Occasionally	1	4	61	31.1
Rarely	0	0	20	9.9
Never	0	0	0	0
Total	25	100	197	100

All the principals said they notify students in advance of any changes in the school, though with varying frequencies where 80% did so always, 16% often and 4% occasionally. 28.8% of the teachers said the principals always notified students of changes within the school routine, 30.2% said they often did, 31.1% said they occasionally did, while only 9.9% of the teachers disputed this saying the principals rarely notified the students of new changes in the institutions.

When asked to show whether notifying students of changes in the school routine had improved discipline in their schools, the teachers responded as shown in the figure 4.4.

Figure 4. 4: Notifying students in advance of any changes in the school has helped to improve their discipline



From the figure 4.4, more than half of the teachers at 52 (22.6%) and 66 (33.7%) strongly agree and agree, respectively that students discipline had improved due to advance notification on changes in the school routine; 29 (14.9%) disagreed, 11 (5.4%) strongly disagreed while 38 (19.4%) were not sure and could not attribute the increased level of discipline to advance notification of students on changes within the school. This implies that by informing the students in advance of any changes within the school, they get prepared and feel valued, thus behave accordingly. This is harmonious to Kibet's et al (2012) observation that where the principal involves students in the affairs of the institution, the chances are high that harmony and better learning environment will prevail. This would have a positive impact on the overall management of the school and deter students from engaging in costly skirmishes that also disrupt school programs.

The respondents also showed their extent of agreement with the statement that the principal consults with the students on discipline issues before making decisions. Results are as shown in table 4.13.

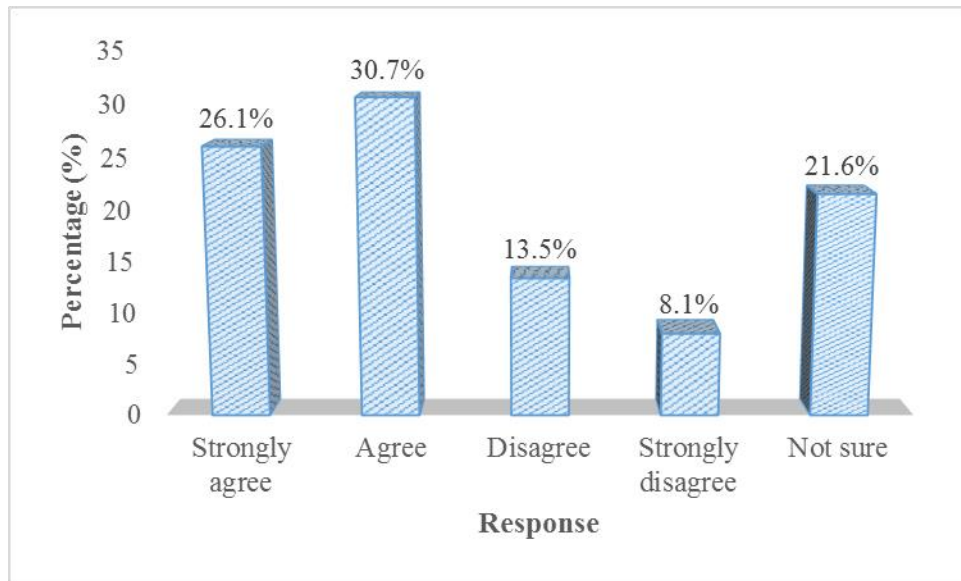
Table 4. 13: Principal consults with the students on discipline

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Always	3	12	35	17.6
often	3	12	32	16.2
Occasionally	6	24	50	25.6
Rarely	9	36	40	20.3
Never	4	16	40	20.3
Total	25	100	197	100

Table 4.13 indicates that equal number of principals (12%) said they always and often consult with students on discipline matters, 24% reported they occasionally did while a majority (36%) reported they rarely consult with students on disciplinary matters while 16% reported they never consult with students on disciplinary matters. 17.6% and 16.2% of teachers said the principals often and always consulted with students on discipline issues, 25.6% said they did so occasionally while 20.3% of the teachers collectively said the principals rarely and never consult with the students on discipline matters. It can be indicated that the principals rarely and never consult with students on discipline matters, an indication that this aspect is only practised sometimes meaning that the principals had the authority to choose when to involve the students and when not to.

The teachers were asked to state whether consultation with students on discipline issues by the principals improves students' discipline. Their responses were as shown in figure 4.5.

Figure 4. 5: Consulting with students on discipline issues improves their discipline



The figure 4.5 indicates that 51 (21.6%) and 60 (30.7%) teachers strongly agreed and agreed, respectively that students discipline improved in their schools as a result of consultation with principals while 27 (13.5%) disagreed, 16 (8.1%) strongly disagreed and 43 (21.6%) could not conclusively tell whether consulting with students on discipline issues actually leads to improved discipline. The majority indicate that consultation with the students improves discipline. This is in line with assertions of Kibet et al (2012) that where the principal involves students in the affairs of the institution, the chances are high that harmony and better learning environment will prevail.

Teachers and principals were also asked to state if democratic leadership style works in maintaining good discipline in schools. They were required to say either yes or no. Their responses are summarized in the figure 4.6:

Figure 4. 6: Does democratic leadership style improve students' discipline?

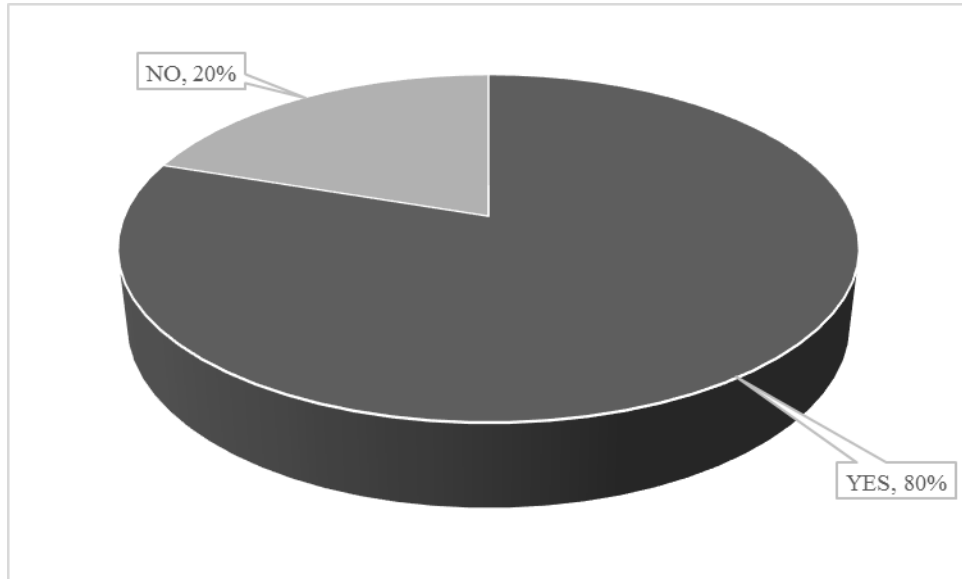


Figure 4.6 shows a majority of the teachers and principals, 178 (80%) agreed that democratic leadership style helps in improving students' discipline and was thus vital in maintaining high levels of discipline in schools. Only 44 (20%) said democracy had not improved discipline in their schools. These findings agree with Okumbe (1998) who said that democratic leadership is where the leader makes decisions through consultative forums. D'Souza (2006), notes that democratic leadership style is generally concerned with maintaining group effectiveness and with completing the task. He emphasises that this style of leadership encourages members in their groups to express their ideas and feelings freely because they believe such climate leads to greater creativity and commitments. The findings are in tandem with Kimarua (2010) who points out that dialogue and involvement of students in decision making on matters that

affect them makes the students to own the school policies, since the students are self-directed and always support the school administration. This gives a good picture of how democracy is the disciplinarian. It can therefore be conclusively said that indeed principal's democratic leadership style influences students' discipline.

4.7 Transactional leadership style and students discipline

The researcher assessed the extent to which transactional leadership style influences students' discipline. The study investigated if the principals encourage use of uniform procedures in dealing with discipline issues, if the principals reward students for good behaviour and/or improved discipline, whether the principal encourages students to follow set rules and regulations; and whether the principal punishes students who show deviation from school norms. The respondents were required to show the extent of the principal's transactional leadership behaviours. The responses are summarised in table 4.14.

Table 4. 14: Principal's transactional leadership behaviours

Principal's behaviour	Teachers' Responses (%)									
	Always		Often		Occ.		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Encourages use of uniform procedures in dealing with discipline issues	39	19.8	54	27.5	66	33.3	18	9	20	10.4
Rewards students for good behaviour and/or improved discipline	20	10.4	59	29.7	42	21.2	50	25.2	27	13.5
Encourages students to follow school rules and regulations	87	44.1	73	36.9	24	12.2	13	6.8	0	0
Punishes students who show deviation from school norms e.g denies them going for trips due to misconduct	60	30.6	20	9.9	50	25.2	27	13.5	41	20.7

On whether the principal encourages use of uniform procedures in dealing with discipline issues, 19.8% of teachers reported the principals always did, 27.5% said the principals often did, 33.3% said the principals occasionally encouraged use of uniform procedures in dealing with discipline matters while 9.0% said the principals rarely encouraged use of uniform procedures in dealing with discipline matters and only 10.4% of the respondents reported the secondary school bosses never encourage use of uniform procedures in dealing with discipline issues. Transactional leaders focus on increasing the efficiency of established routines and procedures (Avolio et al (2007) in Kingo'ori, 2012).

10.4 percent and 29.7 percent of teachers said that the principals always and often respectively rewarded students for good behaviour and/or improved discipline. A notable 13.5% of the teachers said the principals never give rewards for any students who showed good behaviours. According to Bass (2000) transactional leadership embraces “the carrot and stick”, where rewards are given for successful completion of set tasks and punishment for failure.

Further, 44.1% and 36.9% of teachers noted that the principals always and often, respectively, urged students to follow and adhere to school rules and regulations. Only a mere 6.8% reported that the principals rarely urged students to follow rules and regulations. This implies that most principals in Kikuyu sub county urge students to adhere to and follow the laid down school routine. According to Okumbe (1998), transactional leaders emphasize the objectives of the organization and the role of the workers’ positions and strictly control the workers through application of rules and regulations stipulated by the organization structure.

On the statement whether the principal punishes students who show deviation from school norms, 30.6% of the teachers said the principals always punished students and 9.9% said the principals often gave punishments, especially by denying culprits opportunities of going out on school trips and being made to work the school compound, 25.2% said the principals occasionally punished deviant students while 13.5% and 20.7% reported the principals as rarely and never respectively giving punishments to deviant characters. This is an indication that most principals in Kikuyu sub county consider giving punishments to students who deviate from the norm. This is in line with Bass’ (2000) argument

that a principal espousing transactional leadership style punishes bad behaviour through condemning or withdrawal of the physical rewards.

The researcher sought to establish the extent to which transactional leadership style has enhanced discipline in the schools. In regards to whether use of uniform procedures in dealing with discipline issues has helped improve students' discipline in schools in Kikuyu sub-county, the teachers responded as shown in figure 4.7.

Figure 4. 7: Use of uniform procedures in dealing with discipline has helps improve students' discipline

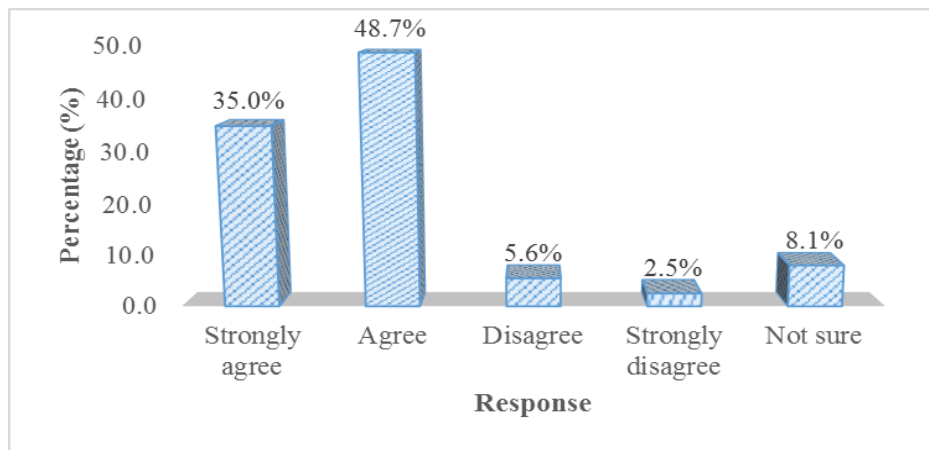


Figure 4.7 shows that majority of the teachers affirmed this statement with 69 (35.0%) strongly agreeing, 96 (48.7%) agreeing while only 11 (5.6%) teachers disagreed, 5 (2.5%) strongly disagreed that use of uniform procedures in dealing with matters that relate to discipline by principals improved discipline of students. This indicates that transactional leadership style can be used to modify students' behavior as established by Avolio et al (2007) in King'ori (2012) that individualistic individuals are more amenable to transactional leaders who reward

them for hard work. Ali et al (2014) indicates that discipline can be controlled through emphasis on use of rewards and punishment to shape behavior.

Both principals and teachers were asked to state whether encouraging students to follow school rules and regulations improves students' discipline. Their responses are given in table 4.15.

Table 4. 15: Encouraging students to follow school rules and regulations improves their discipline

Response	Principals		Teachers	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Strongly agree	8	32	67	33.8
Agree	17	68	115	58.6
Disagree	0	0	9	4.5
Strongly disagree	0	0	0	0
Not sure	0	0	6	3.1
Total	25	100	197	100

Table 4.15 shows that all the principals concurred that encouraging students to follow rules and regulations improves their discipline. For the teachers, 33.8% strongly agreed, 58.6% agreed, 4.5% disagreed while 3.2 % were not sure. The greatest percentage lies on those who affirmed the statement and it can authoritatively be concluded that students' discipline improves when they are encouraged to observe and follow the school rules and regulations. Okumbe (1998), notes that transactional leaders emphasize the objectives of the organization and the role of the workers' positions and strictly control the workers through application of rules and regulations stipulated by the organization structure.

The teachers were also required to show whether rewarding students who show good and /or improved behavior improves students' discipline. The responses are shown in table 4.16.

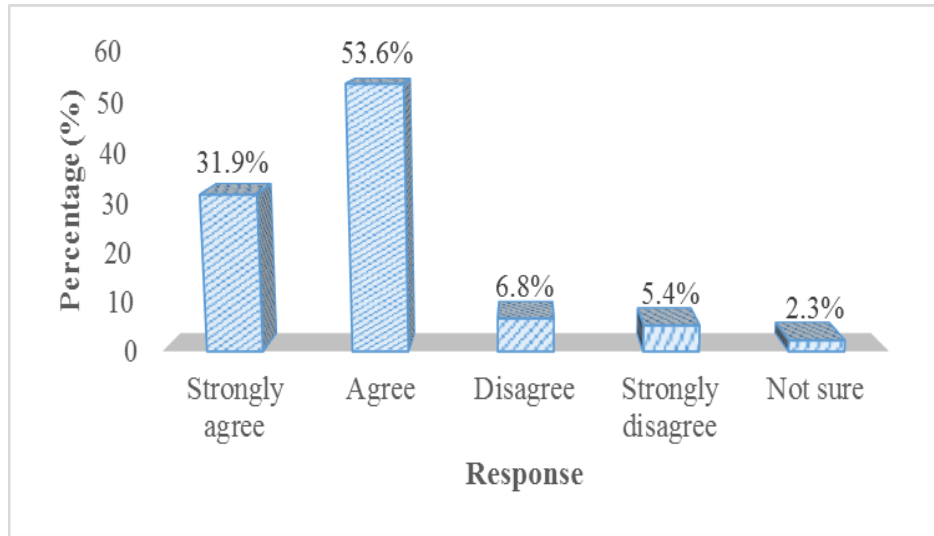
Table 4. 16: Rewarding students for good behaviour and/or improved discipline improves student's discipline

Responses	Frequency	Percentage (%)
Strongly agree	71	36.0
Agree	109	55.4
Disagree	5	2.3
Strongly disagree	7	3.6
Not sure	5	2.7
Total	197	100.0

Table 4.16 shows that a whopping 36.0% teachers affirmed the statement by strongly agreeing to it, 55.4% agreed while 2.3% disagreed and 3.6% strongly disagreed with the statement. However, 2.7% other teachers said they were not sure. This implies that when students are recognized for having displayed exceptionally good character through a system of rewards, they will always strive to behave according so that they be recognized. This would in turn have an influence on their behavior positively.

When asked to tell if punishing students for misconduct improved their discipline, the teachers responded as indicated in figure 4.8.

Figure 4. 8: Punishing students for misconduct improves their discipline



Most of the teachers at 169 (85.5%) were positive, where 63 (31.9%) strongly agreed and 106 (53.6%) agreed. Only 13 (6.8%) teachers disagreed, 11 (5.4%) strongly disagreed but 5 (2.3%) were not sure. This could be taken to mean students would tend to behave as expected so as to avoid punishment. Bass' (2000) says that a principal espousing transactional leadership style punishes bad behavior through condemning or withdrawal of the physical rewards and thus learners may be compelled to behave according to reap the reward.

Finally, both the principals' and teachers' views were sought on whether the transactional leadership style by the principal was effective in modeling well behaved students. They were asked to tell whether the transactional style works. Their responses are shown in figure 4.9

Figure 4. 9: Effectiveness of transactional leadership on students' behavior

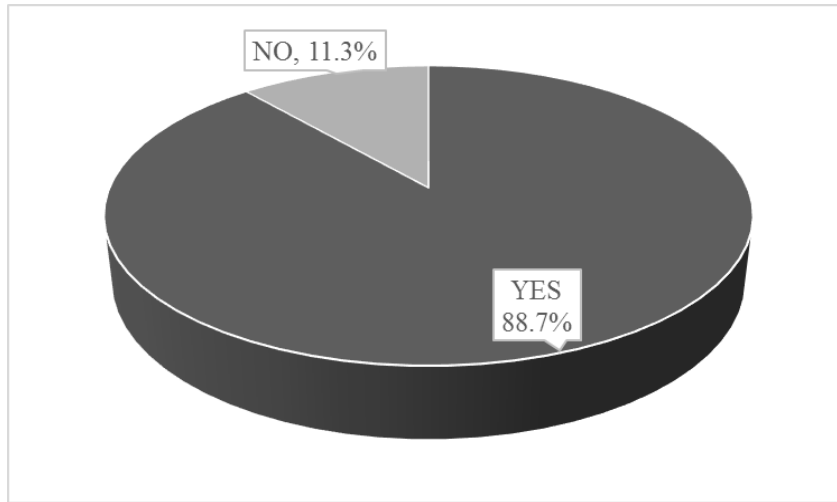
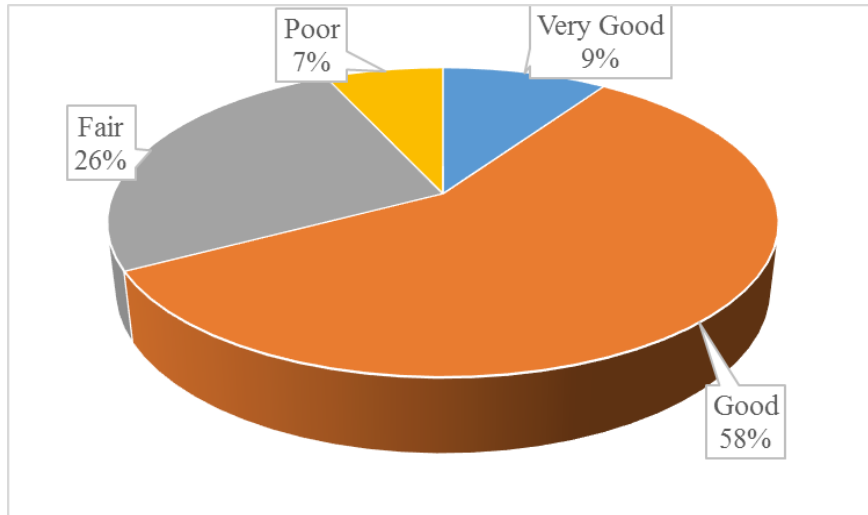


Figure 4.9 shows the level of agreement by teachers and principals on the effectiveness of transactional leadership style. A whopping 197 (88.7%) teachers confirmed the statement as valid while only 25 (11.3%) objected. This implies that most principals use transactional leadership style while dealing with learners; and this has a positive bearing on the characteristics of learners in terms of their behavior. This observation agrees with Ali et al (2014) when he indicates that transactional leadership can be essential in controlling indiscipline acts among students when authoritarian methods of transactional leadership is aligned with the behaviorist philosophy which emphasizes shaping behavior through the use of rewards and punishment.

The principals were also asked to rate the discipline of their students as regards transactional leadership style. The responses were summarized in the pie chart in figure 4.10.

Figure 4. 10: The discipline of students as regards transactional leadership style



From the figure 4.10, 14 (57.7%) principals said the level of discipline was good, 6 (26.1%) said fair, 3 (9.5%) said the discipline level was very good and only 2 (6.8%) principals said the students' discipline was poor under transactional leadership. This is a likely indication that use of transactional style by principals influence students' behavior positively, as was outlined by Okumbe (1998) who argues that on one hand, the transactional leader emphasizes the objectives of the organization and the role of the worker's position. He further states that the workers are strictly controlled through the application of rules and regulations stipulated by the organizational structure (task centered).

On the other hand, the transactional leader is worker-centered emphasizing the human dimension of the organization and is sensitive to the worker's individual needs. The leader thus varies emphasis as the situation demands. Therefore, transactional leadership style can be very essential in controlling indiscipline acts among students. This idea is supported by Ali et al (2014) when they explain that as a method to control indiscipline, a method they term, authoritarian methods

can be aligned with the behaviorist philosophy which emphasizes shaping behavior through the use of rewards and punishment. . It is thus worth concluding that transactional leadership style thus influences students' discipline.

4.8 Transformational leadership style and students discipline

The study sought to establish the extent to which transformational leadership style is portrayed by principals. The respondents were asked the extent to which the principals: served as role models i.e doing as they say, inspired students through encouragement to uphold good discipline, understood and acted on the needs and feelings of students; and guided and counseled the students on proper behavior. Their responses are summarized in table 4.17.

Table 4. 17: Principal's transformational leadership behaviours

Principal's behaviour	Teachers' Responses (%)									
	Always		Often		Occ.		Rarely		Never	
	F	%	f	%	f	%	f	%	f	%
Serves as a role model i.e walks the talk to students	52	26.6	65	32.9	53	27.0	21	10.8	5	2.7
Inspires students by encouraging them to uphold good values	84	42.8	80	40.5	28	14.0	0	0.0	5	2.7
Understands and acts on the needs and feelings of students	25	12.6	79	40.1	70	35.6	12	5.9	12	5.9
Guides and counsels students on proper behaviour	69	35.1	74	37.4	47	23.9	2	0.9	5	2.7

From the table 4.17, 26.6% and 32.9% of teachers reported that the principals always and often served as a role model by fulfilling their promises, whereas 10.8% and 2.7% said the principals rarely and never (respectively) served as role

models. The high percentage of the teachers (86.5%) thus shows that the principal espouses charismatic leadership style or idealized influence, where followers identify with leaders and want to emulate them since the leaders have a clear vision and sense of purpose (Stewart, 2006).

Most of the respondents (42.8%), (40.5%) and (14.0%) said the principals always, often and occasionally respectively inspired students by encouraging them to uphold good morals/values. Only 2.7% teachers said the principals never inspire nor encourage students to uphold good values. It's thus imperative concluding that the principals in Kikuyu sub -county espouse inspirational motivation leadership style, which according to Stewart (2006), entails leaders who behave in ways that motivate others, generate enthusiasm and challenge people.

On whether the principal understands and acts on the needs and feelings of the students, 12.6% and 40.1% of the teachers said the principals always and often, respectively did, 35.6% said the principals occasionally did while 5.9% of the teachers indicated the principals rarely and never understood nor acted on the needs and feelings of the learners. This shows that the principal espouses individualized consideration, an aspect of transformational leadership style. According to Stewart (2006), transformational leaders pay attention to the needs and the potential for developing others. The leaders establish a supportive climate where individual differences are respected.

When asked whether the principals guide and counsel students on acceptable behavior, 35.1%, 37.4% and 23.9% of the teachers asserted that the principal

always, often and occasionally respectively guided and counseled students on proper behavior. Only 0.9% and 2.7% of teachers felt that the secondary school bosses rarely and never, respectively guide nor counsel students on proper behavior. This affirms Kimarua's (2010) view that transformational leadership style, which involves guidance and counseling, helps to raise self-esteem of the students and thus such students appreciate themselves and the problems they face in school hence become problem solvers other than problem multipliers.

The study also sought to find out the extent to which use of transformational leadership style has influenced discipline in the schools. The teachers were asked to show if by the principal serving as role model i.e by "walking the talk" had improved students' discipline. The responses are represented in figure 4.11.

Figure 4. 11: Serving as role model by principals improves student's discipline.

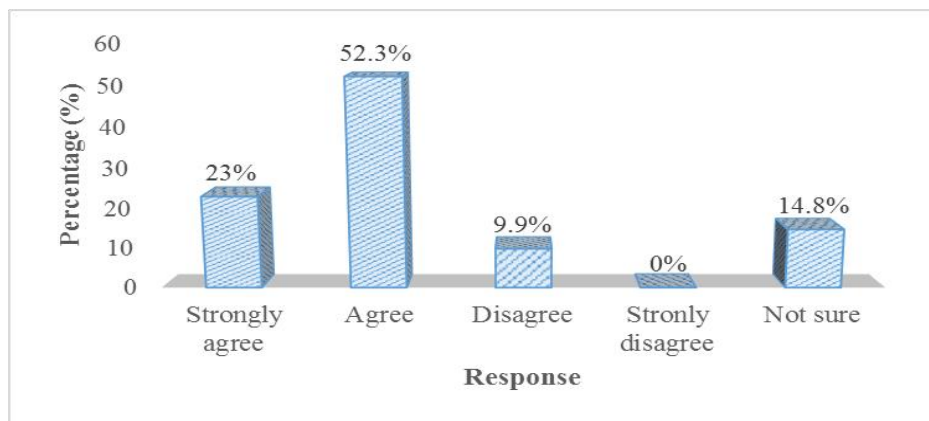
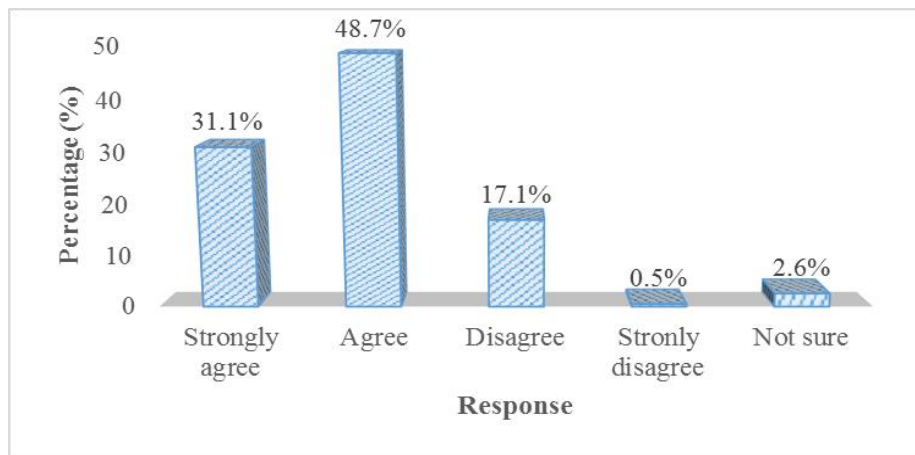


Figure 4.11 reveals that 45 (23%) teachers strongly agreed, 103 (52.3%) agreed, 20 (9.9%) disagreed and 29 (14.8%) were not sure, implying that serving as role model by principals was viewed by most respondents as improves students discipline. Bass (2000) indicates that vision and organizational learning processes are key to school improvement since the transformational leader is able to guide

the teachers and students in the direction where the school is expected to be in future.

When asked whether encouraging students to uphold good values has helped improve the discipline of the students, the teachers responded as summarized in figure 4.12.

Figure 4. 12: Encouraging students to uphold good morals improves their discipline



From figure 4.12, 61 (31.1%) teachers strongly agreed, 96 (48.7%) agreed, while 34 (17.1%) disagreed. The large percentage affirming the statement indicates that when students are encouraged to uphold good morals, they tend to behave accordingly, hence improved discipline. Kibiwott (2014) notes that transformational principals inspire teachers and students beyond their own self-interest and can thus effectively enhance school discipline.

The researcher also sought to find out if understanding and acting on the needs and feelings of the students by the principals improves their discipline. The respondents were asked to show their level of agreement on a Likert scale; and their responses were as indicated in table 4.18.

Table 4. 18: Understanding and acting on the needs and feelings of students improves discipline

Reponses	Frequency	Percent (%)
Strongly agree	23	11.7
Agree	148	74.8
Disagree	14	7.2
Not sure	12	6.3
Total	197	100.0

From the table 4.18, a whopping 74.8% of teachers agreed and 11.7% strongly agreed with the statement that indeed acting on the needs and aspirations of the students make them uphold good discipline standards. However, 7.2% teachers opposed this while 6.3 % said they were not sure. It can thus be concluded that students’ level of discipline will improve if their needs and aspirations are understood and acted on as found out by Silins (2002) in Kibiwott (2014) that transformational leaders contributes to the development of schools as learning organizations sine they enable the students to learn collaboratively and continuously and are able to put the learning into use in response to social needs and demands of the environment.

On whether guiding and counseling students on proper behavior has improved their discipline, the teachers responses were as shown in figure 4.13.

Figure 4. 13: Guidance and counseling of students on proper behaviour improve students' discipline.

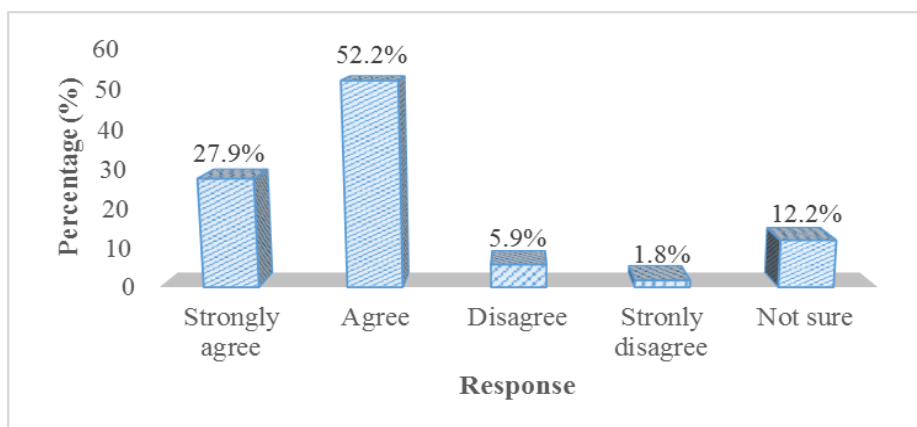
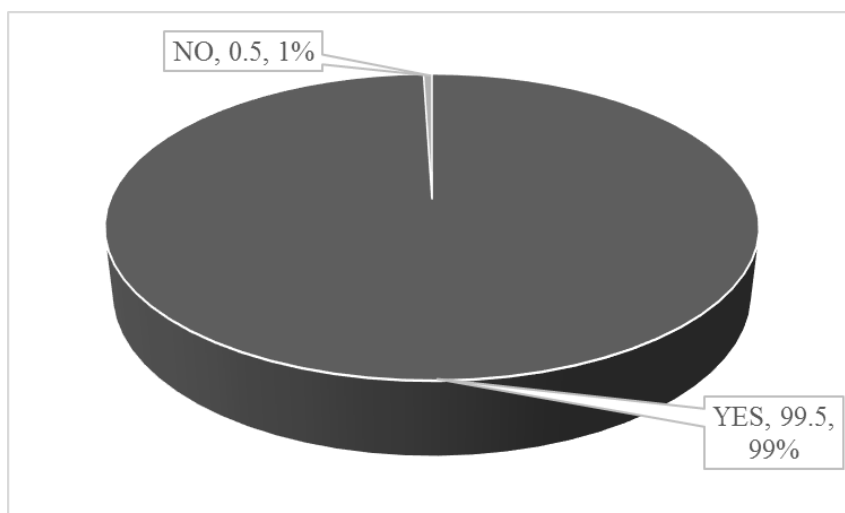


Figure 4.13 shows that, 55 (27.9%) teachers strongly agreed, 103 (52.2%) teachers agreed, 12 (5.9%) disagreed, 4 (1.8%) strongly disagreed with the statement while 24 (12.2%) were not sure. From the responses we can authoritatively say that guidance and counseling of students on proper behavior improves their discipline as Kimarua (2010) found out and stated that transformational leadership style, which involves guidance and counseling, helps to raise self-esteem of the students and thus such students appreciate themselves and the problems they face in school hence become problem solvers other than problem multipliers.

The researcher was also interested in finding out the availability and utilization of guidance and counseling departments in the public secondary schools. The teachers were asked to indicate if the departments were available in their schools and their response is shown in figure 4.14.

Figure 4. 14: Existence of active guidance and counseling departments in schools



From the figure 4.14, a majority of the teachers at 99.5% confirmed the existence of active guidance and counseling departments in their schools while a paltry 0.5% of the respondents showed non-existence of active guidance and counseling departments in the schools. The teachers said that the guidance and counseling department was majorly used to give guidance to students who had varied issues ranging from social problems, peer influence, academics and improper behavior. Some reported that the schools went an extra mile of inviting motivational speakers and professional counselors to schools to talk to the students. Kibiwott (2014) while quoting Kurland et al (2010) notes that there is a positive relationship between transformational leadership and the school vision which is key factor in curbing school strikes.

4.9 Authoritarian leadership style and students discipline

The study investigated if the principal involves students in decision making, if the head teacher closely monitors students, if the head teacher communicates changes

to students in advance and if the head teacher explains his actions to teachers and/or students. The responses are summarized in table 4.19:

Table 4. 19: Responses on principal’s authoritarian behaviour

Principal's behaviour	Teachers' Responses (%)									
	Always		Often		Occ.		Rarely		Never	
	f	%	f	%	f	%	f	%	f	%
Does not involve students in decision making	4	1.8	52	26.5	70	35.4	44	22.4	27	13.9
Closely monitors students	50	25.6	31	15.7	68	34.5	31	15.7	17	8.5
Does not communicate changes to students in advance	5	2.2	20	10.3	64	32.3	72	36.8	36	18.4
Refuses to explain his actions	5	2.7	37	18.8	47	23.8	40	20.2	68	34.5

When asked to state whether the principal involves students in decision making or does not, 1.8% of teachers said the principals did not always involve the students in decision making, 26.5% said they did not often involve students in decision making, 35.4% said the principals occasionally did not involve students in decision making while 22.4% of the respondents said the principals did not involve the students in decision making in rare occasions and 13.9% said never did the principals not involve students in decision making. This means that collectively majority of the respondents 35.4% indicated that the principals sometimes involved students in decision making, 36.3% indicated that the principals involved students in decision making; while only 28.3% said the principal did not involve the students in decision making. This trait is thus shown

by principals to some extent. According to Myron (2009), as a general rule, the more authoritative the leader is, the less he is willing to use the creative ideas of his staff and the more he separates himself from the staff thus decreases staff morale.

On whether the principal closely monitors students, 25.6% said the principals always did, 15.7% of the teachers said the principals often monitored students closely and 34.5% said the principals occasionally monitored the students closely. On the other hand, 15.7% of the respondents said the principals rarely monitored the students closely while 8.7% reported that the principals never monitored the students closely. This implies that majority of the respondents at 75.8% affirmed the statement.

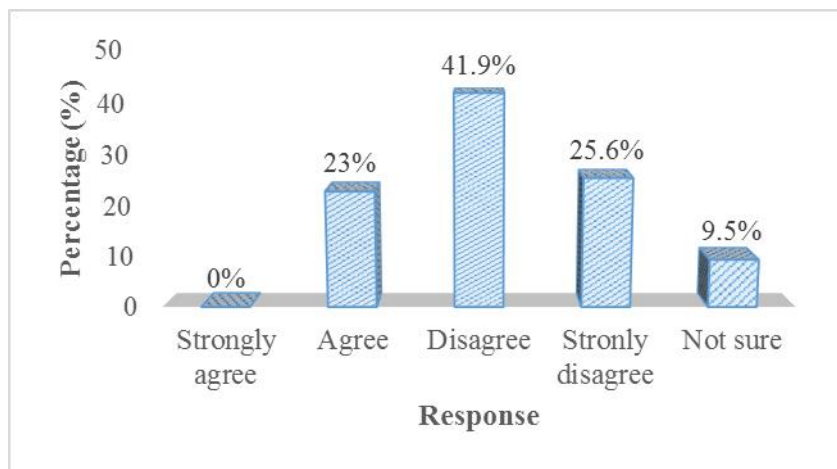
The teachers were also required to show whether the principal communicates changes to students in advance. Majority of the teachers (55.2%) stated the principals communicated changes in the school in advance to students, while 44.8% of them said the principals did not communicate changes to students in advance. This has the implication that most principals informed the students of changes within the institution in advance and thus disqualified this behavior.

The teachers were as well required to show whether the principal explained his actions to the students or not. 2.7% teachers said the principals always refuse to explain their actions regarding discipline to students, 18.8% said the principals often refuse to explain their actions regarding discipline to students while 23.8% reported the principals occasionally refused to explain their actions to the students. On the other hand, 20.2% and 34.5% teachers said the principals

explained their actions regarding discipline to the students. It can thus be concluded that most principals in Kikuyu sub-county explain their actions regarding discipline to students. This is similar to Kibiwott's (2014) assertion that authoritarian leaders have no consideration for individual feelings and do not give room for the followers to be heard or to express their opinions and ideas.

The researcher also sought to find out the extent to which use of authoritarian leadership style has influenced discipline in the schools. On whether taking actions regarding discipline without involving students has improved their discipline, the responses are summarized in figure 4.15:

Figure 4. 15: Taking actions without involving students improves their discipline

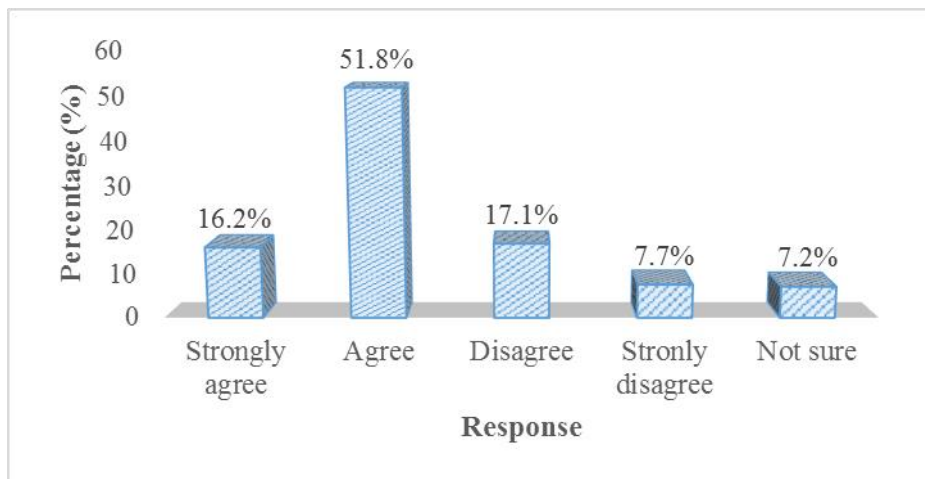


From figure 4.15, 45 (23%) teachers agreed that taking actions without involving the students improves their discipline, 83 (41.9%) disagreed, 50 (25.7%) strongly disagreed with the statement while 19 (9.5%) were not sure. The implication here is that majority teachers did not support this idea, thus when actions regarding discipline is taken without involving the students their discipline deteriorates. Kibiwott (2014) writes that authoritarian leaders have no consideration for

individual feelings and do not give room for the followers to be heard or to express their opinions and ideas.

The teachers were also required to state whether monitoring students closely by principals improves students' discipline. Their responses were as shown in figure 4.16.

Figure 4. 16: Monitoring students closely by principals improves their discipline



From the figure 4.16, majority of the teachers at 102 (51.9%) agreed that closely monitoring students improves their discipline, 32 (16.2%) strongly agreed while 35 (17.7%) teachers disagreed and 15 (7.7%) strongly disagreed but other 14 (7.2%) teachers were not sure. This means that when students are closely monitored, their discipline improves. Myron (2009) says that authoritarian leaders uses people's muscles instead of their minds which may aggravate anxiety, tension and frustrations. The leaders thus ensure close monitoring of followers to make them work.

On whether failure to communicate changes within the school in advance to students helped to improve the discipline of the students, the teachers' responses were as shown in figure 4.17.

Figure 4. 17: Failure to communicate changes in advance to students improves their discipline

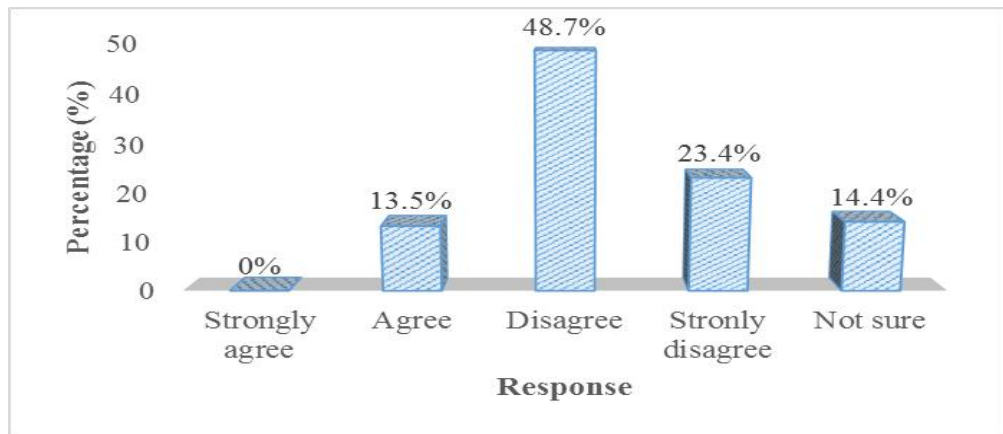


Figure 4.17 displays that majority of the teachers (48.7%) disagreed with this statement while only 13.5% agreed with it but 14.4% were not sure. This implies that where changes are not communicated to students in advance, their discipline is likely to deteriorate. Myron (2009) supports these findings by defining authoritarian leadership as where the leader makes all decisions concerning what, when, where and how things are done and who will do them and those who fail to carry out the instructions given are severely punished.

When asked whether taking actions on disciplinary issues without explaining to the students such actions helps improve discipline in schools, the teachers responded as shown in figure 4.18.

Figure 4. 18: Taking actions without any explanations improves students' discipline

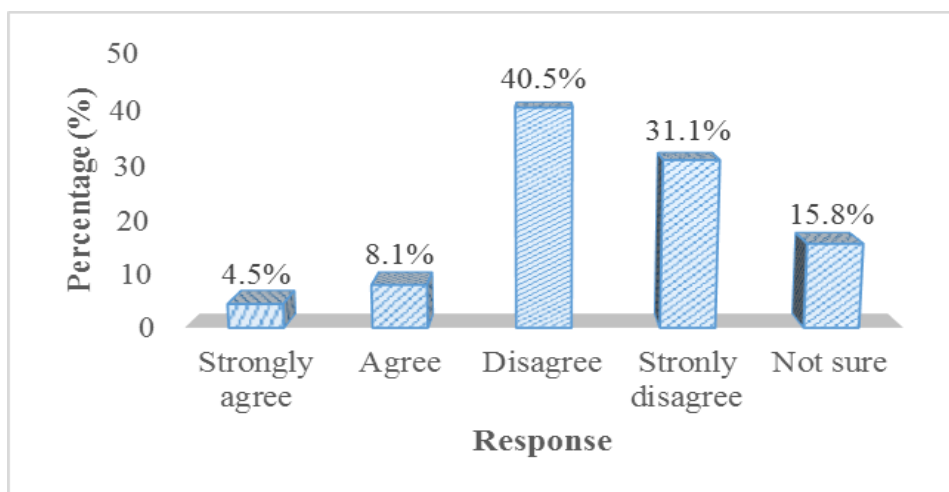


Figure 4.18 shows that 12.5% of the teachers affirmed the statement while the majority of them at 40.5% disagreed and 31.1% strongly disagreed with this statement. This implies that the teachers believed that taking actions on disciplinary issues without explaining such actions to the students leads to deterioration of discipline in schools. Kapena (2010) says that the authoritative leader's biggest weakness is failure to recognize the skills and abilities of the staff, he caution that by doing this the leader denies the teachers an opportunity to use their skills in planning and decision making, this denial demotivates the staff.

The researcher also sought to find out the level of students' discipline in relation to authoritarian leadership style. Both teachers and principals were asked to rate the level of students discipline in instances when they felt authoritarian leadership style was applied. Their responses are indicated in figure 4.19.

Figure 4. 19: Level of students' discipline with regard to authoritarian leadership style

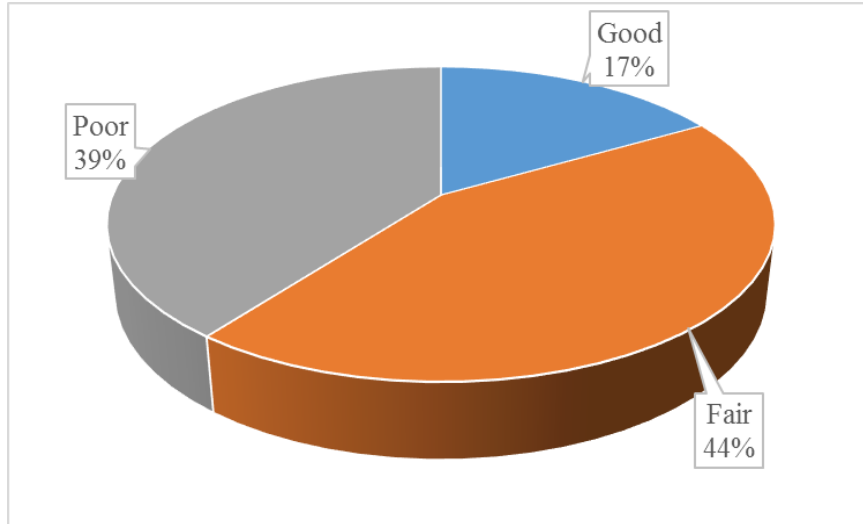


Figure 4.19 indicates that the level of students' discipline could be rated as good, fair and poor; where 17% of the respondents said the discipline level was good especially where the students were closely being monitored, 39% of the respondents said they could rate it as poor while 44% rated the level as fair saying that at times the students ought not to be explained for any reasons for any actions by the principal.

4.10 General information on discipline

The researcher asked the principals to give a general information regarding discipline in their schools. They were asked to state how often they witnessed discipline issues. The responses are shown in table 4.20.

Table 4. 20: Frequency of discipline problems witnessed

Responses	Frequency	Percentage (%)
Sometimes	3	10
Occasionally	8	32.1
Always	14	57.9
Total	25	100

Table 4.20 shows that 10% of the principals reported that that they sometimes experienced discipline issues. 30.1% indicated they experienced discipline issues occasionally, while 56.9% said they always experienced discipline problems. The main issues being witnessed were sneaking out of school by students, theft of school property, lateness, fighting, drug and substance abuse, destruction of school property and general disobedience to school rules.

The principals were further asked to state how they curbed the discipline problems witnessed in the schools. They were asked to tick from a list of expulsion, suspension, punishment and counseling. Their responses were as indicated in table 4.21

Table 4. 21: Mode of dealing with discipline problems

Discipline mode	Frequency	Percentage (%)
Punishment	14	54.3
Counseling	9	39
Suspension	2	6
expulsion	0	0
Total	25	100

Table 4.21 indicates that majority of the principals said they relied more on punishment (54.3%) where culprits were asked to work the school compound, they would then be advised accordingly but where the same students repeatedly showed the same vice, they would be suspended. 39% of the principals reported they counseled the students more often but where the undesirable behavior persisted they opted for punishment and/or suspension. 6% of the principals said where situations they considered dire were witnessed, the students would be suspended and asked to report back in company of their parents. This is an indication that most principals prefer punishment as mode of dealing with deviant behavior followed by counseling.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The study investigated the influence of principals' leadership styles on students' discipline in public secondary schools in Kikuyu Sub-County, Kenya. The specific objectives were to establish the influence of democratic leadership style, transactional leadership, transformational leadership style and authoritarian leadership style on students' discipline in public secondary schools in Kikuyu Sub-County, Kenya.

Review of related literature was done on the concept of discipline, concept of leadership style and its influence on students' discipline, authoritarian leadership style and students' discipline, democratic leadership style and students' discipline, transactional leadership style and students' discipline and transformational leadership style and students' discipline. The study was guided by path-goal leadership theory which stresses that effective leadership is a function of the interaction between leader behaviour and situational or contingency variables of subordinate characteristics and environmental factors. These contingency factors interact with leader behaviour to determine employee attitudes and behaviour.

The study employed descriptive survey design .The design was appropriate in this study in that variables for the study namely leadership styles of the head-teachers and students' discipline had already occurred. The researcher thus merely analyzed their nature of relationships and made inferences about variables without manipulation of independent variables and dependent variable. The study sampled 230 teachers and 28 principals. Questionnaires were used for data collection due to their ability to collect data over a short period of time and ease of administration. Reliability analysis was done through test-retest method and Pearson's product moment's correlation used which gave a reliability of 0.8 and 0.9 for teachers' questionnaires and principals' questionnaires respectively.

Validity was ensured through discussion with the experts including supervisors and colleagues. And questions expressed in less ambiguous way. Data collected was analyzed using descriptive statistics assisted by SPSS and presented in tables and graphs. This assisted in determining the level of influence the independent variables had on the dependent variable. The findings are summarized per objective as follows:

Influence of principal's leadership style on student's discipline: majority of the teachers and principals strongly agreed that principal's leadership styles influence students' discipline. The null hypothesis was tested using chi-square to ascertain the existence of a relationship between the principal's leadership style and students' discipline at 5% level of confidence and 4 degrees of freedom. This gave a critical value (X^2) of 34.49 and a significance figure of 9.488, implying the existence of a positive relationship.

The researcher examined the extent to which democratic leadership influences students' discipline. Majority of the teachers reported that the principals occasionally, often and always involved students in formulating rules and regulations; organized students' *barazas* where the students air their grievances; allowed students to elect their leaders; notified students in advance of any changes in the school; and these improved the discipline of students. It was also realized that some of the principals occasionally, consulted with students on discipline issues while some rarely and never consult with the students on discipline matters, an implication that they had the authority to choose when to involve the students and when not to. This shows that this aspect of democracy is partially practised. Most of the teachers and principals agreed that the democratic leadership style helps in improving students' discipline. It can therefore be conclusively said that principal's democratic leadership style influences students' discipline.

The researcher assessed the extent to which transactional leadership style influences school discipline. The study established that principals occasionally, often and always: use uniform procedures in dealing with discipline issues; rewarded students for good behavior and /or improved discipline through recognition, verbal praise and written appreciation; encouraged students to follow and adhere to school rules and regulations and laid down school routine; and these influence students' discipline. Majority of the principals and teachers believed in punishment of students who showed deviation from the norm and the use of punishment deterred misbehavior hence improved their discipline. Therefore, use of transactional style by principals influence students' behavior

positively, since they are strictly controlled through the application of rules and regulations stipulated by the school and is thus very essential in controlling indiscipline acts among students.

The study sought to establish the extent to which transformational leadership style is practised by principals. Majority of the teachers showed that the principal espouses charismatic leadership style or idealized influence by serving as role model. The principals espouse inspirational motivation leadership style, as they always, often and occasionally inspire students by encouraging them to uphold good morals/values. The principals espouse individualized consideration as they understood and acted on the needs and feelings of the learners.

Majority of the teachers confirmed the existence of active guidance and counseling departments in their schools saying that the guidance and counseling department was majorly used to give guidance to students who had varied issues ranging from social problems, peer influence, academics and proper behavior. Some reported that the schools went an extra mile of inviting motivational speakers and professional counselors to schools to talk to the students. This improves students' discipline

On the influence of authoritarian leadership style on students' discipline, majority of the teachers indicated that the principals closely monitors students and this was found to influence discipline of students. Most respondents reported that the principals involve students in decision making, thus disqualified the aspect of authoritarianism of not involving students. The study also found out that the principals did not communicate changes within the school to students in advance

and this influenced their discipline negatively. A majority of the teachers said the principals explained their actions regarding discipline to the students, indicating that authoritarian leadership style is applied to a limited extent in Kikuyu Sub County; and has a considerable influence on students' discipline; in that where the students are closely monitored, their behavior tend be in consonance with the expected. However other aspects of authoritarianism are not worth practicing as they influence discipline negatively.

5.3 Conclusions

The following conclusions were drawn from the research questions and the findings of the study:

Leadership styles of the principals influence students' discipline. Principals should thus vary leadership styles as situations demand as advocated for by the path-goal theory of leadership. Therefore, school leadership should be strengthened.

Democratic style of leadership is partially practiced since the principals involve students in formulating rules and regulations, organizes students' *barazas*, occasionally allow students to elect their leaders, sometimes notify students of any changes in the school in advance and sometimes consult with the students on discipline issues. Transactional leadership style is practised to a limited extent by principals of public secondary schools in Kikuyu Sub County since the principals: occasionally encourage use of uniform procedures in dealing with discipline issues, reward students for good behaviour and/or improved discipline, always encourage students to follow set rules and regulations, and occasionally

punish students who show deviation from school norms by denying the chance to go for school trips.

Various aspects of transformational leadership style are practised by principals. These include charismatic leadership style/ idealized influence as the principals serve as role models, thus the followers identify with them and want to emulate them since they have a clear vision and sense of purpose; Inspirational motivation leadership style as the principals motivate students to show appropriate behavior; and individualized consideration since the principals pay attention to the needs and the potential of the students and also establish a supportive climate where individual differences are respected.

Authoritarian style of leadership is practiced to a limited extent, as majority of the principals emphasize close monitoring of the students. However the other aspects that impact negatively on students' discipline are minimally practised. Most principals use various methods to deal with deviant students. Punishment is the main method being employed, followed by counseling and in extreme cases suspension of deviant students. Counseling should be emphasized as a means of dealing with deviant students.

Because the principals of public secondary schools in Kikuyu sub County practise leadership aspects that tend to strengthen good behavior in students, it can be concluded that the indiscipline witnessed in some of the schools could be attributed to prominence of leadership aspects that weaken good discipline like authoritarianism, and other factors other than leadership styles of the principals.

The various leadership styles ought to be varied accordingly to ensure high discipline standards.

5.4 Recommendations

The researcher makes the following recommendations;

- i. Boards of Management of schools should hold regular meetings with students to listen to their grievances.
- ii. Ministry of Education should organize seminars and workshops to: create awareness to teachers on transformational leadership style that stresses guidance and counseling of students; train principals on the need to emphasize transactional leadership that stresses observance of school rules and regulations; teach principals the dangers of authoritarian leadership; and train principals to apply different leadership styles as situation demands. Only one type of leadership should not be relied on.
- iii. Sub County Directors of Education should organize workshops for teachers that emphasize the need for school managers to act on the needs and aspirations of the students to avert irresponsible behavior.
- iv. Teacher training institutions such as diploma teachers' training colleges and universities should modify their curriculum to include leadership aspects that nurture desirable behavior but shun those that glorify undesirable behavior.
- v. Management training institutions like KEMI should modify their curriculum to include leadership aspects that nurture desirable behavior but shun those that glorify undesirable behavior.

5.5 Suggestions for further research

The suggestions for further studies include the following:

- i. Further study should be done on the influence of leadership styles on the academic performance in secondary schools.
- ii. Research should be done on the influence of leadership style on the school culture and climate
- iii. A study should be carried out to determine school-based factors that may influence students' discipline other than principal's leadership styles.
- iv. A study should be conducted to find out the influence of BOM characteristics on students discipline.

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APPENDIX I

LETTER OF INTRODUCTION

Bonface Owiti,
P.O Box 23080-00604,
Lower Kabete.
15th February, 2016.

Head teacher
_____ Secondary School.

Dear _____ Sir/Madam,

RE: DATA COLLECTION

I am a post graduate student of University of Nairobi mastering in Educational Administration. I am conducting research in schools in Kikuyu sub-county and you and your school have been chosen to participate. The purpose of the research is to collect data on the *“influence of head teachers’ leadership styles on students’ discipline in public secondary schools in Kikuyu Sub County, Kenya”*. I therefore seek for your permission to allow me conduct the research in your school. The information obtained from your school will be used exclusively for academic purposes and identity will be confidential. I look forward for your cooperation. Thank you.

Yours faithfully



Bonface Owiti.

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to provide general information about your school.

Be assured that your answers will be treated with confidentiality. **Do not write any name or identification on this questionnaire.**

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

Section A: Background information

Please tick as appropriate

1. Gender : Male Female

2. Age: Below 30 yrs 30-35 yrs 36-40 yrs Over 40 yrs

3. Educational level: PhD Med. MA/MSc Bed
BA/BSc with PGDE Dip

4. Teaching experience: Less than 5 yrs 6-10 yrs 11-15 yrs
16-20 yrs Above 21 yrs

Section B: Principal's characteristics

Please provide information about your principal by ticking as appropriate from the table: A- Always, OF- Often, OC- Occasionally, R- Rarely, N- Never

Principal's characteristics	A	OF	OC	R	N
Treats all members as equal					
Gets group approval on important matters before making decisions					
Puts group suggestions into action					
Looks out for individual welfare of group members					
Ask members to strictly follow rules and regulations					
Assigns group members particular tasks					
Emphasizes meeting deadlines					
Speaks in a manner not to be questioned					
Gives advance notice of changes					
Acts without consulting the group					
Schedules the work to be done					
Encourages use of uniform procedures					
Encourages following hierarchy					
Gives rewards for targets met					
Promotes cooperation and harmony					
Inspires and motivates teachers and students					
Serves as a role model i.e does what he/she says					
Encourages teachers/students to be innovative and creative					

Section C: Leadership styles and students' discipline

Please provide response by ticking and/or answering as appropriate

- a) The following statements represent views about students' discipline. Kindly show your position on the scale: **Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1**

	Strongly Agree	Agree	Disagree	Not Sure	Strongly Disagree
Principal's leadership styles influence students discipline					
Involvement of students in decision making improves their discipline					
Rewarding well behaved students upholds discipline					
Students must be monitored very closely to behave accordingly					
Guiding and counseling students upholds high discipline standards					

i) Democratic leadership style and students' discipline

- a) i) The following statements show principals' democratic leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

Principal's behaviour	A	OF	OC	R	N
Involves students in formulating rules and regulations					
Organizes students' <i>barazas</i> for them to express issues pertaining to their welfare					
Allows students to elect their leaders					
Notifies students in advance of any changes in the school					
Consults with the students on discipline issues					

- b) i) Does this approach work? Yes _____ No _____

ii) Why do you think so? _____

ii) The use of democratic leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale

Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Strongly Disagree</i>
Involvement of students in formulating rules and regulations has improved their discipline					
Organizing students' <i>barazas</i> has helped improve their discipline					
Allowing students to elect their leaders has helped improve their discipline					
Notifying students in advance of any changes in the school has helped improve their discipline					
Consulting with the students on discipline issues has improved their discipline					

ii) Transactional leadership style and students' discipline

a) i) The following statements show principal's transactional leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

Principal's behaviour	A	OF	OC	R	N
Encourages use of uniform procedures in dealing with discipline issues					
Rewards students for good behaviour and/or improved discipline					
Encourages students to follow school rules and regulations					
Punishes students who show deviation from school norms e.g denies them going for trips due to misconduct					

ii) The use of transactional leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale

Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Strongly Disagree</i>
Use of uniform procedures in dealing with discipline issues has helped improve students' discipline					
Encouraging students to follow school rules and regulations improves their discipline					
Rewarding students for good behaviour and/or improved discipline improves students discipline					
Punishing students for misconduct improves their discipline					

b)i) Does this approach work? Yes _____ No _____

ii) How does your school handle students who display deviant behaviour?

Expulsion _____ Suspension _____ Punishment _____ Counseling _____

iii) Transformational leadership style and students' discipline

a)i) The following statements show principal's transformational leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

Principal's behaviour	A	OF	OC	R	N
Serves as a role model i.e walks the talk to students					
Inspires students by encouraging them to uphold good values					
Understands and acts on the needs and feelings of students					
Guides and counsels students on proper behaviour					

ii) The use of transformational leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale

Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Strongly Disagree</i>
Walking the talk has helped improve students' discipline					
Encouraging students to uphold good values has helped improve their discipline					
Understanding and acting on the needs and feelings of students improves discipline					
Guiding and counseling students on proper behaviour has improved discipline					

a) Are guidance and counselling department available in your school?

Yes _____

No _____

b) How are they utilised?

iv) Authoritarian leadership style and students' discipline

a) i) The following statements show principal's authoritarian leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

Principal's behaviour	A	OF	OC	R	N
Does not involve students in decision making					
Closely monitors students					
Does not communicate changes to students in advance					
Refuses to explain his actions					

ii) The use of authoritarian leadership style has enhanced students' discipline in your school. Show your extent of agreement by ticking on this scale

Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, Strongly Disagree-1

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Not Sure</i>	<i>Strongly Disagree</i>
Taking actions regarding discipline without involving students has improved discipline					
Monitoring students closely has improved their discipline					
Failure to communicate changes to students in advance has improved discipline					
Taking actions without any explanations has improved students' discipline					

Thank you very much for your time and cooperation.

APPENDIX III
QUESTIONNAIRE FOR PRINCIPALS

This questionnaire is designed to provide general information regarding discipline in your school. Be assured that your answers will be treated with confidentiality. **Do not write any name or identification on this questionnaire.** *This questionnaire has THREE sections; please respond to all the questions as appropriate.*

Please provide response by ticking and/or answering as appropriate.

Section A: Background information

Please tick as appropriate

1. Gender : Male Female
2. Age: Below 30 yrs 30-35 yrs 36-40 yrs Over 40 yrs
3. Educational level: PhD Med. MA/MSc Bed
BA/BSc with PGDE Dip
4. Teaching experience: Less than 5 yrs 6-10 yrs 11-15 yrs
16-20 yrs Above 21 yrs

Section B: General information on discipline

a) Does your school experience students' discipline problems?

Never____ Rarely____ Sometimes____ Occasionally____ Always____

b) What is the nature of the discipline problems?

c) Generally, how do you deal with indiscipline cases in the school?

Expulsion _____ Suspension _____ Punishment _____ Counseling _____

d) How would you rate the discipline of your students?

Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____

Section C: Leadership styles and discipline

a) The following statements represent views about students' discipline. Kindly show your position on the Likert scale: **Strongly Agree-5, Agree-4, Disagree-3, Not Sure-2, and Strongly Disagree-1**

	Strongly Agree	Agree	Disagree	Not Sure	Strongly Disagree
Principal's leadership styles influence students discipline					
Involvement of students in decision making improves their discipline					
Rewarding well behaved students upholds discipline					
Students must be monitored very closely to behave accordingly					
Guiding and counseling students upholds high discipline standards					

i) Democratic leadership style and students' discipline

a) i) The following statements show principals' democratic leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Involve students in formulating rules and regulations					
Organize students' <i>barazas</i> for them to express issues pertaining to their welfare					
Allow students to elect their leaders					
Notify students in advance of any changes in the school					
Consult with the students on discipline issues					

ii) Does this approach have a bearing on students' discipline? YES____ NO____

iii) How would you rate the discipline of your students as regards this (democratic) approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent_____

ii) Transactional leadership style and students' discipline

a) i) The following statements show principal's transactional leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Encourage use of uniform procedures in dealing with discipline issues					
Reward students for good behaviour and/or improved discipline					
Encourage students to follow school rules and regulations					
Punish students who show deviation from school norms e.g denying them going for trips due to misconduct					

iv)How would you rate the discipline of your students as regards this (transactional) approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent_____

iii) Transformational leadership style and students' discipline

a) i) The following statements show principal's transformational leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occasionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Serve as a role model to students i.e walk the talk					
Inspire students by encouraging them to uphold good values					
Understand and act on the needs and feelings of students					
Guide and counsel students on proper behaviour					

iv) How do you inspire students in the course of your interaction?

Encouragement _____ Recognition_____ Guidance_____

v) How would you rate the discipline of your students as regards this (transformational) approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent_____

iv) Authoritarian leadership style and students' discipline

a) i) The following statements show principal's authoritarian leadership behaviours. Show your extent of agreement on their application in your school.

A- Always, **OF-** Often, **OC-** Occ---asionally, **R-** Rarely, **N-** Never

As the principal I:-	A	OF	OC	R	N
Do not involve students in decision making					
Closely monitor students					
Do not communicate changes to students in advance					
Don't explain my actions regarding discipline to students					

iii) How would you rate the discipline of your students as regards this approach?

Poor_____ Fair_____ Good_____ Very Good_____ Excellent_____

Thank you very much for your time and cooperation.

APPENDIX IV
RESEARCH AUTHORIZATION LETTER



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

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@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/16/29966/10577

Date:

5th May, 2016

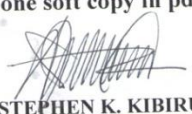
Bonface Odhiambo Owiti
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of principals’ leadership styles on students discipline in public secondary schools in Kikuyu Sub County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **5th May, 2017.**

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

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


DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.



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


APPENDIX V

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MR. BONFACE ODHIAMBO OWITI
of UNIVERSITY OF NAIROBI, 23080-604
Lower Kabete, has been permitted to
conduct research in Kiambu County
on the topic: INFLUENCE OF
PRINCIPALS LEADERSHIP STYLES ON
STUDENTS DISCIPLINE IN PUBLIC
SECONDARY SCHOOLS IN KIKUYU SUB
COUNTY, KENYA
for the period ending:
5th May, 2017

Permit No. : NACOSTI/P/16/29966/10577
Date Of Issue : 5th May, 2016
Fee Received :Ksh 1000.




[Signature]
Director General
National Commission for Science,
Technology & Innovation


[Signature]
Applicant's
Signature

CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 9043

CONDITIONS: see back page