

**INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON  
STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN  
RANGWE DIVISION, HOMABAY DISTRICT, KENYA**

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**A research project report submitted in partial fulfillment of the  
requirements for the degree of Master of Education in Educational  
Administration**

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## DECLARATION

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



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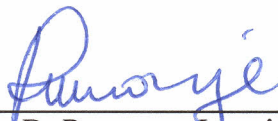
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This project report has been submitted for examination with our approval as university supervisors.



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## **DEDICATION**

This project is dedicated to my loving husband Nelson Oriko Awuor and our dear daughters Lindah Atieno, Loureen Akinyi and Rubby Irene Elizabeth.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BoG</b>	Board of Governors
<b>DEO</b>	District Education Officer
<b>GoK</b>	Government of Kenya
<b>KEMI</b>	Kenya Education Management Institute
<b>MDG</b>	Millennium Development Goals
<b>MoE</b>	Ministry of Education
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NCST</b>	National Council for Science and Technology
<b>QASO</b>	Quality Assurance & Standards Officer
<b>RoK</b>	Republic of Kenya
<b>SPSS</b>	Statistical Packages for Social Sciences
<b>TSC</b>	Teachers' Service Commission
<b>USA</b>	United States of America

## ABSTRACT

Leadership is regarded as a single and most important factor in the success or failure of an organization's discipline endeavors and academic performance. The head teacher, more than any other individual is responsible for the school's climate, outcome and the satisfaction of teachers and students. However, why there are differences in students discipline from one school to another is still a bone of contention. This study sought to establish the influence of headteachers' leadership styles on students' discipline in public secondary schools in Rangwe Division, Homa Bay district. The research objectives included establishing the causes of discipline problems in public secondary schools in Rangwe Division, influence of autocratic leadership styles on students' discipline, examining the influence of democratic leadership style on students' discipline and to establish the influence of laissez faire leadership style on students' discipline. The results of the study would be useful to the government in designing the curriculum on discipline problems in relation to leadership among other things. The study was guided by the Path Goal Theory developed by Robert House. The research design used was descriptive survey design, focusing on public secondary schools in Rangwe Division. The target population of the study consisted of 10 head teachers, 70 teachers and 2000 students. The study employed stratified random sampling technique to select the schools, teachers and students. Research instruments in the study were own constructed questionnaires administered to head teachers, teachers and students. To ensure instrument validity, content validity was tested. In this study, the test-retest method was used to determine how reliable data would be. Questionnaires were used as the main tool for collecting data. Data were analyzed through descriptive statistics and content analysis techniques. Among other findings the study established that discipline problems in public secondary schools in Rangwe Division were caused at equal levels by lack of freedom, too much work at school and inadequate facilities (20 percent each). On the other hand, food rationing was the major cause of indiscipline. It was deduced from most of the responses that the leadership styles of most of the head teachers (60 percent) of them was democratic while a considerable number also applied autocratic leadership style. The study concluded that the leadership styles applied by head teachers greatly influenced students' discipline while autocratic leadership style contributed to indiscipline. The major recommendations were that schools need to ensure adequate provision of food for students to avert discipline cases; all forms of autocratic leadership need to be eliminated; there is need to open more democratic space and democracy should be upheld in secondary schools.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Education is the key to Kenya's national social economic development and the Kenya Government is determined to achieve the millennium development goals (MDGs) by 2015. It's through education that the youth are provided with socio-economic empowerment opportunities to exploit their potential which will assure them of a bright future. One of the broad objectives of education is 'to assist the youth to grow into disciplined, respectful, law abiding, mature minded and creative people', (Education Act 1996). However, increasing magnitude of indiscipline and violence in schools becomes an issue of concern to Kenya and the world as a whole.

The importance attached by the Kenya Government to education is reflected in the commitments, investments and finances that the government ploughs into the field of education. The country spends about 30% of its national budget on education (Ministry of Education Science and Technology 2008). It is against this background that anything which grossly affects the smooth facilitation of education elicits major reactions from the government, parents, donors and other stakeholders (Olembo, Wanga and Karugu, 1992).

Discipline is a system of guiding an individual to make reasonable decisions responsibly (Mbiti, 1994). Mungania, (2010) observed that without discipline, aims, goals and aspirations of a school cannot be effectively realized. No group of people can work together successfully without establishing standards of behaviour, mutual respect and desirable system of values that lead each person in the group to cultivate self control and self direction.

Sound discipline is an essential ingredient in creation of a happy and industrious school community in performing properly its function of training the leaders and citizens of tomorrow (Griffin, 1996). Discipline underpins every aspect of school life. The process of developing and implementing discipline policy will involve collaborative decision making. The children of today cannot be ruled using the approach of the gang of three Greeks- Plato, Socrates and Aristotle based on traditional thinking of certainty, judgment, search and discovery; they can effectively be ruled through parallel thinking based on explanation, design and above all, reasoning. Positive bringing up of children seeks to create a cooperative but not obedient youth. The assumption today is, it is okay to be different, make mistakes and say no, but respect authority (Kioko, 2010).

An effective school discipline largely depends on the style of leadership. Style of leadership refers to a particular behaviour applied by a leader to motivate his or her subordinates to achieve the objectives of the organization (Okumbe, 1999).

Effective discipline strategies seek to encourage responsible behavior and provide all students with satisfying school experiences as well as discourage misconduct. Griffin (1996), asserts that head teachers' public and professional conduct depends more on the standards of discipline in their schools than any other factor. Disciplined students bring good results in every field of the schools endeavors. In this respect, the leadership style is vital in ensuring the right environment.

Leadership is regarded as a single and most important factor in success or failure of an organization's discipline endeavors and academic performance. This is in line with Griffin, (1996) who said, '...many schools have been brought down by their head teachers'. The head teacher, more than any other individual is responsible for the school's climate, outcome and the satisfaction of the teachers and students (Mungania, 2010). To ensure effective and successful management, the head teachers should not only be innovative, resourceful and dynamic but also be able to interact with other people within and outside the school (Kioko, 2010). Students' discipline will therefore act as an indicator on whether the form of leadership style a head teacher applies is appropriate.

School head teachers, who create an atmosphere whereby teachers are able to operate in an organized and effective manner, give an opportunity for individual students to develop and acquire techniques for monitoring and guiding their own behaviour (Dockling, 1980). The general school atmosphere makes substantial

difference to students' behaviour and attitude. Research carried out by Munn, Johnstone, Sharp and Brown, (2007), revealed that a range of factors influence students' behaviour, hence discipline. These factors include academic balance, class management, whole school management, communication, home -school relations , students' responsibility and teacher modeling. For this reason, good leadership and effective management are fundamental to effective schools.

All members of the school community will be affected through leadership styles. Any good leader in a school knows that, for effective management of schools, the students, parents, teachers, Board of Governors (BOGs) and other educational stakeholders need to be included in decision making. Democratization and decentralization of school administration involves diversion of decision making to include all members of the school community. Participation requires respect of students, teachers, parents and the community at large to give voluntary non-coercive contribution of ideas to each other.

Mungania, (2010) noted that in earlier times, discipline was achieved by coercion. Children were controlled by threats, whipping and flogging. This kind of discipline was prescriptive and negative in nature. Children obeyed out of fear of punishment and eventually became passive.

Muchiri, (1998) carried out a study on participatory processes used by head teachers to enhance discipline in Nairobi province. His conclusion was that

discipline is not achieved if the head teacher adopts a permissive approach. The idea that the students should do what they want without adults' direction is self defeating. He adds that many young people will be confused and insecure if adults do not set limits for them. Therefore the extremes of both the autocratic and Laissez-Faire leadership styles are not good enough as a scheme of discipline. Good discipline does not result from either inflexible, punitive approach or one which is too permissive; either of them may lead to students' discipline problems. Discipline has been deteriorating in secondary schools all over the world. In United States of America, juvenile arrests for homicide had risen to 28 percent between 1982 and 1992. In the years that followed - 1992 to 2006, 116 students had been killed in 106 schools in homicide associated events (School Associated Students' Homicide cases, 1992-2006). The other capitalistic countries that have had indiscipline problems in recent years include France and Italy.

In Africa, discipline cases have been escalating. A case at hand was in Uganda where two Kenyan students were shot dead by a security guard in Makerere University in Kampala, sparking protests from students. Shooting took place after a scuffle between rival groups following campaigns of Guild's Presidential Candidate at 'God is Able' hostel in Kikoni suburbs of Makerere in March 2010 (Daily Nation, 2010). In Senegal, a primary school went on strike following allegations of embezzlement of school funds by the school head teacher. The

situation turned violent when secondary school and the University students joined in solidarity (Nkinyangi, 1981).

In Kenya, a number of documented administrative flaws in secondary schools have been attributed to the leadership styles of head teachers. Practical examples are manifested in various forms of students' unrests, deteriorating discipline, poor students' learning achievements, especially in national examinations, staff job satisfaction as portrayed in large staff turnover, inadequate resources and students' non-completion of study circles (Common-Wealth Secretariat, 1994).

Indiscipline cases are not new in Kenyan schools. The very first strike took place in Maseno School in 1908. Since then, indiscipline cases and strikes have been rising. Reports from the Education officer's office, Rangwe Division indicated that three secondary schools experienced discipline problems between 2000 and 2011. The schools that experienced various degrees of indiscipline in Rangwe Division included Orero Boys (2006), Nyawita Mixed (2009), Asumbi Girls School (2011). The students in the affected schools cited reasons ranging from head teachers' high handedness to poor facilities.

This study sought to establish the influence of head teachers' leadership styles on students' discipline in Rangwe Division, Homa Bay District.

## 1.2 Statement of the Problem

Discipline is a product of leadership and therefore it is the responsibility of the head teacher to discipline (Mwandigha, 2010). A report of the Taskforce on Students' Discipline and Unrest in secondary schools (2001) states that there has been an increase in the numbers of students' unrest. Mwandigha, (2010), in her research paper explains that students' strikes are symptoms of inability of the school to cultivate relevant moral values among the youth and hence threatening the social economic development of the nation. Mungania (2010) blames poor parenting, drug abuse, political interference, mass media, and head teachers' leadership styles for discipline problems.

Schools in Rangwe Division, Homa Bay District have not been spared from the mayhem of discipline problems. Reports from the Education Officer's office indicated that three public secondary schools experienced different degrees of discipline problems between the years 2006 and 2011 (Source –Education Office, Rangwe Division 2012).

The question still remains: Do head teachers' leadership styles influence students' discipline in public secondary schools in Rangwe Division, Homa Bay District? Similar studies have been carried out in other areas but not Rangwe, For example, Mwandigha,(2010) conducted a study on principals' leadership styles on

student' discipline in public mixed day secondary schools in Kiambu District. The results of the study will fill this gap.

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

The purpose of this study was to establish the influence of head teachers' leadership styles on students' discipline in secondary schools of Rangwe Division, Homa Bay District.

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

The objectives of this study were to do the following:

- i. Establish the causes of discipline problems in secondary schools in Rangwe Division.
- ii. Establish the influence of autocratic leadership style on students' discipline in public secondary schools in Rangwe Division.
- iii. Examine the influence of democratic leadership style on students' discipline in secondary schools in Rangwe Division.
- iv. Establish the influence of laissez-faire leadership styles on students' discipline in public secondary schools in Rangwe Division

## **1.5. Research Questions**

Research questions for the study were as follows:

- i. What are the causes of discipline problems in public secondary schools in Rangwe Division?
- ii. What is the influence of autocratic leadership style on students' discipline in public secondary schools in Rangwe Division?
- iii. What is the influence of democratic leadership style on students' discipline in secondary school in Rangwe Division?
- iv. What is the influence of laissez-faire leadership style on students' discipline in secondary schools in Rangwe Division?

## **1.6 Significance of the Study**

The results of this study would be used for both practice and theory. In terms of practice, it would be used by the government, especially the Ministry of Education, to design the curriculum on discipline problems in relation to leadership. It would also be used by Kenya Education Management Institute (KEMI) staff to train newly appointed principals and deputy principals on the effective leadership styles. The Quality Assurance and Standards officers (QASO) would also find the results of the study useful in guiding errant head teachers on discipline matters. Finally, the study would add new knowledge to Educational Administration.

### **1.7 Limitations of the Study**

The study greatly depended on the cooperation of the respondents. Some of whom were unwilling to respond or gave in adequate information. However, the researcher explained to them the questionnaires were for the purpose of the research alone in order to win their confidence.

### **1.8 Delimitation of the Study**

This study was conducted in Rangwe Division, Homa Bay District and focused on the influence of head teachers' leadership styles on students' discipline. The study also focused on public secondary schools in the division and not private secondary schools or primary schools in the division. The division is composed of 10 schools, 10 head teachers, 70 teachers and 2,000 students.

### **1.9. Basic Assumption of the Study**

This study proceeded on the assumption that discipline of varying degrees existed in all the public secondary schools in Rangwe Division.

### **1.10. Definition of Significant Terms**

**Autocratic leadership** refers to an approach to management in which the principal applies dictatorship, threats and coercion to students and staff.

**Democratic leadership** refers to the application of dialogue, participation and consultation in all matters affecting staff and students in a school.

**Discipline** refers to obedience to school rules.

**Laissez-faire** refers to a system of administration marked by self-direction, a hands-off approach to issues and a measure of trust that teachers and students know what is right for them while at school.

**Leadership style** refers to autocratic, democratic and laissez-faire approaches to school administration.

**Principal** refers an individual in charge of a school as stipulated in the TSC Act (CAP 212). Also referred to as the head teacher.

**Public secondary Schools** refer to those schools that are registered and which are supplied with teachers and grants by the GoK

**Student** refers to a person enrolled as a pupil in a school as stipulated in Cap 211 of the laws of Kenya

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

This study is organized into five chapters. chapter one contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation, delimitation of the study, basic assumptions of the study, definition of significant terms and organization of the study. Chapter two comprises of a review of literature on leadership styles and their influence on students' discipline in public secondary schools. It discusses theoretical and conceptual frame works. In chapter three research methodology is explained. It includes research design, target population, sample size and sampling techniques, research instruments, their validity and reliability, data collection procedures and data analysis techniques. Chapter four covers the presentation, analysis and interpretation of data and discussion of the results. Chapter five consists of a summary of findings, conclusions, and recommendations of the study and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The section contained reviewed literature on influence of head teachers' leadership styles on students' discipline from global, regional and local perspectives. The section focused on various aspects of leadership styles and their influence on students' discipline. The styles considered included autocratic, democratic and laissez-faire leadership styles.

#### **2.2 The concept of Discipline in Schools**

Discipline, according to Oyesora, (2002) refers to the system of teaching and nurturing that prepares learners to achieve competence, self control, self direction and caring for others. Good discipline is based on self discipline where learners understand and accept rules to govern their behaviour while acknowledging that for any school to achieve its core goals, discipline is paramount. Education ceases to be meaningful if there is no observation to personal or collective responsibility and discipline has to involve the whole school community. There is need to display mutual respect and consideration for each other. If discipline is to be effectively included in a learner, the head teacher has to be aware of all the factors and agents that influence the formation of certain habits and attitudes. The head teacher tries to establish how he or she can involve the same agents to enhance positive discipline (Griffin 1996).

School discipline aims at ensuring the safety of staff and students and creating an environment conducive for learning. The commonest discipline problems involve non-criminal student behaviour. These are less dramatic problems and may not threaten personal safety but they will negatively affect the learning environment. Disruption interrupts lessons for all students. A disruptive student loses even more learning time (Mungania, 2010).

Effective discipline strategies seek to encourage responsible behaviour and provide all students with satisfying school experiences as well as discouraging misconduct. Griffin (1996) asserts that head teachers' public and professional reputation depend more on the standards of discipline in their schools than any other factor. Disciplined students bring good results in every field of the school's endeavors. In this respect, the leadership style is vital in ensuring the right environment.

In order to improve quality in the management of schools in Kenya, there is need for head teachers to scrutinize their leadership styles and be qualified and experienced enough to head these schools (Daily Nation, 4<sup>th</sup> March 2006). Students' discipline will therefore act as an indication on whether the styles of leadership applied by the head teacher are appropriate (Mwandigha, 2010).

### **2.3 Leadership and discipline**

Mwandigha, (2010) asserts that the consequences of indiscipline could be emanating from the exclusive leadership styles applied by the schools' head teachers' which limit teachers and parental input in discipline matters. A leadership style refers to a particular behavior applied by a leader to motivate his or her subordinates to achieve the organizational objectives. Leadership styles are best identified as points or a continuum, where a leader exercises more of one style and less of the other as one tends to move towards the extreme end of the continuum (Okumbe, 1999).

Mwandigha, (2010) asserts that a smooth running of a disciplinary system depends on a well defined basic policy established by the head teacher in consultation with the staff. This policy must be enforced fairly and consistently by all persons in authority. This can only be achieved by providing opportunities for discussions at all levels but the final decisions still rest with the head teacher of the school.

In a school setting, the person who determines the nature of leadership environment and hence the amount of teachers' and parental input in the academic and social spheres is the head teacher (Mbiti, 1982). This observation is based on the realization that school teachers are vested with a lot of authority over school matters. The principle is that in such institutions as the school or the home, democracy should be the guiding principle with all views being listened to (Mbiti,

1982). Discipline is a product of leadership and therefore it is the responsibility of the head teacher to discipline (Oyesora, 1990). The stability of any school depends on the quality, competence, commitment and dedication of the head teacher in the whole school management. The head teacher sets the tone of the school and has the responsibility of creating a healthy and conducive environment for teaching and learning (Mwandigha, 2010).

According to Griffins, (1996) head teachers earn reputation in public or profession on the standards of discipline in their schools, more than any other single factor. Any head teacher who lets discipline slip off his administration risks trouble. Effective leadership by the head teacher is marked by the non-confidential style of leadership where decisiveness is combined with the ability to delegate, listen, support and unite the teams of personnel in his or her school. He or she should be able to discuss discipline periodically with teachers, students and the school's wider community emphasizing the need for every person to keep the school functioning smoothly and keep morals at very high levels.

A study carried out by Wangeri, (1996), earlier quoted on discipline problems affecting secondary schools revealed that about 63 percent head teachers used punitive measures to enhance school discipline which ranged from strict warning, manual work, corporal punishment, calling parents to school, alerting the police in cases of drug taking, suspension and expulsion in extreme cases. This leads to

resentment and discomfort among students, erupting into riots and destruction of school property. In a number of cases, there has been violence which has led into death of students (Wangeri, 1986).

Mungania, (2010) noted that the school administration very often practiced tyranny or autocratic style of leadership in the name of discipline. They tried to confine students' behaviour and influence their way of thinking by the use of rules and other beaurocratic controls. The assumption being that allowing the students a greater say in running of their own affairs is a threat to the administration. This notion is old fashioned and misleading. In fact, the opposite is true. Head teachers need to apply styles of leadership that allow for the formation of good school policy to guide discipline. Good school discipline policy reflects the ethos of a school and fulfills its mission.

The director of Starehe Boys Centre, commenting on discipline in an interview with Daily Nation, (2008) argued that students' input in management helps change their perception that they are inferior or unwanted. Schools should give responsibility to students that will make them realize that freedom comes with responsibility and every duty has a right attached to it. In the article, 'Discipline, Second to None', the deputy director of Starehe Boys Centre commented, "When students go on strike, authorities should realize that students are seeking attention because they have no-one to talk to" (Daily Nation,2008).

#### **2.4 Head teachers' autocratic leadership style and students' discipline**

In this leadership style, the leader has little concern for his or her colleagues and refuses to see them as individuals with unique skills. Instead, to this person, they are tools to get a job done, Jensen (2004). The manager sets goals, tells workers what to do and when to do it and expects orderly and precise results. He may or may not give any explanations and also exercises close supervision. Searle, (1990) carried out a research seeking to explain causes of students' discipline problems in the USA. The study revealed that application of autocratic leadership style leaves the young, intelligent people in a state of anxiety and anger, suspicious of all authority and resentful of institutional structures they find themselves in. The accumulated dissatisfaction causes unrest, Searle 1990.

The autocratic leadership style heavily borrows from Mc Gregor's (1960) Theory X which postulates, among other things, that an average human being has an inherent dislike for work and will avoid it if he or she can, that such people must be coerced, controlled, directed and threatened with punishment, Nyambura (2010).

Cases of discipline problems in Kenya's secondary schools have risen in the past years, especially between 2001 and 2008 and among other things; they are attributed to in-school factors( MOEST 2001) and (MoE 2008).

One of the most significant in-school factors that influence the students' discipline is the school's social environment or organizational climate, Kiumi (2009). This refers to the way members of the school community relate and interact with each other. Members of a social organization do not act in a social vacuum. Their actions are integrally related to the organizations managerial policies and the climate of the school as an organization is set by the principal as the chief executive ( Mbiti, 1982).

Wangeri, (1996) carried out a study on discipline affecting schools in Thika. Eleven schools were studied. A questionnaire was used with principals as respondents. The report of this study revealed that students are rarely involved in formulation of school rules, that rules were formulated by head teachers, deputy head teachers and teachers. She concluded that majority of the schools used archaic, outdated rules which are out of tune with the current trends and are heavily resisted by students in form of riots.

### **2.5 Head teachers' democratic leadership style and students' discipline**

A democratic leader shares the decision making process with the members of the organization. The leaders obtain ideas and opinions of workers and give them a chance to express their feelings. However, the manager has to make the final decision. In this type of leadership, communication is both upward and downward Nzuve, (1999).

A study carried out in Australian schools on effective leadership, students cited lack of leadership opportunities. Students advocated for participation of student leadership, irrespective of age (Searle and Ward, 1990). A study was carried out on secondary school students' involvement on decision making by Mulwa in Mwala Division, Machakos District (2004). The study revealed that students who are not involved in election of prefects tend to be problematic. His recommendation was that regular consultative meetings should be held by the school and he concluded that when students are encouraged to take part in the school administration, they cultivate democratic attitudes, sense of belonging to school and society and even the right attitude to work. They also learn to be self-directed, responsible and law-abiding. The students support the school discipline and respect the school administration. He adds that there is mutual trust and interdependence and the teachers and students work better and appreciate one another's problem. In such cases, students' discipline problems would be very rare.

In the 2010 principals' annual meeting in Mombasa, reforms were proposed on school administration practices which included the replacement of prefects with a students' council. The council would be expected to marshal a participative approach to school management by involving the students, Sunday Standard (April 25, 2010). This would give students more say in school management and would significantly reduce discipline problems in schools. Unlike in the past where student's leaders were hand-picked by the teachers, students would have a

chance of electing their own leaders and they would be able to air their views and sit in administrative meetings of the schools like it is done in the universities.

## **2.6 Head teachers' laissez-Faire leadership style and students discipline**

Laissez-fair leaders exert little or no influence on the group. In essence, these groups are a collection of equals. Some would argue that these groups do not have leaders. The manager indicates what needs to be done and when it should be accomplished (Nzuva 2007). Searle and Ward, (1990) carried out a study on students' unrest in USA. He found out that students today want a school or academic structure which is non-coercive (a school that doesn't saddle him with vigorous standards). The youth want a 'youth city' or 'youth ghetto' where he can grow up and do the sort of thing that interests him, free from tiresome adult interference, (Searle and Ward, 1990).

Muchiri, (1998) earlier cited indicated that discipline is not achieved if the head teacher adopts a permissive approach. The idea that students should do what they want without adult direction is self defeating.

He adds that young people will be confused and insecure if adults don't set limits for them. He concluded that leniency and laxity in handling students discipline are major shortcomings with disciplinary methods in schools. Leniency and laxity in handling discipline may lure students to infraction of school rules, knowing too well that this will be counted with leniency. Minister for Education attributed the

strikes in schools to, among other things, weak institutional management, and drug abuse. Students of Lenana School cited bullying and administration's failure to address the issue as the reason for unrest, Daily Nation (Wednesday, July 23, 2008).

### **2.7 Other factors that cause students' discipline problems**

Searle and Ward, (1990), carried out a study on the underlying causes of students' discipline problems in USA. They concluded that, affluence style of upbringing, unresponsiveness and obsolescence of institutions, the crisis of authority, obsolete structures of contemporary schools and the crises of educational philosophy are among the causes of discipline problems, (Searle and Ward, 1990).

Republic of Kenya, (2001) report of taskforce on students' unrest and indiscipline cites causes of unrest as cultural conflicts, influence of opinion leaders, role of parents, moral decay, nationalism, influence of the local community, insecurity within and outside the school, devil worshipping, location of the school, unauthorized visitors and visiting days, human rights awareness, role of mass media, hopelessness of school leavers and disparity in resources distribution.

### **2.8 Summary of literature Review**

This chapter dealt with the influence of principals' leadership styles on students' discipline in public secondary schools. The following leadership styles were discussed: democratic, autocratic and Laissez- Faire leaderships. In summary good discipline does not result from either inflexible, punitive approach or one

that is too permissive. It occurs when teachers and principals follow firm and fair policies and communicate to the students that they are not useless and unwanted. The literature reviewed shows that studies have been carried out on the influence of headteacher leadership styles on student's discipline. There is no evidence that a study on the influence of head teachers' leadership styles on students' discipline have been conducted in public secondary schools in Rangwe Division. The literature reviewed shows that studies have been carried out on the influence of headteacher leadership styles on student's discipline. There is no evidence that a study on the influence of head teachers'. However, the question that still remains is; what influence do head teachers' leadership styles have on students' discipline in public secondary schools in Rangwe Division? This is the gap that will be filled by the findings of this study.

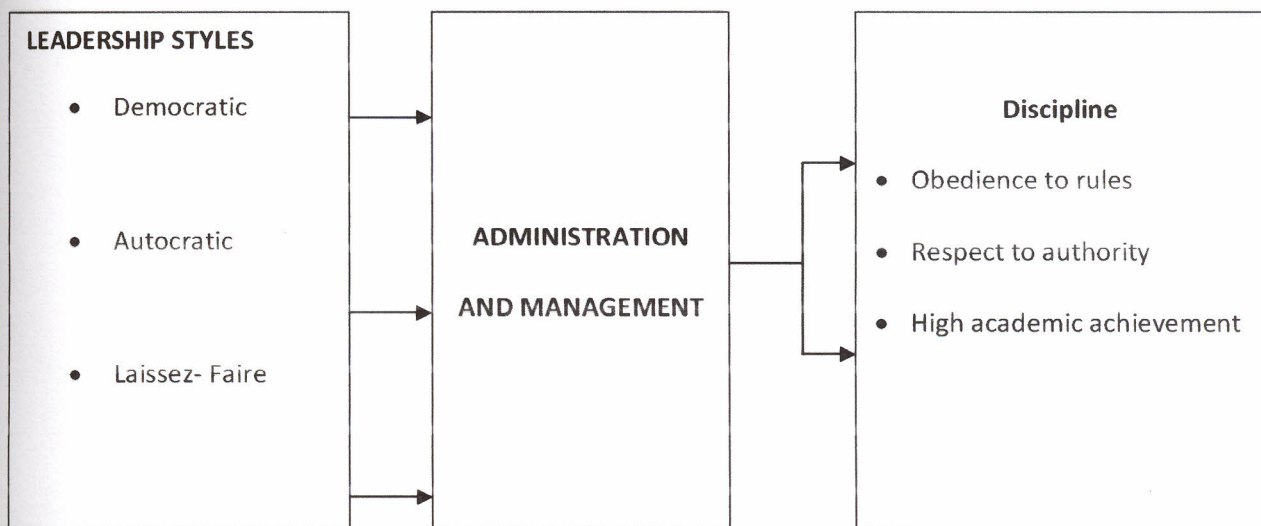
## **2.9 Theoretical framework**

The study was guided by the Path Goal Theory developed by Robert House. This theory has its roots in Expectancy theory. It emphasizes on how a leader can facilitate task performance by showing subordinates how performance can be instrumental to desired rewards. The theory argues that people, who are satisfied with their work, work harder if they believe that work will lead to things that are highly valued. It stresses that managerial behaviour should be motivating or satisfying to the extent that it increases goal attainment by subordinates and clarifies the path to these goals.

According to Path Goal theory, the leader's behaviour is acceptable to subordinates to the degree that it is viewed by them as immediate source of satisfaction. Robert House identified four leadership behaviours which include directive leaders, supportive leaders, participative leaders and achievement oriented leaders. In this study, a participative leader who consults with the subordinates and uses their suggestions to make decisions is the best leader in educational systems. The head teacher, who is the manager, when he uses democratic style of leadership by involving teachers, students and other stakeholders in decision making will make them become team players in the school and running the school becomes very smooth.

## 2.10 Conceptual framework

**Figure 1:** Conceptualized influence of leadership styles on students' discipline



Conceptual framework is a hypothesized model identifying concepts under study and their relationship. It helps the reader to quickly see the proposed relationships between variables (Mugenda & Mugenda, 1999).

As conceptualized in Figure 1, Independent Variables in this study were leadership styles which included autocratic, democratic and laissez-faire. Autocratic leadership is characterized by dictatorship, threats and coercion. Democratic leadership on the other hand, entails dialogue, participation and regular consultation among principals, teachers and students. Meanwhile, Laissez-faire style of leadership is marked by self-direction, a hands-off approach to issues and a measure of trust that students know what is right for them while at

school. The dependent variable was discipline which is characterized by obedience to school rules, respect to authority, and high academic achievement.

Autocratic leadership style is heavily resisted by students, in form of riots, withdrawals, projection, and disobedience among others. In democratic leadership style, the leader consults with his or her subordinates; there is dialogue and participation of all stakeholders of the school community. Laissez-Faire leadership style results into a 'hands off' situation where the leader trusts that the subordinates know what they are doing.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section discussed the methodology used to investigate the problem of the study. Areas discussed included research design, area of study, target population, sample size and sample procedure. It also looked at research instruments used, validity and reliability of the instruments, data collection and data analysis procedures.

#### **3.2 Research design**

This study was conducted through descriptive survey which is a method of collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues, (Kombo and Tromp, 2009). Descriptive design attempts to describe what is in a social system such as a school. A school is a social system therefore, descriptive survey was appropriate to the study for the purpose of establishing the influence of head teachers' leadership styles on students' discipline in the public secondary schools in Rangwe Division.

#### **3.3 Target population**

Mugenda and Mugenda, (1999) refer to population as an entire group of individuals, events or objects having common observable characteristics and target population is the population from which a sample is taken. Rangwe

Division has 10 schools, 70 teachers and 2000 students. Target population in this study was all the 10 schools, all the 70 teachers and all the 2000 students in Rangwe Division, (Source: D.E.O Homabay District, 2012).

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

Best and Khan, (2001) define a sample as a small proportion of a population selected for observation and analysis. Sampling, on the other hand, is defined by Best and Khan, (2001) as deliberate rather than haphazard method of selecting subjects for observing and analysis. To get the samples for the schools and principals the sample size table adopted from Krejcie and Morgan, (1970) quoted in Mulusa, (1998) was used. Based on the sample table a sample of 10 schools and 10 principals was used. Oso and Onen, (2009) define a sample as a part of the target (or accessible) population that has been procedurally selected to represent it. This study employed stratified random sampling technique to select the schools, teachers and students. The stratified random sampling refers to identifying sub-groups in the population and their proportions and selecting from each sub-group to form a sample, (Oso and Onen 2009). In this study it was used to ensure equitable representation of the population in the sample. It was preferred for this study because it ensures that sub-groups are proportionately represented. The sample sizes for the study were 10 schools, 59 teachers and 322 students.

### **3.5 Research instruments**

The main instruments of study were questionnaires. Questionnaire refers to a collection of items to which a respondent is expected to react usually in writing (Oso and Onen, 2009). The selection of the instrument was guided by the fact that the instrument allows the balancing between the quantity and quality of data collected and provides more information. This was in turn used for a fuller explanation of the phenomena under investigation. Questionnaires were used also because the study was concerned with variables that could not be directly observed, for example, views, opinions, perception and feelings of respondents. Such information is best collected through questionnaires (Oso and Onen, 2009). The sample sizes and target populations of teachers and students were also quite large. Finally, the target populations were largely literate and were unlikely to have difficulties responding to questionnaire items. They were in three categories: One category was of questionnaires completed by head teachers another one by teachers while the other category was for students. The head teachers' questionnaire consisted of two sections A and B. Section A contained 12 items that sought information on leadership styles used by principals while section B contained five items which sought information on causes of students' discipline problems.

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Teachers' questionnaire consisted of two sections. Section A had 14 items while section B consisted of five items seeking information on leadership styles used by the principal. The students' questionnaire consisted of one section of seven items seeking information on leadership styles applied by principals.

### **3.6 The validity of the instrument**

Validity is the accuracy and meaningfulness of inferences, which are based on the research results, (Mugenda and Mugenda 1999). To ensure instrument validity, content validity was tested. Content validity refers to a measure of a degree to which data collected using a particular instrument represent a specific domain of indicators or of a particular content (Mugenda and Mugenda 1999) The items in the questionnaires were presented to the supervisors from the department for assessment or relevance of content. The suggestions, comments and recommendations they made were incorporated in the final questionnaire.

### **3.7 Reliability of the instruments**

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In this study, reliability was worked out using the test – retest method to determine how reliable data would be. Test – retest involves administering the same instrument twice to the same group of subjects (Mugenda and Mugenda 1999). The same questionnaires were re-administered after two weeks and the

responses were scored. The scores from test one and test two were correlated to get the reliability coefficient using Pearson's product moment formula; (Mugenda and Mugenda 1999)

$$r = \frac{\sum xy - \frac{\sum x \sum y}{N}}{\sqrt{\left(\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N}\right) \left(\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N}\right)}}$$

Where N = Number of respondents

X = Scores from test one

Y = Scores from test two

### 3.8 Data collection procedures

Schools sampled for the study were visited after obtaining authority from NCST (National Council of Science and Technology) and obtaining a permit. Permission was then sort from the DEO'S Office (Homa Bay District) and appointments were made with the schools. Questionnaires were used as the main tool for collecting data. The selection of the instrument had been guided by the fact that instruments would allow the balancing between the quantity and quality of data collected and provide more information which was in turn used for a fuller explanation of the phenomena under investigation.

### **3.9 Data analysis techniques**

After collection of the questionnaires and observation was done, the data was edited and categorized in groups, coded and entered into computer software Statistics Package of Social Science (SPSS). Descriptive statistics which include frequencies, mean scores, standard deviations and percentages were used to report the quantitative data. Qualitative data was classified thematically, coded then entry was analyzed using descriptive statistics. Frequency counts were made of all respondents making similar responses. Results of the data were reported using pie charts, bar graphs and explanations of the findings made.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1. Introduction**

This chapter presented the findings of the study. The responses from the subjects were compiled into frequencies and converted into percentages in tabular form to help understand the causes of discipline problems, influence of autocratic, democratic and laissez-faire styles of leadership in public secondary schools in Rangwe Division. The analysis was done based on the questionnaire items. However, the findings and interpretations were done on the basis of study objectives and research questions. The open ended items which did not limit the respondents were categorized into themes and findings also presented into frequency and percentage tables based on the study objectives.

#### **4.2 Questionnaire return Rate**

The study targeted principals, teachers and students in public secondary schools in Rangwe Division. Ten schools were used in the study. Out of the 10 head teachers, 59 teachers and 322 students sampled, 10 head teachers, 58 teachers and 317 students participated in the survey.

Questionnaires were administered to 10 head teachers, 59 teachers and 322 students. A total of 10 head teachers responded and returned the questionnaires representing 100 percent return rate. The number of teachers who returned the questionnaires was 58 representing 98.31 percent. The students who returned the questionnaires were 317 out of 322 given out. This represented 98.45 percent.

Table 4.1: Questionnaire Return Rate

<b>Respondents</b>	<b>Issued</b>	<b>Returned</b>	<b>Percentage Returned</b>
Head teachers	10	10	100
Teachers	59	58	98.31
Students	322	317	98.45
<b>Total</b>	<b>391</b>	<b>385</b>	<b>98.46</b>

### **4.3 Causes of discipline problems in public secondary schools in Rangwe division**

This section addressed the responses of head teachers, teachers and students on causes of discipline problems in public secondary schools in Rangwe Division.

From the head teachers, the questionnaire item sought information on what the grievances of the students in the schools that had experienced discipline problems were. The findings are shown in Table 4.2.

Table 4.2 Students' grievances given by the head teachers

Grievances	Percent	Responses	Percent	Cumulative
Too much school work		2	20.0	20.0
Inadequate school facilities		2	20.0	40.0
Food rationing		3	20.0	70.0
Lack of freedom		2	20.0	90.0
Not stated		1	10.0	
Total		10	100.0	100.0

Table 4.2 shows that among the grievances given by the students as reasons for indiscipline, food rationing contributed to the highest percentage (30 percent). This indicates that the major cause of indiscipline in public secondary schools in Rangwe Division is food rationing. Other causes include too much school work, lack of freedom and inadequate facilities.

From the findings of this study, the main causes of discipline problems differ from those of Searle and ward, (1990). They concluded in their study that discipline problems are caused by the crisis of authority, obsolescence among other things. The difference in the findings could have been caused by the difference in environment since their study was done in the USA and this study was done in Rangwe Division. The study findings also differ from those of the republic of Kenya. 2001 task force report which cited factors such as cultural

conflict, influence of opinion leaders, moral decay and devil worshiping among others . This difference could be as a result of time that has elapsed between the two studies. This could have given most schools time to implement the recommendations of the earlier study. It could also be as a result of a number of other factors: it could possibly reflect back to head teachers' inability to plan well so as to stock enough food for the students throughout the year. It could also be as a result of the head teachers misappropriating funds such that he or she finds him or herself in an awkward position and gives directives to kitchen staff to ration food.

#### **4.4. Influence of head teachers' autocratic leadership style on students' discipline in Rangwe Division**

Head teachers, teachers and students were given questionnaire items requiring them to respond by giving their level of agreement to the items. This section summarizes their responses as follows:

The head teachers were given the questionnaire item which sought to establish whether the principals ensured that students adhered to school rules strictly. Their responses are summarized in table 4.3.

Table 4.3: Head teachers' level of agreement on whether they ensure students adhere to school rules

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	1	10.0	10.0
Agree	1	10.0	20.0
Strongly agree	8	80.0	
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>

The findings based on the level of agreement of head teachers as to whether they ensured that students adhered to school rules strictly revealed that 90 percent agreed. This indicated that rules in most of the schools were enforced, particularly by the head teacher, which evidently showed that most of them applied autocratic leadership by making sure that students obeyed the rules strictly and even judging by the response of students on the rate of punishment in their schools, they were punished if they did not obey the rules.

Autocratic leadership style, as exercised in secondary schools was deduced from responses to items in the questionnaire relating to day-to-day operations in schools. These day-to-day operations included issues like: seeking students' approval on matters likely to affect them before implementation; participation of students in identification of school prefects, existence of functional student

council. Responses were analyzed using descriptive statistics especially percentages and frequencies. Results were summarized and presented in the tables below.

With regards to school rules, the study revealed that majority of the teachers agreed that their principals were firm with students on school rules. Only 10 percent disagreed. This indicates that most principals were very strict with students on rules and this could be a sign of dictatorship.

About the principal seeking students' approval on important matters affecting them before implementation, the teachers who strongly disagreed and disagreed made a total of 24.2 percent which is not very negligible. Only 56.9 percent agreed. This indicates that there is some element of dictatorship in the principals as seen by the teachers.

Table 4.4: Teachers level of agreement on whether prefects are selected

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	4	6.9	6.9
Disagreed	15	25.9	32.8
Undecided	4	6.9	39.7
Agree	18	31.0	70.7
Strongly agree	17	29.3	
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

The study further revealed that 31 percent and 29.3 percent of the teachers agreed and strongly agreed that prefects were selected and not elected in their schools. This was a very big percentage and it indicated that autocratic style of leadership was exercised in a good number of public secondary schools in Rangwe Division.

Table 4.5: Teachers' level of agreement on formation of student council

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	3	5.2	5.2
Disagree	15	25.9	31.0
Undecided	9	15.5	46.6
Agree	17	29.3	75.9
Strongly agree	14	24.1	
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

From the teachers' responses, the study further revealed that 5.2 percent of the teachers strongly disagreed that their principals allowed the formation of student council, 25.9 percent disagreed, 29.3 percent and 24.1 percent agreed and strongly agreed respectively indicating that student-councils were formed in their schools, all this is a clear indication that some principals in Rangwe Division apply autocratic leadership style.

From the students, the study sought to find out, through questionnaire items, whether their principals involved them in formulation of rules. It also sought to find out whether the principals sought their approval on important matters affecting them before implementing them. The study also sought to find out

whether their principal ensured that they adhered to school rules strictly. Their responses are summarized on the tables below.

Table 4.6: Extent to which students agreed on their involvement in making rules

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Disagree	151	47.6	47.6
Undecided	66	20.8	68.5
Agree	100	31.5	
<b>Total</b>	<b>317</b>	<b>100.0</b>	<b>100.0</b>

The study revealed that 46.7 percent of the headteachers did not involve their students in formation of school rules, 20.8 percent were undecided while only 31.5 percent of the headteachers involved their students in formation of school rules. This indicated that a good number of principals in public secondary schools in Rangwe Division apply autocratic leadership.

Table 4.7: Students' level of agreement on whether the head teacher sought their approval.

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	7	12.1	12.1
Disagree	7	12.1	24.1
Undecided	11	19.0	43.1
Agree	25	43.1	86.2
Strongly agree	8	13.8	
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

From the students' responses, the study revealed that only 43.1 percent and 13.8 percent agreed and strongly agreed that their head teachers sought their approval on important matters affecting them before implementation. This is a further indication of autocratic leadership.

Table 4.8: Students' level of agreement that head teachers ensured they adhered to rules

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Disagree	56	17.7	17.7
Undecided	47	14.8	32.5
Agree	214	67.5	
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>

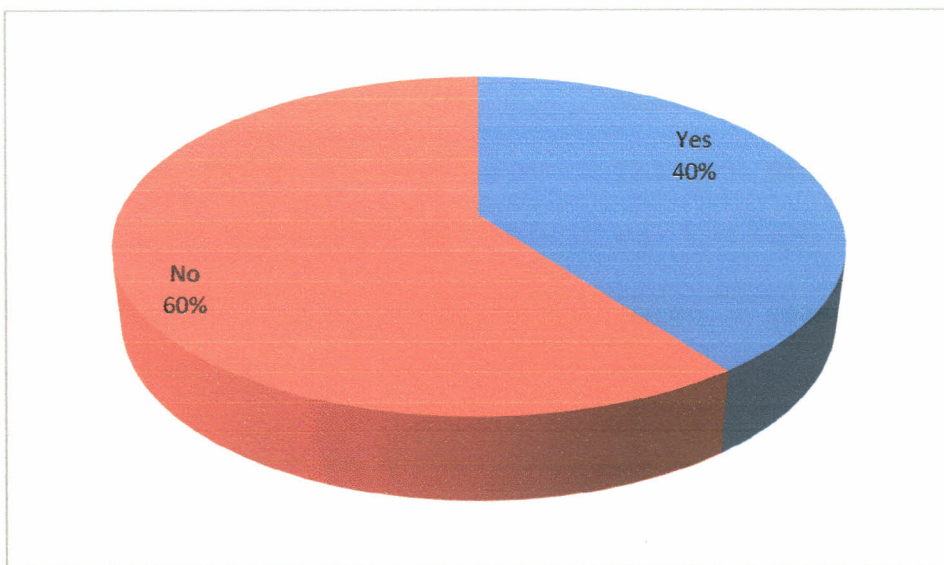
Generally findings from the study indicated that 47 percent of the head teachers did not involve them as shown on Table 4.6 yet 67 percent of the principals ensured that students adhered to rules which most of them never participated in formulating as shown in tables 4.7 and 4.8 above.

The responses of the students indicated that a good percentage of the head teachers applied autocratic leadership style in their schools. This was shown in the way they ensured they made rules to be followed by students without involving them (students) in the formation and made sure the students obeyed them.

**General comments on findings on head teachers, teachers and students concerning discipline problems**

On students' discipline, 40 percent of the principals confirmed that their schools had experienced discipline problems as shown in Figure 2.

Figure 2: Head teachers' level of agreement on experience of indiscipline



The findings from the head teachers revealed that there was indiscipline experienced in a number of schools. From the teachers' perspective, study findings are summarized in Figure 2 above. It was evident that discipline problems existed in a good number of schools as shown in the figure; that the disciplinary committee mainly dealt with discipline issues and enforcing school rules. Handling discipline issues constituted 56.9 percent against 25.9 percent

that guided and counseled the students. These findings are summarized in Table 4.9

Table 4.9: Teachers’ responses on functions of disciplinary committee in their Schools

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Guidance and counseling	15	25.9	25.9
Handling disciplinary issues	33	56.9	82.8
Enforcement of rules	7	12.1	94.8
Not stated	3	5.2	5.2
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

Students’ responses to the questionnaire item seeking information on rate of punishment in their schools per week revealed that punishment rate was high in 53 percent of the schools as shown in Table 4.10 below.

Table 4.10: The students' level of agreement on the punishment rate

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Disagree	82	25.9	25.9
Undecided	66	20.8	46.7
Agree	169	53.3	53.3
<b>Total</b>	<b>317</b>	<b>100.0</b>	<b>100.0</b>

This indicated that indiscipline existed in quite a number of schools. From the students' responses, there is a slight disagreement with the level of indiscipline in schools given by the head teachers. This discrepancy could be because some head teachers were not honest in their responses. All in all, there is evidence of indiscipline experienced by a number of public secondary schools in Rangwe Division. In addition, only 34.7 percent of the principals allowed students to question their views as indicated on Table 4.11.

Table 4.11: Students' level of agreement on whether principals allowed students to question their views

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Disagree	110	34.7	34.7
Undecided	72	22.7	22.7
Agree	135	42.6	42.6
<b>Total</b>	<b>317</b>	<b>100.0</b>	<b>100.0</b>

It is therefore possible that the style of leadership exercised by the principals of schools that have confirmed their experience of discipline problems could be responsible for the problems and it was also evident that they practice autocratic leadership.

The findings of this study are in line with those of Wangeri, (1996). Her study revealed that students are rarely involved in formation of school rules. She concluded that majority of the schools used archaic, outdated rules which are heavily resisted by students in form of riots.

The study was able to establish that in some schools, head teachers applied autocratic leadership. This was evident from teachers' responses that the head teachers enforced school rules strictly, some did not involve students in electing prefects, others hardly sought the students' approval on matters affecting them and even that some head teachers never encouraged students to express their views

frankly. From students, the study revealed that there was a high rate of punishment among other things. This indicated that the autocratic leadership style applied by the head teachers resulted into disobedience to school rules which in turn led to high rate of punishment and there after indiscipline experienced. The findings of the study therefore concluded that headteachers' leadership style influenced students' discipline in Rangwe Division in that the application of autocratic leadership resulted into disobedience to school rules, which in turn led to indiscipline experienced. This is in agreement with Searle and Ward, (1990) who established that application of autocratic leadership style leaves the youth in a state of anger and resentful of the institutions. The findings are also in line with Wangeri, (1996) who concluded in her study that schools which used outdated rules that were out of tune with the current trends were heavily resisted by students in form of riots. However, the evidence of existence of autocratic leadership as revealed by the study was not very strong. This may have led to low incidence of strike.

#### **4.5 Influence of democratic leadership style on students' discipline in secondary schools in Rangwe Division.**

This section addressed the responses of head teachers, teachers and students in public secondary schools in Rangwe Division to questionnaire items. The section starts by analyzing the responses of head teachers on a number of questionnaire items.

Asked to give their level of agreement to the questionnaire items stating that involving students in decision making can bring down a school, 30 percent of the principals strongly disagreed. Only 20 percent agreed to the view. This is shown in Table 4.12 below. This indicated a high level of democracy.

Table 4.12: Head teachers' level of agreement that student involvement can bring down a school

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	3	30.0	30.0
Disagree	5	50.0	80.0
Strongly agree	2	20.0	20.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>

On whether the principal encouraged students to express their views frankly, the study revealed that most head teachers largely encouraged students to express their feelings frankly. This is analyzed in Table 4.13 below.

Table 4.13: Head teachers' level of agreement on whether they encouraged students' free expression

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Disagree	2	20.0	20.0
Agree	1	10.0	30.0
Strongly agree	7	80.0	70.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>

From the findings, 80 percent of the principals strongly agreed that they encouraged students to express themselves frankly, while only 20 percent disagreed. In addition, a total of 80 percent of the principals agreed that they should listen to students whether or not they agreed with them and only 10 percent disagreed. This indicated that democracy was practiced in most of the schools.

The teachers were also asked to respond to a number of questionnaire items which included their level of agreement on whether or not the principal allowed the students to express their feelings frankly, listened to students whether or not he or she agreed with them and sought the students' approval on important matters touching them before implementation. The findings are summarized in the tables below

Table 4.14: Teachers extent of agreement on whether their principals listened to students

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	1	1.7	1.7
Disagree	3	5.2	6.9
Undecided	4	6.9	13.8
Agree	40	69.0	82.8
Strongly agree	10	17.2	17.2
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

Table 4.14 shows that a total of 86.2 percent of the teachers agreed that their head teachers listened to students whether or not he or she agreed with them while 6.9 percent disagreed. On whether the head teachers encouraged the students to express their feelings frankly, Table 4.16 below shows that 53.4 percent agreed, 24.1 percent strongly agreed, 10.3 percent disagreed, 1.7 percent strongly disagreed while 10.3 percent were undecided. This indicated that a good number of head teachers applied democratic leadership.

Table 4.15: Teachers' level of agreement on whether their head teacher encouraged students' free expression

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	1	1.7	1.7
Disagree	6	10.3	12.1
Undecided	6	10.3	22.4
Agree	31	53.4	75.9
Strongly agree	14	24.1	24.1
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

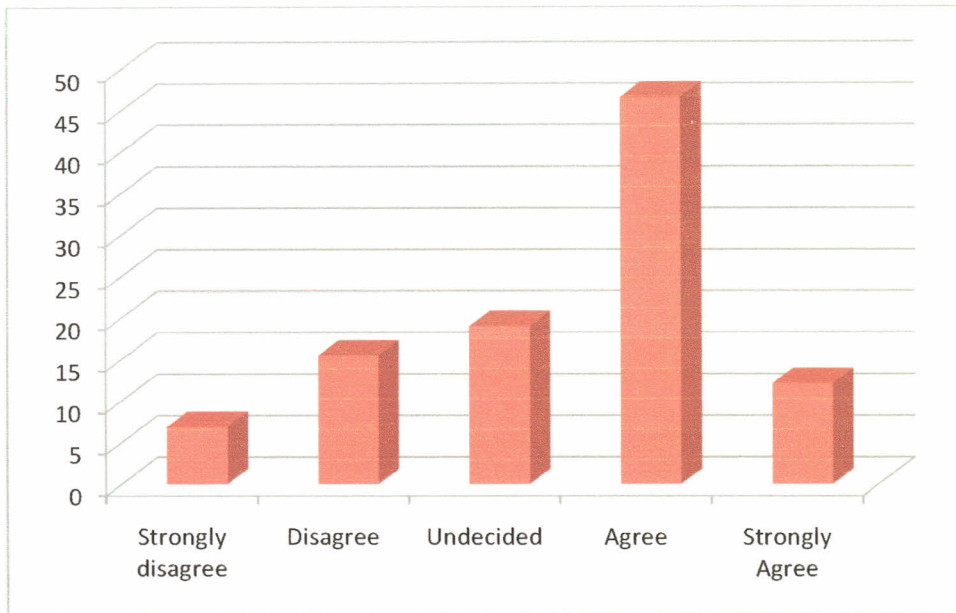
The questionnaire item requiring teachers to give their response on their level of agreement on whether the head teacher sought students' approval on matters affecting them before implementation revealed that a total of 56.9 percent and 12 percent represented the total of those who disagreed. This is shown in Table 4.16 below.

Table 4.16: Teachers' level of agreement on whether head teachers sought students' approval before implementation

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Strongly disagree	7	12.1	12.1
Disagree	7	12.1	24.1
Undecided	11	19.0	43.1
Agree	25	43.1	86.2
Strongly agree	8	13.8	13.8
<b>Total</b>	<b>58</b>	<b>100.0</b>	<b>100.0</b>

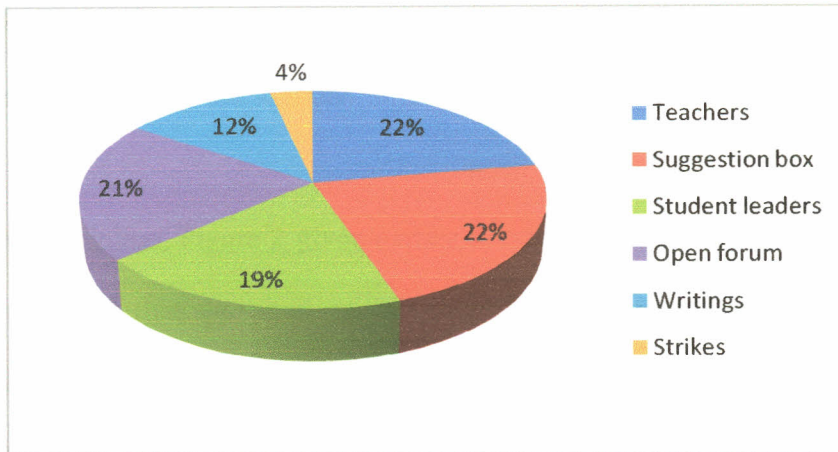
Asked to give their level of agreement as to whether their principal avoided treating students in a patronizing manner, the total number of teachers who strongly agreed and agreed as shown in Figure 3 was 34, represented by 58.7 percent while a total of 13 teachers disagreed, represented by 22.4 percent. This indicated that a number of head teachers were democratic.

Figure 3: Teachers' level of agreement on whether their head teacher was unpatronizing to students.



A questionnaire item seeking information from the teachers on ways through which students communicated their grievances in the school received a variety of responses. This is summarized in Figure 4.

Figure 4: Teachers' responses on what students used to channel their grievances



The highest number, constituted by 22.4 percent said they addressed them through teachers and the administration. The same percentage gave open box as a way of airing their grievances. This was closely followed by open forum which was represented by 20.9 percent and 19 percent aired their grievances through student leaders. 12.1 percent of the teachers said that students used different forms of writing like notes slipped under head teacher's doors. A very small percentage, 3.4 percent said that students aired their grievances through strikes. All this is clear evidence that democracy is practiced by most head teachers of public secondary schools in Rangwe Division.

From the students' questionnaire item seeking information as to whether the principal allowed them to question his or her views, various responses were received. Their responses are analyzed in Table 4.12 already given above. From

the table, 42.6 percent agreed, 34.7 percent disagreed while 22.7 percent was undecided. This indicates that majority of the students agreed that there was freedom of expression which is evidence of democracy in the way the head teachers manage the schools.

On discipline, Figure 2 given earlier showed that 40 percent of the head teachers confirmed that they had experienced different levels of indiscipline problems while a higher percentage, 60 percent said that their schools had never experienced discipline problems. This shows that most schools maintain high levels of discipline and this could be attributed to the democratic style of leadership applied by the head teachers of those schools. It is also evident from the students' response to questionnaire item seeking their level of agreement on whether or not punctuality was observed. This is shown on Table 4.17

Table 4.17: Students' level of agreement on time management

<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Disagree	67	21.1	21.1
Undecided	61	19.2	40.4
Agree	189	59.6	59.2
<b>Total</b>	<b>317</b>	<b>100.0</b>	<b>100.0</b>

Table 4.17 shows that 59.6 percent of the students agreed that punctuality was observed in their schools. A small percentage (21.1 percent) disagreed while only 19.2 percent were undecided. A possible factor that could contribute to this phenomenon in the schools is high level of democracy which would motivate both the students and teachers to be observing time strictly. This, consequently possibly contributed to high level of discipline existing in most of the public secondary schools in Rangwe Division.

From the teachers' responses the study revealed, on the influence of democratic leadership on students' discipline, that most head teachers were friendly, sought students' approval on matters affecting them, avoided patronizing students among other things. A good number of students also agreed that their principals allowed them to question their views. There is strong evidence of democracy which contributed to high level of discipline. The findings of this study agree with those of Mulwa, (2004) which revealed that encouraging students' participation in school administration cultivated democratic attitude, sense of belonging and right attitude to work which in turn minimized discipline problems.

#### **4.6 Influence of laissez-faire leadership style on students' discipline in public secondary schools in Rangwe Division**

This section addressed the responses of head teachers, teachers and students in public secondary schools in Rangwe Division to questionnaire items seeking information in different areas. From the head teachers, responses to the questionnaire item seeking information as to whether punctuality was observed in their schools received a variety of responses. Their responses are summarized in Table 4.18 below.

Table 4.18: Head teachers' level of agreement on observation of punctuality

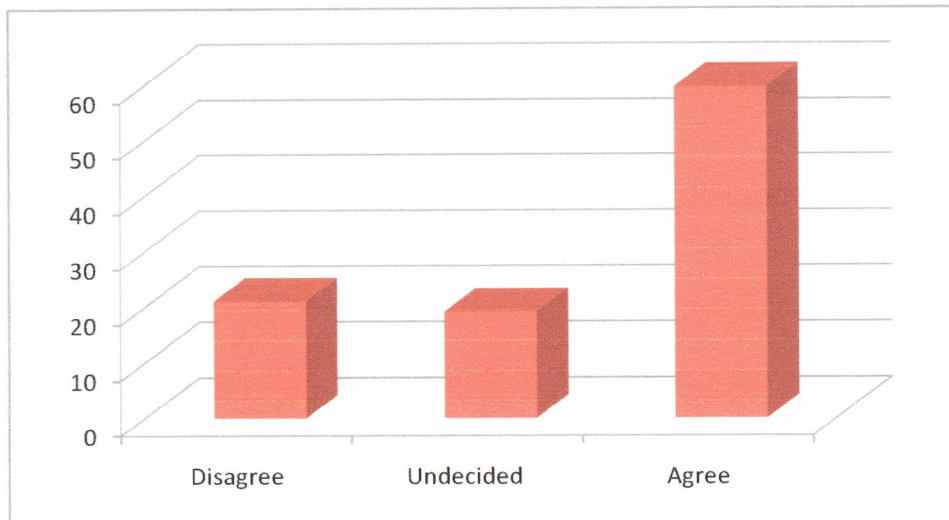
<b>Responses</b>	<b>Frequency</b>	<b>Percent</b>	<b>Cumulative Percent</b>
Disagree	3	30.0	30.0
Agree	4	40.0	70.0
Strongly agree	3	30.0	30.0
<b>Total</b>	<b>10</b>	<b>100.0</b>	<b>100.0</b>

Table 4.18 shows that a measure of trust that teachers and students knew what was right for them while at school existed in a good number of schools which was evidence of laissez-faire style of leadership .This was evidently indicated on the head teachers' responses. 70 percent agreed and 30 percent disagreed. Another indication was the head teachers' response to the questionnaire item seeking

information on whether punctuality was strictly observed, to which 100 percent of them strongly agreed.

Students responded to questionnaire item seeking information as to whether punctuality was observed in their schools. Their responses are summarized in Figure 5.

Figure 5: Students' level of response on observation of punctuality.



The figure shows that 59.6 percent agreed, 21.1 percent disagreed while 19.2 percent was undecided. From the study, there is some evidence of Laissez-faire leadership style applied by head teachers of public secondary schools in Rangwe Division but this is to a very small extent as compared to democratic and autocratic leadership styles. This could not be said to have had a big influence on students' discipline in public secondary schools in Rangwe Division.

Analysis of data revealed that that discipline problems in public secondary schools in Rangwe Division were majorly caused by food rationing. The main styles of leadership applied by the principals were democratic and autocratic. In most schools, the study revealed that democracy was found though autocracy was also evident. There was little evidence of laissez-faire leadership style.

On influence of head teachers' leadership styles on students' discipline, it came out that democratic leadership style, when applied by the head teacher, has a positive influence on students' discipline while autocratic leadership style leads to indiscipline.

From the findings of the study, there is very little evidence of laissez-faire leadership style in public secondary schools in Rangwe Division. However, the little that there was, for example, from responses that teachers and students observed punctuality strictly could not be said to have a big influence on students' discipline. Therefore, the study revealed that the application of laissez-faire leadership style with a measure of trust that students and teachers know what is right for them while at school positively influenced discipline of students. Since laissez faire leadership was not found to a large extent, it did not affect students' discipline in public secondary schools in Rangwe Division. The study findings, to some extent, agreed with previous studies in the reviewed literature. For example, Muchiri, (1998) conducted a study on participatory practices used by head teachers to enhance discipline in public secondary schools in Nairobi Province and the study revealed that leniency and laxity in handling discipline may lure students to infraction of school rules, knowing too well that this would be counted with leniency. This, possibly, was the reason why there was very little evidence of laissez-faire leadership.

influence of democratic leadership style on students' discipline in public secondary schools in Rangwe Division in that headteachers who apply democratic leadership style in their schools experience a high level of discipline.

The study also concluded that there is some evidence of autocratic leadership style which was found to affect students' discipline in that it leads to indiscipline. There was very little evidence of laissez-faire leadership style practiced in public secondary schools in Rangwe Division and so the conclusion of this study on laissez-faire leadership style was that it does not exist and has no influence students discipline in public secondary schools in Rangwe Division.

On democracy, there is strong evidence that head teachers of public secondary schools in Rangwe Division apply democratic leadership style which contributed to high level of discipline. The study further revealed that there isn't strong evidence of laissez-faire leadership style applied by head teachers of public secondary schools in Rangwe Division and so the study was not able to clearly establish the influence of laissez-faire leadership style on students' discipline in public secondary schools in Rangwe Division.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of study findings, conclusions based on study objectives and recommendations for policy formulation, practice and further research. The prime objective of the study was to establish the influence of head teachers' leadership styles on students' discipline in public secondary schools in Rangwe Division. The study sought to respond to the following study objectives:

- i. Establish the causes of discipline problems in secondary schools in Rangwe Division.
- ii. Establish the influence of autocratic leadership style on students' discipline in public secondary schools in Rangwe Division.
- iii. Examine the influence of democratic leadership style on students' discipline in secondary schools in Rangwe Division.
- iv. Establish the influence of laissez-faire leadership styles on students' discipline in public secondary schools in Rangwe Division

#### **5.2 Conclusions**

The study concluded that discipline problems in public secondary schools in Rangwe Division were majorly caused by food rationing. It also came out that the main style of leadership applied by head teachers in public secondary schools of Rangwe Division is democratic. The study therefore concludes that there is strong

### **5.3 Recommendations**

Based on the conclusions, this study makes the following recommendations:

1. Schools need to ensure adequate provision of food for students to avert discipline cases in public secondary schools in Rangwe Division.
2. All forms of autocratic leadership need to be eliminated. There is need for opening more democratic space.
3. Democracy should be upheld in secondary schools.
4. Laissez-faire leadership can cause loss of direction if applied. It should not be given any room in schools.

### **5.4 Areas for further studies**

1. This study was limited to public secondary schools in Rangwe Division. Similar studies could be done in institutions of other levels of education like primary schools and teacher training colleges or other divisions in Homa Bay District or the County as a whole.
2. A similar study can be done so that the research explores the objectives by gender.
3. Causes of indiscipline may not have been confined just to leadership styles only; it could be looked at in relation to other factors such as gender of the head teacher.

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## **Appendix I Letter of Introduction**

JANE ODONGO ONGIRO  
UNIVERSITY OF NAIROBI,  
DEPARTMENT OF EDUCATIONAL  
ADMINISTRATION AND PLANNING,  
P.O. BOX 92,  
KIKUYU.

THE HEAD TEACHER,  
..... PRIMARY SCHOOL  
RANGWE.

Dear Sir/Madam,

**RE: INFLUENCE OF HEAD TEACHERS' LEADERSHIP STYLES ON STUDENTS' DISCIPLINE IN PUBLIC SECONDARY SCHOOLS IN RANGWE DIVISION, HOMABAY DISTRICT, KENYA**

I am a post graduate student at the University of Nairobi currently undertaking a research to investigate the influence of head teachers' leadership styles on students' discipline in public secondary schools in Rangwe Division, Homa-bay District. The questionnaires are designed for this research only and some of my respondents are within your school like the head teachers, teachers and students.

Your identity will be treated with a lot of confidentiality.

Thanks for your cooperation.

Yours faithfully,

Jane Odongo Ongiro

**Appendix II Sample Sizes For Different Population Sizes.**

Population size	Sample Size	Population size	Sample size
10	10	250	162
20	19	300	169
30	28	400	196
40	35	1500	306
50	44	2000	322
60	52	3000	341
70	59	4000	351
80	66	5000	357
90	73	10000	370
100	80	20000	377
150	108	50000	381
	132	100000	384

**Source:** Mulusa (1990, page307)

### **Appendix III: Head teachers' Questionnaire**

This questionnaire is designed to gather general information about yourself and your school. Please indicate the correct answer by ticking (√) in the appropriate box. Do not write your name or the name of your school anywhere on this questionnaire.

#### **SECTION A: Leadership Styles**

Below are statements which require you to indicate your level of agreement or disagreement with the view expressed. Read each statement carefully and tick the appropriate key.

Strongly agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly disagree (SD)

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	Friendly to talk to					
2	Should listen to students whether or not you agree with them					
3	Encourage students to express their feelings frankly					
4	Expect students to do their very best					
5	Accept that you are capable of making mistakes					
6	Give credit and recognition to your students generously					
7	Seek students approval on important matters touching them before implementing them					
8	Ensure students adhere to school rules					
9	Involving students in decision making can bring down a school					
10	Ensure students put on correct uniform					
11	Choosing a prefect is responsibility of administration and teachers					
12	Refer discipline cases to guidance and counseling department					
13	Punctuality is strictly observed in the school.					

**SECTION B: Causes of discipline problems in schools**

14. Has your school experienced indiscipline problems in the last 5 years?

Yes            [   ]

No             [   ]

15a) If yes, what were the students grievances

.....  
.....

b) What does the school do to sort out the students grievances?

.....  
.....

16 a) Do you have a students' council in your school?

Yes            [   ]

No             [   ]

b) If yes, does the school benefit from the council in enforcing discipline?

Yes            [   ]

No             [   ]

17. Please state the home ground factors that are likely to cause students unrest.

.....  
.....  
.....

## **Appendix IV: Teachers' Questionnaire**

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

Please indicate the correct answer by ticking (✓) in the appropriate box.

Do not write your name or the name of your school anywhere on this questionnaire.

### **SECTION A: Leadership Styles**

Below are statements which require you to indicate your level of agreement or disagreement with the view expressed about your principal. Read each statement carefully and tick the appropriate key.

Strongly Agree (SA)

Agree (A)

Undecided (U)

Disagree (D)

Strongly disagree (SD)

	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
1	Friendly to talk to					
2	Listens to students whether or not he/she agrees with them					
3	Encourage students to express their feelings frankly					
4	Avoids treating students in a patronizing manner					
5	Puts suggestions made by students into operation					
6	Seeks students approval on important matters touching them before implementing them					
7	Emphasizes on correct school uniform					
8	Allow students to elect their own prefects					
9	Get your approval in matters touching you before implementing them					
10	Allows the formation of students council					
11	Allows teachers, students conference					
12	Allows revision of school rules					
13	Firm with students' on rules and regulations					
14	Encourages you to bring new changes and creative ideas					

**SECTION B: Causes of students' indiscipline**

15. a) Does your school have a disciplinary committee?

Yes            [   ]

No             [   ]

15. b) If yes, what are its functions?

.....  
.....

16.    Yes            [   ]

       No             [   ]

Are there open days in your school?

Yes            [   ]

No             [   ]

17. What method do students use to communicate their grievances?

.....  
.....

## Appendix V: Students' Questionnaire

This questionnaire is designed to gather general information about your school. Do not write your name or the name of your school anywhere on this questionnaire.

Below are statements which require you to indicate your level of agreement or disagreement with the view expressed about your principal or school. Read each statement carefully and respond by ticking the appropriate key

- (i) Agree
- (ii) Undecided
- (iii) Disagree

### 1. Students elect their own prefects

- (i) [ ]
- (ii) [ ]
- (iii) [ ]

### 2. Students are involved in formulation and revision of rules

- (i) [ ]
- (ii) [ ]
- (iii) [ ]

### 3. Rate of students' punishment per week is high

- (i) [ ]
- (ii) [ ]
- (iii) [ ]

4. Principal allows students to question his/her views

(i) [ ]

(ii) [ ]

(iii) [ ]

5. Punctuality is strictly observed

(i) [ ]

(ii) [ ]

(iii) [ ]

6. Students' suggestions are put into practice

(i) [ ]

(ii) [ ]

(iii) [ ]

7. Principal ensures students adhere to school rules

(i) [ ]

(ii) [ ]

(iii) [ ]

## Appendix VI: Research Clearance Permit

### CONDITIONS



REPUBLIC OF KENYA

### RESEARCH CLEARANCE PERMIT

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out 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)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

GPK6055t3mt10/2011

(CONDITIONS—see back page)

PAGE 2

PAGE 3

Research Permit No. NCST/RCD/14/012/902

Date of issue 27<sup>th</sup> June, 2012

Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution

Jane Odongo Ongiro

of (Address) University of Nairobi

P.O.Box 30197-00100, Nairobi.

has been permitted to conduct research in

**Homabay  
Nyanza**

**Location  
District  
Province**

**on the topic: influence of headteachers' leadership styles on students' discipline in public secondary schools in Rangwe Division, Homabay District.**



Applicant's  
Signature

Secretary  
National Council for  
Science & Technology

for a period ending: 31<sup>st</sup> August, 2012.

## Appendix VII: Research Authorization Letter

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

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

Our Ref: **NCST/RCD/14/012/902**

**27<sup>th</sup> June 2012**

Our Ref:

Date:

Jane Odongo Ongiro  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of headteachers' leadership styles on students' discipline in public secondary schools in Rangwe Division, Homabay District*," I am pleased to inform you that you have been authorized to undertake research in **Homabay District** for a period ending **31<sup>st</sup> August, 2012**.

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

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

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Homabay District.